



The Effect of Jot Thoughts Technique towards Students' Descriptive Text Writing Skill at Eleventh Grade of SMA Swasta Teladan Pematangsiantar

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Abstract

This research aims to investigate the effect of Jot Thoughts technique toward students' descriptive text writing skill at eleventh grade of SMA Swasta Teladan Pematangsiantar. The research method used is a quasi-experiment with two classes, namely the experimental class using Jot Thoughts technique and the control class using conventional technique. The population of this research was grade eleventh of SMA Swasta Teladan Pematangsiantar in the academic year 2024/2025. The researcher took two classes as the sample. The samples were XI-2 as experimental group consisting of 39 students and XI-1 as control group consisting of 39 students. Data were collected through written tests conducted before (pre-test) and after the treatment (post-test). The Jacobs' writing assessment rubric was used in this research, which includes several aspects namely content, organization, vocabulary, language use and mechanics. The results of data analysis showed that there was a significant improvement in the writing skill of students who use Jot Thoughts technique compared to the control group. The researcher found that the mean score in the experimental pre-test was 52,69 and the post-test mean was 76,25 while in the control class pre-test mean was 51,30 and the post-test mean was 68,02. The result of t-test was 2,594 which was higher than t-table at 5% of significance level 1,665. The result of significance value indicates that alternative hypothesis (H_a) was accepted, while the null hypothesis (H_o) was rejected. It means that there was a significant effect by using Jot Thoughts technique at eleventh grade of SMA Swasta Teladan Pematangsiantar in writing descriptive text.

Keywords: Effect, Jot Thoughts, Writing

INTRODUCTION

English ranks among the most spoken languages globally, with approximately 1.5 billion individuals using it as either their first or second language. It serves as a significant medium for international communication, facilitating global relations (Silalahi et al., 2022). The language's relatively straightforward grammar and widely accepted vocabulary make it indispensable, as no nation can overlook English's role as a global language.

Establishing a solid proficiency in English opens up a broader range of knowledge for students and enhances the overall quality of human resources (Budiman et al., 2023). Mastery of the four fundamental skills listening, speaking, reading, and writing is essential for students to communicate effectively in English (Normawati et al., 2023).

Among these skills, writing is particularly crucial for students to master, as it plays a vital role in their success in learning English. Writing enables students to engage with various elements of the language, including vocabulary, grammar, and sentence structure, thereby deepening their understanding (Nurulhaq et al., 2023). Additionally, writing offers numerous advantages that contribute to personal development. It cultivates critical and logical thinking, empowering students to analyze information, organize their thoughts, and express ideas clearly. This practice also allows students to explore their creativity.

Writing involves articulating ideas or thoughts through letters or symbols. It is a productive skill that encourages students to generate ideas, organize them, and communicate them critically and analytically to create original works (Sinaga et al., 2024). The process of writing is continuous and requires time to achieve proficiency. As students practice and gain experience, their writing skills improve. The writing process enhances their ability to express thoughts effectively (Sinaga et al., 2022). Frequent practice leads to better organization of ideas, clearer messaging, and appropriate language use. Effective writing is characterized by its utility for readers, whether in delivering information or providing entertainment and influence.

Descriptive text is a specific form of writing in English that outlines the features of various subjects, including humans, animals, and objects (Anggun, 2016). The term "descriptive" is derived from the word "describe," which means to explain or depict something (Indah, 2022). This type of text aims to provide an explanation and create an impression for the reader (Sartika & Nurdin, 2019). When composing a descriptive text, the writer conveys detailed impressions, observations, or emotions regarding a particular object.

Descriptive texts generally consist of two main components: Identification and Description. The Identification section introduces or identifies the object, while the Description section elaborates on its characteristics, parts, or qualities. The goal is to help the reader understand the writer's feelings and experiences, evoking a vivid sense of what is being described and offering a rich, detailed account of direct experiences (Basri & Syamsia, 2020).

This genre of text encourages creativity and self-expression among students. It challenges them to utilize their imagination and knowledge while employing language that is appealing and easy to comprehend. When describing an object, students should clearly articulate various characteristics, such as naming the object, classifying it, and explaining its functions and traits. The aim is to create a vivid mental image for the reader, allowing them to see, hear, feel, smell, and taste the described object. However, writing descriptive text can be challenging. Students often struggle to initiate their writing and expand their creative thinking, frequently feeling stuck when trying to formulate supporting sentences. They may also be uncertain about the appropriate tense to use and lack sufficient vocabulary, resulting in sentences that are hard for readers to grasp (Jayanti, 2019). Additionally, many students lack motivation and confidence in their English writing skills (Agustin, 2023), leading to suboptimal participation during the writing process and uncertainty about their work.

During the Teaching Practice (PPL) at SMA Swasta Teladan Pematangsiantar from October 10, 2023, to January 27, 2024, the researcher identified several challenges students faced when writing descriptive texts. Firstly, there was a lack of understanding of the generic structure of descriptive texts. Secondly, students encountered difficulties with the simple present tense. Thirdly, they often overlooked punctuation and capitalization. Lastly, the students received low scores in writing descriptive texts.

To address these challenges in writing English texts, various teaching techniques can be employed. One effective approach is the Jot Thoughts technique. This method, part of cooperative learning, emphasizes collaboration among students. Jot Thoughts helps generate

ideas (Kagan, 2009:6.28), allowing students to utilize slips of paper to brainstorm and then discuss their findings (Santika et al., 2024). This technique encourages students to quickly focus on the object or situation, preventing the loss of ideas and inspiring fresh perspectives on what they are describing. Jot Thoughts can serve as an initial framework for writing descriptive texts, assisting students in compiling main points, organizing them in a logical and engaging manner, and ultimately developing a coherent paragraph that adheres to generic structures and appropriate language features.

The researcher selected this technique because it offers an enjoyable learning experience and aids students in enhancing their English writing skills by developing texts based on new ideas generated from their thoughts. The Jot Thoughts technique encourages students to express their opinions, share insights, and comment on their peers' contributions.

This method has proven effective in helping students articulate their ideas freely and improve their skills in writing descriptive texts (Sisanti, 2024). Moreover, students taught using the Jot Thoughts technique achieved higher scores compared to those who learned through traditional methods. This technique has shown to significantly enhance students' writing abilities, particularly in crafting descriptive texts (Nurchurifiani, 2017). Additionally, the Jot Thoughts technique positively impacts students' writing skills (Santika et al., 2024), fostering greater confidence in expressing their ideas and promoting strong cooperative relationships among students.

Based on the background above, the researcher tries to conduct a research with the title **“The Effect of Jot Thoughts Technique towards Students' Descriptive Text Writing Skill at Eleventh Grade of SMA Swasta Teladan Pematangsiantar”**

METHOD

This research employed a quantitative method to examine the impact of the Jot Thoughts technique on students' skills in writing descriptive texts. Quantitative research systematically investigated phenomena and their interactions, focusing on numerical data and measurable elements. The study utilized a quasi-experimental design to evaluate the effectiveness of the Jot Thoughts technique on students' descriptive writing abilities. A quasi-experiment was a research approach that estimated causal relationships among variables without the use of random assignment (Cook, 2015:1). This design aimed to assess the effects of a specific action or intervention on selected subjects and to determine whether such an action produced any significant effects.

The researcher opted for a quasi-experimental design to observe the influence of the Jot Thoughts technique on students' descriptive writing skills and to explore the relationship between the variables involved. The researcher identified one class as the experimental group and another as the control group, ensuring that both classes shared similar characteristics. The experimental group received instruction on descriptive writing using the Jot Thoughts technique, while the control group was taught through traditional lecture methods. Specifically, Class XI-2 served as the experimental group, and Class XI-1 functioned as the control group, with the experimental group receiving the Jot Thoughts treatment and the control group following the usual instructional approach.

RESULT AND DISCUSSION

Data Description

Data for the research was collected to address the research problem. Both a pre-test and a post-test were administered to the sample groups, which included the experimental class (XI-2) and the control class (XI-1). The tests focused on writing a descriptive text. The assessment concentrated on five key aspects of writing: Content (C), Organization (O),

Vocabulary (V), Language Use (LU), and Mechanics (M). Class XI-1, consisting of 39 students, participated as the experimental class, while Class XI-2, also with 39 students, served as the control class. The experimental class received treatment through the Jot Thoughts technique, whereas the control class utilized conventional teaching methods.

Table 1. Students scores of the Experimental Class

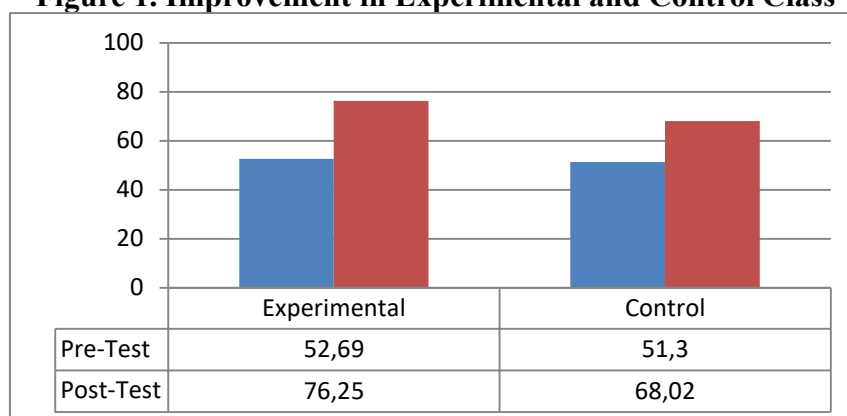
No	Student's Initial Name	Pre Test	Post Test
1.	AHP	93	94
2.	MS	83	94
3.	KAGS	82	89
4.	SS	78	89
5.	JNYS	73	89
6.	SSS	73	84
7.	VS	72	84
8.	FAA	68	84
9.	KOT	68	84
10.	STA	68	83
11.	RFS	63	83
12.	JSR	58	83
13.	NF	58	83
14.	JAS	53	82
15.	YE	53	79
16.	DRS	52	79
17.	KHN	52	78
18.	AS	47	78
19.	CNM	47	78
20.	EPH	47	78
21.	FAD	47	78
22.	C	43	78
23.	NCP	43	78
24.	SIP	43	74
25.	SVPG	43	73
26.	AA	42	73
27.	AN	42	73
28.	ARB	42	73
29.	NS	42	73
30.	RAP	42	73
31.	SGS	42	73
32.	ABP	37	72
33.	AJS	37	69
34.	AR	37	68
35.	IRS	37	68
36.	JSS	37	57
37.	MFT	37	52
38.	MGCM	37	52
39.	ZS	37	42
Σ		2055	2974

In the experimental class, the highest pre-test score recorded was 93, while the lowest score was 37. After implementing the Jot Thoughts technique as a teaching method, the post-test results showed a significant improvement, with the highest score reaching 94 and the

lowest score at 42. The total score for the pre-test in the experimental group was 2055 points, resulting in an average pre-test score of 52.69. Following the instructional intervention, the experimental group achieved a total of 2974 points in the post-test, leading to an improved average score of 76.25.

This data illustrates a clear positive trend in student performance, emphasizing the effectiveness of the Jot Thoughts technique in enhancing descriptive text writing skills. The increase in both the highest and average scores from the pre-test to the post-test indicates that the teaching strategies employed had a significant impact on the students' ability to write descriptive texts. These findings highlight the importance of innovative teaching methods in promoting student engagement and improving educational outcomes in writing skills.

Figure 1. Improvement in Experimental and Control Class



After calculating the mean scores for both the pre-tests and post-tests of the experimental and control groups, the researcher illustrated the combined data through a graph. The chart clearly indicates an improvement in student performance, especially following the intervention. The experimental group, which employed the Jot Thoughts technique as a teaching method, demonstrated a significant increase in scores. Specifically, the mean score for the experimental class improved from 52.69 in the pre-test to 76.25 in the post-test. In contrast, the control group, which continued with traditional teaching methods, showed a more modest improvement, with their mean score increasing from 51.30 in the pre-test to 68.02 in the post-test.

This results in an increase of 23.56 points for the experimental class, while the control class experienced an improvement of only 16.72 points. The findings of this study suggest that the use of the Jot Thoughts technique had a significant impact on enhancing students' descriptive text writing abilities. The greater improvement observed in the experimental class compared to the control class indicates that using engaging teaching methods can be an effective strategy for developing writing skills among students. This underscores the importance of innovative teaching methods in promoting student engagement and improving educational outcomes in writing skills.

Testing Hypothesis

After conducting the data analysis, the researcher found that the t-test value was 2.594. The distribution table and t-test value were then calculated for various degrees of freedom (df). In this study, the degrees of freedom were determined to be 76, and at a significance level of 0.05, the t-table value was also 1.665. Based on these calculations, the alternative hypothesis (H_a) was accepted, while the null hypothesis (H_o) was rejected, as the t-test value surpassed the t-table value at the 0.05 significance level, specifically $2.594 > 1.665$.

Research Findings

The results of data analysis and calculations are presented to answer the research

problems. The data analysis provides pre-test and post-test scores for the experimental and control groups, along with the corresponding x and x^2 values. The calculation results are for each group:

1. Experimental Class

The mean pre-test score of all students was 52.69 indicating a moderate level of academic achievement before the implementation of the experiment. However, after the technique was implemented, the score increased to 76.25 indicating a substantial improvement in students' post- test performance.

2. Control Class

The pre-test scores ranged from 37 to 74, with an average score of 51.30. On the other hand, the post-test scores ranged from 37 to 94, with an average score of 68.02.

3. After analyzing the data, it was evident that the experimental group experienced a much higher standard deviation (6272) compared to the control group (4146).

4. Based on statistical analysis using the t-test, with a t- test value of 2.594 compared to a t-table value of 1.665 at a significance level of 5% and 76 degrees of freedom, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected.

Discussion

The research was conducted to assess the impact of the Jot Thoughts technique on students' abilities to write descriptive texts at SMA Swasta Teladan Pematangsiantar. The study involved two sample groups: the experimental class (XI-2) and the control class (XI-1), each comprising 39 students. Tests were administered to both classes focusing on descriptive text writing. The evaluation of students' test results centered on five key aspects of writing: content (C), organization (O), vocabulary (V), language use (LU), and mechanics (M). It was noted that students' scores in these areas ranged from 5 to 30.

The findings of the research were reflected in the assessment results of both the experimental and control classes. In the experimental class, the mean pre-test score of all students was 52.69 before the Jot Thoughts technique was implemented. After applying the technique, the mean post-test score increased to 76.25, indicating a significant improvement in students' descriptive writing skills. In the control class, pre-test scores ranged from 37 to 74, with an average score of 51.30. Following the application of conventional teaching strategies, the post-test scores ranged from 37 to 94, with an average of 68.02. This suggests that the Jot Thoughts technique had a positive effect on students' descriptive writing skills at SMA Swasta Teladan Pematangsiantar.

The study found a significant effect of the Jot Thoughts technique on students' descriptive writing skills. There was a connection between this research and previous studies conducted by various researchers. The similarity between this study and earlier research highlighted the importance of writing for students, as it allows them to realize their full potential and become confident, articulate, and critical thinkers. Therefore, it is essential for educators and parents to prioritize the development of writing skills, equipping students with the necessary tools to succeed academically and personally.

However, differences were observed in the findings of this research compared to those of previous studies. The earlier research focused on various methods, techniques, strategies, and media for enhancing student writing. Among the ten researchers, three utilized the Jot Thoughts technique. Santika, et al (2024) discovered that the Jot Thoughts technique effectively improved students' writing abilities. Sisanti (2024) found that implementing Jot Thoughts was particularly effective in enhancing students' writing skills, especially in addressing challenges related to idea development during the pre-writing phase. Eva (2017) noted that the Jot Thoughts technique was one of several methods that could motivate students to learn English, particularly in writing descriptive texts. This indicates that using

the Jot Thoughts technique encouraged students to be more active and creative in the classroom through collaboration. The findings of this research demonstrated that the Jot Thoughts technique helped students improve their writing skills by developing topics, addressing errors in mechanics and organization, and enhancing their overall writing quality.

CONCLUSION

The aim of this research was to evaluate the impact of the Jot Thoughts technique on the development of students' descriptive writing skills at SMA Swasta Teladan Pematangsiantar. The data collection instrument used in this study was a written test, which included two components: a pre-test and a post-test. The tests were administered to both the experimental class (XI-2) and the control class (XI-1). The writing assessment focused on five essential elements of descriptive text composition: content, organization, vocabulary, language use, and mechanics.

The data analysis process involved conducting tests, scoring the responses, calculating the standard deviation, and drawing conclusions based on the t-test results. The findings of the research led the researcher to conclude that the Jot Thoughts technique was effective in enhancing students' descriptive writing skills at SMA Swasta Teladan Pematangsiantar. This was evident from the mean score of the experimental group, which started at 52.69 in the pre-test and rose to 76.25 in the post-test. In contrast, the control group achieved an average pre-test score of 51.30, which increased to 68.02 in the post-test.

The t-test results yielded a value of 2.594. The researcher compared this with a critical value of 1.665 from the t-table at a significance level of 5% (0.05). This indicated that the alternative hypothesis (H_a) was accepted, while the null hypothesis (H_0) was rejected.

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