

TEACHING DESCRIPTIVE TEXT WRITING BY USING ATTRIBUTE LISTING TO SMK

Karsinah, Clarry Sada, Wardah

English Education Study Program of FKIP UNTAN Pontianak

Email: a.nazifaa@gmail.com

Abstract: The aim of this research is to investigate the effectiveness of teaching descriptive text writing by using attribute listing technique to the tenth grade students of Marketing program of SMK Negeri 3 Pontianak in academic year 2014/2015. This research was done by conducting a pre experimental study which consists of pretest, posttest and three times of treatments. The sample of this research is class X Marketing 2 and the total of the students is 34. The data had been collected by measurements techniques. The tool of data collecting was writing test. The finding of the research showed that the mean score of students' pretest was 51.12 while the posttest was 76.18. The students' achievement was increased by the different score between pretest and posttest was 25.03. The t_{ratio} was higher than the t_{value} ($16.69 > 2.042$ at $\alpha 5\%$). The result of the effect size (ES) was 2.86. It means that teaching descriptive text writing by using attribute listing technique to the tenth grade students of Marketing Program of SMK Negeri 3 Pontianak is categorized as highly effective with the Effect Size (ES) > 0.8 ($2.86 > 0.8$).

Keywords: Attribute Listing, Descriptive Text

Abstract: Penelitian ini bertujuan untuk mengetahui efektivitas pengajaran menulis teks deskriptif dengan menggunakan teknik *attribute listing* pada siswa kelas X jurusan Pemasaran di SMK Negeri 3 Pontianak tahun ajaran 2014/2015. Penelitian ini dilakukan dengan menerapkan pre experimental study yang terdiri dari *pretest*, *posttest* dan *treatments*. Sampel dalam penelitian ini adalah siswa kelas X Pemasaran 2 yang berjumlah 34 siswa. Data yang di kumpulkan menggunakan teknik pengumpulan data. Alat pengumpulan data adalah *writing test*. Hasil analisis data menunjukkan bahwa skor rata-rata dari *pretest* siswa adalah 51,12 sedangkan *posttest* adalah 76.18. Prestasi siswa meningkat dengan perbedaan skor antara *pretest* dan *posttest* 25,03. t_{ratio} lebih tinggi dari pada t_{value} ($16.69 > 2.042$ pada $\alpha 5\%$). Hasil *Effect Size* (ES) adalah 2.86. hal tersebut menunjukkan bahwasannya mengajarkan menulis teks deskripsi dengan menggunakan teknik *attribute listing* pada siswa kelas X jurusan Pemasaran di SMK Negeri 3 Pontianak di kategorikan sangat efektif dengan tingkat efektivitas (ES) > 0.8 ($2.86 > 0.8$).

Kata Kunci: Attribute Listing, Teks Deskriptif

Writing skill is one of the four language skills besides reading, listening and speaking. As a productive skill, writing involves in producing language rather than receiving it. Then, writing skill is a tool of learning which helps the students to transmit information, express thoughts, feeling and reactions. It also makes the students as an active learner rather than as a passive receiver. Then, at the vocational high school, the goal of teaching writing is to achieve the vocational purposes which are aimed to the students' skill in their program at school and the future job. Based on the structure of the curriculum of marketing program at SMK Negeri 3 Pontianak, the students are aimed to achieve the basic skills in marketing (marketing planning, marketing strategy, online marketing, etc). Therefore, the English materials given to the students must relate to the goals of the structure of the curriculum.

Furthermore, on the basic competency in the syllabus for the tenth grade students states, "Arrange a simple written and oral descriptive text about people, tourism, and famous historical building, by paying attention to the social function, text structure, and language features correctly and appropriately to the context." Here, the students will learn about descriptive text writing which consists of the social function, text structure and language features. The writer chooses tourist attraction as the topic in teaching descriptive text writing. Then, the focus of the social function in writing descriptive text is to identify, to introduce and to promote the tourist attraction in Pontianak city.

Descriptive text is a text that describes a particular person, thing or place (Wardiman, 2008 p.62). The purpose of a descriptive text is to tell the subject by describing its features without including personal opinions (Anderson: 1998 p.26). He also stated that the organizations of a descriptive text consist of identification and description. Identification is an opening statement which introduces the subject of the description to the readers. This gives the readers brief details about when, where, who, or what of the subject and is stated in the first paragraph. Description is a series of paragraph about the subject. Here, each paragraph usually begins with a topic sentence and describes one features of the subject.

Besides the text organization stated above, descriptive text also includes particular language features (Anderson, 1998). (1) Focus on specific participants (Wakatobi resort, Rumah Radakng, Alun Alun Kapuas). (2) Use simple present tense (she visits, the visitors go, they sell). (3) Use of descriptive adjectives (charming resort, narrow lanes, etc.). (4) Use of action verbs (visit, go, sell). Thus, the students should notice the language features of descriptive text in composing their text.

According to the teacher of the tenth grade students of Marketing Program of SMK Negeri 3 Pontianak when the writer did interview, she said that most of the students got many difficulties in writing descriptive text. The main problem appeared from the lacked ability of the students in generating and organizing ideas. They have lacked of vocabularies. Then, the students did not understand the structure and the language features of descriptive text, such as present tense (to be and verb1).

Davis (2004) states, "Attribute listing is a more specific technique for generating new ideas." This technique releases the flow of ideas and develops

greater fluency while getting ideas down. It involves breaking the problems down into smaller parts and looking at alternative solutions. It also can reveal the logical relationship between ideas. Then, Listing can give a lot of information and helps the students provide focus and coherence in writing. Laney (1983 p.18) describes that attribute listing is a creative thinking technique which is very useful in writing a composition. Attribute listing helps the students in generating and organizing their ideas.

Moreover, Davis (2011 p.234) states, “The attribute listing is simple, and it works whether used for writing or solving any other problems in which attributes can be identified.” For examples, writing descriptive text that describes the elements or parts of things, people or places. Then, students will list specific ideas for improving each attribute. For nonfiction, the list can consist of opinions, arguments, facts, questions, or components or any combination above. While for fiction, the list can consist of people, places, things, values and qualities, goals and obstacles. In listing, the students write down as many ideas as they can without stopping to analyze any of them. Moreover, a list can offer students concrete ideas for narrowing a broad topic to a manageable scope and for selecting a meaningful direction for their writing. It also offers another way of producing concepts and sources for further thought, exploration, and speculation.

According to Robert Crawford’s definition about attribute listing, cited from Davis (2004 p.179), there are two types of attribute listing: (1) attribute modifying and (2) attribute transferring. These two strategies can be used individually or in a group. Then, in this research, the researcher chooses attribute modifying to teach descriptive text writing. In attribute modifying the thinker lists main attributes (characteristics, dimensions, parts) of a problem object, then thinks of ideas to improve each attribute. Attribute modifying may be used in which the attributes, dimensions or parts are identifiable. At first, the students identify important attributes (e.g. size, audience, shape) on the blackboard, and then list specific ideas under each main attributes. The students have to be able to find good combination in listing the ideas.

In implementation, Davis (2004 p.180) intended to teach attribute listing to upper elementary and junior high school students. In addition, Laney (1983 p.18) implemented attribute listing in the intermediate grades. Attribute listing technique is done in a group work. The group can consist of two or more students. Therefore, cooperative learning is applied here. Cooperative learning is a method that requires the students to work together in a group and in a structured activity. The learning activity in cooperative learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others (Olsen and Kagan, 1992 p.8).

In addition, Stahl (1994 p.9) describes several positive results that can be gained by the students. By implementing the cooperative learning, the students are able to achieve higher scores or academic test and to have higher levels of motivation to learn. Stahl (1994 p.5) also says “as the students interact in their groups they gain higher comprehension of the information, concepts and procedures than when studying on their own”. The students’ behaviors in

classroom also improve. The students have more positive attitudes toward learning, school, and the subject. They are more willing to share and interact positively within group settings and have no more positive self-concepts and self-esteem.

In a classroom, the students of the same age vary in their intellectual, physical and emotional development. There are students who can read and comprehend very well, but there are also students who can hardly understand basic information and fall somewhere between these two extremes. According to mixed-ability grouping training module, the teachers can mix the students based on their ability in order to solve these complexities. Grouping together the students of different abilities is called mixed-ability grouping. In mixed-ability grouping, there are some students that are more mature and experienced than other ones and thus they have more advanced ability to acquire knowledge. Abel, Lickson, Monica (2012 p. 281-285) describes the benefit of mix ability group for the students. First, the slower students will not be shunned but will feel as part of the learning process. Second, high ability students will learn to accommodate those who are less privileged and feel obliged to assist in every way they can. Then, mixed ability is recommended because has proved to be socially, culturally and philosophically impoverishing in the sense that it focuses the curriculum on monolithic knowledge and skills.

In conclusion, applying group work by mixing the students ability in teaching descriptive text writing by using attribute listing technique will give some positive benefits. First, group work helps the students to work cooperatively with their friends in listing, grouping the ideas and writing the descriptive frame. Second, mix-ability grouping takes part when one of the students got stuck in exploring the ideas by sharing with their friends in the group. Then, the students have high motivation to achieve higher scores by constructing their ideas in a good form of writing. In writing, the students will connect their task in the classroom to the real-world. Therefore, the writing will be about a tourist attraction in Pontianak city.

METHOD

In this research, a pre-experimental design is used to prove the effectiveness of using attribute listing technique in teaching descriptive text writing. Cohen, Manion, & Morrison (2000 p.212) argue that pre-experimental design or single group pre-test and post-test design very often reports about the value of a new teaching method or interest arose by some curriculum innovation.

The population of this research is taken from the tenth grade students of Marketing Program of SMK Negeri 3 Pontianak in academic year 2014/2015. There are three classes of this level. The total population of this research is 106 students. The writer used cluster sampling to choose the sample. According to Ary (1979 p.134) argues, "Cluster sampling is a way of choosing sample randomly as a group of individual not as an individual in order to be more convenient to study." The selected sample is taken from class X Marketing 2. The total number of the selected sample is 34 students.

In collecting the data, the measurement technique is used to measure the effectiveness of teaching descriptive text writing by using attribute listing. The measurement will be arranged in two stages: pre-test and post-test. Tool of data collecting in this research is writing test. The data are collected from the students' descriptive text writing. Then, the data collected from the students' descriptive text are going to be analyzed by using scoring rubric of writing task descriptive.

The students' writing of a descriptive text will be scored based on the students' individual score of pre-test and post-test. The students' individual score will be classified become 4 (four) classification. The score range of 80 – 100 is classified as good to very good. The score range of 60 – 79 is classified as average to good. The score range of 50 – 59 is classified as poor to average. Then, the score range of 0 – 49 is classified as poor.

Furthermore, the writer counted the students' mean score of pre-test and post-test by using the formulas : $M_1 = \frac{\sum x_1}{N}$ & $M_2 = \frac{\sum x_2}{N}$. The analysis on the students' different score of pre-test and post-test will be counted by using the formula: $MD = M_2 - M_1$. To know the level of the difference of the students' score between pre-test and post-test, the writer counted the value of t_{test} by using the formula: $t = \frac{MD}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$ and $\sum X^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$. If the value of t_{test} observed is

bigger than t_{table} (2.042) at α 5%, it means that the mean score of pre-test and post-test of the experiment group being observed have a significant difference. Therefore, the writer analyzed the effect size (ES) by using the formula: $ES = t \sqrt{\frac{1}{N}}$. The result of ES is categorized into three parts; if $E_s \leq 0.2$, it is categorized as low. If $0.2 < E_s \leq 0.8$, it is categorized as moderate. Then, if $E_s > 0.8$, it is categorized as high.

The procedures of this research consisted of three stages: (1) preparation of the research, (2) implementation of the research, and (3) final of the research.

Preparation of the research:

The first preparation of this research was done by doing a pre-research at SMK Negeri 3 Pontianak through an interview to English teacher of Marketing Program about teaching descriptive text and to the chief-headmaster of curriculum of SMK Negeri 3 Pontianak. Second, the writer compiled the learning tools; lesson plan which included the technique of attribute listing. Third, the writer compiled the pre-test and post-test, items specification for descriptive text and the scoring rubric of writing task descriptive. Fourth, proposing a research outline. Fifth, discussing the research design in a seminar that was held on Friday, May 15th, 2015. The design was accepted with some revision. Sixth, asking license of research license from the faculty. Seventh, submitting the research license to the education department of Pontianak city to ask for permission to conduct the research. Eighth, submitting the research license from the education department of Pontianak city to the headmaster of SMK Negeri 3 Pontianak to conduct the research.

Implementation of the research:

The implementation of the research will go through the following steps: (1) Pre-test. The pre-test was given before the treatment. The purpose of the pre-test was to know the students' achievement before the treatments given. (2) Treatment. The treatment was about writing descriptive text by using attribute listing. The treatment was given three times. It was held right after the pre-test had been given, that was on May 19th, 22nd, and 25th, 2015. The treatments were given step by step continually. (3) Post-test. After the treatments, the students were given the post-test. The purpose of the post-test was to know the students' achievement after the treatments given.

Moreover, the teaching and learning process of applying attribute listing technique in writing a simple descriptive text through treatments can be seen as follows:

- 1) Pre – Activities
 - Greeting.
 - Check the students' attendance.
 - Motivating strategy: Showing a picture by asking some questions to attract the students' attention to the matter will be given.
 - Explaining the goals will be achieved in teaching and learning process.
 - Explaining the topic will be learnt.
 - 2) Whilst Activities
 - Dividing the students into groups of two or three.
- Treatment 1 & 2
- Observing
 - The students read a simple descriptive text about tourist attraction.
 - The students identify the kinds of the text.
 - The students find the details information from the text.
 - Questioning
 - By the teacher guidance and assistance, the students ask the difference between identification and description in descriptive text.
 - The students ask the language features of descriptive text.
 - The students ask about listing and grouping the ideas, main attributes and the details.
 - Exploring
 - In a group work, guidance by the teacher, the students make an attribute listing from the text given. (The topic for the first treatment is "Sao Paulo" and the topic for the second treatment is "The Green Park")
 - The students tell their ideas about the topic given to the groups and make a list for their ideas.
 - The students group their ideas based on the main attributes and the details, then put them in the table which consist of column headings for the main attributes and rows for the details.
 - The students make a descriptive frame which will be the text like the example.

- Associating
 - In a group work, the students make an attribute listing based on the procedures before. (The topic for the first treatment is Rumah Radakng and the topic for the second treatment is Museum Kalimantan Barat)
 - The students writes a paragraph of identification
 - The students writes a paragraph of description (2 paragraphs of description in the second treatment)
 - The students composed a simple descriptive text.
- Communicating
 - By the teacher guidance and assistance, the students discuss their work together.
 - The students do peer-corrections in their group by using peer corrections checklist given.

Treatment 3

- Questioning
 - By the teacher guidance and assistance, the students ask the difference between identification and description in descriptive text.
 - The students ask the language features of descriptive text.
 - The students ask about listing and grouping the ideas, main attributes and the details.
 - Associating
 - In a group work, guidance by the teacher, the students make an attribute listing based on the procedures given. The topic is about “Alun – Alun Kapuas”.
 - The students tell their ideas about the topic given to the groups and write them down on the paper.
 - The students group their ideas based on the main attributes and the details, then put them in the table which consist of column headings for the main attributes and rows for the details.
 - The students make a descriptive frame.
 - The students write a paragraph of identification individually.
 - The students write two paragraphs of description individually.
 - The students composed a simple descriptive text.
 - Communicating
 - By the teacher guidance and assistance, the students discuss the result of their task together.
 - The students get feedback from the teacher and their friends about the social function and the language features of the descriptive text.
- 3) Post Activities
- By the teacher guidance and assistance, the students make a conclusion of the material they have learnt.
 - By the teacher guidance and assistance, the students make a reflection of their understanding from the materials by making a note.

Final of the Research

There are some stages in the final of the research. First, the writer analyzed the result of the research by computing the students' individual score of pre-test and post-test, the mean score of pre-test and post-test, the interval score both of tests, the level of significance and the effect size. Second, describing the result of the data analysis and giving the conclusion to answer the research problem. Lastly, the writer prepared the research reports.

FINDINGS AND DISCUSSION

Research Findings

This research was done in class X Marketing 2 of SMK Negeri 3 Pontianak. The total of the students in this class is 34 students. The focused of this research was teaching descriptive text writing by using attribute listing technique. The students were given treatments by implementing the attribute listing technique in teaching and learning process to investigate whether this technique is effective to improve the students' achievement in writing a descriptive text.

Based on the result of the research, there were two data; pre-test and post-test. The result of the students' score in pre-test was 1738. The students' mean score of pre-test was 51.12 and classified as poor to average. The description of the result of the pre-test can be seen as follow:

Table 1
Pre-Test Score Classification

Score	Classification	Total
35 - 48	Poor	17
54 - 58	Poor to average	9
60 - 75	Average to good	8
Total Students		34

Based on the table above, the pre-test score ranged from 35 to 75. The lowest score was 35 which were categorized as poor and the highest score was 75 in the category of average to good. There were 17 students who were categorized as 'poor', 9 students who were in the category of 'poor to average' and there were 8 students who were in the category of 'average to good'.

The total score of the students' post-test was 2590. The students' mean score of post-test was 76.18 and classified as average to good. The description of the result of the post-test can be seen as follow:

Table 2
Post-Test Score Classification

Score	Classification	Total
45	Poor	1
50 – 58	Poor to average	5
68 – 78	Average to good	15
83 – 97	Good to Very Good	13
Total Students		34

Based on the table above, the students' post-test score ranged from 45 to 97. The lowest score was 45 which were categorized as poor to average and the highest score was 97 in the category of good to very good. There was 1 student who was in the category of 'poor'. There were 5 students who were in the category of 'poor to average', 15 students who were in the category of 'average to good' and 13 students who were categorized as 'good to very good'.

The total of the difference (interval D) of pre-test and post-test was 851. The mean of the differences is 25.03. To find the level of significance difference between the pre-test and post-test, the writer computed by using the formula of the t_{test} . The computation is as follow :

$$\begin{aligned} \Sigma X^2 d &= \Sigma d^2 - \frac{(\Sigma d)^2}{N} & t &= \frac{MD}{\sqrt{\frac{\Sigma X^2 d}{N(N-1)}}} \\ &= 23815 - \frac{(851)^2}{34} & t &= \frac{25.03}{\sqrt{\frac{2514.97}{34(34-1)}}} \\ &= 23815 - \frac{724201}{34} & t &= \frac{25.03}{\sqrt{\frac{2514.97}{1122}}} \\ &= 23815 - 21300.03 & t &= \frac{25.03}{\sqrt{2.24}} \\ &= 2514.97 & t &= \frac{25.03}{1.5} \\ & & t &= 16.69 \end{aligned}$$

From the result of the computation above, it was obtained that the value of t_{test} observed is bigger than t_{table} ($16.69 > 2.042$) at α 5%. Thus, it means that

there is a significant difference between the result of the pre-test and the post-test after the treatments given. Therefore, the alternative hypothesis (Ha) of this research is accepted while the null hypothesis (Ho) is rejected. Then, this led the writer to find the effectiveness of attribute listing technique in teaching descriptive text writing by using the formula of Effect Size (ES) with the degree of freedom (df) : $N - 1$ ($34 - 1 = 33$) at the level 0.05. The result was 2.86 with $ES > 0.8$ ($2.86 > 0.8$) which categorized highly effective. The calculation is as follows:

$$\begin{aligned}
 ES &= t \sqrt{\frac{1}{N}} \\
 &= 16.69 \sqrt{\frac{1}{34}} \\
 &= 16.69 \sqrt{0.0294} \\
 &= 16.69 (0.1715) \\
 &= 2.86
 \end{aligned}$$

The description of the result of the data analysis of the research is as follow:

Table 3
The Description of the Data Analysis

Description	Score
Score of pre-test	1738
The highest score	75
The lowest score	35
Mean score of pre test	51.12
Score of post-test	2590
The highest score	45
The lowest score	97
Mean score of post-test	76.18
Interval score	851
Mean of interval score	25.03
The result of t_{test}	16.69
The result of ES	2.86

Discussion

Based on the data analysis, the students' achievement was improved. The improvement of the students' achievement on writing descriptive text can be seen from the result of the tests. The students' mean score of pre-test was 51.12 and categorized as 'poor to average'. The students' mean score of post-test was 76.18 and categorized as average to good. Then, the interval of both mean scores was 25.03. The computation of t_{test} is 16.69 higher than t_{table} 2.042 which means there was significant difference between the result of pre-test and post-test after the treatments given. Then, the computation of Effect Size (ES) is 2.86 higher than 0.8. It means that teaching descriptive text writing by using attribute listing is categorized as highly effective.

. The students' achievement was influenced by the process of teaching and learning and the use of the technique. The students whose achievement increased significantly were influenced by their positive attitudes in teaching and learning process. The students' positive attitudes can be seen from some aspects. First, the students were corporate the teaching and learning actively and seriously. They paid attention to the writer's explanation about how to write a descriptive text by using attribute listing. There were some students who asked to the writer when they did not understand. Even, some students asked for many times just to make sure that they had understood the matter well. Second, they worked with their group cooperatively and tried to do their task on time. Besides, the students who got low score were also influenced by some factors. First, the students kept talking with their friends. So, they did not catch the writer's explanation and disturbed the other students in the classroom. Second, they did not work seriously with their groups. There were also some students tried to sleep in the classroom. As a result they could not do their task well and finished it on time.

Moreover, the writer applied this research in five meetings and participated by 34 students from class X Marketing 2. There were pre-test, post-test and three times of treatments. The meetings started on May 18th to 26th, 2015. The meetings were applied continually which could be described as follow.

The pre-test was held on May 18th, 2015. The writer asked the students to write a simple descriptive text about tourist attraction in Pontianak city. The topic was Khatulistiwa Monument. In this session, most of the students faced many difficulties. First, most of them still did not understand what descriptive text is, including the definition and the generic structures of the text which consists of identification and description. Then, they also did not know well the use of to be and Verb1 in simple present tense. Secondly, they had lack of vocabularies. It can be seen from there were many errors in spelling, the students asked the meaning of the words to the writer many times and they also opened the dictionary. In addition, there were some students who did not use the appropriate punctuation and capital letters in their composition well. These students' problems influenced the result of the students' score. The students' mean score of pre-test was 51.12 and categorized as poor to average.

The first treatment was held on May 19th and 20th 2015. In this stage, the students still had the same problems as in pre-test. In teaching and learning process, the students were grouped in pairs. The writer distributed the example of

simple descriptive text about 'Sao Paulo'. Then, the writer asked some questions related to the text. Most of the students could not answer the questions well. After that, the writer showed the same text on whiteboard but the text was signed by the generic structure and the language features in brief. The writer showed the text in a colorful way. The purposes were to make the text interesting both in content and performance and also to remind the students about what had been discussed. In doing the task, they made attribute listing by the teacher's assistance and guidance. The topic was "Rumah Radakng". The writer asked them to list the ideas from the topic given. When one student mentioned his/her ideas, the other student wrote them down in their list. Then, the students grouped the ideas into the main attributes and the details. After finishing it, the students put the ideas in a table that consisted of column heading and row. The column heading was for the main attributes and the row was for the details of the attributes. After that, the students made their descriptive frame as a guide in writing their composition. Here, the students should be able to make good combination both in listing and grouping the ideas and creating the descriptive frame. Then, the students wrote their composition. They wrote two paragraphs of descriptive text. The first paragraph was for identification and the second paragraph was for description. After finishing writing, the students collected it.

In this stage, the writer found many difficulties in teaching descriptive text writing by using attribute listing technique. The students' basic knowledge about the structure and the language features gave significant influence. They asked for many times to the writer. Beside, this was the first time for the students to write descriptive text by using attribute listing. Group work could not run well. Most of the students talk with their friends in their group. Fortunately, giving a colorful text by signing the structure and the language features help the students understand the matters more easily. At the end of the meeting, the writer chose one of the best attribute listing from the students and showed it to all of the students. The result of the students' tasks was not really good. Therefore, the writer made some revision when she showed it to the students. The writer hoped this could motivate them to make better attribute listing. In conclusion, the writer could not implement the technique well in this meeting.

The second treatment was held on May 22th, 2015. This meeting was followed by 32 students. There were 2 students who were absence because of sick. In this meeting, the writer asked the students to write about Museum Kalimantan Barat. The students wrote three paragraphs of descriptive text; one paragraph for identification and two paragraphs for description. At the end of the meeting, the students had better understanding about descriptive text. They can differentiate between the identification and description in writing, including the characteristics of them. Most of them can use verb1 and to be well. But, the writer always reminded the students to use capital letter, punctuation and spelling while writing their composition. The students worked cooperatively with their group. They helped each other in exploring the ideas. They also were not really crowded except the students who sit in the back rows. In doing the task, the students can list their ideas well and grouped them based on the main attributes and the details. But they still confused in making the descriptive frame. As a result, the writer

explained again and gave more examples. In this meeting, the writer can apply the procedures of attribute listing well. Then, the writer also chose one of the best attribute listing from the students and showed it to all of the students. The writer was surprised that there were some students who had their best in making attribute listing.

The third treatment was held on May 25th, 2015. In this stage the students have good understanding about descriptive text and the use of attribute listing in writing a simple descriptive text. The writer asked the students to write about "Alun Alun Kapuas". They worked in pairs to make their attribute listing, started from the ideas listing and the grouping ideas. But, they have to write their descriptive frame and their composition individually. In this meeting, the writer told to the students that she will give rewards for the five best compositions. The students were very motivated; they worked cooperatively, most of them did the task well and finished it on time.

The post-test was held on 26th, 2015. The students were asked to write about a simple descriptive text about tourist attraction in Pontianak city, it was Khatulistiwa Monument. The instructions were same as in pre-test. In this stage, most of the students have understood about descriptive text and the procedures in writing descriptive text by using attribute listing. The instructions were clear for them. They can do the task well. The students' achievement can be seen from the result of the post-test score which was higher than pre-test. The students mean score of post-test was 76.18 which categorized as good to very good. The interval of both mean scores was 25.03. All of the students' score improved and the improvement was varied.

During making attribute listing of Rumah Radakng, Museum Kalimantan Barat, and Alun Alun Kapuas, the students were able to verbally and cognitively experience the text which was deconstructed and grouping constructed by students with the teacher's assistance and guidance. The discussion of language both in the deconstruction and grouping constructed lead later in to the independent construction of descriptive text. Attribute listing also helped the students elaborate their ideas before writing the composition.

The technique clearly assists the students to organize their writing and understands the nature of a text within an activity based on context in this case by using attribute listing that can be deconstructed and reconstructed using attribute. An evaluation of research indicated that students were able to understand and produce the key generic stages of descriptive texts. However, in conducting this research, the writer also faced some difficulties, as follows: (1) Attribute listing is a new technique which never implemented before by their English teacher. (2) It needed well preparation to have a good demonstration in front of the students. The teacher had to prepare the familiar and interesting topic for the students. (3) Many students were still poor in grammar. They wrote incorrect form of to be and verb in present tense. (4) Lack of vocabularies showed by writing the wrong spelling, asking for many times about the vocabularies and opening the dictionary. The students were also not familiar about descriptive adjective. (5) Some students were still poor in mechanics. They did not use the capital letter and punctuation

well. (6) Some students at the back row were noisy and could not concentrate well during teaching and learning process.

To overcome those problems, the writer took some steps. (1) The writer tried to have well preparation. (2) The writer selected the topic based on the students' age and interest. (3) The writer arranged the students' seat and made sure that every student could pay attention to the teacher. (4) The writer always emphasized the students to use to be, verb 1 and mechanics well. (5) The writer always motivate the students by telling them, that she will gave reward for the students who got good scores for their tasks.

In conclusion, it is obvious that teaching descriptive text by using attribute listing technique in connecting the students to the world outside the classroom and making language learning more relevant and meaningful, can be an effective way to teach writing of descriptive text to the tenth grade students of Marketing Program of SMK Negeri 3 Pontianak.

CONCLUSION AND SUGGESTION

Conclusion

Referring to the research findings and the analysis of the students' test result, the writer draws some conclusions. First, teaching descriptive text writing by using attribute listing is effective in increasing the students' ability in writing descriptive text. It is shown by the result of the t_{value} which is higher than the t_{table} ($16.69 > 2.042$) which means that there was a significant difference between the result of pre-test and post-test. Then, the effectiveness is categorized as high with the Effect Size (ES) > 0.8 ($2.86 > 0.8$). Second, teaching descriptive text writing by using attribute listing can increase the students' achievement. It is shown by the students' score in post-test which is better than pre-test. The mean score of pre-test is 51.12 which categorized as poor and the score of post-test is 76.18 which categorized as average to good. The students' achievement increase with the interval score of pre-test and post-test is 25.03 (twenty six point six) and categorized as highly difference.

Suggestion

Referring to the results of the research, the writer provides some constructive suggestions. First, attribute listing technique can be used by the teacher as one of the techniques in teaching descriptive text writing because it helps the students to be easier in constructing a descriptive text and stimulating the students' interaction, thinking, and learning so that it makes the students are more interested in the learning process. Second, in this research, teaching descriptive text writing by using attribute listing is categorized as highly effective. Therefore, this research can be used as a reference for other researchers to conduct any relevant research.

REFERENCES

Anderson, V. 1998. *Successful Writing Proficiency*. Newbury House Publisher. Virginia.

- Cohen, Louis. Manion, Lawrence & Morrison Keith. 2000. *Research Method in Education*. Routledge Falmer. London.
- Davis, A. Gary. 2004. *Creativity is forever 5th Edition*. Kendall Hunt Publishing. Iowa.
- Davis, A. Gary. 2011. *Education of the Gifted and Talented 6th Edition*. Pearson. New York.
- Laney, James. D. 1983. *Composition in the intermediate Grades: How to Promote Educational Research Association*. Unpublished. California Educational Research Association. Los Angeles.
- Mixed Ability Grouping Training Module. Viewed, November 20th 2015. Retrieved from <http://www.ellinogermaniki.gr/ep/muse>
- Monica. Matavire, Lickson. Mukavhi, & Abel. Sana. 2012. *Homogeneous Grouping and Mixed Ability: A Comparative Approach on Two Rural Secondary Schools in Muzarabani District, Zimbabwe*. International Journal of Humanities and Social Science. Vol. 2 No. 4. Viewed, November 20th 2015. Retrieved from http://www.ijhssnet.com/journals/Vol_2_No_4_Special_Issue_February_2012/33.pdf
- Olsen. R., and S. Kagan. 1992. *Cooperative Language Learning: A Teacher Resource Book*. Prentice Hall. New York.
- Stahl, Robert J. 1994. *Cooperative Learning in Social Studies. A Handbook for Teachers*. Addison-Wesley Publishing Company. Arizona State University, Tempe .
- Wardiman, Artono. Et. All. 2008. *English in Focus 2 for Grade VIII Junior High School*. Surabaya. Depdiknas.