TEACHING WRITING BY USING ROUND ROBIN STRATEGY AT SMP PESANTREN MODERN DATOK SULAIMAN PUTRI PALOPO

IAIN PALOPO

A THESIS

Submitted as a Part of the Requirements for S.Pd. Degree

in English Education Study Program

Written by

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THESIS APPROVAL

This thesis, entitled **"Teaching Writing by Using Round Robin Strategy at SMP Pesantren Modern Datok Sulaiman Putri Palopo"** written by **A. Dian Miranda Eka P., Reg. Number 15.0202.0006,** English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Thursday,November14th2019 M,** coincided with**Rabi'ul-Awwal 17th 1441 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, <u>November14th, 2019 M</u>
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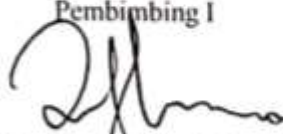
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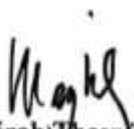
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Declares that thesis I wrote to fulfill of requirement for the degree of Sarjana Pendidikan (S.Pd) in Tarbiyah Department, the State Institute for Islamic Studies Palopo entitled, "Teaching Writing by Using Round Robin Strategy at Smp Pesantren Modern Datok Sulaiman Palopo" is truly my original work. It does not incorporate any materials previously written or published by another person except does indicated in quotations and bibliography. Due to this fact, I am the only person responsible for this thesis if there is any objection and claim from others.

Palopo,   October 2019

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الْحَمْدُ لِلهِ رَبِّ الْعَالمِيْنَ والصَّلَاةُ وَالسَّلَامُ عَلَى اَشْرَفِ الْأَنْبِيَاءِ والْمُرْسَلِيْنَ سَيِّدِنَا مُحَمَّدٍ وَعَلَى

اَلِهِ وَاَصْحَابِهِ اَجْمَعِيْن

In the name of Allah swt, the beneficent and the most merciful, lord of the world that has created judgment day in the hereafter and to our Prophet Muhammad saw, safety and peace be upon him. Alhamdulillah the researcher expresses her gratitude to the almighty God (Allah) that has given her guidance, inspiration and good health. So that, the researcher could finish the thesis on the title "Teaching Writing by Using Round Robin Strategy at SMP Pesantren Modern Datok Sulaiman Putri Palopo".

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Finally, the researcher prays to the God, May Allah swt gives reward to all people who have helped the research and the researcher hopes this thesis can be useful and gives positive contribution for readers and other researchers.

Palopo, 18th October 2019,

The Research

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ABSTRACT

A.Dian Miranda Eka P., 2019, *Teaching Writing By Using Round Robin Strategy At SMP Pesantren Modern Datok Sulaiman Putri Palopo*. **Thesis, English Study Program Tarbiyah and Teacher Training Faculty the State Institute for Islamic Studies (IAIN) Palopo. Supervised by consultant (I) Dr. Masruddin, M.Hum, consultant (II) Dewi Furwana, S.Pd.,M.Pd**

Key Words :*Teaching Writing, Round Robin Strategy.*

This thesis dealt with Teaching writing by using Round Robin Strategy at the second semester at SMP Pesantren Modern Datok Sulaiman Putri Palopo. The problem statements of this thesis "Is the use of Round Robin Strategy effective in teaching writing skill at the eighth-grade students of SMP Pesantren Moderen Datok Sulaiman Putri Palopo?" The objective of this research is to find out whether or not of the use Round Robin Strategy effective in teaching English students' writing skill or not .

In this research, the researcher applied quasi-experimental design and conducted in six meetings. The researcher conducted pre-test, treatment and post-test in experimental class and control class. The population of this research was the eighth grade students of SMP Pesantren Modern Datok Sulaiman Putri Palopo. The researcher used purposive sampling technique. The sample of this research was 50 students. They were divided into two classes; 25 students in experimental class and 25 students in control class. The researcher used writing test as instrument of the data collection.

The data of this research were analyzed in percentage by using SPSS program version 20. The finding of this research showed that the students who are thought by using round robin strategy is effective in improving students writing to the eighth grade students of SMP Pesantren Datok Sulaiman Putri Palopo. Based on the data analyses in experimental class, the mean score of post-test was higher than the mean score of pre-test (81.52>66.48). While in control class, the mean score of post-test was also higher than the mean score of pretest (71.68>71.68). Based on the result, it meant that the mean score of post-test in experimental class is better than the mean score of post-test in control class (81.52>71.68). the researcher concluded that The use of Round robin strategy is effective in teaching writing skill.

CHAPTER I

INTRODUCTION

A. Background

Writing is one of productive language skills, which is the written productive language skill. It is the skill of a writer to communicate with a reader or group of readers.[1] Oshima and Hogue stated that writing is not easy, because it takes to study and to practice to develop this skill.[2] Most students perceive that writing is the hardest skill to be mastered, because writing in foreign language form. It is more complicated than the ability to speak, to read or to listen. It is also hard to teach students how to write because it involves many components such as structure, vocabulary, punctuation, and spelling.

In the al-Qur'an, there is a verse about writing. The verse is in al-Qu'ran surah Al- 'Alaq (96):4

$$ ٱلَّذِي عَلَّمَ بِٱلْقَلَمِ $$

Translation:
Who teacheth by the pen.[3]

The verse above teaches humans to write with a pen. Allah started the da'wah of Islam with a call and an invitation to read and to write, because it contains many benefits.

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[1]Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008) p. 1

[2] Alice Oshima and Ann Hogue, *Writing Academic English [Third Edition]*, (New York: Addison Wesley Longman, 1999) p. 3

[3]Departemen Agama RI., *Al Quran dan Terjemahanya,* (Jakarta: Yayasan Penerjemah Al Quran), p. 597.

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There is also hadith that tells about writing,

أَخْبَرَنَا أَبُو عَاصِمٍ أَخْبَرَنِي ابْنُ جُرَيْجٍ عَنْ عَبْدِ الْمَلِكِ بْنِ عَبْدِ اللَّهِ بْنِ أَبِي سُفْيَانَ عَنْ عَمِّهْ عَمْرِو بْنِ أَبِي سُفْيَانَ أَنَّهُ سَمِعَ عُمَرَ بْنَ الْخَطَّابِ يَقُولُ قَيِّدُوا الْعِلْمَ بِالْكِتَابِ

Translation:

> Has preached to us Abu 'Ashim he said: preached to us Ibnu Juraij from Abdul Malik bin Abdullah bin Abu Sufyan from his uncle -' Amr bin Abu Sufyan -, he had heard Umar bin Al Khatthab say: "Tie knowledge with writing".[4]

Based on the verse and hadith about writing, it can be concluded that writing is important activity to increase our knowledge.

In the second year of junior high school, the basic competency that should be achieved in the writing English subject is that students can develop and produce written simple functional text in descriptive text, recount text, and narrative text.

Descriptive text is one of the functional texts which is complicated enough to be learnt by the students. Descriptive text is a text that describes the features of someone, something, or a certain place.[5] Descriptive text consists of an introduction and a description. The introduction is a part of a paragraph that introduces the character and the description is the part of a paragraph that describes the character. The students can use simple present and an adjective clause in descriptive writing text. In writing the descriptive text, students often find some difficulties. The students usually feel difficult to organizer ideas.

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[4] Sunan Ad Darimi/ Abu Muhammad Abdullah bin Bahram Addarimi, *Kitab Mukaddimah/ Juz. 1/*Hal.127, Penerbit Darul Kutub Ilmiyah/ Bairut-Libanon 1980 M

[5]Artono Wardiman, et. Al. *English in Focus for grade VII Junior High School (SMP/MTS)*, Jakarta: Pusat Pembukuan, Departemen Pendidikan Nasional, 2008), p. 115

Furthermore, many students made some mistakes and faced difficulties to build and develop imagination.

There are some strategies in teaching writing. One of the strategies is Round robin strategy. According to Florida round-robin is cooperative learning strategies in which students take turn contributing answers in a group. The roundtable is usually completed in written form; round robin in oral form.[6] Round robin strategy is a good strategy to make students briefer to express themselves to express ideas and generate it each other. The importance of teaching writing through Round robin is that the students can share information with other friends. They can help the other friends to make good paragraph and students can understand the material better. So the researcher can make conclution of this strategy that can make the students enjoy to get the lesson and make them having fun.

Based on researcher's experience when conducting the observation on SMP Pesantren Datok Sulaiman Palopo, the process of teaching-learning in the classroom was still passive. The students did not understand clearly about how to identify the descriptive text, and how to describe person, place, and things in English writing text. Beside that, the teacher used the old technique in teaching the descriptive text. It made students bored and find difficulties to understand the material in teaching and learning process. Therefore, the teacher should be more creative in teaching.

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[6]The department of Program Development and Alignment, The School Broad of Browrard Country, Florida,2000. p.6

To solve the problem, English teachers are expected find an effective strategy in teaching writing, especially in teaching descriptive witing text and Round Robin is the answer. Based on the problems the researcher intends to conduct research on, which is entitled of **Teaching Writing by Using Round Robin Strategy at SMP Pesantren Modern Datok Sulaiman Putri Palopo.**

B. Problem Statement

Based on the background the researcher formulated the problem statement as follows : "Is the use of Round Robin Strategy effective in teaching writing skill at SMP Pesantren Moderen Datok Sulaiman Putri Palopo?"

C. The Objective of the Research

Related to the problem statement the objective of the research is : "To find out whether or not the use of Round Robin Strategy effective in teaching English students' writing skill."

D. The Significance of the Research

The significance consists of two categories as follows:

1. The Theoretically

This research is expected to give a contribution to ELT theories on how to teach writing skills by Round Robin Strategy and find out the alternative way in teaching English, especially in teaching writing skill by Round robin strategy. Besides, the result of this research can be used as a reference for everyone who wants to explore research in teaching English.

2. The Practically

The result of this research is expected to be useful information for all teachers and students in teaching writing skill. Besides, the result of this research can help students and teachers to decrease the problem in learning and teaching English, especially in writing skills.

E. The Scope of the Research

The researcher limits the problem on:

1. By Discipline

This research under applied English language teaching.

2. By Activity

This research used round robin strategy in writing.

3. By Content

This research focused on students' writing descriptive text. The writing will be analyzed that consist of content, organization, vocabulary, language use and mechanic.

F. Operational Definition

Based on the title "Teaching Writing by Using Round Robin Strategy at SMP Pesantren Modern Datok Sulaiman Putri Palopo", the researcher gives definitions as follows:

1. Round robin Strategy is one of the cooperative learning strategies that gives opportunities for students to respond to the material given in turn and pay attention to the responses of others in the group. In thiscase, the responses given by students are their ideas in oral and writing.

2. Writing is a process of expressing ideas or concepts in writing form.

3. Descriptive text is a text that describes a particular person, place or thing.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Research

Related to the use of Round Robin strategy in English learning teaching and writing skill, there are several previous studies that have been conducted by the other researchers :

Iftitah Khayati in her thesis "The use of Round Robin Structure to Improve Students' Speaking Skill at Seventh Grade students of MTS Al-Mawaddah Ponorogo". The objective of the research is to improve the students' speaking skill. This research was conducted at Mts Al- Mawaddah Ponorogo as the subject of the research. The subjects of this research consisted of 24 students' in seventh grade. The method used in this study was Classroom Action Research (CAR). Based on the result of this research showed that there was a development of the students' speaking skills. Therefore, Round Robin Structure can improve students' speaking skill and students' motivation in implementation of Round Robin Structure.[7]

This research and the research above have some differences and similarity. The differences are the subject of this research was the eighth grade students of SMP Pesantren Datok Sulaiman Palopo while the subject of the research above was the students Mts Al MAwaddah Ponorogo. Furthermore, this research

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[7]Iftitah Khayati,*The use of Round Robin Structure to Improve Students' Speaking Skill at Seventh Grade students of MTS Al-Mawaddah Ponorogo*. (Ponorogo: STAIN Ponorogo, 2016) p.37

focused on writing skill while the research above focused on speaking skills. The research above used Classroom Action Research (CAR) while in this research used Quasi-experimental research. The similarity between both of the research is this research used the same strategy of research that was round robin strategy.

Rezki Adelina in her thesis "The Use of Roundtable Technique to Improve Students' Writing Skill of Narrative Text at Eleventh Grade in Senior High School 1 South Polongbangkeng". The objective of the research is to improve students' writing skill. This research was conducted at Senior High School 1 South Polongbangkeng as a subject of the research. The method used in this study was Classroom Action Research (CAR). Based on the result of this study that has been analyzed it can be concluded that Roundtable Technique was effective to be used to improve students' writing skill because there was a significant difference between the progress in writing skill of the students after applying Roundtable Technique and before applying Roundtable Technique. Roundtable Technique made the students easier to write the narrative text because it was done in groups.[8]

This research and the research above have some differences and similarity. The subject of this research was the eighth grade students of SMP Pesantren Modern Datok Sulaiman Putri Palopo, while the subject of the research above was the Eleventh Grade students in Senior High School 1 South Polongbangkeng. The research used CAR while this research used quasi experimental. The similarity

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[8] Rezki Adelina, *The Use of Roundtable Technique to Improve Students' Writing Skill of Narrative Text at Eleventh Grade in Senior High School 1 South Polongbangkeng.*(Makassar : UIN Alauddin Makassar 2017) p.44

between both of the research was researches used the same strategy in research namely round robin strategy.

Puti Wiranda in her thesis "The Effect of Using Roundrobin Strategy toward Writing Ability on Descriptive Paragraphs of the First Year Students at SMA Muhammadiyah 1 Pekanbaru" The objective of the research is to improve the students' writing skill. This research was conducted at SMA Muhammadiyah 1 Pekanbaru as the subject of the research. The research used a quasi-experimental design. The sample of this research was taken by using cluster sampling which was randomly selected. Based on the result of this research showed that teaching English by implementing round robin strategy of the first year students at SMA Muhammadiyah 1 Pekanbaru was successful to improve students' writing skills.[9]

This research and the research above have some differences and similarities. The differences were: the subject of the research, the technique of the taking sample. The subject of this research was the eighth grade students of SMP Pesantren Datok Sulaiman Putri Palopo while the subject of the research above was the students the first year students at SMA Muhammadiyah 1 Pekanbaru. The technique of taking sample of this researcher was purposive sampling while the research above was cluster sampling technique. The similarities between both of the research were these used quasi-experimental research. Furthermore, the researcher focused on writing skill in descriptive text. These researches used the same strategy of research that was round robin strategy.

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[9]PutiWiranda, *The Effect of Using Round robin Strategy toward Writing Ability on Descriptive Paragraphs of the First Year Students at SMA Muhammadiyah 1 Pekanbaru,* (PEKAN BARU: UIN Suska Riau, 2013) p.66

Rizki Tia Maudina in her thesis "The Effect of Round Robin Writing Strategy on Students' Achievement in Writing Descriptive Text at the Tenth Grade of MAS PAB 2 Helvetia Medan in 2016/2017 Academic Year". This research was experimental research. The population of this research was all students of class X of MAS PAB 2 Helvetia Medan.The result of this research showed that the use of round robin strategy in teaching descriptive text was effective.[10]

This research and the research above have some differences and similarities. The subject of this research was the eighth grade students of SMP Pesantren Modern Datok Sulaiman Putri Palopo, while the subject of the research above was tenth grade students of MAS PAB 2 Helvetia Medan. The similarities between both of the research were: first, this research used the same type of research namely quasi-experimental. Second, the research above used the same strategy in teaching writing that was round robin strategy.

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[10]Rizki Tia Maudina ,*The Effect of Round Robin Writing Strategy on Students' Achievement in Writing Descriptive Text at the Tenth Grade of MAS PAB 2 Helvetia Medan in 2016/2017 Academic Year*, (Medan: UIN Sumatera Utara, 2017) p.2

B. Some Pertinent Ideas

1. Definition of Writing

The terms writing have several meanings. Many experts have proposed the definitions of writing. Such as Nunan, he explains writing is the mental work of inventing idea, thinking about how to express them, and organizing them into statements and a text that will be clear to the reader. It means that the writer can help the reader to catch and understand what the meaning and purpose of the ideas in the text.[11]

Furthermore, Sudaryanto says that writing skill is a person's ability to express his/her mind and feeling which is expressed in a written language, in graphic symbols so that the readers are able to understand the message inside.[12] From the statement, it can be said that writing is a skill where the writer can set his idea down in the form of words, sentences, and paragraphs which are easy to understand for the readers.

In addition, writing is an activity that using language in written form. Writing activity is a key indicator of language ability and the basic ability for studying various subject, it is influence to significance action national quality and educational performance. More importantly, writing encourages personal learningproperty designed assignment require students to not only collect

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[11]David Nunan, *Practical English language teaching,* (Singapore : McGraw-Hill, 2003) p.88

[12]Sudaryanto, *Peningkatan Keterampilan Menyusun Wacana Narasi Melalui Penerapan Pendekatan Ekletik*, (Cakrawala Pendidikan. Thxx, No 1, 6169, 2001) p.64

knowledge but to determine which knowledge to retain. Which to discard, and how to present it.[13]

Writing is one of skill in language which needs special attention. It means that try to put ideas on the paper. If someone tries to express his ideas on the paper or write something, he much have skill about it. Writing is transmitting our idea to oteher people especially those who are a distance of time and place.

Based on some theories above, Writing is an important skill in English language learning. Having writing skill is useful for human to make good communication. In general, a writer can tell the massage and information to readers. It is an activity that combines words form meaningful message that writer wants to express to the readers. In writing, a writer has to consider number of aspect such as vocabulary, spelling, grammar, mechanics and organization of ideas. Besides, the writer also must be able to construct the ideas or information into cohesive and coherent paragraphs in order to inform what is the writer's head to reader clearly.

2. Components of Writing

There are five component of writing namely: content, organization, vocabulary, language use (grammar), and mechanic.

a. Content

The content of writing should be clear to a reader. So that the reader can understand massage conveyed and gain information from it. There are at last think

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[13]Leo Susanto, *English For Academic Purpose Essay Writing*, (Yogyakarta: Andi Publisher, 2007), p.1

that can be measured in connecting with component, the composition should contain one central purpose only, should be developed.

b. Organization

In organization of writing concert with the way he writes arrange and organization the ideas or the massage in the writing purpose of organizing materials. In writing involves coherence order of importance, general of which happened from the beginning to the end.

c. Vocabulary

The effective use the words will always result good writing both specific and technical writing, the dictionary is very considerable. Vocabulary is one of component in writing. We can express ideas deal with vocabulary. Vocabulary is all the words that a person knows or uses all the words in a language, list of their meaning especially in book for learning foreign language.[14] Vocabulary is one of the component of writing to express ideas, we always deal with to compose what they are going to say, because she/he fells difficult to choose what appropriate will help the writes to compose the writing and also make readers easy to understand.

d. Language Use (Grammar)

Language use in writing description and other from writing involves correct language and point of grammar. An adequate grammar should be one that capable of producing grammar. We should not be able to do anything more than litter

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[14]Oxford University Press. *Oxford learner's pocket dictionary*. (New York: 2003), p. 428

separate items of language function. And also can help students improve the use of formal language.

e.   Mechanics

There are two parts of mechanics in writing, namely function and capitalization. Function important as the way to clarify meaning. In English writing capital letter have to participation first the used to distinguish between particular and thing second, it used adjective, act. This aspect is very important since it leads reader to understanding or recognize immediately what the writer means to express definitely.[15]

3.   Process of Writing

Boardman explains that writing is a continuous process of thinking and organizing, rethinking and reorganizing. Before writing, the writer should do some steps to construct a paragraph or more. There are some steps that will be explained in this section. The explanation is as follows :

a.   Generating Ideas

The purpose of this step is to think about a certain topic and generate as many ideas as possible. There are many ways to do this. The two of the most effective are brainstorming and freewriting.

b.   Organizing Ideas

This step shows how to get some ideas in writing. There are two models of this step. They are topic outline and tree diagram.

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[15] Heaton, *Writing English Language Test*, (New York: Longman Group, 1990), p.148

c.   Writing the First Draft

If the topic or main idea is formed with the supporting ideas included, the next step is write the first draft. The first draft is a paragraph that is formed from the main idea or topic and supporting points.[16]

Meyers stated that there are six steps in good writing. They are:

1) Explore Idea

Writing first involves discovering idea. It is the first step to decide the topic and idea on a piece of paper. A writer has to explore his/her mind as many ideas as possible freely, then record it to save the idea.

2) Pre Write

It includes brainstorming the idea. Pre write is the process of gathering the idea and starting to list your idea into words. There are three steps in prewriting: The first is brainstorming. It is listing thought as they come in mind. The second is clustering. The writer may write the subject in the middle and start to write the related idea around the subject. The last is free writing. The writer writes some simple sentences without worrying about structure, spelling, logic and grammar.

3) Organize

A writer begins to organize ideas after putting them into words. This process involves selecting, subtracting, adding ideas, and then outlining.

4) Write a first draft

In this step, a writer writes quickly to record his or her thoughts and then put notes and new ideas in margins.

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[16] Boardman C.A,*Writing to Communicate [Second Edition].*(New York: Distance Learning Center, 2001) p. 11

5) Revise the draft

Revising is the most important step in writing among others step. After completing the first draft, the writer may add or omit ideas of material, move and remove which are irrelevant and, revise it several times to produce good composition of text.

6) Produce the final copy.

After finishing the revision, notice that the final copy is more entertaining than the original. All of its content develops the main point. Its sentences are clear and have plenty of details. [17]

From the explanation above, it can be concluded that writing is a series of process through step by step chronologically. Those processes are important to produce a good writing. Students who want to make a good writing should follow those steps. Those steps are really helpful to guide students in making a good composition. Every writer may revise or edit the works. By applying those processes, students are expected to produce a good writing.

4. The Purposes of writing

The specific explanation about the purpose of writing is proposed by: McMahan stated that written language is used for these following purposes:

a. To express the writer's feeling.

b. To entertain the readers through aesthetical materials.

c. To persuade the readers about the writer's opinions, concept, and ideas.[18]

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[17]Alan Meyers, *Gateways to Academic Writing: Effective Sentences, Paragraph, and Essays*, (New York: Pearson Education Inc, 2005) p. 3-12

[18] McMahan, *Literature and Writing Process*, (New Jersey: Prentice Hall, 1990) p. 8

There are some writing goals defined by Hampton:

a.   Writers are independent when they are able to write without much assistance.

b.   Writers gain comprehensibility when they can write, so that it can be read and understood by themselves and others.

c.   Writers are fluent when they are able to write smoothly and easily as well as understandably.

d.   Writers gain creativity when they can write their own ideas, not copying what has already been written.[19]

    5.   Round Robin Strategy

a. Definition of Round Robin Strategy

Round Robin strategy is one of the cooperative learning strategies developed by Spencer Kagan which provides the opportunities for students to give the responses in turn. It means that every member in group could have his/her own turn to give the responses based on the material given by the teacher. According to Kagan, students have to formulate their ideas and express them during Round robin.[20] In this case, the students have to pay attention to the responses given by their teammates. Here, the students could listen or read to the responses or the ideas expressed by their teammates, thus, students could get multiple perspectives and may open more to alternative explanation.

According to Kagan, round robin strategy can be used to minimize resistance among students when the teacher introduces the new strategy because

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[19] Roberta S Hampton, Community involvement in alphabet and material development. Notes on Literacy. Interest level: lay specialist. 1989.

[20] Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning,* (San Clemante: Kagan Publishing, 2009) p.1

this strategy is very simple and easy.[21] Teacher could give a fun content when using this strategy like having students to do a round robin describing fun things to do after graduated from school.

According to Florida round robin are cooperative learning strategies in which students take turns contributing answers in a group. The roundtable is usually completed in written form; round robin in oral form.[22] Moreover, Ferrer states that round robin strategy in which each group member contributes an idea to the group in a systematic round-the-group fashion. Each member is required to wait for his/her turn to speak out. The skill of listening to each other's ideas is emphasized.[23]

In addition, Richard argues that "Round Robin is a technique useful for brainstorming, reviewing, or practicing a skill." In applying Round Robin straregy, students resond to question or problem by stating their ideas aloud in turn. This activity could encourage students to brainstorm the lesson and increase students' understanding about lesson.[24]

Based on some theories about round robin strategy above, the researcher can conclude that round robin strategy is a strategy that can be used to improve

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[21] Ibid. p 1

[22] The department of Program Development and Alignment, The School Broad of Browrard Country, Florida,2000. p. 6

[23] Lourdes M Ferrer, *B.E.S.T. (Building Effective Strategies for Teaching) of Science),* (Manila: Book Store, Inc., 2008) p.106

[24] Jack C. Richard and Theodore S. Rodger, *Approach and Methods in Language Teaching*, (Cambridge : Cambridge University press, 1986) p. 47

student's writing ability. And also round Robin strategy discussions were a good way to share ideas.

b. Variations of Round Robin Strategy

There are some variations of round robin strategy that can be applied in the classroom to make students comfort in teaching and learning process,these variations are:[25]

1) All Write Round Robin

The procedure here is almost similar to the procedures of round robin strategy, but during round robin, each student in team records every single idea or responses from their teammates on their own paper.

2) All Write Consensus

In the process of round robin strategy, students in each group try to reach a consensus about the idea or materials. In here,each students records each ideas or responses based on their consensus on their own paper.

3) Timed Round Robin

Each student shares in turn for a specified time.

4) Think Write RoundRobin

Students think about their ideas or responses, and then independently write it down before the round robin.

5) Single Round Robin

The team does just one round of sharing, each teammate gets one turn.

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[25] Spencer Kagan and Miguel Kagan, *Op. Cit.* p. 533

c. Advantages of Round Robin

1) Everyone in group gets equal chance to present their ideas.

2) If a team has shy or low confidence members, this strategy can help them feel more comfortable.

3) Having the whole team respond instead of partners is that you hear more diverse, unique viewpoints.

4) It is great for bonding because it gives students in a cooperative learning team the chance to engage with and listen to their friends.

5) Increasing self confidence on students involved their opinion.

d. Steps of Round Robin Strategy

According to Kagan round robin strategy has some procedures in implementing this strategy in the classroom, the procedures are[26]:

1) Teacher divides students into group of four or five randomly.

2) Teacher explains to the students how this strategy will work. Teacher poses a problem to which there are multiple possibleresponses or solutions (materials, topic, open-ended question, etc).

3) Students formulate their ideas in thinking time given by the teacher.

4) Each member of the teams takes turn stating or sharing the responses, idea or solution, orally or in writing.

5) Teacher asks students to make a composition based on the idea shared in the group individually.

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[26]Spencer and Miguel Kagan.*Kagan Cooperative Learning*.(San Clemante: Kagan Publishing, 2009).

Furthermore Gregory and Kunzimich, state that procedure of Round Robin strategy in teaching writing has three steps such as[27]:

1) Each person adds thought to the topic

2) It may be written on a piece of paper or poster as it is passed around the table

3) It may be stated oraly as a recorder charts the ideas.

In additions Frangenheim state that procedure of round robin strategy, As follow:[28]

(a) Split the class into groups of 3-4 students . Each student has a response sheet and a pen/pencil

(b) Each student is given the same problem

(c) At a given signal, every learner begins to write response on their own piece of paper. No talking takes place. After one to two minutes give a signal to change sheets. Each student passes their paper to the person on their left , reads the new sheet and then continues to write more ideas on that piece of paper but may not repeat what was written on the first paper and may not repeat what has just been read.

Based on some theories above, the researcher concludes that teaching writing Round Robin is good strategy that can motivate students to write by allow them to get the main idea that will be developed. The steps of Round Robin

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[27]Gregory, Kuzmich, *Differentiated Literacy Strategies.*(California: A Saga Publications Company, 2007) p.88

[28] Eric Frangenheim, *Reflections on Classroom Thinking Strategies: Practical Strategies to Encourage Thinking in Your Classroom [Sixth Edition]*, (London: Paul Chapman Publishing, 2005), p. 82

strategy is creating of students writing when they develop their ideas. It will provide to the students to their result of writing and combine them into some essay or text. The students can evaluate when they write something.

6. Descriptive Text

a. Definition of Descriptive

Descriptive writing is usually used to help a writer develop an aspect of their work, e.g. to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects etc.[29] Description or descriptive etymologically is derived from the word 'describe'. Describe means to draw, to illustrate or to picture object, place, person in order to have visual appearance of the object described. However, descriptive text can also describe idea or point of view in order to have visual appearance of it.[30]

In addition, a description is also considered as text. It is a text in which a writer tries to picture out an object to the readers. The object can be anything. It can be a concrete object such as a person, or an animal, or a plant, or a car, and etc.[31]In other words, descriptive text is a piece of writing which visualize and performs the appearance of thing by describing the details of subject.

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[29] Harold Robert, *Descriptive Paragraph Type*. http://en.wikipedia.org/wiki/Text_types . accessed on 15th May 2019

[30]Dirgeyasa, *College Academic Writing: A Genre-Based Perspective*, (Medan: Unimed Press, 2014) p. 3

[31]Sanggam Siahaan. *The English Paragraph*.(Yogyakarta: Grah aIlmu, 2008), p.119

b. Social Function

The social function of descriptive text is to describe a particular person, place, thing, or animal.

c. Generic Structure of Descriptive Text

Descriptive writing has two generic structures, (1) identification, (2) description. Basically the generic structure in descriptive text is identification which introduces the participants such as the person (who), place or thing to be described (what), and a description which describes parts, qualities, or characteristic of the participant. [32]

d. Language Feature of Descriptive Text

1) Specific participant: has a certain object, is not common and unique (only one). For example: Bandengan beach, my house, Borobudur temple, uncle Jim

2) The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the fomous place in Jepara, etc.

3) The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.

4) Action verb: verbs that show am activity (for example, run, sleep, walk, cut……) [33]

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[32]Linda Gerot and P. Wignell, *Making Sense of Functional Grammar*, (Sydney:GerdStabler, 1995) p. 208

[33]British Course http://britishcourse.com/descriptive-text-definition-generic-structures-purposes-language-features.php Accessed May 22nd 2019

e.   Kinds of Descriptive Text

As we that describe text is a text to describe something, such as person, place, and things. So, it normally takes on three form, they are:

1.   Describing of people

People are different and writing description of people is different. You are probably already aware of some of complication because you have often been asked, "What's so-and-like?" in replying, you might resort to identification, an impression, or character sketch, depending on the situation. Let's examine each.

a.)   Identification

Although you might provide identification, you would probably want to go further than that. Used mainly in official records and documents, identification consists only of certain statistical information (height, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmark).[34]

b.)   Impression

Unlike the identification, the impression may not identify a person, but it does convey an overall idea of him or her. Many details may be missing, yet the writer does provide in a few broad strokes a general feeling about the subject.

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[34] Michael E. Adelstein and Jean G. Pival, The Writing Commitment, (HARCOURT BRACE JOVANOVICH, INC., 1976), p. 149

Although impression is usually less complete and informative than identification, it may be more effective in capturing an individual's striking or distinctive traits.[35]

c) Character Sketch

More complete descriptions of people are usually called character sketch; they may also be referred to as profiles, literary portraits, and biographical sketches. As its name indicates, a character sketch delineates the character of a person, or at least his or her main personality traits. In the process, it may include identification and an impression, but it will do more than tell what people look or seem like: it will show what they are like. A character sketch may be about a type rather than an individual, revealing the characteristics common to the members of a group, such as campus jocks, cheerleaders, art students, religious fanatics, television devotes.[36]

Example:

<div align="center">My Father</div>

My father is Mr. Marzuki. He is very warm, smart, dan funny person. I live with him in Munjungan, Trenggalek.

My father is quite handsome man. Now, he is about 35 years old. He has well-built body because he always does exercise every day. He is also tall. He has

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[35]Michael E. Adelstein and Jean G. Pival, The Writing Commitment, (HARCOURT BRACE JOVANOVICH, INC., 1976), p. 150

[36]Michael E. Adelstein and Jean G. Pival, The Writing Commitment, (HARCOURT BRACE JOVANOVICH, INC., 1976), p. 151

short black hair and black eyes. He has an oval face and pointed chin. He has slight moustaches and beard. He has slight dark brown skin.

My father is a junior high school teacher. He teaches sports. He always goes to school in early morning and comes home in the afternoon around 03.00 pm. He works hard for his family. We all love him so much. He is the best father in the world to me.

b. Description of a place

In describing a place for example a room, what should you describe first? The walls? The Floor? Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area andthen proceed to another one. Nevertheless, the sentences should not be randomly arranged.

The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. And the arrangement of the details in your description depend on your subject and purpose.[37]

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[37] Regina L. Smalley and Mary K. Ruetten, Refining Composition Skill, (New York: International Thompson Publishing Company, 4th Edition), p.69

Example:

Borobudur Temple

Borobudur temple is one of the most beautiful tourist resorts in Indonesia. It is situated in central Java. Borobudur temple is one of the seven wonders of the world which needs to be preserved its circumstances. The people all over the world know that Borobudur is one of the greatest art works that ever known since long time ago.

Borobudur temple was built by Syailendra Dynasty during the eighth century. It needed more than two million river stones. It is the biggest temple in the world.

After going into some restorations, Borobudur is visited by more and more tourists, both domestic and foreign tourists. Most of them admire Borobudur temple because of its beauty, its elegance and the story of the relief on its walls.

Domestic tourists usually go there by bus or private cars, while foreign tourists like to join travel bureau because they don't need to think of the transportation, accommodation, and itinerary. There are some money changers around the location. It makes them easier to change their money. But some of them like to bring credit cards and checks.[38]

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[38]Luki afika.*Contoh Descriptive Text*https://www.yuksinau.id/contoh-descriptive-text/ accessed June, 13th 2019

c. Description of a things

To describe a thing the writer must have a good imagination about that thing that will be describe. Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs.

1) Using Proper Noun

In addition to filling our descriptive writing with concrete details and figures of speech, we might also want to include a number of proper nouns, which, as we know, are the names of particular persons, places, and things.

For example; Arizona, University of Tennessee. Including proper nouns that readers recognize easily can make what we are describing more familiar to them.

2) Using Effective Verb

We know how important verbs are to narration, but effective verbs can also add much to a piece of description. Writers use verbs to make descriptions more specific, accurate, and interesting. For instance, "the wind had chiseled deep grooves into the sides of the cliffs" is more specific than "the wind hadmade deep grooves." The verb chiseled also gives the reader a more accurate picture of the wind's action than made does.[39]

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[39] Santi V. Buscemi, A Reader for Developing Writers, (New York: McGraw-Hill Companies, Inc., 2002), p 267

Example

My Favorite Book

I have a book which I bought last year. The book is a novel which titled The Story of An Idiot. I love that book because when I read it I get not only knowledge but also entertainment.

Unfortunately I had loss this book. I guess I lose it at Tugu Station during my trip in Yogyakarta. It was difficult to get that book because I never found it at the book store. I got it at the street book seller in London.

The color of the book's cover is dominated red. The picture of that cover is a young man in a black jacket walking through the bridge.

At the first page of that book, I wrote my name and my email address. I also draw a simple rat at the corner of the first page. I always do the same thing to all my books because I hope if I losemy book, someone who found it would gave it back to me.

The book is written in English. The author of that book is Joseph J Joseph. It is a strange name of a novel author.

The total pages of that book are 125 pages which are divided into 6 parts. At the back of the cover is actually the short summary of that book, but I changed it by sticking the picture of a monkey on it.

C. Hypotesis

There are two hypothesis of this research, they are

1. Ho = There is no significant development of the students' writing ability after using round robin strategy.

2. Ha = There is significant development in students' writing skill ability after using round robin strategy.

D. Conceptual Framework

In this research, the researcher will take some of the samples from the population where the students will be given pre-test by the researcher to know their basic ability in writing before given treatments. Having known students' basic ability in writing. The researcher will give some treatments as a process of learning writing by round robin strategy. This process is expected to give development to the students' knowledge. Giving post-test to the students to know whether any significance of development to the students after being given treatments. Those processes are formulated as follows:

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┌─────────────────────────────────────────────────────┐
│        Teaching Writing skill by Round Robin Strategy │
└─────────────────────────────────────────────────────┘
                        ⇩
┌─────────────────────────────────────────────────────────┐
│           The Advantages of Round Robin Strategy         │
│                                                           │
│   • Everyone in group gets equal chance to present their  │
│     ideas.                                                │
│   • can help them feel more comfortable.                  │
│   • Increasing self confidence on students involved their │
│     opinion.                                              │
│   • It is great for bonding students                      │
│   • Having the whole team respond instead of partners is  │
│     that you hear more diverse, unique viewpoints.        │
└─────────────────────────────────────────────────────────┘
                        ⇩
                ┌────────────────────┐
                │  Students' Writing  │
                │    Achievement      │
                └────────────────────┘
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| Vocabulary | Content | Organization | Language Use | Mechanic |

CHAPTER III

METHOD OF THE RESEARCH

A. Research Method

This research applie quasi-experimental research method and used non-equivalent control group design. In this design the experimental group and control group were selected without random assigment. Both groups would be given pre-test and post-test.[40] Pre-test was given to both groups to measure the students' writing ability before the treatment was given. The treatment was only given to experimental group. Then the post-test was given to measure the students' writing ability after the treatment was given. The students in experimental class would be given treatment by using round robin strategy in teaching writing descriptive text and the students in control class would be given conventional teaching.

The formula as follows:

Experimental

Control

O_1	X	O_2
O_3	-	O_4

Notes:

O_I : Pre-test experimental group

O_2 : Post-test experimental group

O_3 : Pre-test control group

O_4 : Post-test control group

X   : Treatment

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[40] John W. Creswell, *Reseach Desugn Qualitative, Quantitative and Mixed Method Approach, Third edition.* (London: SAGE 2009) p. 160`-161

-       : Non treatment

B. Variables of the Research

The variable of this research consisted of two variables, namely:

1. Independent variable is round robin strategy in English teaching.

2. Dependent variable is the writing skill of the students.

C. Population and Sample

1. Population

The population in this research was the eighth grade students of SMP Pesantren Modern Datok Sulaiman Putri Palopo. The total of population was 173 students. There were 6 classes, they were VIII A, VIII B, VIII C, VIII D and VIII E.

2. Sample

In this research, the researcher applied purposive sampling technique. The sample was class VIII C and VIII D. Class VIII D was decided as experimental class and class VIII C as control class. There were 50 students as the sample, 25 students for each experimental class and control class. The research took two classes VIII C and VIII D as samples. The researcher chose these classes because students of these classes had the same level of knowledge.

D. Instrument of the Research

For collecting the data, a writing test was used as the instrument. The test was administered to the students in both experimental and control group. They were pre-test and post-test. The design of the test was in essay form. The students instructed to write a descriptive text based on the topic given by the researcher.

The tests were given to both groups; experimental and control group. The students' achievement in learning descriptive text was analyzed by the collecting data in the test.

E. Procedure of Collecting Data

1. Pre-test

The pre-test was administered before treatment. The researcher gave pre-test to the students both experimental class on 14th September 2019 and control class on 17th September 2019. The same pre-test was given to both experimental and control class in order to investigate the students' writing ability. The test was consisted of writing descriptive text by theme describing an animal. Both experimental and control class were asked to write a descriptive text based on the topic given.

2. Treatment

The treatment was conducted after pre-test. In the experimental group, the students were taught by applying Round Robin strategy while control group, the students were taught by using conventional method. Both experimental and control group were taught with the same material.

a. Experimental Class

The treatment in experimental class by using round robin strategy in descriptive text conducted in some meetings. The procedure of treatment was described generally as follows:

At the first treatment, the researcher explained to students about round robin strategy in teaching. After that the researcher gave students the material about descriptive text namely definition, generic structure and language feature. Then, the researcher showed to the students an example of descriptive text.

At the second treatment, the students wrote descriptive text by round robin strategy. The researcher gave topic about describing Animals. After that, the students wrote a descriptive text.

Procedure :

1) The students were divided into group of no more than five students and no less than two.

2) Each group had a pen. The groups should have only a piece of paper for the entire group.

3) The teacher explained to the students how this strategy will work.

4) Each group was provided with a picture that will be described.

5) One person in the group started writing. That person wrote sentences or phrases then passed the paper to the next person who wrote a sentence with the pen, and then passed it on. The group continued to take a turn writing sentences until the time was called.

6) After time was called, each group took editing their text and collected the paper to the teacher.

At the third treatment, the students wrote descriptive text by round robin strategy. The researcher gave topic about describing animal. After that, the students wrote a descriptive text. Procedure :

1) The students were divided into group of no more than five students and no less than two.

2) Each group had a pen. The groups should had only a piece of paper for the entire group.

3) The teacher explained to the students how this strategy will work.

4) Each group was provided with a picture that will be described.

5) One person in the group started writing. That person wrote sentences or phrases then passed the paper to the next person who wrote a sentence with the pen, and then passed it on. The group continued to take a turn writing sentences until the time was called.

6) After time was called, each group took editing their text and collected the paper to the teacher.

At the fourth treatment, the students wrote descriptive text by round robin strategy. The researcher gave topic about describing famous people. After that, the students will write adescriptive text.

1) The students were divided into group of no more than five students and no less than two.

2) Each group had a pen. The groups should had only a piece of paper for the entire group.

3) The teacher explained to the students how this strategy will work.

4) Each group was provided with a picture that will be described.

5) One person in the group started writing. That person wrote sentences or phrases then passed the paper to the next person who wrote a sentence with the

pen, and then passed it on. The group continued to take a turn writing sentences until the time was called.

6) After time was called, each group took editing their text and collected the paper to the teacher.

At the fifth treatment, the students wrote descriptive text by round robin strategy. The researcher gave topic about describing people. After that, the students wrote a descriptive text.

1) The students were divided into group of no more than five students and no less than two.

2) Each group had a pen. The groups should had only a piece of paper for the entire group.

3) The teacher explained to the students how this strategy will work.

4) Each group was provided with a picture that will be described.

5) One person in the group started writing. That person wrote sentences or phrases then passed the paper to the next person who wrote a sentence with the pen, and then passed it on. The group continued to take a turn writing sentences until the time was called.

6) After time was called, each group took editing their text and collected the paper to the teacher.

At the sixth treatment, the students wrote descriptive text by round robin strategy. The researcher gave topic about describing thing. After that, the students wrote a descriptive text.

1) The students were divided into group of no more than five students and no less than two.

2) Each group had a pen. The groups should had only a piece of paper for the entire group.

3) The teacher explained to the students how this strategy will work.

4) Each group was provided with a picture that will be described.

5) One person in the group started writing. That person wrote sentences or phrases then passed the paper to the next person who wrote a sentence with the pen, and then passed it on. The group continued to take a turn writing sentences until the time was called.

6) After time was called, each group took editing their text and collected the paper to the teacher.

b.   Control Class

In control class, there are 6 meetings. The researcher taught by using conventional method. Control class was taught with the same material with experimental class.

At the first meeting, the researcher explained to students the material about descriptive text namely definition, generic structure and language feature. Then, the researcher showed to the students an example of descriptive text.

At the second meeting and the third meeting, the researcher gave the material about describing animal. The researcher also gave student example of describing animal paragraph. The researcher asked students to make a paragraph about describing animal.

At the fourth and fifth meetings, the researcher gave the material about describing people and example of describing people. The researcher asked students to make a paragraph about describing people.

At the sixth meeting, the researcher gave the material about describing thing. The researcher also gave student example of describing thing paragraph. The researcher asked students to make a paragraph about describing thing.

3. Post-test

The researcher distributed the post-test to both experimental class on 28th September 2019 and control class on 25th September 2019. This test was to know the effectiveness of using round robin strategy in teaching writing descriptive text. In this test, the researcher gave animal picture and students wrote a descriptive text based on picture.

F. Data Analysis

There are five scoring scales in scoring students' writing test, namely content, organization, vocabulary, language use and mechanics.[41] The specific criteria are described as follows:

Table 3.1 Scoring uses ELS Composition

Score	Level	Criteria
Content	30-27	**Excellent to very good:** Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
	26-22	**Good to average:** limited knowledge of subject, little substance, inadequate development of topic.
	21-17	**Fair to poor:** limited knowledge of subject, little substance, inadequate development of topic.
	16-13	**Very poor:** does not show knowledge of subject, non-substantive, not pertinent, OR not enough to evaluate.
Organization	20-18	**Excellent to very good:** fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive.
	17-14	**Good to average:** somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	**Fair to poor:** non-fluent: ideas confused or disconnected: lacks logical sequencing and development.
	9-7	**Very poor:** does not communicate, no organization, OR not enough to evaluate.
	20-18	**Excellent to very good :** sophisticated range, effective word/idiom choice and

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[41] Arthur Hughes, *Testing for Language Teachers (Second Edition),*(Cambridge: Cambridge University Press, 2003) p. 104.

Vocabulary		usage, word form mastery, appropriate register
	17-14	**Good to average:**adequate range, occasional error of word/idiom form, chooses, usage but meaning not obscured.
	13-10	**Fair to poor** : limited range: frequent errors of word/idiom form, choice, usage: meaning confused or obscured.
	9-7	**Very poor :** essentially translation ; little knowledge of English vocabulary, idioms, word firm; OR not enough to evaluate.
Language Use	25-22	**Excellent to very good:** effective complex constructions: few errors of agreement, tense, number, word order function, articles, pronouns, prepositions.
	21-18	**Good to average :**effectife but simple constructions; minor problem in complex constructions; several errors of agreement, tense, number word order function, articles, pronouns, prepositions but meaning seldom obscured.
	17-11	**Fair to poor:** major problem in simple/complex construction; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/ or fragments, run-ons, deletions; meaning confused or obscured.
	10-5	**Very poor :**virtually no master of sentence constructions rules; dominated by errors; does not communicate; OR not enough to evaluate.
Mechanics	5	**Excellent to very good:** demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing.
	4	**Good to average:** occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	**Fair to poor :** frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting;

		meaning confused or obscured
	2	**Very poor:** no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing; hand writing illegible; OR not enough to evaluate.

To classify the student score, there were five classifications which will use as follow:

Table 3.2.The Classification Score Rubric

No	Qualification	Score
1	Excellent	90-100
2	Good	80-89
3	Fair	70-79
4	Poor	60-69
5	Very poor	0-59

(Brown, 2004, P. 287)

Calculating the mean score, finding out the standard deviation of the pretest and posttest computing the frequency and the rate percentage of the students' scores by using Statistical Produce and Service Solution (SPSS) ver.20 for windows. SPSS 20 is computer software/program for processing, calculating or analysis data of statistics.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter includes two sections. The first is finding of the research. It deals with the result of the data analysis from the field. The second is discussion section deals with argument and further explanation of the findings.

A. Findings

The findings of the research shows the result of the data that have been analyzed statistically. It comprised the students' score of the control and experimental classes in pre-test and post-test.In this part, the researcher reported the result of each group by comparing the pre-test and post-test of both groups.

1. Students Score of Experimental Class

a. Students' Pre-test and post-test Result

Table 4.1. The Students' Pre-test Result in Experiment Class

No	Classification	Score	Pre-test	
			F	P
1	Excellent	90-100	0	0%
2	Good	80-89	4	16%
3	Fair	70-79	5	20%
4	Poor	60-69	8	32%
5	Very Poor	0-59	8	32%
Total			25	100%

Table 4.1 shows that there were 25 students observed in experiment class before giving treatment. There were four students (16%) who got good score, five students (20%) who got fair score, eight students (32%) who got poor score and eight students (32%) who got very poor score.

Table 4.2. The Students' Post-test Result in Experiment Class

No	Classification	Score	Post-test	
			F	P
1	Excellent	90-100	4	16%
2	Good	80-89	14	56%
3	Fair	70-79	5	20%
4	Poor	60-69	2	8%
5	Very Poor	0-59	0	0%
Total			25	100%

Table 4.2 shows that there were 25 students observed in experiment class after giving treatment. There were four students (16%) who got excellent score, fourteen students (56%) who got good score, five students (20%) who got fair score and two students (8%) who got poor score.

b. **Students' Pre-test Result in Terms of Writing**

Table 4.3.Students' Pre-test Result in Terms of Content in Experimental Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	27-30	2	8%
Good to Average	22-26	8	32%
Fair to Poor	17-21	8	32%
Very poor	13-16	7	28%

Table 4.3 shows that experiment class students' writing skill in pre-test especially in content criteria most of students got fair to poor score. There were eight students (32%) got fair to poor score. There were eight students (32%) got good to average score. There were seven students (28%) got very poor score and there ware two student (8%) got excellent to very good.

Table 4.4.Students' Pre-test Result in Terms of Organization in Experiment Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	18-20	1	4%
Good to Average	14-17	12	48%
Fair to Poor	10-13	10	40%
Very poor	1-9	2	8%

Table 4.4 shows that most of students got good to average and fair to poor score. There were ten students (48%) got fair to poor score. There were 12 students (48%) got good to average score. There was one student (4%) got

excellent to very good score and there were two students (8%) got very poor

score.

Table 4.5.Students' Pre-test Result in Terms of Vocabulary in Experiment Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	18-20	0	0%
Good to Average	14-17	15	60%
Fair to Poor	10-13	9	36%
Very poor	7-9	1	4%

Table 4.5 shows that in vocabulary criteria most of students got good to

average score. There were nine students (36%) got fair to poor score. There were

fifteen students (60%) got good to average score. There was one student (4%) got

very poor score.

Table 4.6.Students' Pre-test Result in Terms of Language Use in Experimental Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	22-25	2	8%
Good to Average	18-21	3	12%
Fair to Poor	11-17	14	56%
Very poor	5-17	6	24%

Table 4.6 shows that in language use criteria most of students got fair to

poor score. There were fourteen students (56%) got fair to poor score. There were

six students (24%) got very poor score, there were three students (12%) got good

to average score and there were two students (8%) got excellent very good score.

Table 4.7. Students' Pre-test Result in Terms of Mechanic in Experimental Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	5	0	0%
Good to Average	4	7	28%
Fair to Poor	3	13	52%
Very poor	2	5	20%

Table 4.7 shows that in mechanic criteria most of students got fair to poor

score. There were thirteen students (52%) got fair to poor score. There were seven

students (28%) got good to average score and there were five students (20%) got

very poor score.

c. Students' Post-test Result in Terms of Writing

Table 4.8. Students' Post-test Result in terms of Content in Experimental Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	27-30	8	32%
Good to Average	22-26	14	56%
Fair to Poor	17-21	3	12%
Very poor	13-16	0	0%

Table 4.8 above shows that in the content assessment, most of students got increasing in content there were 8 students (32%) got excellent to very good score. There were fourteen students (56%) got good to average score and there were three students (12%) got fair to poor score.

Table 4.9. Students' Post-test Result in terms of Organization in Experimental Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	18-20	9	36%
Good to Average	14-17	15	60%
Fair to Poor	10-13	1	4%
Very poor	7-9	0	0%

Table above shows that in organization criteria, most of students got good to average score. There were fifteen students (60%) got good to average score. There were nine students (36%) got excellent to very good score and there was one student (4%) got fair to poor score.

Table 4.10. Students' Post-test Result in terms of Vocabulary in Experimental Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	18-20	11	44%
Good to Average	14-17	14	56%
Fair to Poor	10-13	0	0%
Very poor	7-9	0	0%

Table 4.10 shows that in vocabulary criteria of writing skill, most of students got increasing score. There were fourteen students (56%) got good to average score and there were eleven students (44%) got excellent to very good score.

Table 4.11.Students' Post-test Result in terms of Language Use in Experimental Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	22-25	3	12%
Good to Average	18-21	11	44%
Fair to Poor	11-17	11	44%
Very poor	5-10	0	0%

Table 4.11 shows that in language use criteria of writing skill, most of students got increasing score. There were 11 students (44%) got fair to poor score, there were eleven students (44%) got good to average score and there were three students got excellent to very good score.

Table 4.12.Students' Post-test Result in terms of Mechanic in Experimental Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	5	2	8%
Good to Average	4	17	68%
Fair to Poor	3	5	20%
Very Poor	2	1	4%

Table 4.12 shows in mechanic criteria of writing skill, most of students got score good to average score. There were seventeen students (68%) good to average score. There were five students (20%) got fair to poor score. There were two students (8%) got excellent to very good score. There was one (4%) student got very poor score.

d. The Mean Score of Students' Pretest and Posttest

Table 4.13.The Mean Score of Students' Pre-test and Post-test in Experimental Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	25	42	85	64.48	11.804
Post-test	25	67	95	81.52	7.611
Valid N (listwise)	25				

Table 4.13 shows that there was a difference between the mean score of pre-test and post-test in the experimental group. The mean score of post-test was higher than the mean score of pre-test (81.48 >64.52). It means that there was an improvement after giving the treatment by using round robin strategy. The standard deviation of post-test was lower than the standard deviation of pre-test (7.611<11.804). It means that the scores range of post-test was closer than the score range of pre-test to the mean score.

2. Students Score of Control Class

a. Students' Pre-test and Post-test Result

Table 4.14. Students' Pre-test Result in Control Class

No.	Classification	Score	Pre-test	
			F	P
1	Excellent	90-100	0	0%
2	Good	80-89	0	0%
3	Fair	70-79	5	20%
4	Poor	60-69	13	52%
5	Very poor	0-59	7	28%
TOTAL			25	100%

Table 4.14 shows that, there were 25 students observed in control class before teaching without using round robin strategy. There were five students got fair score. There were thirteen students (52%) who got poor score and seven students (28%) got very poor score.

Table 4.15. Students' Post-test Result in Control Class

No.	Classification	Score	Post-test	
			F	P
1	Excellent	90-100	0	0%
2	Good	80-89	3	12%
3	Fair	70-79	14	56%
4	Poor	60-69	6	24%
5	Very poor	0-59	2	8%
TOTAL			25	100%

Table 4.15 shows that, there were 25 students observed in control class after teaching by using conventional method. There were three students (12%) who got good score, fourteen students (56%) who got fair score, and six students (24%) who got poor score and two students (8%) who got very poor .

b. Students' Pretest Result in Terms of Writing

Table 4.16. Students' Pretest Result in terms of Content in Control Class

Classification	Score	Frequency	percentage
Excellent to Very Good	27-30	0	8%
Good to Average	22-26	2	10%
Fair to Poor	17-21	21	84%
Very Poor	13-16	2	8%

Table 4.16 shows that in content criteria, most of students got fair to poor score. There were 21 students (84%) got fair to poor score. There were two students (8%) got very poor score and there were two students (8%) got good to average score.

Table 4.17.Students' Pre-test Result in terms of Organization in Control Class

Classification	Score	Frequency	percentage
Excellent to Very Good	18-20	0	0%
Good to Average	14-17	11	44%
Fair to Poor	10-13	12	48%
Very Poor	7-9	2	8%

Table 4.17 shows that in organization criteria most of students got fair to poor score and good to average score. There were twelve students (48%) got fair to average score. There were eleven students (44%) got fair to poor score and two students (8%) got very poor score.

Table 4.18.Students' Pre-test Result in Terms of Vocabulary in Control Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	18-20	0	0%
Good to Average	14-17	15	60%
Fair to Poor	10-13	10	40%
Very Poor	7-9	0	0%

Table 4.18 shows that in vocabulary criteria, most of students got good to average score. There were fifteen students (60%) got good to average score. There were ten students (40%) got fair to poor score.

Table 4.19. Students' Pre-test Result in Terms of Language Use in Control Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	22-25	0	0%
Good to Average	18-21	2	8%
Fair to Poor	17-11	21	84%
Very Poor	10-5	2	8%

Table 4.19 shows that control in language use criteria, most of students got fair to poor score. There were 21 students (84%) got fair to poor score. There were two students (8%) got very poor score and two students (8%) got good to average score.

Table 4.20. Students' Pre-test Result in Terms of Mechanic in Control Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	5	0	0%
Good to Average	4	2	8%
Fair to Poor	3	14	56%
Very Poor	2	9	36%

Table 4.20 shows that in mechanic criteria, most of students got fair to poor score. There were fourteen students (56%) got fair to poor score and nine students (36%) got very poor score. There were two students (8%) good to average score.

c. **Students' Post-test Result in Terms of Content**

Table 4.21. Students' Post-test Result in Terms of Content in Control Class

Classification	Score	frequency	percentage
Excellent to Very Good	27-30	0	0%
Good to Average	22-26	11	44%
Fair to Poor	17-21	13	52%
Very Poor	13-16	1	4%

Table 4.21 shows that in content criteria, most of students got score fair to poor score. There were thirteen students (52%) got fair to poor score. There were eleven students (44%) got good score and one student (4%) got very poor score.

Table 4.22. Students' Post-test Result in Terms of Organization in Control Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	18-20	0	0%
Good to Average	14-17	3	12%
Fair to Poor	10-13	17	68%
Very poor	7-9	5	20%

Table 4.22 shows that most of students got fair to poor score. There were seventeen students (68%) got fair to poor score. There were five students (20%) got very poor score and three students (12%) got good to average score.

Table 4.23.Students' Post-test Result in Terms of Vocabulary in Control Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	18-20	4	16%
Good to Average	14-17	19	76%
Fair to Poor	10-13	2	8%
Very Poor	7-9	0	0%

Table 4.23 shows that most of students got good to average score. There were nineteen students (76%) got good to average score. There were four students (16%) got excellent score and two students (8%) got fair to poor score.

Table 4.24. Students' Post-test Result in Terms of Language Use in Control Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	22-25	0	0%
Good to Average	18-21	12	48%
Fair to Poor	11-17	11	44%
Very poor	5-10	2	8%

Table 4.24 shows that most of students got good to average score. There were 12 students (48%) got good to average score. There were eleven students (44%) got fair to poor score and there were two students (8%) got very poor score.

Table 4.25. Students' Post-test Result in Terms of Mechanic in Control Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	5	0	0%
Good to Average	4	9	36%
Fair to Poor	3	10	40%
Very Poor	2	6	24%

Table 4.25 shows that most of students got fair to poor score. There were 10 students (40%) got fair to poor score. There were nine students (36%) got good to average score and six students (24%) got very poor score.

d. Students' Mean Score of pre-test and post-test

Table 4.26. Mean Score of Students' Pre-test and Post-test in Control Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	25	41	74	62.24	7.557
Post-test	25	55	85	71.68	7.755
Valid N (listwise)	25				

Table 4.26 shows that the mean score of post-test was higher than the mean score of pre-test in control class (71.68>62.24) and the standard deviation in post-test is lower than the standard deviation of pretest (7.557<7.755).

3. Students` Score of Experimental Group and Control Class

a. Pretest

The researcher found the pretest results of the students in frequency and percentage for experimental group and control class as shown below:

Table 4.27 The Rate Percentage of Students` Pre-test

Classification	Score	Experimental		Control	
		F	P	F	P
Excellent	90-100	0	0%	0	0%
Good	80-89	4	16%	0	0%
Fair	70-79	5	20%	5	20%
Poor	60-69	8	32%	13	52%
Very poor	0-59	8	32%	7	28%
TOTAL		25	100%	25	100%

Table 4.27 shows that most of the students' pre-test results for experimental group were in poor and very poor classification, the data showed that those 8 students or 32% were in poor classification, 8 students or 32% were in very poor classification, 5 students or 20% were in fair classification and 4 students were in good classification.

In control class, Table 4.27 indicates that most of the students were in very poor and poor classification. 13 students or 52% out of 25 students were in poor classification, 7 students or 28% were in verypoor classification, 5 students or 20% were in fair classification andthere was none belonged to the good and excellent classification. It is found the same like in the experimental group that there was none in excellent classification.

b. Post-test

Table 4.28 shows below describes that the frequency and percentage of the students' post-test score taught by round robin strategy was different from those who taught by using non-round robin strategy.

Table 4.28The Rate Percentage of Students' Post-test

No.	Classification	Score	Experimental		Control	
			F	P	F	P
1	Excellent	90-100	4	16%	0	0%
2	Good	80-89	14	56%	3	12%
3	Fair	70-79	5	20%	14	56%
4	Poor	60-69	2	8%	6	24%
5	Very poor	0-59	0	0%	2	8%
Total			25	100%	25	100%

Table 4.28 indicates that out of 25 students in experimental group.4 students were in excellent classification, 14 students or 56% were in good classification, 5 students or 20% were in fair classification, 2 students or 8% were in poor classification , and found that none of them got poor and very poor.

In control class, it was found that none of the got excellent classification, 3 or 12% were in good classification, 14 or 56% in were fair classification, 6 students or 24% in were poor and very poor there were 2 students or 8%.

c. **The Mean Score and Standard Deviation of Students' Pre-test**

Before the treatment conducted both of the experimental and control class were given pre-test to know the students achievement on writing knowledge. The purpose of the test was to find out whether both experimental and control class were in the same level or not. The standard deviation was meant to know how close the scores to the mean score.

Table 4.29 The Mean Score and Standard Deviation of Students' Pre-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experimental	25	42	85	64.48	11.804
Pre-Test Control	25	41	74	62.24	7.557
Valid N (listwise)	25				

Table 4.29 shows there was a difference between the mean score of pre-test in experimental and control class. The mean score of pre-test in experimental class was 64,48 and control class was 62,24. It means the mean score of pre-test in experimental class was higher than the mean score in control class (64,48>62,24). The standard deviation of pretest in experimental class was higher than the standard deviation in control class (11,80<7,55)

d. The Calculation of t-test Pre-test

The data shown in the Table 4.30 below indicates the achievement of experimental and control class before giving the treatment.

Table 4.30The Paired Samples Test of Pre-test

Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test Experimental - Pre-Test Control	2.240	14.878	2.976	-3.901	8.381	.753	24	.459

Based on the result of data analysis as summarized in Table 4.30 above in pre-test of experimental class and control class, the researcher found that the Probability Value is higher than alpha (α) (0.459> 0.05) which means that there is no significant difference in pretest of both class.

e. The Mean Score and Standard Deviation of Students' Post-test

In this section, the researcher presents the difference of the students' score after treatment of experimental group and control class. The result of post-test is shown in table below:

Table 4.31 The Mean Score and Standard Deviation of Students' Post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Post-test Experimental	25	67	95	81.52	7.611
Post-test Control	25	55	85	71.68	7.755
Valid N (listwise)	25				

Table 4.31 shows that the mean scores of both experimental and control class were different after treatment. The mean score of experimental group was higher than control class (81.55>71.68) and the standard deviation for experimental group was 7.611 and control class was 7.755

It shows that after giving the treatment, the result of experimental group on the mean score is higher than the control class. It proves that round robin strategy improve students' writing rather than non-round robin strategy.

f.   The Paired Sample of t-test Post-test

The data shows in the Table 4.32 below indicated the achievement of experimental and control class after the treatment.

Table 4.32. The Paired Samples Test Post-test

Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviati on	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Post-test Experimental - Post-test Control	9.840	11.187	2.237	5.222	14.458	4.398	24	.000

Table 4.32 above indicates that the statistical hypothesis is based on statistics test in Probability value (significant 2 tailed), the Probability value was lower than alpha (0.00<0.05). It means that H_1 was accepted and H_0 was rejected. It was concluded that after giving the treatment to the both groups, using round robin strategy in experimental group and non-round robin strategy in control class, the students' score of both groups was statistically different. It indicates that round robin strategy is effective in teaching writing descriptive text.

B. Discussion

In this section, the discussion deals with round robin strategy and round robin strategy in improving writing ability on descriptive text. Although both strategy, round robin strategy and non-round robin strategy, could be applied in improving writing descriptive text, the application of round robin strategy in improving writing significantly.

The researcher showed some respondents' writing that represented pre-test and post-test experimental class when the students write. The researcher takes 3 students as representation who has different ability are students A, B, and C. The first is respondent A, who has low ability. From this respondent in pre-test, she had write the first sentence was not showed the topic, so her main content/idea got score 13. In her organization, the ideas confused, and not clearly, so the score was 7. The vocabulary was very poor and little knowledge of English vocabulary, so the score was 13. The language use was very poor, so the score was 10. And the mechanic was error of spelling, so the score was 2. The total score was 45. After giving the treatment, the respondent got the high score in post-test, because can write complete in component writing, in idea/content the idea was good, but limited knowledge of subject, so the score was 22, the organization was clearly and logical sequencing, so the score was 14. In the vocabulary, there are some mistake of written so she got score 16. The language use is effective but simple, she got score 17. And the mechanic was good to average because there are some mistakes in capitalization, paragraphing was poor. So she got 3 score. The total score was 72.

The second is respondent B who has medium ability, from this respondent in pre-test paragraph, she got 22 in content. In her organization, the score was 16. The vocabulary score was 15. The language use was meaning confused, so the score was 15. And the mechanic score was 4. The total score was 72. After giving the treatment, the respondent got the high score in post-test, because can write complete in component writing, in idea/content the idea was good, so the score was 25, the organization was clearly and logical sequencing, so the score was 19. In the vocabulary, she got score 18. The language use is effective she got score 20. And the mechanic was good, she got 4 score. The total score was 86.

The third is respondent C who has high ability, from this respondent in pre-test paragraph, her main content/idea got score 26. In her organization loosely organized but main ideas stand out, so the score was 17. The vocabulary was effective, the score was 17. The language use was effective, so the score was 22. And the mechanic frequent error of spelling so the score was 3. The total score was 85. After giving the treatment, the respondent got the high score in post-test, because can write complete in component writing, in idea/content the idea was excellent, so the score was 29, the organization was clearly and logical sequencing, so the score was 20. In the vocabulary there are some mistake of written so she got score 19. The language use was excellent to very good so the score was 23. And the mechanic was excellent to very good so she got 5 score. The total score was 96.

In control class, the researcher would show some respondents' writing that represented pre-test and post-test control class when the students

write. The researcher takes 3 students as representation who has different ability are students A, B, and C. The first is respondent A, who has low ability. From this respondent in pre-test paragraph, she had write the first sentence was not showed the topic, so her main content/idea got score 13. In her organization, the ideas confused, and not clearly, so the score was 9. The vocabulary was very poor and little knowledge of English vocabulary, so the score was 10. The language use was very poor, so the score was 10. And the mechanic was error of spelling, so the score was 2. The total score was 44. In the post-test, the respondent got higher score than in pre-test, the score of content was 15, the score of organization was 12. In the vocabulary, there are some mistake of written so she got score 13. The language use was 13. And the mechanic was 2 score. The total score was 55.

The second is respondent B who has medium ability, from this respondent in pre-test paragraph, she got 17 in content. In her organization, the score was 13. The vocabulary score was 14. The language use was meaning confused, so the score was 11. And the mechanic score was 2. The total score was 57. The respondent got higher score in post-test. In her content, she got 25, the organization was 13. In the vocabulary, she got score 16. In language, she got score 13. And the mechanic, she got 2 score. The total score was 63.

The third is respondent C who has high ability, from this respondent in pre-test paragraph, her main content/Idea got score 20. In her organization loosely organized but main ideas stand out, so the score was 16. The vocabulary was effective, the score was 15. The language use was 15. And the mechanic frequent error of spelling so the score was 4. The total score was 70. The respondent got

the higher score in post-test, her content got 20, the organization was clearly and logical sequencing, so the score was 18. In the vocabulary there are some mistake of written so she got score 17. The language use was excellent to very good so the score was 21. And the mechanic was excellent to very good so she got 4 score. The total score was 85.

Based on the students' scores in pre-test, both experimental and control class have the same ability before giving the treatment. Students' score of both groups in post-test are significant difference. The students' score achievement taught writing by using round robin strategy is higher than non-round robin strategy.

The comparison of the students` scores of both groups could be supported by analyzing the result of post-test. In pre-test result, no one of 25 students either experimental group or control class was classified excellent, after giving treatments in experimental group with round robin strategy, the result of post-test were four students got excellent classification, fourteen students got good classification and eleven students were in fair classification and two students were in poor classification. Otherwise, three students got good in result of posttest in control class. Fourteen students were in fair classification. Six students were in poor classification and two students were in very poor classification.

In this research, there were previous researchers; Iftitah Khayati in her thesis under the title of "The use of Round Robin Structure to Improve Students' Speaking Skill at Seventh Grade students of MTS Al-Mawaddah Ponorogo". The researcher result, it could prove that Round Robin structure able to improve the

students' speaking skill. The result of the study showed that the speaking achievement of the students at VII E Junior High School Al − Mawaddah in academic year 2015/2016 improved.

The second is Rezki Adelina in her thesis under the title "The Use of Roundtable Technique to Improve Students' Writing Skill of Narrative Text at Eleventh Grade in Senior High School 1 South Polongbangkeng". Based on the result of this study that has been analyzed, it can be concluded that Roundtable Technique is effective to be used to improve students' writing skill because there is a significant difference between the progress in writing skill of the students after applying Roundtable Technique and before applying Roundtable Technique.

Puti Wiranda in her thesis under the title of "The Effect of Using Round Robin Strategy toward Writing Ability on Descriptive Paragraphs of the First Year Students at SMA Muhammadiyah 1 Pekanbaru". The result of this research is teaching English by implementing Round Robin Strategy of the first year students at SMA Muhammadiyah 1 Pekanbaru is successful to improve students' writing ability on descriptive paragraphs.

Rizki Tia Maudina in her thesis under the title of "The Effect of Round Robin Writing Strategy on Students' Achievement in Writing Descriptive Text at the Tenth Grade of MAS PAB 2 Helvetia Medan in 2016/2017 Academic Year". From the data obtained it is seen that the result of the students' achievement in writing descriptive text by using Round Robin writing strategy is higher than that by using conventional strategy at the tenth grade of MAS PAB 2 Helvetia Medan.

Round Robin writing strategy is significant to be used in improving the students'achievement in writing descriptive text.

There is also the difference beetween this research and the researches above. The difference was in procedure of this strategy. In this research, the researcher add time in procedure of round robin. The students was given time by the researcher to write sentences. After time is over, students give the paper to other students.

Based on the finding of the research found that the students who were taught by using round robin strategy to increase students' writing skill. It was effective by mean score between experimental class and control class increased.It was explained in Chapter II that Round Robin strategy is one of the cooperative learning strategies developed by Spencer Kagan which provides the opportunities for students to give the responses in turn. It means that every member in group could have his/her own turn to give the responses based on the material given by the teacher. According to Kagan, students have to formulate their ideas and express them during Round Robin. Then, this strategy can be effective to increase students' writing.[42]

The researcher also found the increasing of students' writing ability in control class, although the increasing of experimental class was higher than control class. From the data, the mean score of pre-test and post-test in experimental class was 64.48<81.48, while the mean score of pre-test and post-

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[42] Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning,* (San Clemante: Kagan Publishing, 2009) p.1

test in control class was 62.24<71.68. The increasing in control class is due to the appreciation of students in learning taught by researchers. Students were very active in learning. They were very enthusiastic about participating in learning so their learning result also increases even though it is not like an experimental class.

CHAPTER V
CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the result of the research and discussion that has been presented in the previous chapter, it can be concluded that teaching writing descriptive text by using round robin strategy is effective to improve the students' writing ability. There are significant differences in learning outcomes of the students who learned writing by using round robin strategy with the students who studied without round robin strategy. The data analyses in experimental class, the mean score of post-test was higher than the mean score of pre-test (81.5200>66.4800). While in control class, the mean score of posttest was also higher than the mean score of pretest (71.6800>62.2400).

B. Suggestion

Based on the conclusion of the research, the researcher suggest for the following parties:

1. For the teacher, they need to implement round robin strategy in teaching writing descriptive text, so the teaching and learning process becomes more interesting, enjoyable and fun in the class. The enjoyment ought to be the foremost aims which hopefully will have good effects for the students. Teaching write by using round robin strategy motivated the students to writing more and it improved students' writing skills. The researcher suggests the teachers to try using round robin strategy in teaching because it encourages the students to write.

2. For students, they should still be more active in learning writing. The students have to pay attention to the teacher so that they can improve their writing skills. To solve their problem in writing descriptive text they have to apply round robin strategy in learning process and should be active in classroom so that the teachingprocess can be successful.

3. The researchers who are interested in doing a research related to this study should try to apply Round Robin writing strategy on different level of learners through different genre to prove the effectiveness of Round Robin writing strategy on students' writing achievement. And the researchers also should be modify and uprgrading this strategy to make students more intresting and enthusiastic in learning.

4. The researcher realized that this thesis so far from being perfect thesis and because of that; constructive critics and advice expected for the perfection of the thesis. The researcher hoped that the result of this research could be useful for the readers. It is hope that the readers have more information about using suggestopedia method. In this research, the future researcher is expected to conduct research to find another significant of suggestopedia method in other English language skill.

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APPENDICES

The students' Score of Experimental Class

Respondent	Pre- test	Post-test
R1	60	86
R2	60	72
R3	67	82
R4	62	72
R5	56	80
R6	72	86
R7	72	82
R8	85	94
R9	80	90
R10	81	92
R11	76	86
R12	68	81
R13	64	83
R14	85	95
R15	54	82
R16	70	84
R17	58	80
R18	63	83
R19	73	87
R20	55	67
R21	48	68
R22	61	73
R23	55	77
R24	42	84
R25	45	72

The students' Score of Control Class

Respondent	Pre- test	Post-test
R1	60	76
R2	66	66
R3	44	55
R4	61	70
R5	74	76
R6	63	68
R7	63	68
R8	67	77
R9	59	77
R10	57	63
R11	72	81
R12	41	71
R13	67	78
R14	62	71
R15	69	71
R16	58	61
R17	64	73
R18	63	79
R19	60	59
R20	66	79
R21	57	61
R22	70	85
R23	70	83
R24	64	73
R25	59	71

RENCANA PELAKSANAAN PEMBELAJARAN

(Experimental Class)

Satuan Pendidikan	:	SMP Pesantren Modern Datok Sulaiman Palopo
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII/1
Materi Pokok	:	Describing Animal
Alokasi Waktu	:	4 JP (2 Pertemuan)

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar Dan Indikator

1. Menerapkan struktur teks dan unsure kebahasaan untuk melaksanakan fungsi social teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendekdan sederhana, sesuai dengan konteks penggunaannya .

2. Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.

3. Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

C. Indikator

1. Mengidentifikasi fungsi social teks deskriptif.
2. Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang binatang dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks.

D. Tujuan Pembelajaran

1. Mengidentifikasi fungsi social teks deskriptif.
2. Mengidentifikasi makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana
3. Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang binatang dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks.

E. Materi Pembelajaran

Fung sisosial

Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.

Struktur teks(gagasan utama dan informasi rinci)

a. menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.

b. menyebutkan sifat orang, binatang, bendadan bagiannya.

c. menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. Panjang teks kurang lebih 6 (enam) kalimat

Unsur Kebahasaan

Penyebutan kata benda singular dengan *a* dan *the*, dan plural (*-s*).

(2) Kata ganti *it, they, she, we,* dst.*; our, my, your, their,* dst.

(3) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite*, *very*.

(4) Frasa nominal seperti *dark brown*, *cute little cat*, *beautiful red flower*

(5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play,get, take,* dll.

(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal

(7) Ucapan, tekanan kata, intonasi

(8) Ejaan dan tanda baca

(9) Tulisan tangan

Contoh :

Panda

I went to the zoo yesterday and I saw panda for the first time. Panda is the very cute animal I've ever seen. It has little eyes with black spots around them. His body is black and white colored. Panda's body is almost look alike with bear. Panda looks like tame animals but it's actually not. Panda eats bamboo and they almost eat 40 kg bamboo in just one day. Panda is animal from china. I like Panda because they're cute.

F. Metode Pembelajaran

Pendekatan : Scientific

Model Pembelajaran : Cooperative Learning

Metode : Round Robin Strategi

F. Media danAlat Pembelajaran

- Worksheet atau lembar kerja (siswa)
- Spidol dan papan tulis
- Gambar binatang

G. Sumber Belajar

- Kementerian Pendidikan dan Kebudayaan. 2014. Bahasa Inggris *When English Rings a Bell* SMP/MTs Kelas VIII. Jakarta: Kementerian Pendidikan dan Kebudayaan

H. Langkah-langkah Pembelajaran

1. Pertemuan pertama

    a. Kegiatan Pembuka

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap disiplin
- Warming up dengan permainan Fizz and Buzz

    b. Kegiatan Inti

- Guru menjelaskan apa yang dimaksud dengan Round robin strategi.
- Guru menjelaskan apa yang dimaksud dengan Descriptive text.
- Guru menjelaskan struktur dan unsur kebahasaan dari descriptive text.
- Guru memberikan contoh teks descriptive.
- Guru menjelaskan cara penerapan round robin strategi dengan memasukkan dalam materi pembelajarandan memberikan contoh.
- Guru memberikan beberapa kosa-kata bahasa inggris yang berkaitan dengan materi pembelajaran agar siswa lebih mudah untuk mengerjakan tugas yang akan diberikan di pertemuan selanjutnya.

    c. Kegiatan Penutup

- Guru dan peserta didik membuat rangkuman /simpulan pelajaran.
- Melakukan penilaian dan / atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya

2. Pertemuan Kedua

a. Kegiatan Pembuka

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap disiplin
- Warming up dengan permainan Fizz and Buzz

b. Kegiatan inti

- Guru mereview materi yang telah dipelajari pada pelajaran sebelumnya.
- Guru meminta siswa untuk membuat kelompok dan kemudian menerapkan Round robin strategi sesuai dengan materi pembelajaran.

1. Siswa dibagi menjadi beberapa kelompok. Setiap kelompok memiliki 5 anggota.
2. Setiap kelompok memiliki sebuah pulpen dan setiap kelompok hanya dapat memiliki satu lembar kertas untuk setiap kelompok.
3. Setiap kelompok mendapatkan gambar yang akan di deskripsikan.
4. Setelah guru mempersilahkan untuk memulai menulis, Setiap siswa secara bergantian menulis kalimat secara bergantian pada kertas tersebut dengan waktu yang telah ditentukan. Setiap anggota kelompok ini terus bergiliran menulis kalimat sampai waktuhabis.
5. Setelah waktu habis, masing-masing kelompok di berikan kembali waktu untuk memeriksa dan mengedit kembali teks mereka lalu mengumpulkannya pada guru.

c. Kegiatan Penutup

- Memeriksa pekerjaan siswa yang selesai langsung diperiksa. Peserta didik yang selesai mengerjakan projek dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian projek.
- Memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerjasama yang baik
- Merencanakan kegiatan tindak lanjut dalam bentuk tugas kelompok/ perseorangan (jika diperlukan).
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

RENCANA PELAKSANAAN PEMBELAJARAN

(Control Class)

Satuan Pendidikan : SMP Pesantren Modern Datok Sulaiman Palopo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/1

Materi Pokok : Describing Animal

Alokasi Waktu : 4 JP (2 Pertemuan)

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KompetensiDasar Dan Indikator

1. Menerapkan struktur teks dan unsure kebahasaan untuk melaksanakan fungsi social teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendekdan sederhana, sesuai dengan konteks penggunaannya .

2. Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.

3. Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

C. Indikator

1. Mengidentifikasi fungsi social teks deskriptif.
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D. Tujuan Pembelajaran

1. Mengidentifikasi fungsi social teks deskriptif.
2. Mengidentifikasi makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana
3. Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang binatang dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks.

E.   Materi Pembelajaran

Fung sisosial

Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.

Struktur teks(gagasan utama dan informasi rinci)

a. menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.

b. menyebutkan sifat orang, binatang, bendadan bagiannya.

c. menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. Panjang teks kurang lebih 6 (enam) kalimat

Unsur Kebahasaan

Penyebutan kata benda singular dengan *a* dan *the*, dan plural (*-s*).

(2)   Kata ganti *it, they, she, we,* dst*.; our, my, your, their,* dst*.*

(3)   Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite*, *very*.

(4)   Frasa nominal seperti *dark brown*, *cute little cat*, *beautiful red flower*

(5)   Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play,get, take,* dll.

(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal

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(9) Tulisan tangan

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F. Metode Pembelajaran

    Pendekatan   : Scientific

    Model Pembelajaran   : Convensional

F. Media danAlat Pembelajaran

- Worksheet atau lembar kerja (siswa)
- Spidol dan papan tulis
- Gambar, binatang

G. Sumber Belajar

- Kementerian Pendidikan dan Kebudayaan. 2014. Bahasa Inggris *When English Rings a Bell* SMP/MTs Kelas VIII. Jakarta: Kementerian Pendidikan dan Kebudayaan

H. Langkah-langkah Pembelajaran

1. Pertemuan pertama

 d. Kegiatan Pembuka

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap disiplin
- Warming up dengan permainan Fizz and Buzz

 e. Kegiatan Inti

- Guru mereview materi yang telah dipelajari pada pelajaran sebelumnya.
- Guru memberikan materi tentang describing animal
- Guru menunjukkan gambar kepada siswa
- Guru meminta siswa untuk memikirkan gambar tersebut
- Guru meminta siswa untuk menulis teks deskriptif berdasarkan gambar
- Guru meminta siswa mengumpulkan lembar jawaban mereka

 f. Kegiatan Penutup

- Guru dan peserta didik membuat rangkuman /simpulan pelajaran.
- Melakukan penilaian dan / atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya

2. Pertemuan Kedua

 d. Kegiatan Pembuka

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap disiplin

- Warming up dengan permainan Fizz and Buzz

e. Kegiatan inti

- Guru mereview materi yang telah dipelajari pada pelajaran sebelumnya.
- Guru memberikan materi tentang describing animal
- Guru menunjukkan gambar kepada siswa
- Guru meminta siswa untuk memikirkan gambar tersebut
- Guru meminta siswa untukmenulis teks deskriptif berdasarkan gambar
- Guru meminta siswa mengumpulkan lembar jawaban mereka

f. Kegiatan Penutup

- Memeriksa pekerjaan siswa yang selesai langsung diperiksa. Peserta didik yang selesai mengerjakan projek dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian projek.
- Memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerjasama yang baik
- Merencanakan kegiatan tindak lanjut dalam bentuk tugas kelompok/ perseorangan (jika diperlukan).
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

RENCANA PELAKSANAAN PEMBELAJARAN

(Experimental Class)

Satuan Pendidikan	:	SMP Pesantren Modern Datok Sulaiman Palopo
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII/1
Materi Pokok	:	Describing People
Alokasi Waktu	:	2 JP (1 Pertemuan)

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar Dan Indikator

1. Menerapkan struktur teks dan unsure kebahasaan untuk melaksanakan fungsi social teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendekdan sederhana, sesuai dengan konteks penggunaannya .

2. Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.

3. Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

C. Indikator

3. Mengidentifikasi fungsi social teks deskriptif.

4. Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang binatang dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks.

D. Tujuan Pembelajaran

4. Mengidentifikasi fungsi social teks deskriptif.

5. Mengidentifikasi makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana

6. Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang binatang dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks.

E.   Materi Pembelajaran

Fung sisosial

Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.

Struktur teks(gagasan utama dan informasi rinci)

a. menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.

b. menyebutkan sifat orang, binatang, bendadan bagiannya.

c. menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. Panjang teks kurang lebih 6 (enam) kalimat

Unsur Kebahasaan

Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-*s*).

(2)   Kata ganti *it, they, she, we,* dst.*; our, my, your, their,* dst.

(3)   Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite*, *very*.

(4)   Frasa nominal seperti *dark brown*, *cute little cat*, *beautiful red flower*

(5)   Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play,get, take,* dll.

(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal

(7) Ucapan, tekanan kata, intonasi

(8) Ejaan dan tanda baca

(9) Tulisan tangan

Contoh :

Justin Bieber

Justin Bieber is my favorite singer. I love his music. He make me happy when I hear him singing. When I am really down and sad. I will hear one of Justin's songs. He is also cute. I like the way he sings and when I first heard him sing 'Baby' and saw him do the video of the song and that's how I started liking him. He can also play any kind of instruments that I like, for example: guitar, and piano. I became a belieber since I listen to his music from the first time.

His music gave me a awesome feeling, like he was there for me to comfort and help me. The most important thing is that Justin taught me to never say never. He teach me that dreams do come true, if you really want it. He made me smile, I can talk hours about what I love about Justin, his hair, his voice, his dougie, his eyes, his humour… but this is what I tell people first. This is the reason why I really love him.

G. Metode Pembelajaran

Pendekatan   : Scientific

Model Pembelajaran   : Cooperative Learning

Metode   : Round Robin Strategi

F. Media dan Alat Pembelajaran

- Worksheet atau lembar kerja (siswa)
- Spidol dan papan tulis
- Gambar

G. SumberBelajar

- Kementerian Pendidikan dan Kebudayaan.2014. Bahasa Inggris *When English Rings a Bell* SMP/MTs Kelas VIII. Jakarta: Kementerian Pendidikan dan Kebudayaan

H. Langkah-langkahPembelajaran

1. Pertemuan pertama

a. KegiatanPembuka

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap disiplin
- Warming up dengan permainan Fizz and Buzz

b. Kegiatan inti

- Guru mereview materi yang telah dipelajari pada pelajaran sebelumnya.
- Guru meminta siswa untuk membuat kelompok dan kemudian menerapkan Round robin strategi sesuai dengan materi pembelajaran.

    i. Siswa dibagi menjadi beberapa kelompok. Setiap kelompok memiliki 5 anggota.

    ii. Setiap kelompok memiliki sebuah pulpen dan setiap kelompok hanya dapat memiliki satu lembar kertas untuk setiap kelompok.

      iii. Setiap kelompok mendapatkan gambar yang akan di deskripsikan.

      iv. Setelah guru mempersilahkan untuk memulai menulis, Setiap siswa secara bergantian menulis kalimat secara bergantian pada kertas tersebut dengan waktu yang telah ditentukan. Setiap anggota kelompok ini terus bergiliran menulis kalimat sampai waktu habis.

      v. Setelah waktu habis, masing-masing kelompok di berikan kembali waktu untuk memeriksa dan mengedit kembali teks mereka lalu mengumpulkannya pada guru.

c. Kegiatan Penutup

- Memeriksa pekerjaan siswa yang selesai langsung diperiksa. Peserta didik yang selesai mengerjakan projek dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian projek.

- Memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerjasama yang baik

- Merencanakan kegiatan tindak lanjut dalam bentuk tugas kelompok/ perseorangan (jika diperlukan).

- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

RENCANA PELAKSANAAN PEMBELAJARAN

(Control Class)

Satuan Pendidikan	:	SMP Pesantren Modern Datok Sulaiman Palopo
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII/1
Materi Pokok	:	Describing People
Alokasi Waktu	:	2 JP (1 Pertemuan)

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar Dan Indikator

1. Menerapkan struktur teks dan unsure kebahasaan untuk melaksanakan fungsi social teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendekdan sederhana, sesuai dengan konteks penggunaannya .

2. Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.

3. Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

C. Indikator

1. Mengidentifikasi fungsi social teks deskriptif.

2. Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang binatang dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks.

D. Tujuan Pembelajaran

1. Mengidentifikasi fungsi social teks deskriptif.

2. Mengidentifikasi makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana

3. Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang binatang dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks.

E.   Materi Pembelajaran

Fung sisosial

Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.

Struktur teks(gagasan utama dan informasi rinci)

a. menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.

b. menyebutkan sifat orang, binatang, bendadan bagiannya.

c. menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. Panjang teks kurang lebih 6 (enam) kalimat

Unsur Kebahasaan

Penyebutan kata benda singular dengan *a* dan *the*, dan plural (*-s*).

(2)   Kata ganti *it, they, she, we,* dst*.; our, my, your, their,* dst*.*

(3)   Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite*, *very*.

(4)   Frasa nominal seperti *dark brown*, *cute little cat*, *beautiful red flower*

(5)   Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play,get, take,* dll.

(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal

(7) Ucapan, tekanan kata, intonasi

(8) Ejaan dan tanda baca

(9) Tulisan tangan

Contoh :

Justin Bieber

Justin Bieber is my favorite singer. I love his music. He make me happy when I hear him singing. When I am really down and sad. I will hear one of Justin's songs.
He is also cute. I like the way he sings and when I first heard him sing 'Baby' and saw him do the video of the song and that's how I started liking him. He can also play any kind of instruments that I like, for example: guitar, and piano. I became a belieber since I listen to his music from the first time.

His music gave me a awesome feeling, like he was there for me to comfort and help me. The most important thing is that Justin taught me to never say never. He teach me that dreams do come true, if you really want it. He made me smile, I can talk hours about what I love about Justin, his hair, his voice, his dougie, his eyes, his humour… but this is what I tell people first. This is the reason why I really love him.

B. Metode Pembelajaran

Pendekatan : Scientific

Model Pembelajaran : convensional

F. Media dan Alat Pembelajaran

- Worksheet atau lembar kerja (siswa)
- Spidol dan papan tulis
- Gambar

G. Sumber Belajar

Kementerian Pendidikan dan Kebudayaan.2014. Bahasa Inggris *When English Rings a Bell* SMP/MTs Kelas VIII. Jakarta: Kementerian Pendidikan dan Kebudayaan

H. Langkah-langkah Pembelajaran

1. Pertemuan pertama

a. Kegiatan Pembuka

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap disiplin
- Warming up dengan permainan Fizz and Buzz

b. Kegiatan inti

- Guru mereview materi yang telah dipelajari pada pelajaran sebelumnya.
- Guru memberikan materi tentang describing people
- Guru menunjukkan gambar kepada siswa
- Guru meminta siswa untuk memikirkan gambar tersebut
- Guru meminta siswa untuk menulis teks deskriptif berdasarkan gambar
- . Guru meminta siswa mengumpulkan lembar jawaban mereka

c. Kegiatan Penutup

- Memeriksa pekerjaan siswa yang selesai langsung diperiksa. Peserta didik yang selesai mengerjakan projek dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian projek.

- Memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerjasama yang baik

- Merencanakan kegiatan tindak lanjut dalam bentuk tugas kelompok/ perseorangan (jika diperlukan).

- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

RENCANA PELAKSANAAN PEMBELAJARAN

(Experimental Class)

Satuan Pendidikan	:	SMP Pesantren Modern Datok Sulaiman Palopo
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII/1
Materi Pokok	:	Describing Thing
Alokasi Waktu	:	4 JP (2 Pertemuan)

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar Dan Indikator

1. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya .

2. Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.

3. Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator

1. Mengidentifikasi fungsi sosial teks deskriptif.

2. Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang benda dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

D. Tujuan Pembelajaran

1. Mengidentifikasi fungsi sosial teks deskriptif.

2. Mengidentifikasi makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana

3. Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana tentang benda dengan memperhatikan fungsi sosial, strukturteks, dan unsur kebahasaan, secara benar dan sesuai konteks.

E.   Materi Pembelajaran

Fungsi sosial

Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.

Struktur teks (gagasan utama dan informasi rinci)

a. menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.

b. menyebutkan sifat orang, binatang, benda dan bagiannya.

c. menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. Panjang teks kurang lebih 6 (enam) kalimat

Unsur Kebahasaan

Penyebutan kata benda singular dengan *a* dan *the*, dan plural (*-s*).

(2)   Kata ganti *it, they, she, we,* dst.*; our, my, your, their,* dst.

(3)   Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite*, *very*.

(4)   Frasa nominal seperti *dark brown*, *cute little cat*, *beautiful red flower*

(5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play,get, take,* dll.

(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal

(7) Ucapan, tekanan kata, intonasi

(8) Ejaan dan tanda baca

(9) Tulisan tangan

Contoh :

My Laptop

  I have a laptop. My father bouht it for me last month. It is a nice laptop with black color. It has a 14 inch screen. This is the latest product from Asus.

  The performance of this laptop is also great. I can play games that require high specification using it. I can also play music, watch movies and draw using it. And the most important thing is that I can typing using it. So, if I have the assignment from my teacher, it will help me. I also can find many references from internet using my laptop.

I really like this new laptop. Because it always be helpful to me in various situations.

F. Metode Pembelajaran

Pendekatan   : Scientific

Model Pembelajaran   : Cooperative Learning

Metode   : Round Robin Strategi

G. Media dan Alat Pembelajaran

- Worksheet atau lembar kerja (siswa)
- Spidol dan papan tulis
- Gambar

H. Sumber Belajar

Kementerian Pendidikan dan Kebudayaan.2014. Bahasa Inggris *When English Rings a Bell* SMP/MTs Kelas VIII. Jakarta: KementerianPendidikandanKebudayaan

H. Langkah-langkah Pembelajaran

1. Pertemuan pertama

g. Kegiatan Pembuka

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap disiplin
- Warming up dengan permainan Fizz and Buzz

h. Kegiatan Inti

- Guru mereview materi yang telah dipelajari pada pelajaran sebelumnya.
- Guru meminta siswa untuk membuat kelompok dan kemudian menerapkan Round robin strategi sesuai dengan materi pembelajaran.

6. Siswa dibagi menjadi beberapa kelompok. Setiap kelompok memiliki 5 anggota.

7. Setiap kelompok memiliki sebuah pulpen dan setiap kelompok hanya dapat memiliki satu lembar kertas untuk setiap kelompok.

8. Setiap kelompok mendapatkan gambar yang akan di deskripsikan.

9. Setelah guru mempersilahkan untuk memulai menulis, Setiap siswa secara bergantian menulis kalimat secara bergantian pada kertas tersebu dengan waktu yang telah di tentukan. Setiap anggota kelompok ini terus bergiliran menulis kalimat sampai waktu habis.

10. Setelah waktu habis, masing-masing kelompok di beriakan kembali waktu untuk memeriksa dan

mengedit kembali teks mereka lalu mengumpulkannya pada guru.

i. Kegiatan Penutup

- Guru dan peserta didik membuat rangkuman /simpulan pelajaran.

- Melakukan penilaian dan / atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.

- Menyampaikan rencana pembelajaran pada pertemuan berikutnya

2. Pertemuan Kedua

g. Kegiatan Pembuka

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap disiplin
- Warming up dengan permainan Fizz and Buzz

h. Kegiatan inti

- Guru mereview materi yang telah dipelajari pada pelajaran sebelumnya.
- Guru meminta siswa untuk membuat kelompok dan kemudian menerapkan Round robin strategi sesuai dengan materi pembelajaran.

  1. Siswa dibagi menjadi beberapa kelompok. Setiap kelompok memiliki 5 anggota.
  2. Setiap kelompok memiliki sebuah pulpen dan setiap kelompok hanya dapat memiliki satu lembar kertas untuk setiap kelompok.
  3. Setiap kelompok mendapatkan gambar yang akan di deskripsikan.
  4. Setelah guru mempersilahkan untuk memulai menulis, Setiap siswa secara bergantian menulis kalimat secara bergantian pada kertas tersebu dengan waktu yang telah di tentukan. Setiap

anggota kelompok ini terus bergiliran menulis kalimat sampai waktu habis.

5. Setelah waktu habis, masing-masing kelompok di beriakan kembali waktu untuk memeriksa dan mengedit kembali teks mereka lalu mengumpulkannya pada guru.

i. Kegiatan Penutup

- Memeriksa pekerjaan siswa yang selesai langsung diperiksa. Peserta didik yang selesai mengerjakan projek dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian projek.

- Memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerjasama yang baik

- Merencanakan kegiatan tindak lanjut dalam bentuk tugas kelompok / perseorangan (jika diperlukan).

- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

RENCANA PELAKSANAAN PEMBELAJARAN

(Control Class)

Satuan Pendidikan	:	SMP Pesantren Modern Datok Sulaiman Palopo
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII/1
Materi Pokok	:	Describing Thing
Alokasi Waktu	:	4 JP (2 Pertemuan)

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar Dan Indikator

1. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya .

2. Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.

3. Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator

1. Mengidentifikasi fungsi sosial teks deskriptif.

2. Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang benda dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

D. Tujuan Pembelajaran

1. Mengidentifikasi fungsi sosial teks deskriptif.

2. Mengidentifikasi makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana

3. Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana tentang benda dengan memperhatikan fungsi sosial, strukturteks, dan unsur kebahasaan, secara benar dan sesuai konteks.

E. Materi Pembelajaran

Fungsi sosial

Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.

Struktur teks (gagasan utama dan informasi rinci)

a. menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.

b. menyebutkan sifat orang, binatang, benda dan bagiannya.

c. menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. Panjang teks kurang lebih 6 (enam) kalimat

Unsur Kebahasaan

Penyebutan kata benda singular dengan *a* dan *the*, dan plural (*-s*).

(2) Kata ganti *it, they, she, we,* dst.*; our, my, your, their,* dst.

(3) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite*, *very*.

(4) Frasa nominal seperti *dark brown*, *cute little cat*, *beautiful red flower*

(5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play,get, take,* dll.

(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal

(7) Ucapan, tekanan kata, intonasi

(8) Ejaan dan tanda baca

(9) Tulisan tangan

Contoh :

My Laptop

I have a laptop. My father bouht it for me last month. It is a nice laptop with black color. It has a 14 inch screen. This is the latest product from Asus.

The performance of this laptop is also great. I can play games that require high specification using it. I can also play music, watch movies and draw using it. And the most important thing is that I can typing using it. So, if I have the assignment from my teacher, it will help me. I also can find many references from internet using my laptop.

I really like this new laptop. Because it always be helpful to me in various situations.

F. Metode Pembelajaran

Pendekatan   : Scientific

Metode   : Covensional

G. . Media dan Alat Pembelajaran

- Worksheet atau lembar kerja (siswa)
- Spidol dan papan tulis
- Gambar

H. Sumber Belajar

Kementerian Pendidikan dan Kebudayaan. 2014. Bahasa Inggris *When English Rings a Bell* SMP/MTs Kelas VIII. Jakarta: Kementerian Pendidikan dan Kebudayaan

I. Langkah-langkah Pembelajaran

1. Pertemuan pertama

a. Kegiatan Pembuka

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap disiplin
- Warming up dengan permainan Fizz and Buzz

b. Kegiatan Inti

- Guru mereview materi yang telah dipelajari pada pelajaran sebelumnya.
- Guru mereview materi yang telah dipelajari pada pelajaran sebelumnya.
- Guru memberikan materi tentang describing thing
- Guru menunjukkan gambar kepada siswa
- Guru meminta siswa untuk memikirkan gambar tersebut
- Guru meminta siswa untuk menulis teks deskriptif berdasarkan gambar
- Guru meminta siswa mengumpulkan lembar jawaban mereka

c. Kegiatan Penutup

- Guru dan peserta didik membuat rangkuman /simpulan pelajaran.
- Melakukan penilaian dan / atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya

2. Pertemuan Kedua

a. Kegiatan Pembuka

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran

- Memeriksa kehadiran peserta didik sebagai sikap disiplin
- Warming up dengan permainan Fizz and Buzz

b. Kegiatan inti

- Guru mereview materi yang telah dipelajari pada pelajaran sebelumnya.
- Guru mereview materi yang telah dipelajari pada pelajaran sebelumnya.
- Guru memberikan materi tentang describing people
- Guru menunjukkan gambar kepada siswa
- Guru meminta siswa untuk memikirkan gambar tersebut
- Guru meminta siswa untuk menulis teks deskriptif berdasarkan gambar
- . Guru meminta siswa mengumpulkan lembar jawaban mereka

c. Kegiatan Penutup

- Memeriksa pekerjaan siswa yang selesai langsung diperiksa. Peserta didik yang selesai mengerjakan projek dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian projek.
- Memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerjasama yang baik
- Merencanakan kegiatan tindak lanjut dalam bentuk tugas kelompok/ perseorangan (jika diperlukan).
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

PRE TEST

Name :

Class   :

<u>Instructions</u>

Write down a descriptive text in one or two paragraph based on the picture below!

POST TEST

Name :

Class :

Instructions

Write down a descriptive text in one or two paragraph based on the picture below!

C : 13
0 : 7
V : 13
6 : 10   95
m : 2

Name : Sri Iftitah Nur Resky

Class : VIIID

Instructions

- Write down a descriptive text in one or two paragraph based on the picture below!
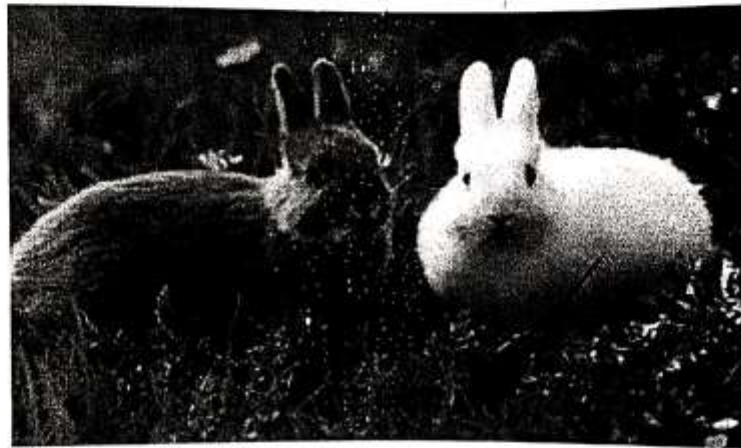
→ There are Rabbits, favorite food is carrot and lettuce. They are are very cute and very beautifull

C : 22
O : 16
V : 15
6 : 15 ∴
M . 4

⟨72⟩

Name : *Nabila pratiwi*

Class : VIIID

Instructions

- Write down a descriptive text in one or two paragraph based on the picture below!
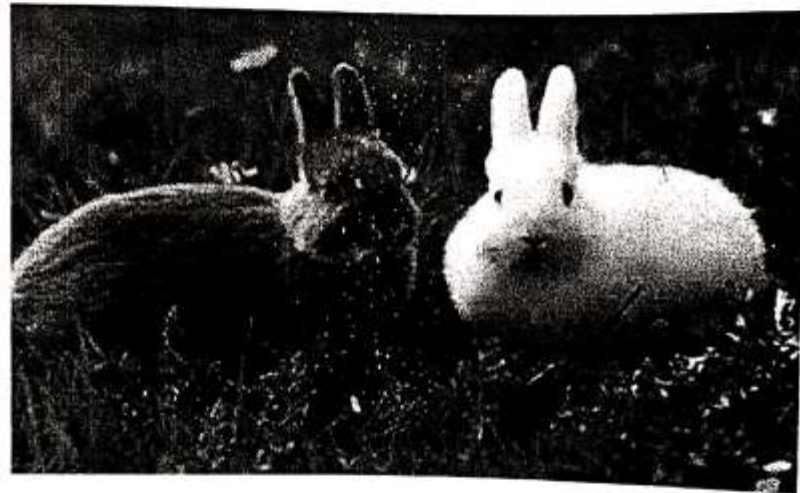
Wow! this is a rabbit, funny and cute. tha rabbit skin's have very many fur to be white, gray and white black. tha rabbit to eal the carrot and than the rabbit run so very fast.

Name : Azzahra Alfath Panur

Class : VIII O

Instructions

- Write down a descriptive text in one or two paragraph based on the picture below!
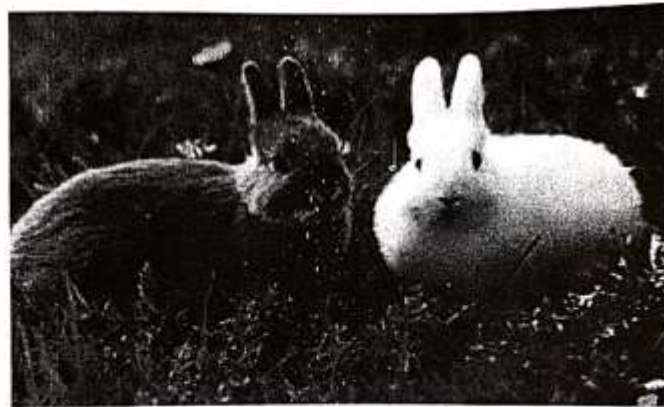
Wow !!! They are Rabbits. They have white and grey colour. They are very cute and funny. They are too very smart. They have a dense fur. They like vegetable and fruits. They always jump in the yard.

Name : Sri Iftitah Nur Resky

Class : VIIID

C : 22
O : 14
V : 6
G : 19
M - 3

(72)

Write down a descriptive text in one or two paragraph based on the picture below!

I'am ever lock the lion this is zoo my lion have feathe who and the have tooth. to lion this take eyes the and take feathe this is colors is brown and then lion couthed insid group kamnivora

C . 25 .
O . 19
V . 18
G . 20
M . 9

86

Name : Nabila Pratiwi

Class : VIIID

Write down a descriptive text in one or two paragraph based on the picture below!

Answer:

I went to the forest yesterday and
I saw lion for the first time. ~~colored~~ brown
and face lion who coule to fear, and eyes
Sharp sarcaftic. His body if brown colored.
lion eatf karnivovo and eat 48 kg meat.
~~lion~~ if animal lives forest. I don't like lion becaufe
caufe 6.0 to fear.

Name : Azzahva   Alfatih   Panur

Class : $\sqrt{III}$ D

Write down a descriptive text in one or two paragraph based on the picture below!
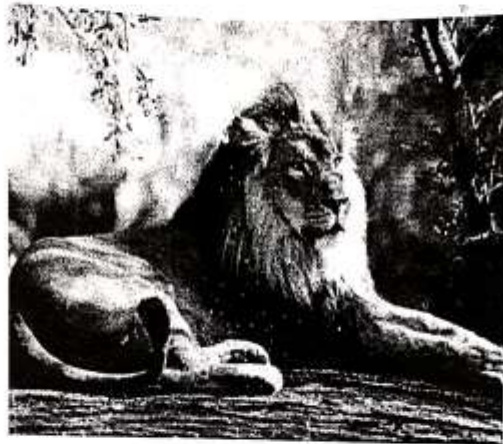
LION

This is lion. Lion is the very dangerous and ferocious. The colour of the animal is brown. Lion has claw and fang. Lion lives in the forest. The animal is carnivorous. I like lion because they've ferocious and dangerous
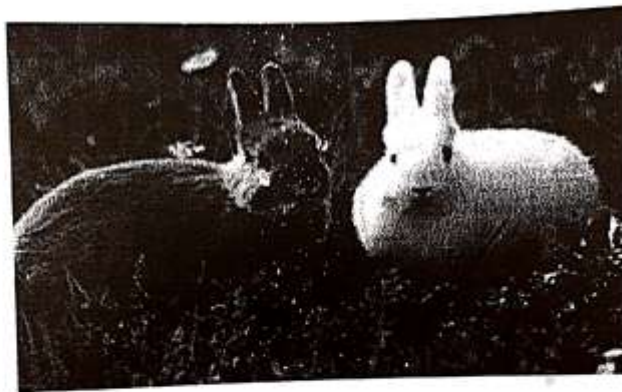
C - 15
0 . 9
V - 10
6 - 10
M - 2

94

Name : Ria maulina

Class : VIIIC

Instructions

- Write down a descriptive text in one or two paragraph based on the picture below!
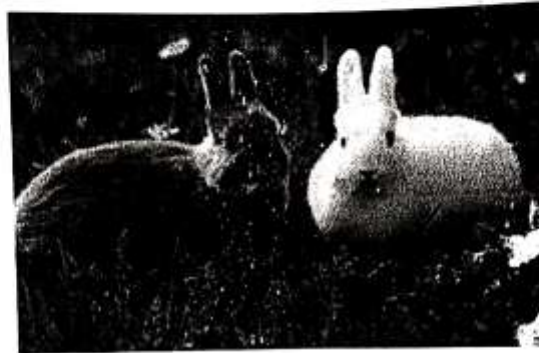
Feature the rabbit that is to have Fat body and cute, ears beard and colour cute

Name : VIVILIA

Class : VIII-C

C · 17
O · 13
Y · 14
6 · 11   57
M : 2 ·

Instructions

- Write down a descriptive text in one or two paragraph based on the picture below!
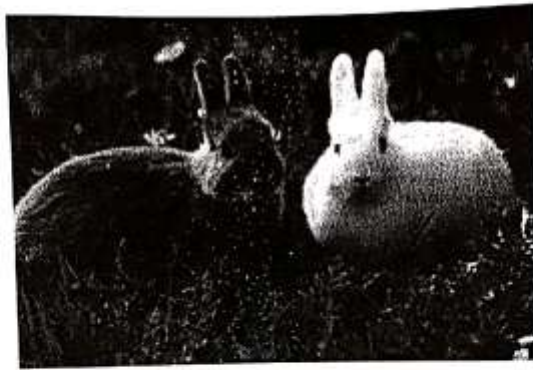
jawaban:

they are rabbits. the colour of rabbits are grey and white. and rabbits eyes the colour are red and black. and the food is carrots and the rabbits like eat carrots

Name : Difa Aswadina

Class : VIII C

o . 16
v . 15
9 . 15 : 70
m . 4

Instructions

- Write down a descriptive text in one or two paragraph based on the picture below!

They are rabbits, the colour of rabbits are white and duck.
rabbits have eyes the colour are red. rabbits like food is caurot.
rabbit's like playfull in the grass, rabbit's animals mistress.

Name : RIA MAULINA

Class : VIIIC

Write down a descriptive text in one or two paragraph based on the picture below!
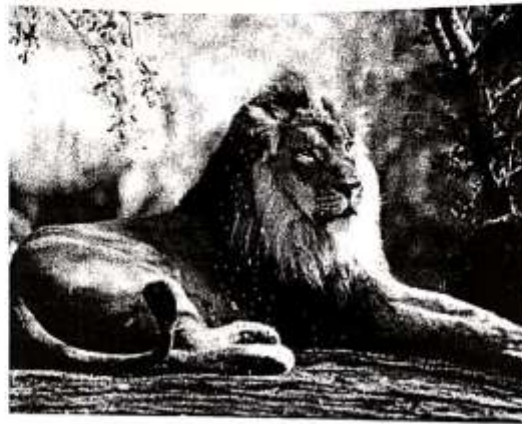
lion is animal wild the usual lives 14 Forest.
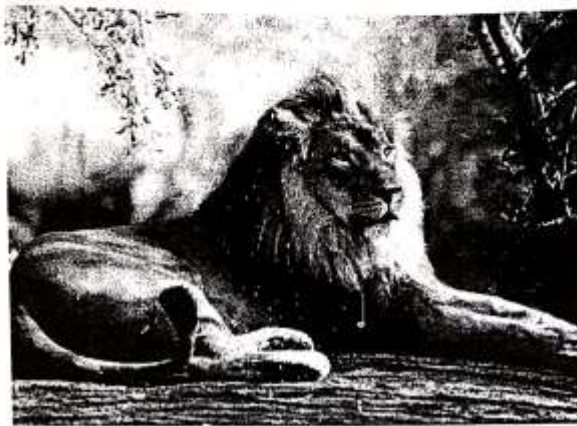lion that is colored brown, Furry thick, Is it tooth
sharp , and Fingernail long

Name : VIVILIA

Class : VIII-C

Write down a descriptive text in one or two paragraph based on the picture below!

~~this is lion~~ and the Colour is brown. ~~the and~~

~~c lion have~~

this is lion. and the Colour of the animal is brown. and the this have sharp eyes. and the have round face. the have blonde hair lion has big body

Name : Difa Aswadina
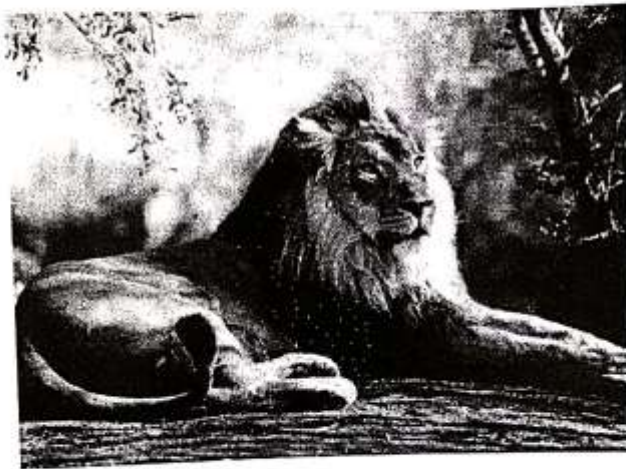
Class : VIII C

C . 25
O . 18
V . 17
G . 21
M . 9
: 85

Write down a descriptive text in one or two paragraph based on the picture below!

Lion is very Dangerous and wild. the clour of the animal is ~~yesses~~ brown .and animal herbivorous. Lion live in Forest Lion is very large and heavy Lion have tail, feet, ~~add~~ fang and mane. Line from in Afrika

DOCUMENTATION

- Pre-test in Experimental Class

- Pre-test in Control Class

- Treatment

- Post-test in Experimental class

- Post-test in Control class