

SKRIPSI

**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**

*Submitted to the Faculty of Tarbiyah and Teachers Training, State Islamic
University of North Sumatera Medan as a Partial Fulfillment of the Requirements
for Sarjana Pendidikan*

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ABSTRACT

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.

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This research was intended to find out the empirical evidence of the students' achievement in writing descriptive text by using Round Robin writing strategy at the tenth grade of MAS PAB 2 Helvetia Medan. This research was experimental research. The population of this research was all students of class X of MAS PAB 2 Helvetia Medan. The samples of this research were taken from 30 students of experimental group (class X-1) and 30 students of control group (class X-2). The instrument for collecting data was a test. After analyzing the data, the writer got; (1) The students' achievement in writing descriptive text by Round Robin writing strategy got the mean 76.00 and standard deviation was 8.06; (2) The students' achievement in writing descriptive text by using conventional strategy got the mean 62.47 and standard deviation was 7.30. The value of $t_{observed}$ was 6.564 and that of t_{table} was 2.009. So the value of $t_{observed}$ was higher than that of t_{table} . It means that there was significant effect of using Round Robin writing strategy on students' achievement in writing descriptive text.

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The Writer

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CHAPTER I

INTRODUCTION

A. Background of Study

The language skill is the performance of the speakers of a language in using their language as a tool of the communication in their daily routines. It is the ability to use their language according to the set of the conventional rules they share among themselves. It refers to the correct use of the rules of their language. People having a good language skill are those who can apply the rules of their language in transferring information in their communication effectively.¹ There are four language skills: speaking, writing, listening and reading.

Writing is one of the language skills, which is the written productive language skill. It is the skill of a writer to communicate information to a reader or group of readers.² As one of the language skill, writing can not be ignored from its role to improve students' knowledge. Writing skill needs to be mastered by the learners, because learning how to write in English is important. In last few years, the schools have been emphasizing the importance of knowing how to write. In many countries, education systems emphasize writing for taking tests. For many students, the only reason to practice writing is to pass examinations or to get a good grade in the class. This is not likely to make students interested in writing.

Writing is a progressive activity. This means that when students write something down, they have already been thinking about what they are going to

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

² *Ibid*, p. 2.

say and how they are going to say it.³ But in fact, one of major difficulties in writing is to find something to write about. In English classes, students frequently complain that finding something to write about is more difficult than writing. They do not have any idea of what to write. The students also can not choose the right words, and they do not know how to start their writing.

One factor causes the problem is the strategy applied by the English teachers. They do not have sufficient and suitable teaching techniques, and also lack of appropriate materials in their classes. Besides, many teachers still use the traditional teacher-centered method in writing classes, which makes classes boring and ineffective.

To solve the problem, English teachers would do well to provide students with as many acceptable suggestions as they can. Teachers also must find an effective strategy in teaching writing skill, especially in teaching descriptive writing – and Round Robin Writing is the answer.

Based on the above problems the researcher intends to conduct research on **“The Effect of Round Robin Writing Strategy on Students’ Achievement in Writing Descriptive Text at The Tenth Grade of MAS PAB 2 Helvetia Medan”**.

B. Identification of Problems

In relation to the background, the problem of this research will be identified as the following:

³ Alice Oshima and Ann Hogue, (1997), *Introduction to Academic Writing 2nd ed*, New York: Addison Wesley Longman, p. 2.

1. The students have difficulties in writing, especially in writing descriptive text.
2. The teachers do not have sufficient and suitable teaching strategies in writing classes.

C. Formulation of Problem

In the relation to the background of the study, the research addresses the problem as the following:

“Is there any significant effect of Round Robin Writing strategy on students’ achievement in writing descriptive text?”

D. Objectives of Study

Applying Round Robin Writing strategy as one of the writing strategy in teaching is expected to help the students in writing competence and to encourage their motivation, so they are interested in learning, and challenged to learn. Based on the question in the formulation of problem above, the objective of this study is to investigate the significant effect of Round Robin Writing strategy on students’ achievement in writing descriptive text.

E. Significances of Study

The result of the study is expected to be useful theoretically and practically.

Theoretically, the result of the study is expected to be useful for the readers, to enrich their horizon in theory of English learning. The result of the study is also expected to be useful for the researcher for their future study.

Practically, the result of the study is expected to be useful for:

1. English teachers, as an alternative teaching resource to give them more information about another strategy which can be applied in teaching writing in order to improve their competence in teaching English, especially descriptive writing.
2. Students, to enable them to improve their descriptive writing achievement.
3. Researcher, be useful as a reference in the learning process in the future.
4. Other researchers, also be useful as a reference in the learning process in their future.

CHAPTER II

THEORETICAL FRAMEWORK

A. Theoretical Framework

In conducting a research, theories are needed to explain some concern in the research concern. The concept which is used must be clarified in order to have the same perspective of implementation in the field and avoid misunderstanding. In this chapter, the theoretical framework is presented in order to give clear concepts and much better understanding so that the readers will get the point clearly.

1. Achievement

Achievement is a thing done successfully especially with effort and skill. An achievement is related directly to classroom lessons, units, or even a total curriculum.⁴ Based on Taxonomy Bloom, there are three aspects of learning achievement such as affective, cognitive, and psychomotoric. From these three aspects, the students' achievement is concerned with what someone has actually learnt from the learning process. To get maximal achievement is not easy. It depends in how students gave their effort to get the knowledge from their environment.

2. Writing

The terms of writing have several meanings. Many experts have proposed the definitions of writing. According to Brown, writing is, in fact, a transaction

⁴ H. Douglas Brown, (2004), *Language Assessment: Principles and Classroom Practices*, New York: Addison Wesley Longman, p. 47.

with words whereby you free yourself from what you presently think, feel and perceive.⁵ Writing is the expression of language in the form of letters, symbols, or words, and the primary purpose of writing is communication.⁶ Sanggam states that writing is the written productive language skill, and it is the skill of a writer to communicate information to a reader or group of readers.⁷

Writing can be defined as an activity of delivering messages (communication) with the use of written language as a means or media, or in other words writing is communication activities such as delivering a message in writing to the other people.⁸

Harmer stated that writing as one of the four skills has always formed part of the syllabus in the teaching of English. However, it can be used for a variety of purposes ranging from being merely a backup for grammar teaching to a major syllabus stand in its own right where mastering the ability to write effectively is seen as a key objective for learners.⁹

Oshima and Hogue stated that writing is never one-step action – it is a process that has several steps.¹⁰ This statement is supported by Gibbons who stated that writing is a recursive process – that writers continually revise and edit at all stages of the writing process, from first draft to final product.¹¹ The writing process is extended to provide a step-by-step model for writing so that the finished piece is the best it can be.

⁵ H. Douglas Brown, (2000), *Teaching by Principles: An Interactive Approach to Language Pedagogy (Second Edition)*, New York: Addison Wesley Longman, p. 337.

⁶ Utami Dewi, (2011), *How to Write*, Medan: La-Tansa Press, p. 2.

⁷ Sanggam Siahaan, *Op. Cit.*, p. 2.

⁸ Suparno and Mohamad Yunus, (2002), *Keterampilan Dasar Menulis*, Jakarta: Universitas Terbuka, p. 3.

⁹ Jeremy Harmer, (2004), *How to Teach Writing*, England: Longman, p. 31.

¹⁰ Alice Oshima and Ann Hogue, *Op. Cit.*, p. 2.

¹¹ Pauline Gibbons, (2005), *Writing in a Second Language Across the Curriculum*, New York: Pearson Education, p. 276.

Macdonald stated in Fera Mursidah and Entis journal that writing as the mainpart of education. Writing is a vital part of education, because writing is basic of thinking and education. Writing forces to think, explore ideas, find out an argument and evaluate product.¹²

From the statements above, it can be assumed that writing has a main role in education. It presents how the brain works by using the students' mind to think. Education needs thought to deliver information such as ideas, opinion and spread their creativity. Both of the functions are able to be evaluated by writing a letter, essay, poem as the product.

When writing, students work through the stages of the writing process. The creation of writing occurs in basically five stages: prewriting, drafting, revising, editing, and publishing.¹³

1) Prewriting

Prewriting is anything students do before they write a draft of their document. It includes thinking, taking notes, talking to others, brainstorming, outlining, and gathering information.

2) Drafting

Drafting occurs when students put their ideas into sentences and paragraphs. Here students concentrate upon explaining and supporting their ideas fully. Here students also begin to connect their ideas. In this stage, students do not pay attention to such things as spelling at this stage.

¹² Fera Mursidah, (2011), *Improving Students Writing Ability to Write Narrative Text through Write Pair Share*, Education Journal: Vol 2, p. 23.

¹³ Utami Dewi, *Op. Cit*, p. 8.

3) Revising

Revision is the key to effective documents. Here students think more deeply about their readers' needs and expectations. The document becomes reader-centered.

4) Editing

In this stage, students should check for such things as grammar, mechanics, and spelling. They also should check the facts – if their writing includes details, be sure they have included the information correctly.

5) Publishing

The final step of the writing process is publishing. Students need to produce a final copy of their work, in the correct format. This often means adding a bibliography, ensuring that citations are correct, and adding details such as the students reference number.

It is important for students to learn the writing process, because the writing process is a tool used to enable students to efficiently express their feelings, thoughts, and knowledge. The more students learn how to use this process efficiently, the more they can express themselves efficiently.

3. Writing Achievement

An achievement is related directly to classroom lessons, units, or even a total curriculum,¹⁴ especially in writing skill. Writing achievement can also serve the diagnostic role of indicating what a student needs to continue to work on

¹⁴ H. Douglas Brown, *Op. Cit.*

writing in the future, but the primary role of writing achievement is to determine whether the writing skill objectives have been met—and appropriate knowledge and skills acquired—by the end of a period of instruction.

4. Writing as Cooperative Activity

Many researchers recommend the inclusion of cooperative learning because by using cooperative learning in process writing, students not only gain the academic benefits but also social benefits. Teachers and students can apply cooperative learning approach in teaching and learning writing.

Cooperative learning in writing brings a positive affect to students, because writing in groups can be greatly motivating for students.¹⁵ By applying this approach, students are asked to work in groups in order to create a written text collaboratively.

Collaborative writing involves developing instructional arrangements whereby students are encouraged to brainstorm ideas in groups, work together to plan, draft, revise, and edit their compositions. It shows a strong impact on improving the quality of students' writing.

5. Genre of Writing

Genre is a kind of text or writing work itself. It views that the language (writing form) must be related to social function. Social function of the text then implies a certain social environment and place where and when the text is used.¹⁶

¹⁵ Jeremy Harmer, (2001), *The Practice of English Language Teaching (Third Edition)*, UK: Longman, p. 260.

¹⁶ Dirgeyasa, (2014), *College Academic Writing: A Genre-Based Perspective*, Medan: Unimed Press, p. xvii.

There are various genres of text: Narrative, Descriptive, Procedure, Recount, Explanation, Analytical Exposition, Hortatory Exposition, Report, Anecdote, Spoof, Review, and News.

From the variety of genres above, the writer choose the genre of descriptive to be applied in writing.

5.1 Descriptive Text

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.¹⁷

In composition, 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.¹⁸

In other words, descriptive text is a piece of writing which visualize and performs the appearance of thing by describing the details of subject.

5.2 Parts of Descriptive Text

In descriptive text writing, there are several things that should be understood as a following:

- 1) Social Function

¹⁷ *Ibid*, p. 3.

¹⁸ Sanggam Siahaan, *Op. Cit*, p. 119.

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

2) Generic Structure

The generic structure of descriptive text is:

- Identification, which identifies phenomenon that will be describe.
- Description, which describe about parts, qualities, or characteristic of something or someone in detail.¹⁹

3) Grammatical Features

There are several grammatical features of descriptive text as a following:

- In descriptive text, the present tense is predominantly used. The past tense is used to describe something in the past.
- The used of action verbs are needed in describing especially for describing behaviors.
- When describing feelings, mental verb are used. Adjective, adverb, and adverbial phrase are used most often.²⁰

5.3 Example of Descriptive Text

Table I. The Example of Descriptive Text

Generic Structure	Example
Identification	Zoro is my handsome cat in the house.
Description	He is local cat. He was on this house before I lived in this house. Zoro is like another local cat, Zoro has 2 colours of fur and it is not too thick. His fur are yellow and white.

¹⁹ Sanggam Siahaan and Kisno Shinoda, (2008), *Generic Text Structure*, Yogyakarta: Graha Ilmu, p. 89.

²⁰ Peter Knapp and Megan Watkins, (2005), *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, Sidney: UNSW Press, p. 98-99.

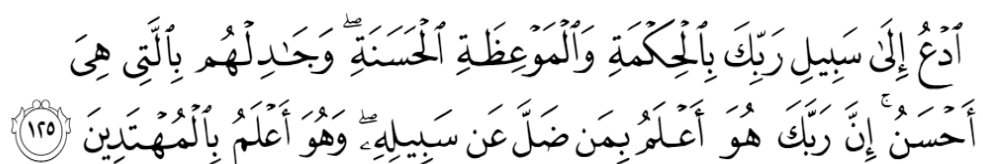
	<p>Look from the size of his body, Zoro is 2 years old.</p> <p>Zoro's body is long enough. The length of his body is about 27cm. Because of this, He looks more handsome I think. Moreover, he is very active during playing with my brother. He plays with my brother almost everyday. But, he likes to sleep in my bed. I always feel that is not good for me or my brother.</p> <p>Everyday, I always feed zoro during breakfast, lunch, and dinner. I buy food for cat and not forget to give him a milk. When I feed him, I feel so happy and I think zoro feels same because he always mew loudly. I really like zoro. He is my handsome pet. He also has become best friend for my brother and me.</p>
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6. Strategy

According to Kozna, learning strategy can be defined as the activity that is chosen to provide facilities or assistance to students towards achieving specific learning objectives.²¹ J. R. David states that learning strategy is a plan, method, or series of activities designed to achieve a particular education goal.²²

Strategy is a way to do something be successful. Strategy in teaching should be easy and enjoyable, so that the goals in learning can be achieved.

Allah said in the Holy Qur'an in surah An-Nahl in the 125th verse. It says:



 أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَدِلْ لَهُم بِالَّتِي هِيَ

 أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۗ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

²¹ Hamzah B. Uno, (2007), *Model Pembelajaran: Menciptakan Proses Belajar Mengajar yang Kreatif dan Efektif*, Jakarta: Bumi Aksara, p. 1.

²² Nunuk Suryani and Leo Agung, (2012), *Strategi Belajar Mengajar*, Yogyakarta: Penerbit Ombak, p. 2.

Meaning: *“Invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best. Indeed, your Lord is most knowing of who has strayed from His way, and He is most knowing of who is [rightly] guided.”*²³ (Q.S. An-Nahl: 125)

From the verse above, Allah asked the human to give the lesson by wisdom, wisdom means the way by the right strategy. It can help the teacher to make teaching learning process run well.

There are varieties of strategy that can be used to support cooperative learning in the classroom. Such strategies include Jigsaw in reading skill, Think-Pair-Share to develop speaking skill and Round Robin writing for writing skill.

7. Round Robin Writing Strategy

Round Robin writing is used to create a text written by more than one participant.²⁴ Round Robin is one of the most effective strategies for cooperative learning. It is a valuable strategy at the start of any unit since it allows the teacher to discover the general level of knowledge of the class and can also be used for revision purposes, as well as being used for specific purposes.²⁵ Round Robin is like discussion, which can be used for brainstorming, reviewing, practicing, and serving as a team builder.

Round Robin is primarily a brainstorming strategy in which students generate ideas but do not elaborate, explain, evaluate, or question the ideas. Group

²³ <http://makalahpendidikanislamlengkap.blogspot.co.id/2016/12/ayat-ayat-al-quran-tentang-metode.html>

²⁴ http://fanlore.org/wiki/Round_Robin

²⁵ Eric Frangenheim, (2005), *Reflections on Classroom Thinking Strategies: Practical Strategies to Encourage Thinking in Your Classroom (Sixth Edition)*, London: Paul Chapman Publishing, p. 82.

members take turns responding to a question with a word, phrase or short statement.²⁶

7.1 The Advantages of Round Robin Writing Strategy

There are some advantages of Round Robin writing strategy:

- 1) It encourages opportunities for both social and academic language development of students.
- 2) Each student gets to display their individual thinking and receive assistance as needed from their peers.²⁷
- 3) It encourages contributions from all participants.
- 4) To practice writing descriptives and build relationships between participants.

7.2 The Procedures of Round Robin Writing Strategy

The stages of Round Robin writing are as follows:

Stage one: Getting started

- 1) The participants are divided into group of no more than five people and no less than two.
- 2) Each group has a pen. The groups should have only a piece of paper for the entire group.
- 3) Each group is provided with a topic.
- 4) One person in the group starts writing. That person writes sentences or phrases then passes the paper to the next person who writes a sentence

²⁶ Elizabert E. Barkley, K. Patricia Cross, Claire Howell Major, (2012), *Collaborative Learning Techniques (Terjemahan)*, Bandung: Nusa Media, p. 162.

²⁷ <https://fall13azusa.wikispaces.com/file/view/What+is+Round+Robin.pdf>

with the pen, and then passes it on. The group continues to take turn writing sentences until time is called.

- 5) After time is called, each group takes editing their text and collect paper to the teacher.

Stage two: Refining the descriptive (do not rush into stage two. Have the groups do a few Round Robin sessions over a couple of weeks before introducing stage two).

- 1) Teacher talks to participants what makes a good descriptive (the generic structure: identification which identifies phenomenon that will be describe and description which describes about parts, qualities, or characteristic of something or someone in detail.
- 2) Teacher encourages the participants to be conscious of the elements of a good descriptive as they write their next sentences. They might want to discuss their identification of phenomenon and describe about parts, qualities, or characteristic of something or someone in detail.
- 3) Students are to follow the same process as stage one (the procedure are explained below):
 - a) The first student should begin the text writing about the identification of phenomenon.
 - b) The text is then passed to the second student who reads what has been written and then continues the text by writing about the description about parts, qualities, or characteristic of something or someone in detail.

- c) The text is now passed to the third students who read what has been written thus far and then continues the text by writing about the description to complete the information.
- d) Students continue passing the text around and writing a successive sequence.
- e) The group can read the text and edit their text.

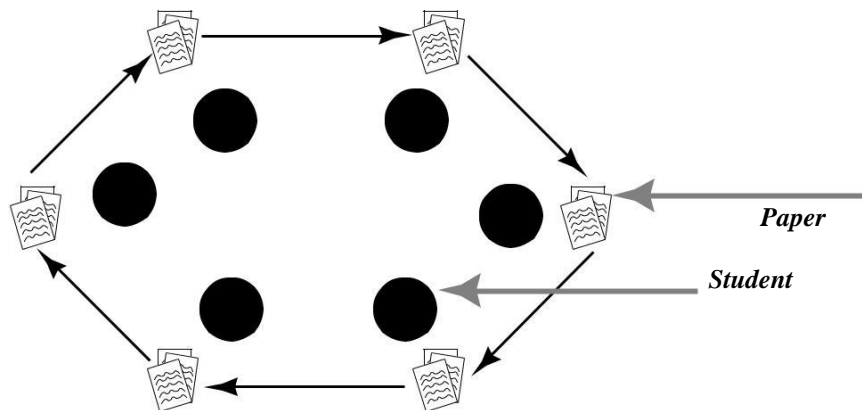


Figure I.
Procedure of Round Robin Writing Strategy²⁸

Before beginning the writing activity, teacher may share an example of descriptive text. If teacher finds that the groups are becoming discouraged or “thinking” too hard about what they are writing, teacher should encourages them to just let go of any of the pre-plans they have made before writing, and just get the ideas down. After finishing the writing activity, students revise and edit their text collaboratively.

During the Round Robin writing activity, students in each group might work on a single descriptive text. If that is the case, be sure the other students in

²⁸ Eric Frangenheim, *Op. Cit*, p. 82.

the group have an assignment to work on as the text is making its way among the group members. The procedures are as follows:

- 1) All students in group write an identification of something or someone.
- 2) When the timer goes off, all students pass their papers to the right. In that way, each student has experience of writing an characteristics. At the end of the period, each student can take back the text she or he started and edit that text for publication or sharing.
- 3) Close the lesson by reviewing what students learned about writing a descriptive text, what elements make a good descriptive text, which part of the text seemed easiest and most difficult to write, and so on.

8. Assessment in Writing

Assessment is an ongoing process that encompasses a much wider domain.²⁹ From the ongoing assessment teachers carry out to find out what their students are able to do. If only teacher knows students' current abilities can subsequent teaching be truly responsive and only then teacher can plan to take students further.

There are two different approaches for assessing writing ability that can be adopted, first is writing can be divided into discrete levels e.g grammar, vocabulary, spelling and punctuation, and these can be tested separately by the use of objective tests. The second is more direct extent of various types could be constructed. These would have greater construct, content, but would require a more subjective assessment.

²⁹ H. Douglas Brown, (2004), *Op. Cit.*, p. 4.

The assessment on writing achievement, in order to determine how good the writing process of the student is, and to measure the extent of students' writing. The teacher as an evaluator should have a right concept of writing assessment to assess the writing work appropriately. In this study, the researcher used test and rubric as instrument. There are three indicators to consider in writing test: Organization, Language use and Mechanics.

Organization is ability to create a descriptive text based on its generic structure (identification and description). Language use is the ability to write the text by using the language features of descriptive (the grammar, action verbs, mental verbs, adjectives, and adverbs). Mechanics is the ability to use correctly the preposition, articles, punctuation, capitalization and spelling.

B. Conceptual Framework

Writing as one of the four language skills that should be acquired by the students, has always formed part of the syllabus in the teaching of English.³⁰ It is considered that writing in groups, whether as part of a short game like communicative activity, can be greatly motivating students, including as it does, not only writing, but also research, discussion, peer evaluation, and group pride in a group accomplishment.

As writing is a part of the English teaching syllabus, it is important to find an effective strategy in order to let students get better achievement in writing. And Round Robin writing is one of the best strategies which can be applied in the classroom. It is kind of collaborative learning strategies which is especially

³⁰ Jeremy Harmer, (2004), *Op. Cit.*, p.31.

effective for generating many ideas because it requires all students to participate. “Round Robin also ensures equal participation among group members. The ideas that students generate can be compiled in a list that serves as the basis for a next-step assignment.”

This strategy provides opportunities to students to work in groups for generating ideas, organize the materials, to support group cooperation and interaction among students. Being active learners is essential for students when they work in group more than work individually. Because of that Round Robin writing strategy is hope will help the students’ achievement in writing ddescriptive text.

Round Robin writing is a strategy in which students to write a descriptive text cooperatively. As one of Round Robin writing’s advantages is to practice writing descriptives and build relationships between participants, it is the best strategy in which students acquire the knowledge as well as create interpersonal and team skills.

C. Hypothesis

The research hypothesis is formulated as follows:

H_a = “There is a significant effect of Round Robin writing strategy on the students’ achievement in writing descriptive text.”

H_0 = “There is no significant effect of Round Robin writing strategy on the students’ achievement in writing descriptive text.”

CHAPTER III

RESEARCH METHODOLOGY

A. Location of Research

This research was conducted at the tenth grade of MAS PAB 2 Helvetia Medan in the academic year 2016/2017. It is located on Jalan Veteran Pasar 4 Helvetia Medan. The reason to choose this school is based on the researcher's experience during doing teaching at that school, researcher found the students have difficulties in writing, especially in writing descriptive text.

B. Population and Sample

The population of this research was the tenth grade students of MAS PAB 2 Helvetia Medan. Because in that school, many students got difficulties in writing text especially descriptive text. There were two classes of the tenth grade students. It was class X-1 and X-2. Each class consists of 30 students, so the total numbers of students were 60 students. The sample was class X-1 and X-2. Class X-1 was decided as experimental group and class X-2 as control group. There were 60 students as the sample, 30 students for each experimental group and control group. The sample of this research also can be seen as follow:

Table II. Samples

Group	Strategies	Samples	
		Class	Students
Experimental	Round Robin	X-1	30 students
Control	Conventional	X-2	30 students
Total			60 students

C. The Instrument for Collecting Data

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 were 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.

D. Techniques of Collecting Data

Techniques of collecting data are the techniques or methods that can be used by researchers for collecting data. Techniques for appointing an abstract word and not embodied in objects, but their use can only be seen through: questionnaires, interviews, observations, test, documentation, and others. Researchers can use one or a combination of these techniques depends on the problems encountered or studied.³¹ In this research, it used pre-test, treatment, and post-test.

1. Pre-Test

The pre-test was administered before treatment. The same pre-test was given to both experimental and control group in order to investigate the students' writing ability. Both experimental and control group were asked to write a descriptive text based on the topic given.

³¹ <https://rachmatul4212.wordpress.com/2013/01/28/teknik-pengumpulan-data-dalam-penelitian-kuantitatif-dan-kualitatif/>

2. Treatment

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

3. Post-Test

Post-test was given after the treatment has been completed. It was aimed to get the mean scores of experimental group and control group. It was applied to know the effect of teaching presentation in both groups.

E. Scoring The Test

There are five scoring scales in scoring students' writing test, namely content, organization, vocabulary, language use and mechanics.³² The specific criteria are described as follows:

Table III. Scoring Scale of Students' Writing Test

Component	Criteria	Score
Content	Excellent to very good (Knowledgeable, substantive relevant to assigned topic)	30 – 27
	Good to average (Some knowledge of subject, adequate range, mostly relevant to topic, but lacks detail)	26 – 22
	Fair to poor (Limited knowledge of subject, little substance,	21 – 17

³² Arthur Hughes, (2003), *Testing for Language Teachers (Second Edition)*, Cambridge: Cambridge University Press, p. 104.

	inadequate development of topic)	
	Very poor (Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate)	16 – 13
Organization	Excellent to very good (Fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequencing, cohesive)	20 – 18
	Good to average (Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing)	17 – 14
	Fair to poor (Non-fluent, ideas confused or disconnected, lacks logical sequencing and development)	13 – 10
	Very poor (Does not communicate, no organization, or not enough to evaluate)	9 – 7
Vocabulary	Excellent to very good (Sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register)	20 – 18
	Good to average (Adequate range, occasional errors of word/ idiom form, choice, usage but meaning not obscured)	17 – 14
	Fair to poor (Limited range, frequent errors of word/ idiom form, choice, usage, meaning confused or obscured)	13 – 10
	Very poor	9 – 7

	(Essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate)	
Language Use	Excellent to very good (Effective complex constructions, few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions)	25 – 22
	Good to average (Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured)	21 – 18
	Fair to poor (Major problems in simple/ complex constructions, frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/ or fragments, run-ons, deletions, meaning confused or obscured)	17 – 11
	Very poor (Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate)	10 – 5
Mechanics	Excellent to very good (Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing)	5
	Good to average (Occasional errors or spelling, punctuation, capitalization, paragraphing but meaning not obscured)	4

	Fair to poor (Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured)	3
	Very poor (No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate)	2
Total Score		100

F. The Technique for Analysing Data

In order to find the different effect between Experimental and Control Group, the t-test formula was applied. The formula was stated as the following:

$$T\text{-test} = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Where:

T-test = The effect

\bar{x}_1 = Mean of Post-test – Pre-test in experimental group

\bar{x}_2 = Mean of Post-test – Pre-test in control group

S_1^2 = Variant of Pre-test – Post-test in experimental group

S_2^2 = Variant of Pre-test – Post-test in control group

n_1 = Sample in experimental group

n_2 = Sample in control group

CHAPTER IV
DATA ANALYSIS AND RESEARCH FINDINGS

A. Description of Data

This study was conducted by applying an experimental research. There were two groups in this research, namely experimental and control group. This research applied a writing test which the total score is 100. The pre test was given before the treatment and the post test was given after the treatment. The researcher gave the treatment to students in the experimental group by applying Round Robin writing strategy while control group without applying Round Robin writing strategy.

After conducting the research, the researcher got the data of students' scores in pre test and post test from both experimental and control group.

Table IV. The Score of Pre Test and Post Test of Experimental Group

No	Students' Initial	Pre Test	Post Test
1	AIN	68	76
2	AAY	44	66
3	AAL	52	76
4	BDP	44	68
5	CSH	68	76
6	DP	44	66
7	DF	44	66
8	DHL	68	78
9	EWN	68	76
10	EF	52	86
11	FA	44	66
12	IFIS	44	76

No	Students' Initial	Pre Test	Post Test
13	KAL	40	68
14	LAN	68	88
15	M	52	78
16	MA	44	66
17	MIN	52	80
18	MRR	44	66
19	MSR	40	66
20	NA	68	76
21	NF	68	86
22	NJP	52	78
23	NAN	56	88
24	PAKS	52	86
25	QA	68	86
26	RP	40	66
27	RL	56	76
28	SS	56	76
29	SRAL	52	86
30	S	52	88
Total		$\Sigma = 1600$	$\Sigma = 2280$
Mean		53.33	76.00

Based on the table above, the student's achievement in writing descriptive text in experimental group showed the lowest score of pre-test was 40, and the highest score of pre-test was 68 and the mean of pre-test was 53.33. On the other hand the lowest score of post-test was 66, and the highest score of post-test was 88 and the mean of post-test was 76.00.

Table V. The Score of Pre Test and Post Test of Control Group

No	Students' Initial	Pre Test	Post Test
1	AMP	40	56
2	AD	56	66
3	ADH	56	70
4	AS	46	56
5	BS	56	76
6	DPA	50	60
7	DPS	64	76
8	ES	42	56
9	FR	64	76
10	IAA	42	56
11	K	64	76
12	LS	42	60
13	LS	44	58
14	M	44	60
15	MH	40	58
16	M	42	58
17	MARH	46	60
18	MIS	44	66
19	NAMS	50	60
20	N	46	60
21	NIB	50	60
22	PESN	42	56
23	RA	42	56
24	RNF	64	76
25	RA	64	76
26	SS	42	56
27	SR	46	60
28	SM	46	60
29	SN	46	60

No	Students' Initial	Pre Test	Post Test
30	SR	42	60
Total		$\Sigma = 1462$	$\Sigma = 1874$
Mean		48.73	62.47

Based on the table above, the student's score in writing descriptive text in control group showed the lowest score of pre-test was 40, and the highest score of pre-test was 64 and the mean of pre-test was 48.73. On the other hand the lowest score of post-test was 56, and the highest score of post-test was 76 and the mean of post-test was 62.47.

Based on the explanation above, it shows that the student's score in experimental group was higher than student's score in control group, where in pre-test (53.33) and the score in post-test (76.00). The total score of the mean score in experimental and control group showed that there was significant effect in improvement of student's score between pre-test and post-test.

B. Data Analysis

1. Normality Testing

Normality testing used to determine if a data set is well-modeled by a normal distribution and to compute how likely it is for a random variable underlying the data set to be normally distributed.

1.1 Normality Testing of Experimental Group

Table VI. Frequency Distribution of Pre Test in Experimental Group

No	X_i	F_i	$F_i X_i$	X_i^2	$F_i X_i^2$
1	40	3	120	1600	4800
2	44	8	352	1936	15488

No	X_i	F_i	$F_i X_i$	X_i^2	$F_i X_i^2$
3	52	8	416	2704	21632
4	56	3	168	3136	9408
5	68	8	544	4624	36992
Total		30	1600	14000	88320

Based on the data above, the result of $F_i X_i^2$ is 88320 and $F_i X_i$ is 1600.

Then the following is the calculation of mean, variant and standard deviation.

a. Mean

$$\bar{x} = \frac{\sum F_i X_i}{\sum F_i}$$

Where:

\bar{x} = Mean of variable x

$\sum F_i X_i$ = Total number of score

$\sum F_i$ = Number of sample

So,

$$\begin{aligned} \bar{x} &= \frac{\sum F_i X_i}{\sum F_i} \\ &= \frac{1600}{30} \\ &= 53.33 \end{aligned}$$

b. Variant

Where:

S^2 = Variant

N = Number of sample

So,

$$S^2 = \frac{n \sum F_i X_i^2 - (\sum F_i X_i)^2}{n(n-1)}$$

$$\begin{aligned}
&= \frac{30 \times 88320 - (1600)^2}{30(30-1)} \\
&= \frac{2649600 - 2560000}{30(29)} \\
&= \frac{89600}{870} \\
&= 102.98
\end{aligned}$$

c. Standard Deviation

$$\begin{aligned}
S &= \sqrt{S^2} \\
&= \sqrt{102.98} \\
&= 10.14
\end{aligned}$$

After getting the calculation of mean, variant and deviation standard, then the next step is to found out the normality of the test. It means that the test was given to the students is observed by Liliefors test. The calculation of normality writing descriptive text can be seen in the following table:

Table VII. Normality Testing of Pre Test in Experimental Group

No	Score	Z _i	F(Z _i)	S(Z _i)	F(Z _i) - S(Z _i)
1	40	-1.31	0.094	0.10	-0,006
2	40	-1.31	0.094	0.10	-0,006
3	40	-1.31	0.094	0.10	-0,006
4	44	-0.92	0.179	0.36	-0,181
5	44	-0.92	0.179	0.36	-0,181
6	44	-0.92	0.179	0.36	-0,181
7	44	-0.92	0.179	0.36	-0,181
8	44	-0.92	0.179	0.36	-0,181
9	44	-0.92	0.179	0.36	-0,181
10	44	-0.92	0.179	0.36	-0,181
11	44	-0.92	0.179	0.36	-0,181

No	Score	Z _i	F(Z _i)	S(Z _i)	F(Z _i) - S(Z _i)
12	52	-0.13	0.448	0.63	-0.182
13	52	-0.13	0.448	0.63	-0.182
14	52	-0.13	0.448	0.63	-0.182
15	52	-0.13	0.448	0.63	-0.182
16	52	-0.13	0.448	0.63	-0.182
17	52	-0.13	0.448	0.63	-0.182
18	52	-0.13	0.448	0.63	-0.182
19	52	-0.13	0.448	0.63	-0.182
20	56	0.26	0.604	0.73	-0.126
21	56	0.26	0.604	0.73	-0.126
22	56	0.26	0.604	0.73	-0.126
23	68	1.45	0.926	1.00	-0.074
24	68	1.45	0.926	1.00	-0.074
25	68	1.45	0.926	1.00	-0.074
26	68	1.45	0.926	1.00	-0.074
27	68	1.45	0.926	1.00	-0.074
28	68	1.45	0.926	1.00	-0.074
29	68	1.45	0.926	1.00	-0.074
30	68	1.45	0.926	1.00	-0.074
Total	1600	L_o = -0.006			
Mean	53.33	L_t = 0.029			

a. Finding Z score

$$\text{Formula: } Z_i = \frac{X_i - \bar{X}}{s}$$

$$Z_i 1 = \frac{40 - 53.33}{10.14} = -1.31$$

$$Z_i 2 = \frac{44 - 53.33}{10.14} = -0.92$$

$$Z_i 3 = \frac{52 - 53.33}{10.14} = -0.13$$

$$Z_i 4 = \frac{56 - 53.33}{10.14} = 0.26$$

$$Z_i 5 = \frac{68 - 53.33}{10.14} = 1.45$$

b. Finding S(Z_i)

$$S(Z_i) = \frac{F_{Kum}}{N}$$

$$\frac{3}{30} = 0.10$$

$$\frac{11}{30} = 0.36$$

$$\frac{19}{30} = 0.63$$

$$\frac{22}{30} = 0.73$$

$$\frac{30}{30} = 1.00$$

From the table above, it can be seen that Liliefors observation or $L_o = -0.006$ with $n = 30$ and at real level $\alpha = 0.05$ from the list of critical value of Liliefors table $L_t = 0.029$. It is known that the coefficient of $L_o (-0.006) < L_t (0.029)$. So it can be concluded that the data distribution of the student's ability in writing descriptive text is **normal**.

Table VIII. Frequency Distribution of Post Test in Experimental Group

No	X _i	F _i	F _i X _i	X _i ²	F _i X _i ²
1	66	8	528	4356	34848
2	68	2	136	4624	9248
3	76	8	608	5776	46208
4	78	3	234	6084	18252
5	80	1	80	6400	6400
6	86	5	430	7396	36980
7	88	3	264	7744	23232

Total	30	2280	42380	175168
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Based on the data above, the result of $\sum F_i X_i^2$ is 175168 and $\sum F_i X_i$ is 2280.

Then the following is the calculation of mean, variant and standard deviation.

a. Mean

$$\bar{x} = \frac{\sum F_i X_i}{\sum F_i}$$

Where:

$$\bar{x} = \text{Mean of variable } x$$

$$\sum F_i X_i = \text{Total number of score}$$

$$\sum F_i = \text{Number of sample}$$

So,

$$\begin{aligned} \bar{x} &= \frac{\sum F_i X_i}{\sum F_i} \\ &= \frac{2280}{30} \\ &= 76.00 \end{aligned}$$

b. Variant

Where:

$$S^2 = \text{Variant}$$

$$N = \text{Number of sample}$$

So,

$$\begin{aligned} S^2 &= \frac{n \sum F_i X_i^2 - (\sum F_i X_i)^2}{n(n-1)} \\ &= \frac{30 \times 175168 - (2280)^2}{30(30-1)} \\ &= \frac{5255040 - 5198400}{30(29)} \end{aligned}$$

$$= \frac{56640}{870}$$

$$= 65.10$$

c. Standard Deviation

$$S = \sqrt{S^2}$$

$$= \sqrt{65.10}$$

$$= 8.06$$

After getting the calculation of mean, variant and deviation standard, then the next step is to found out the normality of the test. It means that the test was given to the students is observed by Liliefors test. The calculation of normality writing descriptive text can be seen in the following table:

Table IX. Normality Testing of Post Test in Experimental Group

No	Score	Z _i	F(Z _i)	S(Z _i)	F(Z _i) - S(Z _i)
1	66	-1.24	0.107	0.26	-0.153
2	66	-1.24	0.107	0.26	-0.153
3	66	-1.24	0.107	0.26	-0.153
4	66	-1.24	0.107	0.26	-0.153
5	66	-1.24	0.107	0.26	-0.153
6	66	-1.24	0.107	0.26	-0.153
7	66	-1.24	0.107	0.26	-0.153
8	66	-1.24	0.107	0.26	-0.153
9	68	-0.99	0.160	0.33	-0.170
10	68	-0.99	0.160	0.33	-0.170
11	76	0.00	0.500	0.60	-0.100
12	76	0.00	0.500	0.60	-0.100
13	76	0.00	0.500	0.60	-0.100
14	76	0.00	0.500	0.60	-0.100

No	Score	Z _i	F(Z _i)	S(Z _i)	F(Z _i) - S(Z _i)
15	76	0.00	0.500	0.60	-0.100
16	76	0.00	0.500	0.60	-0.100
17	76	0.00	0.500	0.60	-0.100
18	76	0.00	0.500	0.60	-0.100
19	78	0.25	0.598	0.70	-0.102
20	78	0.25	0.598	0.70	-0.102
21	78	0.25	0.598	0.70	-0.102
22	80	0.50	0.690	0.73	-0.040
23	86	1.24	0.893	0.90	-0.007
24	86	1.24	0.893	0.90	-0.007
25	86	1.24	0.893	0.90	-0.007
26	86	1.24	0.893	0.90	-0.007
27	86	1.24	0.893	0.90	-0.007
28	88	1.49	0.932	1.00	-0.068
29	88	1.49	0.932	1.00	-0.068
30	88	1.49	0.932	1.00	-0.068
Total	2280		L_o = -0.007		
Mean	76.00		L_t = 0.029		

a. Finding Z score

$$\text{Formula: } Z_i = \frac{X_i - \bar{X}}{s}$$

$$Z_i 1 = \frac{66 - 76.00}{8.06} = -1.24$$

$$Z_i 2 = \frac{68 - 76.00}{8.06} = -0.99$$

$$Z_i 3 = \frac{76 - 76.00}{8.06} = 0.00$$

$$Z_i 4 = \frac{78 - 76.00}{8.06} = 0.25$$

$$Z_i 5 = \frac{80 - 76.00}{8.06} = 0.50$$

$$Z_i 6 = \frac{86 - 76.00}{8.06} = 1.24$$

$$Z_i 7 = \frac{88 - 76.00}{8.06} = 1.49$$

b. Finding S(Z_i)

$$S(Z_i) = \frac{F_{Kum}}{N}$$

$$\frac{8}{30} = 0.26$$

$$\frac{10}{30} = 0.33$$

$$\frac{18}{30} = 0.60$$

$$\frac{21}{30} = 0.70$$

$$\frac{22}{30} = 0.73$$

$$\frac{27}{30} = 0.90$$

$$\frac{30}{30} = 1.00$$

From the table above, it can be seen that Liliefors observation or $L_o = -0.007$ with $n = 30$ and at real level $\alpha = 0.05$ from the list of critical value of Liliefors table $L_t = 0.029$. It is known that the coefficient of $L_o (-0.007) < L_t (0.029)$. So it can be concluded that the data distribution of the student's ability in writing descriptive text is **normal**.

1.2 Normality Testing of Control Group

Table X. Frequency Distribution of Pre Test in Control Group

No	X _i	F _i	F _i X _i	X _i ²	F _i X _i ²
1	40	2	80	1600	3200

No	X _i	F _i	F _i X _i	X _i ²	F _i X _i ²
2	42	8	336	1764	14112
3	44	3	132	1936	5808
4	46	6	276	2116	12696
5	50	3	150	2500	7500
6	56	3	168	3136	9408
7	64	5	320	4096	20480
Total		30	1462	17148	73204

Based on the data above, the result of $F_i X_i^2$ is 73204 and $F_i X_i$ is 1462.

Then the following is the calculation of mean, variant and standard deviation.

a. Mean

$$\bar{x} = \frac{\sum F_i X_i}{\sum F_i}$$

Where:

\bar{x} = Mean of variable x

$\sum F_i X_i$ = Total number of score

$\sum F_i$ = Number of sample

So,

$$\begin{aligned} \bar{x} &= \frac{\sum F_i X_i}{\sum F_i} \\ &= \frac{1462}{30} \\ &= 48.73 \end{aligned}$$

b. Variant

Where:

S^2 = Variant

N = Number of sample

So,

$$\begin{aligned}
 S^2 &= \frac{n\sum FiXi^2 - (\sum FiXi)^2}{n(n-1)} \\
 &= \frac{30 \times 73204 - (1462)^2}{30(30-1)} \\
 &= \frac{2196120 - 2137444}{30(29)} \\
 &= \frac{58676}{870} \\
 &= 67.44
 \end{aligned}$$

c. Standard Deviation

$$\begin{aligned}
 S &= \sqrt{S^2} \\
 &= \sqrt{67.44} \\
 &= 8.21
 \end{aligned}$$

After getting the calculation of mean, variant and deviation standard, then the next step is to found out the normality of the test. It means that the test was given to the students is observed by Liliefors test. The calculation of normality writing descriptive text can be seen in the following table:

Table XI. Normality Testing of Pre Test in Control Group

No	Score	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)
1	40	-1.06	0.144	0.66	-0.516
2	40	-1.06	0.144	0.66	-0.516
3	42	-0.82	0.206	0.33	-0.124
4	42	-0.82	0.206	0.33	-0.124
5	42	-0.82	0.206	0.33	-0.124
6	42	-0.82	0.206	0.33	-0.124
7	42	-0.82	0.206	0.33	-0.124
8	42	-0.82	0.206	0.33	-0.124

No	Score	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)
9	42	-0.82	0.206	0.33	-0.124
10	42	-0.82	0.206	0.33	-0.124
11	44	-0.58	0.282	0.43	-0.148
12	44	-0.58	0.282	0.43	-0.148
13	44	-0.58	0.282	0.43	-0.148
14	46	-0.33	0.370	0.63	-0.260
15	46	-0.33	0.370	0.63	-0.260
16	46	-0.33	0.370	0.63	-0.260
17	46	-0.33	0.370	0.63	-0.260
18	46	-0.33	0.370	0.63	-0.260
19	46	-0.33	0.370	0.63	-0.260
20	50	0.15	0.561	0.73	-0.169
21	50	0.15	0.561	0.73	-0.169
22	50	0.15	0.561	0.73	-0.169
23	56	0.89	0.812	0.83	-0.018
24	56	0.89	0.812	0.83	-0.018
25	56	0.89	0.812	0.83	-0.018
26	64	1.86	0.969	1.00	-0.031
27	64	1.86	0.969	1.00	-0.031
28	64	1.86	0.969	1.00	-0.031
29	64	1.86	0.969	1.00	-0.031
30	64	1.86	0.969	1.00	-0.031
Total	1462	L_o = -0.018			
Mean	48.73	L_t = 0.029			

a. Finding Z score

$$\text{Formula: } Z_i = \frac{X_i - \bar{X}}{s}$$

$$Z_i = \frac{40 - 48.73}{8.21} = -1.06$$

$$Z_i 2 = \frac{42 - 48.73}{8.21} = -0.82$$

$$Z_i 3 = \frac{44 - 48.73}{8.21} = -0.58$$

$$Z_i 4 = \frac{46 - 48.73}{8.21} = -0.33$$

$$Z_i 5 = \frac{50 - 48.73}{8.21} = 0.15$$

$$Z_i 6 = \frac{56 - 48.73}{8.21} = 0.89$$

$$Z_i 7 = \frac{64 - 48.73}{8.21} = 1.86$$

b. Finding S(Z_i)

$$S(Z_i) = \frac{F Kum}{N}$$

$$\frac{2}{30} = 0.66$$

$$\frac{10}{30} = 0.33$$

$$\frac{13}{30} = 0.43$$

$$\frac{19}{30} = 0.63$$

$$\frac{22}{30} = 0.73$$

$$\frac{25}{30} = 0.83$$

$$\frac{30}{30} = 1.00$$

From the table above, it can be seen that Liliefors observation or $L_o = -0.018$ with $n = 30$ and at real level $\alpha = 0.05$ from the list of critical value of Liliefors table $L_t = 0.029$. It is known that the coefficient of $L_o (-0.018) < L_t (0.029)$. So it can be concluded that the data distribution of the student's ability in writing descriptive text is **normal**.

Table XII. Frequency Distribution of Post Test in Control Group

No	X _i	F _i	F _i X _i	X _i ²	F _i X _i ²
1	56	7	392	3136	21952
2	58	3	174	3364	10092
3	60	12	720	3600	43200
4	66	2	132	4356	8712
6	76	6	456	5776	34656
Total		30	1874	20232	118612

Based on the data above, the result of F_iX_i² is 118612 and F_iX_i is 1874.

Then the following is the calculation of mean, variant and standard deviation.

a. Mean

$$\bar{x} = \frac{\sum F_i X_i}{\sum F_i}$$

Where:

\bar{x} = Mean of variable x

$\sum F_i X_i$ = Total number of score

$\sum F_i$ = Number of sample

So,

$$\bar{x} = \frac{\sum F_i X_i}{\sum F_i}$$

$$= \frac{1874}{30}$$

$$= 62.47$$

d. Variant

Where:

S² = Variant

N = Number of sample

So,

$$\begin{aligned}
 S^2 &= \frac{n\sum FiXi^2 - (\sum FiXi)^2}{n(n-1)} \\
 &= \frac{30 \times 118612 - (1874)^2}{30(30-1)} \\
 &= \frac{3558360 - 3511876}{30(29)} \\
 &= \frac{46484}{870} \\
 &= 53.42
 \end{aligned}$$

e. Standard Deviation

$$\begin{aligned}
 S &= \sqrt{S^2} \\
 &= \sqrt{53.42} \\
 &= 7.30
 \end{aligned}$$

After getting the calculation of mean, variant and deviation standard, then the next step is to found out the normality of the test. It means that the test was given to the students is observed by Liliefors test. The calculation of normality writing descriptive text can be seen in the following table:

Table XIII. Normality Testing of Post Test in Control Group

No	Score	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)
1	56	-0.89	0.188	0.23	-0.042
2	56	-0.89	0.188	0.23	-0.042
3	56	-0.89	0.188	0.23	-0.042
4	56	-0.89	0.188	0.23	-0.042
5	56	-0.89	0.188	0.23	-0.042
6	56	-0.89	0.188	0.23	-0.042
7	56	-0.89	0.188	0.23	-0.042
8	58	-0.61	0.270	0.33	-0.060

No	Score	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)
9	58	-0.61	0.270	0.33	-0.060
10	58	-0.61	0.270	0.33	-0.060
11	60	-0.34	0.368	0.73	-0.362
12	60	-0.34	0.368	0.73	-0.362
13	60	-0.34	0.368	0.73	-0.362
14	60	-0.34	0.368	0.73	-0.362
15	60	-0.34	0.368	0.73	-0.362
16	60	-0.34	0.368	0.73	-0.362
17	60	-0.34	0.368	0.73	-0.362
18	60	-0.34	0.368	0.73	-0.362
19	60	-0.34	0.368	0.73	-0.362
20	60	-0.34	0.368	0.73	-0.362
21	60	-0.34	0.368	0.73	-0.362
22	60	-0.34	0.368	0.73	-0.362
23	66	0.48	0.686	0.80	-0.114
24	66	0.48	0.686	0.80	-0.114
25	76	1.85	0.968	1.00	-0.032
26	76	1.85	0.968	1.00	-0.032
27	76	1.85	0.968	1.00	-0.032
28	76	1.85	0.968	1.00	-0.032
29	76	1.85	0.968	1.00	-0.032
30	76	1.85	0.968	1.00	-0.032
Total	1874	L_o = -0.032			
Mean	62.47	L_t = 0.029			

a. Finding Z score

$$\text{Formula: } Z_i = \frac{X_i - \bar{X}}{s}$$

$$Z_{i1} = \frac{56 - 62.47}{7.30} = -0.89$$

$$Z_i 2 = \frac{58 - 62.47}{7.30} = -0.61$$

$$Z_i 3 = \frac{60 - 62.47}{7.30} = -0.34$$

$$Z_i 4 = \frac{66 - 62.47}{7.30} = 0.48$$

$$Z_i 5 = \frac{76 - 62.47}{7.30} = 1.85$$

b. Finding S(Z_i)

$$S(Z_i) = \frac{F_{Kum}}{N}$$

$$\frac{7}{30} = 0.23$$

$$\frac{10}{30} = 0.33$$

$$\frac{22}{30} = 0.73$$

$$\frac{24}{30} = 0.80$$

$$\frac{30}{30} = 1.00$$

From the table above, it can be seen that Liliefors observation or $L_o = -0.032$ with $n = 30$ and at real level $\alpha = 0.05$ from the list of critical value of Liliefors table $L_t = 0.029$. It is known that the coefficient of $L_o (-0.032) < L_t (0.029)$. So it can be concluded that the data distribution of the student's ability in writing descriptive text is **normal**.

2. Homogeneity Testing

2.1 Homogeneity Testing of Pre Test

$$F_{obs} = \frac{S_1^2}{S_2^2}$$

Where : $S_1^2 =$ the biggest variant

$S_2^2 =$ the smallest variant

Based on the variants of both samples of pre-test found that:

$$S_{ex}^2 = 102.98 \quad N = 30$$

$$S_{co}^2 = 67.44 \quad N = 30$$

So:

$$F_{obs} = \frac{S_{ex}^2}{S_{co}^2}$$

$$F_{obs} = \frac{102.98}{67.44} = 1.52$$

Then the coefficient of $F_{obs} = 1.52$ is compared with F_{table} , where F_{table} is determined at real level $\alpha = 0.05$ and the same numerator $dk = N - 1 = 30 - 1 = 29$ that was exist dk numerator 29, the denominator $dk = n - 1 (30 - 1 = 29)$. Then F_{table} can be calculated $F_{0.05(29,29)} = 1.85$

So $F_{obs} < F_{table}$ atau $(1.52 < 1.85)$ so it can be concluded that the variant is homogenous.

2.2 Homogeneity Testing of Post Test

$$F_{obs} = \frac{S_1^2}{S_2^2}$$

Where : $S_1^2 =$ the biggest variant

$S_2^2 =$ the smallest variant

Based on the variants of both samples of post-test found that:

$$S_{ex}^2 = 65.10 \quad N = 30$$

$$S_{co}^2 = 53.42 \quad N = 30$$

So:

$$F_{obs} = \frac{S_{ex}^2}{S_{co}^2}$$

$$F_{obs} = \frac{65.10}{53.42} = 1.21$$

Then the coefficient of $F_{obs} = 1.21$ is compared with F_{table} , where F_{table} is determined at real level $\alpha = 0.05$ and the same numerator $dk = N - 1 = 30 - 1 = 29$ that was exist dk numerator 29, the denominator $dk = n - 1$ ($30 - 1 = 29$). Then F_{table} can be calculated $F_{0.05(29,29)} = 1.85$

So $F_{obs} < F_{table}$ atau ($1.21 < 1.85$) so it can be concluded that the variant is homogenous.

3. Hypothesis Testing

Table XIV. Mean of Post-Test – Pre-Test in Experimental Group

No	Score Post-Test	Score Pre-Test	Decrease
1	76	68	8
2	66	44	22
3	76	52	24
4	68	44	24
5	76	68	8
6	66	44	22
7	66	44	22
8	78	68	10
9	76	68	8
10	86	52	34

11	66	44	22
12	76	44	32
No	Score Post-Test	Score Pre-Test	Decrease
13	68	40	28
14	88	68	20
15	78	52	26
16	66	44	22
17	80	52	28
18	66	44	22
19	66	40	26
20	76	68	8
21	86	68	18
22	78	52	26
23	88	56	32
24	86	52	34
25	86	68	18
26	66	40	26
27	76	56	20
28	76	56	20
29	86	52	34
30	88	52	36
Σ			680
Mean			22.66

Table XV. Mean of Post-Test – Pre-Test in Control Group

No	Score Post-Test	Score Pre-Test	Decrease
1	56	40	16

2	66	56	10
3	70	56	14
No	Score Post-Test	Score Pre-Test	Decrease
4	56	46	10
5	76	56	20
6	60	50	10
7	76	64	12
8	56	42	14
9	76	64	12
10	56	42	14
11	76	64	12
12	60	42	18
13	58	44	14
14	60	44	16
15	58	40	18
16	58	42	16
17	60	46	14
18	66	44	22
19	60	50	10
20	60	46	14
21	60	50	10
22	56	42	14
23	56	42	14
24	76	64	12
25	76	64	12
26	56	42	14
27	60	46	14

28	60	46	14
29	60	46	14
No	Score Post-Test	Score Pre-Test	Decrease
30	60	42	18
Σ			422
Mean			14.06

The hypothesis testing in this research, it is used two average similarity test by using statistic, as follow:

$$\begin{aligned}
 t &= \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}} \\
 &= \frac{22.66 - 14.06}{\sqrt{\frac{37.88}{30} + \frac{14.02}{30}}} \\
 &= \frac{8.60}{1.31} \\
 &= 6.564
 \end{aligned}$$

From the computation above, it can be seen that $t_{\text{observed}} = 6.564$. The testing hypothesis is conducted in order to find out whether that hypothesis is accepted or rejected. The basis of testing hypothesis is that the H_a is accepted if the $t_{\text{observed}} > t_{\text{table}}$. In this study the calculation of the scores uses t-test for the degree of freedom 58 ($df = N + N - 2$) at the level of significant 0.05 that the critical value is 2.009. So it can be seen that $t_{\text{table}} = 2.009$. (See Appendix K)

After the scores were calculated, it was found that in this study the t_{observed} is higher than the t_{table} . It can be seen as follow:

$$t_{\text{observed}} > t_{\text{table}}(\alpha = 0.05) \text{ with df } 58$$

$$6.564 > 2.009$$

From the result above, it shows that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It means that writing by using Round Robin writing strategy affect student's achievement in writing descriptive text.

C. Discussion

There was a significant difference on students' achievement in writing descriptive text by using Round Robin writing strategy. The students that were taught by Round Robin writing strategy have higher score than were taught by conventional strategy.

It was explained in Chapter II that Round Robin is one of the most effective strategies for cooperative learning.³³ It is primarily a brainstorming strategy in which students generate ideas but do not elaborate, explain, evaluate, or question the ideas. Group members take turns responding to a question with a word, phrase or short statement.³⁴ So each student gets to display their individual thinking and receive assistance as needed from their peers. Moreover, it encourages contributions from all participants and also opportunities for both social and academic language development of students.

From the calculation above it found that $t_{\text{observed}} = 6.564$ whereas the $t_{\text{table}} = 2.009$. It shows that students' achievement in writing descriptive text by using Round Robin writing strategy was significant at 0.05. From the result, the researcher found that there was significant of the students' achievement in writing descriptive text that were taught by Round Robin writing strategy. This means

³³ Eric Frangenheim, *Op. Cit*, p. 119.

³⁴ Elizabert E. Barkley, dkk, *Op. Cit*, p. 162.

that the students' achievement in writing descriptive text that were taught by Round Robin writing strategy was better than taught by conventional strategy.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

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. The result of t_{observed} is 6.564 and t_{table} is 2.009 ($t_{\text{observed}} > t_{\text{table}}$, $6.564 > 2.009$). It means that H_0 is rejected and H_a is accepted. There is a significant effect of Round Robin writing strategy on the students' achievement in writing descriptive text.

B. Suggestion

Based on the conclusion above, the researcher gives some suggestions as follows:

1. English teachers are suggested to use Round Robin writing strategy in their teaching learning process in order to improve the students' writing achievement.
2. 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.

Finally, the researcher considers that this study still need validity from the next researcher that has the similar topic with this study.

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APPENDIX A**PRE TEST**

Name:

Class:

Write down a descriptive text based on the picture!

APPENDIX B

PICTURE FOR PRE TEST



APPENDIX C

POST TEST

Name:

Class:

Write down a descriptive text based on the picture!

APPENDIX D

PICTURE FOR POST TEST



APPENDIX E

LESSON PLAN I (Experimental Group)

School : MAS PAB Helvetia Medan

Class : X-1

Subject : English

Skill : Writing

Genre : Descriptive Text

Time : 2 x 45 minutes

A. Standard Competence

To understand the meaning of short functional text and simple essay in forms of descriptive in daily life contextual and in order to access knowledge.

B. Basic Competence

To respond meaning of essay in written language form accurately, fluency, and can be accepted in daily life contextual and in order to access knowledge in descriptive.

C. Indicator

Students are able to produce descriptive text by using Round Robin Writing Strategy.

D. Teaching Material

DESCRIPTIVE TEXT

Social Function:

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

Generic Structure:

1. Identification, which identifies phenomenon that will be describe.

2. Description, which describes about parts, qualities, or characteristic of something or someone in detail.

Language Features:

1. In Descriptive writing, the present tense is predominantly used. The past tense is used to describe something in the past.
2. The used of action verbs are needed in describing especially for describing behaviors.
3. When describing feelings, mental verb are used. Adjective, adverb, and adverbial phrase are used most often.

The Example:

My Cat



Gregory is my beautiful gray Persian cat. He walks with pride and grace, performing a dance of disdain as he slowly lifts and lowers each paw with the delicacy of a ballet dancer. His pride, however, does not extend to his appearance, for he spends most of his time indoors watching television and growing fat.

He enjoys TV commercials, especially those for Meow Mix and 9 Lives. His familiarity with cat food commercials has led him to reject generic brands of cat food in favor of only the most expensive brands.

Gregory is as finicky about visitors as he is about what he eats, befriending some and repelling others. He may snuggle up against your ankle, begging to be petted, or he may imitate a skunk and stain your favorite trousers. Gregory does not do this to establish his territory, as many cat experts think, but to humiliate me because he is jealous of my friends.

After my guests have fled, I look at the old fleabag snoozing and smiling to himself in front of the television set, and I have to forgive him for his obnoxious, but endearing, habits.

E. Media

1. Copy of picture and the text
2. English dictionary

F. Learning Strategy

Round Robin Writing Strategy

G. Teaching and Learning Process

No.	Activities	Time
1.	<p>Opening</p> <ol style="list-style-type: none"> a. Teacher greets the students b. Teacher explains what the class is going to do in the meeting 	10'
2.	<p>Main Activities</p> <ol style="list-style-type: none"> a. Teacher explains about the generic structure and language feature of descriptive text b. Teacher asks the student to sit in group of no more than five people and no more less than two c. Teacher gives each group a pen and each group has only one piece of paper d. Teacher gives a topic discussion from the picture e. Teacher asks one person from each group to start writing about the identification of phenomenon f. Teacher asks the students to pass the paper to the second student who reads what has been 	70'

	<p>written and then continue the text by writing about the description which describe about parts, qualities, or characteristic of something or someone in detail</p> <p>g. The paper is pass now to the third students who read what has been written thus far and then also continue the text by writing about the description to complete the information</p> <p>h. Teacher asks students continued passing the text around and writes a successive sequence</p> <p>i. Teacher directs each group for editing on their own writing before collect it to the teacher</p> <p>j. Teacher calls the time and collect the student's paper</p>	
3.	<p>Closing</p> <p>a. Teacher concludes the material of the lesson</p> <p>b. Teacher closes the class and reminds the students to study at home</p>	10'

H. Assessment

Write your own descriptive text based on the picture!



I. Scoring of The Test

Component	Criteria	Score
Content	Excellent to very good (Knowledgeable, substantive relevant to assigned topic)	30 – 27
	Good to average (Some knowledge of subject, adequate range, mostly relevant to topic, but lacks detail)	26 – 22
	Fair to poor (Limited knowledge of subject, little substance, inadequate development of topic)	21 – 17
	Very poor (Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate)	16 – 13
Organization	Excellent to very good (Fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequencing, cohesive)	20 – 18
	Good to average (Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing)	17 – 14
	Fair to poor (Non-fluent, ideas confused or disconnected, lacks logical sequencing and development)	13 – 10
	Very poor (Does not communicate, no organization, or not enough to evaluate)	9 – 7
Vocabulary	Excellent to very good (Sophisticated range, effective word/ idiom)	20 – 18

	choice and usage, word form mastery, appropriate register)	
	Good to average (Adequate range, occasional errors of word/ idiom form, choice, usage but meaning not obscured)	17 – 14
	Fair to poor (Limited range, frequent errors of word/ idiom form, choice, usage, meaning confused or obscured)	13 – 10
	Very poor (Essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate)	9 – 7
Language Use	Excellent to very good (Effective complex constructions, few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions)	25 – 22
	Good to average (Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured)	21 – 18
	Fair to poor (Major problems in simple/ complex constructions, frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/ or fragments, run-ons, deletions, meaning confused or obscured)	17 – 11
	Very poor	10 – 5

	(Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate)	
Mechanics	Excellent to very good (Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing)	5
	Good to average (Occasional errors or spelling, punctuation, capitalization, paragraphing but meaning not obscured)	4
	Fair to poor (Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured)	3
	Very poor (No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate)	2
Total Score		100

LESSON PLAN II
(Experimental Group)

School : MAS PAB Helvetia Medan
Class : X-1
Subject : English
Skill : Writing
Genre : Descriptive Text
Time : 2 x 45 minutes

A. Standard Competence

To understand the meaning of short functional text and simple essay in forms of descriptive in daily life contextual and in order to access knowledge.

B. Basic Competence

To respond meaning of essay in written language form accurately, fluency, and can be accepted in daily life contextual and in order to access knowledge in descriptive.

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D. Teaching Material

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2. Description, which describes about parts, qualities, or characteristic of something or someone in detail.

Language Features:

1. In Descriptive writing, the present tense is predominantly used. The past tense is used to describe something in the past.
2. The used of action verbs are needed in describing especially for describing behaviors.
3. When describing feelings, mental verb are used. Adjective, adverb, and adverbial phrase are used most often.

The Example:

My Hamster



My hamster's name is Gigi, and I love her so much, she's only been in the family for a short while, but it feels like she's been here forever! There are so many words that I can use to describe her with that if somebody were to ask me to only use three words to describe Gigi it would be really hard to do , but if I had to I would say she is very loving, adorable, and sweet. I would say those specific three words because she just is all of those words combined into one very cute hamster.

I like her small body and soft fur. I also like her face. It's true she is very cute!

E. Media

1. Copy of picture and the text

2. English dictionary

F. Learning Strategy

Round Robin Writing Strategy

G. Teaching and Learning Process

No.	Activities	Time
1.	Opening a. Teacher greets the students b. Teacher explains what the class is going to do in the meeting	10'
2.	Main Activities a. Teacher explains about the generic structure and language feature of descriptive text b. Teacher asks the student to sit in group of no more than five people and no more less than two c. Teacher gives each group a pen and each group has only one piece of paper d. Teacher gives a topic discussion from the picture e. Teacher asks one person from each group to start writing about the identification of phenomenon f. Teacher asks the students to pass the paper to the second student who reads what has been written and then continue the text by writing about the description which describe about parts, qualities, or characteristic of something or someone in detail g. The paper is pass now to the third students who read what has been written thus far and then	70'

	<p>also continue the text by writing about the description to complete the information</p> <p>h. Teacher asks students continued passing the text around and writes a successive sequence</p> <p>i. Teacher directs each group for editing on their own writing before collect it to the teacher</p> <p>j. Teacher calls the time and collect the student's paper</p>	
3.	<p>Closing</p> <p>a. Teacher concludes the material of the lesson</p> <p>b. Teacher closes the class and reminds the students to study at home</p>	10'

H. Assessment

Write your own descriptive text based on the picture!



I. Scoring of The Test

Component	Criteria	Score
Content	<p>Excellent to very good (Knowledgeable, substantive relevant to assigned topic)</p>	30 – 27
	<p>Good to average (Some knowledge of subject, adequate range, mostly relevant to topic, but lacks detail)</p>	26 – 22
	<p>Fair to poor</p>	21 – 17

	(Limited knowledge of subject, little substance, inadequate development of topic)	
	Very poor (Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate)	16 – 13
Organization	Excellent to very good (Fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequencing, cohesive)	20 – 18
	Good to average (Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing)	17 – 14
	Fair to poor (Non-fluent, ideas confused or disconnected, lacks logical sequencing and development)	13 – 10
	Very poor (Does not communicate, no organization, or not enough to evaluate)	9 – 7
Vocabulary	Excellent to very good (Sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register)	20 – 18
	Good to average (Adequate range, occasional errors of word/ idiom form, choice, usage but meaning not obscured)	17 – 14
	Fair to poor (Limited range, frequent errors of word/ idiom form, choice, usage, meaning confused or obscured)	13 – 10

	<p>Very poor (Essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate)</p>	9 – 7
Language Use	<p>Excellent to very good (Effective complex constructions, few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions)</p>	25 – 22
	<p>Good to average (Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured)</p>	21 – 18
	<p>Fair to poor (Major problems in simple/ complex constructions, frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/ or fragments, run-ons, deletions, meaning confused or obscured)</p>	17 – 11
	<p>Very poor (Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate)</p>	10 – 5
Mechanics	<p>Excellent to very good (Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing)</p>	5
	<p>Good to average (Occasional errors or spelling, punctuation, capitalization, paragraphing but meaning not</p>	4

	obscured)	
	Fair to poor (Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured)	3
	Very poor (No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate)	2
Total Score		100

APPENDIX F

LESSON PLAN I (Control Group)

School : MAS PAB Helvetia Medan

Class : X-2

Subject : English

Skill : Writing

Genre : Descriptive Text

Time : 2 x 45 minutes

A. Standard Competence

To understand the meaning of short functional text and simple essay in forms of descriptive in daily life contextual and in order to access knowledge.

B. Basic Competence

To respond meaning of essay in written language form accurately, fluency, and can be accepted in daily life contextual and in order to access knowledge in descriptive.

C. Indicator

Students are able to produce descriptive text.

D. Teaching Material

DESCRIPTIVE TEXT

Social Function:

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

Generic Structure:

1. Identification, which identifies phenomenon that will be describe.

2. Description, which describes about parts, qualities, or characteristic of something or someone in detail.

Language Features:

1. In Descriptive writing, the present tense is predominantly used. The past tense is used to describe something in the past.
2. The used of action verbs are needed in describing especially for describing behaviors.
3. When describing feelings, mental verb are used. Adjective, adverb, and adverbial phrase are used most often.

The Example:

My Cat



Gregory is my beautiful gray Persian cat. He walks with pride and grace, performing a dance of disdain as he slowly lifts and lowers each paw with the delicacy of a ballet dancer. His pride, however, does not extend to his appearance, for he spends most of his time indoors watching television and growing fat.

He enjoys TV commercials, especially those for Meow Mix and 9 Lives. His familiarity with cat food commercials has led him to reject generic brands of cat food in favor of only the most expensive brands.

Gregory is as finicky about visitors as he is about what he eats, befriending some and repelling others. He may snuggle up against your ankle, begging to be petted, or he may imitate a skunk and stain your favorite trousers. Gregory does not do this to establish his territory, as many cat experts think, but to humiliate me because he is jealous of my friends.

After my guests have fled, I look at the old fleabag snoozing and smiling to himself in front of the television set, and I have to forgive him for his obnoxious, but endearing, habits.

E. Media

1. Copy of picture and the text
2. English dictionary

F. Teaching and Learning Process

No.	Activities	Time
1.	<p>Opening</p> <ol style="list-style-type: none"> a. Teacher greets the students b. Teacher explains what the class is going to do in the meeting 	10'
2.	<p>Main Activities</p> <ol style="list-style-type: none"> a. Teacher explains about the generic structure and language feature of descriptive text b. Teacher shows the picture to the students c. Teacher asks the students to think about the picture d. Teacher asks the students to write descriptive text based on the picture e. Teacher asks the students to collect their answer sheet 	70'
3.	<p>Closing</p> <ol style="list-style-type: none"> a. Teacher concludes the material of the lesson b. Teacher closes the class and reminds the students to study at home 	10'

G. Assessment

Write your own descriptive text based on the picture!



H. Scoring of The Test

Component	Criteria	Score
Content	Excellent to very good (Knowledgeable, substantive relevant to assigned topic)	30 – 27
	Good to average (Some knowledge of subject, adequate range, mostly relevant to topic, but lacks detail)	26 – 22
	Fair to poor (Limited knowledge of subject, little substance, inadequate development of topic)	21 – 17
	Very poor (Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate)	16 – 13
Organization	Excellent to very good (Fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequencing, cohesive)	20 – 18
	Good to average	17 – 14

	(Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing)	
	Fair to poor (Non-fluent, ideas confused or disconnected, lacks logical sequencing and development)	13 – 10
	Very poor (Does not communicate, no organization, or not enough to evaluate)	9 – 7
Vocabulary	Excellent to very good (Sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register)	20 – 18
	Good to average (Adequate range, occasional errors of word/ idiom form, choice, usage but meaning not obscured)	17 – 14
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	Good to average (Effective but simple constructions, minor problems in complex constructions, several	21 – 18

	errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured)	
	Fair to poor (Major problems in simple/ complex constructions, frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/ or fragments, run-ons, deletions, meaning confused or obscured)	17 – 11
	Very poor (Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate)	10 – 5
Mechanics	Excellent to very good (Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing)	5
	Good to average (Occasional errors or spelling, punctuation, capitalization, paragraphing but meaning not obscured)	4
	Fair to poor (Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured)	3
	Very poor (No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate)	2
Total Score		100

LESSON PLAN II

(Control Group)

School : MAS PAB Helvetia Medan
Class : X-2
Subject : English
Skill : Writing
Genre : Descriptive Text
Time : 2 x 45 minutes

A. Standard Competence

To understand the meaning of short functional text and simple essay in forms of descriptive in daily life contextual and in order to access knowledge.

B. Basic Competence

To respond meaning of essay in written language form accurately, fluency, and can be accepted in daily life contextual and in order to access knowledge in descriptive.

C. Indicator

Students are able to produce descriptive text.

D. Teaching Material

DESCRIPTIVE TEXT

Social Function:

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

Generic Structure:

1. Identification, which identifies phenomenon that will be describe.

2. Description, which describes about parts, qualities, or characteristic of something or someone in detail.

Language Features:

1. In Descriptive writing, the present tense is predominantly used. The past tense is used to describe something in the past.
2. The used of action verbs are needed in describing especially for describing behaviors.
3. When describing feelings, mental verb are used. Adjective, adverb, and adverbial phrase are used most often.

The Example:

My Hamster



My hamster's name is Gigi, and I love her so much, she's only been in the family for a short while, but it feels like she's been here forever! There are so many words that I can use to describe her with that if somebody were to ask me to only use three words to describe Gigi it would be really hard to do , but if I had to I would say she is very loving, adorable, and sweet. I would say those specific three words because she just is all of those words combined into one very cute hamster.

I like her small body and soft fur. I also like her face. It's true she is very cute!

E. Media

1. Copy of picture and the text

2. English dictionary

F. Teaching and Learning Process

No.	Activities	Time
1.	Opening a. Teacher greets the students b. Teacher explains what the class is going to do in the meeting	10'
2.	Main Activities a. Teacher explains about the generic structure and language feature of descriptive text b. Teacher shows the picture to the students c. Teacher asks the students to think about the picture d. Teacher asks the students to write descriptive text based on the picture e. Teacher asks the students to collect their answer sheet	70'
3.	Closing a. Teacher concludes the material of the lesson b. Teacher closes the class and reminds the students to study at home	10'

G. Assessment

Write your own descriptive text based on the picture!



H. Scoring of The Test

Component	Criteria	Score
Content	Excellent to very good (Knowledgeable, substantive relevant to assigned topic)	30 – 27
	Good to average (Some knowledge of subject, adequate range, mostly relevant to topic, but lacks detail)	26 – 22
	Fair to poor (Limited knowledge of subject, little substance, inadequate development of topic)	21 – 17
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Organization	Excellent to very good (Fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequencing, cohesive)	20 – 18
	Good to average (Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing)	17 – 14
	Fair to poor (Non-fluent, ideas confused or disconnected, lacks logical sequencing and development)	13 – 10
	Very poor (Does not communicate, no organization, or not enough to evaluate)	9 – 7
Vocabulary	Excellent to very good (Sophisticated range, effective word/ idiom)	20 – 18

	choice and usage, word form mastery, appropriate register)	
	Good to average (Adequate range, occasional errors of word/ idiom form, choice, usage but meaning not obscured)	17 – 14
	Fair to poor (Limited range, frequent errors of word/ idiom form, choice, usage, meaning confused or obscured)	13 – 10
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	Very poor	10 – 5

	(Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate)	
Mechanics	Excellent to very good (Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing)	5
	Good to average (Occasional errors or spelling, punctuation, capitalization, paragraphing but meaning not obscured)	4
	Fair to poor (Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured)	3
	Very poor (No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate)	2
Total Score		100

APPENDIX G**THE STUDENTS' INITIAL AND REAL NAME
OF EXPERIMENTAL GROUP (X-1)**

No	Initial Name	Real Name
1	AIN	Ahmad Irfan Nst
2	AAY	Aji Akbar Yustito
3	AAL	Amanda Agustina Lbs
4	BDP	Bagus Dwi Putra
5	CSH	Chandra Sentosa Hrp
6	DP	Diah Pramesti
7	DF	Dian Fahmi
8	DHL	Duriatun Habib Lutvia
9	EWN	Eka Widya Ningsih
10	EF	Era Fazirah
11	FA	Fiqri Alviansyah
12	IFIS	Ihza Fachrul Imam S
13	KAL	Kiki Ardiansyah Lbs
14	LAN	Latifah Aini Nst
15	M	Melysa
16	MA	Muhammad Aditya
17	MIN	Muhammad Ilham Nst
18	MRR	Muhammad Rizky Ramadhan
19	MSR	Muhammad Sahrul R
20	NA	Najimi Arisyi
21	NF	Nur Fadila
22	NJP	Nur Janna Pane
23	NAN	Nurwinda Aulia Nst
24	PAKS	Putri Ayu Kurnia Sari
25	QA	Qurratul A'yun
26	RP	Rahmatsyah Putra

27	RL	Rudi Luqman
28	SS	Safira Sultanah
29	SRAL	Siti Rahmah Afroh Lbs
30	S	Susanti

APPENDIX H

THE STUDENTS' INITIAL AND REAL NAME OF CONTROL GROUP (X-2)

No	Initial Name	Real Name
1	AMP	Abdi Mahabbah P
2	AD	Afuza Dalila
3	ADH	Ahmad Dhani Harahap
4	AS	Arbima Suhari
5	BS	Bayu Syahputra
6	DPA	Delvi Putri Agustin
7	DPS	Dian Permata Sari
8	ES	Elsa Savitri
9	FR	Fahrul Rozi
10	IAA	Iga Aulia Afrillani
11	K	Khairunnisa'
12	LS	Laily Shofa
13	LS	Legianto Siregar
14	M	Mayadhita
15	MH	Miftahul Husni
16	M	Muchlisin
17	MARH	Muhammad Adjie Rizky Hsb
18	MIS	Muhammad Iwan Syahputra
19	NAMS	Nur Arsih Melinda
20	N	Nurhaniyah
21	NIB	Nurul Ilmi Bukit
22	PESN	Putri Elvita Sari Nst
23	RA	Rafida Adilla
24	RNF	Risa Nur Fadillah
25	RA	Rofi Amirza
26	SS	Safrida Sari

27	SR	Septian Syahrozy
28	SM	Siti Marhamah
29	SN	Siti Nurhalizah
30	SR	Suci Ramadhani

APPENDIX I

THE CRITICAL VALUE LILIEFORS TEST

Ukuran Sampel	Taraf Nyata (α)				
	0,01	0,05	0,10	0,15	0,20
n = 4	0,417	0,381	0,352	0,319	0,300
5	0,405	0,337	0,315	0,299	0,285
6	0,364	0,319	0,294	0,277	0,265
7	0,348	0,300	0,276	0,258	0,247
8	0,331	0,285	0,261	0,244	0,233
9	0,311	0,271	0,249	0,233	0,223
10	0,294	0,258	0,239	0,022	0,215
11	0,284	0,249	0,230	0,217	0,206
12	0,275	0,242	0,223	0,212	0,199
13	0,268	0,234	0,214	0,202	0,190
14	0,261	0,227	0,207	0,194	0,183
15	0,257	0,220	0,201	0,187	0,177
16	0,250	0,213	0,195	0,182	0,173
17	0,245	0,206	0,189	0,177	0,169
18	0,239	0,200	0,184	0,173	0,166
19	0,235	0,195	0,179	0,169	0,163
20	0,231	0,190	0,174	0,166	0,160
25	0,200	0,173	0,158	0,147	0,142
30	0,187	0,161	0,144	0,136	0,131
n > 30	$\frac{1,031}{\sqrt{n}}$	$\frac{0,886}{\sqrt{n}}$	$\frac{0,805}{\sqrt{n}}$	$\frac{0,768}{\sqrt{n}}$	$\frac{0,736}{\sqrt{n}}$

Source: Sudjana. *Metoda Statistika*. Bandung: Tarsito, 2002

APPENDIX J

TABLE OF F DISTRIBUTION

(Bilangan Dalam Badan Daftar Menyatakan:

F_p : Baris Atas untuk $p = 0,05$ dan Baris Bawah untuk $p = 0,01$)

$v_2 =$ dik penyebut	$v_1 =$ dik pembilang																								
	1	2	3	4	5	6	7	8	9	10	11	12	14	16	20	24	30	40	50	75	100	200	500	∞	
1	161	200	216	225	230	234	237	239	241	242	243	244	245	246	248	249	250	251	252	253	253	254	254	254	
2	18,51	19,00	19,16	19,25	19,30	19,33	19,36	19,37	19,38	19,39	19,40	19,41	19,42	19,43	19,44	19,44	19,45	19,46	19,47	19,48	19,49	19,49	19,50	19,50	
3	10,13	9,55	9,28	9,12	9,01	8,94	8,88	8,84	8,81	8,78	8,76	8,74	8,71	8,69	8,66	8,64	8,62	8,60	8,58	8,57	8,56	8,54	8,54	8,52	
4	7,17	6,94	6,59	6,39	6,26	6,16	6,09	6,04	6,00	5,96	5,93	5,91	5,87	5,84	5,80	5,77	5,74	5,71	5,70	5,68	5,66	5,65	5,64	5,63	
5	6,61	5,79	5,41	5,19	5,05	4,95	4,88	4,82	4,78	4,74	4,70	4,68	4,64	4,60	4,56	4,53	4,50	4,46	4,44	4,42	4,40	4,38	4,37	4,36	
6	5,99	5,14	4,76	4,53	4,39	4,28	4,21	4,15	4,10	4,06	4,03	4,00	3,96	3,92	3,87	3,84	3,81	3,77	3,75	3,72	3,71	3,69	3,68	3,67	
7	5,59	4,74	4,35	4,12	3,97	3,87	3,79	3,73	3,68	3,63	3,60	3,57	3,52	3,49	3,44	3,41	3,38	3,34	3,32	3,29	3,28	3,25	3,24	3,23	
8	5,32	4,46	4,07	3,84	3,69	3,58	3,50	3,44	3,39	3,34	3,31	3,28	3,23	3,20	3,15	3,12	3,08	3,05	3,03	3,00	2,98	2,96	2,94	2,93	
9	5,12	4,26	3,86	3,63	3,48	3,37	3,29	3,23	3,18	3,13	3,10	3,07	3,02	2,98	2,93	2,90	2,86	2,82	2,80	2,77	2,76	2,73	2,72	2,71	
10	4,96	4,80	3,71	3,48	3,33	3,22	3,14	3,07	3,02	2,97	2,94	2,91	2,86	2,82	2,77	2,74	2,70	2,67	2,64	2,61	2,59	2,56	2,55	2,54	
11	4,84	3,98	3,59	3,36	3,20	3,09	3,01	2,95	2,90	2,86	2,82	2,79	2,74	2,70	2,65	2,61	2,57	2,53	2,50	2,47	2,45	2,42	2,41	2,40	
12	4,75	3,88	3,49	3,26	3,11	3,00	2,92	2,85	2,80	2,76	2,72	2,69	2,64	2,60	2,54	2,50	2,46	2,42	2,40	2,36	2,35	2,32	2,31	2,30	
13	4,67	3,80	3,41	3,18	3,02	2,92	2,84	2,77	2,72	2,67	2,63	2,60	2,55	2,51	2,46	2,42	2,38	2,34	2,32	2,28	2,26	2,24	2,22	2,21	
14	4,60	3,74	3,34	3,11	2,96	2,85	2,77	2,70	2,65	2,60	2,56	2,53	2,48	2,44	2,39	2,35	2,31	2,27	2,24	2,22	2,19	2,16	2,14	2,13	
15	4,54	3,68	3,29	3,06	2,90	2,79	2,70	2,64	2,59	2,55	2,51	2,48	2,43	2,39	2,33	2,29	2,25	2,21	2,18	2,15	2,12	2,10	2,06	2,07	
16	4,49	3,63	3,24	3,01	2,85	2,74	2,66	2,59	2,54	2,49	2,45	2,42	2,37	2,33	2,28	2,24	2,20	2,16	2,13	2,09	2,07	2,04	2,02	2,01	
17	4,45	3,59	3,20	2,96	2,81	2,70	2,62	2,55	2,50	2,45	2,41	2,38	2,33	2,29	2,23	2,19	2,15	2,11	2,08	2,04	2,02	1,99	1,97	1,96	
18	4,41	3,55	3,16	2,93	2,77	2,66	2,58	2,51	2,46	2,41	2,37	2,34	2,29	2,25	2,19	2,15	2,11	2,07	2,04	2,00	1,98	1,96	1,93	1,92	
19	4,38	3,52	3,13	2,90	2,74	2,63	2,55	2,48	2,43	2,38	2,34	2,31	2,26	2,22	2,15	2,11	2,07	2,02	2,00	1,96	1,94	1,91	1,88	1,88	
20	4,35	3,49	3,10	2,87	2,71	2,60	2,52	2,45	2,40	2,35	2,31	2,26	2,23	2,18	2,12	2,08	2,04	1,99	1,96	1,92	1,90	1,87	1,85	1,84	
21	4,32	3,47	3,07	2,84	2,68	2,57	2,49	2,42	2,37	2,32	2,28	2,25	2,20	2,15	2,09	2,05	2,00	1,96	1,93	1,89	1,87	1,84	1,82	1,81	
22	4,30	3,44	3,05	2,82	2,66	2,55	2,47	2,40	2,35	2,30	2,26	2,23	2,18	2,13	2,07	2,03	1,98	1,93	1,91	1,87	1,84	1,81	1,80	1,78	
23	4,28	3,42	3,03	2,80	2,64	2,53	2,45	2,38	2,33	2,28	2,24	2,20	2,14	2,10	2,04	2,00	1,96	1,91	1,88	1,84	1,82	1,79	1,77	1,76	
24	4,26	3,40	3,01	2,78	2,62	2,51	2,43	2,36	2,30	2,26	2,22	2,18	2,13	2,09	2,02	1,98	1,94	1,89	1,86	1,82	1,80	1,76	1,74	1,73	
25	4,24	3,38	2,99	2,76	2,60	2,49	2,41	2,34	2,28	2,24	2,20	2,16	2,11	2,06	2,00	1,96	1,92	1,87	1,84	1,80	1,77	1,74	1,72	1,71	
	7,77	5,57	4,68	4,18	3,86	3,63	3,46	3,32	3,21	3,13	3,05	2,99	2,89	2,81	2,70	2,62	2,54	2,45	2,40	2,32	2,29	2,23	2,19	2,17	

APPENDIX K**PERCENTAGE POINTS OF T DISTRIBUTION**

DF	A	0.80	0.90	0.95	0.98	0.99	0.995	0.998	0.999
	P	0.20	0.10	0.05	0.02	0.01	0.005	0.002	0.001
1		3.078	6.314	12.706	31.820	63.657	127.321	318.309	636.619
2		1.886	2.920	4.303	6.965	9.925	14.089	22.327	31.599
3		1.638	2.353	3.182	4.541	5.841	7.453	10.215	12.924
4		1.533	2.132	2.776	3.747	4.604	5.598	7.173	8.610
5		1.476	2.015	2.571	3.365	4.032	4.773	5.893	6.869
6		1.440	1.943	2.447	3.143	3.707	4.317	5.208	5.959
7		1.415	1.895	2.365	2.998	3.499	4.029	4.785	5.408
8		1.397	1.860	2.306	2.897	3.355	3.833	4.501	5.041
9		1.383	1.833	2.262	2.821	3.250	3.690	4.297	4.781
10		1.372	1.812	2.228	2.764	3.169	3.581	4.144	4.587
11		1.363	1.796	2.201	2.718	3.106	3.497	4.025	4.437
12		1.356	1.782	2.179	2.681	3.055	3.428	3.930	4.318
13		1.350	1.771	2.160	2.650	3.012	3.372	3.852	4.221
14		1.345	1.761	2.145	2.625	2.977	3.326	3.787	4.140
15		1.341	1.753	2.131	2.602	2.947	3.286	3.733	4.073
16		1.337	1.746	2.120	2.584	2.921	3.252	3.686	4.015
17		1.333	1.740	2.110	2.567	2.898	3.222	3.646	3.965
18		1.330	1.734	2.101	2.552	2.878	3.197	3.610	3.922
19		1.328	1.729	2.093	2.539	2.861	3.174	3.579	3.883
20		1.325	1.725	2.086	2.528	2.845	3.153	3.552	3.850
21		1.323	1.721	2.080	2.518	2.831	3.135	3.527	3.819
22		1.321	1.717	2.074	2.508	2.819	3.119	3.505	3.792
23		1.319	1.714	2.069	2.500	2.807	3.104	3.485	3.768

24			1.318	1.711	2.064	2.492	2.797	3.090	3.467	3.745
25			1.316	1.708	2.060	2.485	2.787	3.078	3.450	3.725
26			1.315	1.706	2.056	2.479	2.779	3.067	3.435	3.707
27			1.314	1.703	2.052	2.473	2.771	3.057	3.421	3.690
28			1.313	1.701	2.048	2.467	2.763	3.047	3.408	3.674
29			1.311	1.699	2.045	2.462	2.756	3.038	3.396	3.659
30			1.310	1.697	2.042	2.457	2.750	3.030	3.385	3.646
31			1.309	1.695	2.040	2.453	2.744	3.022	3.375	3.633
32			1.309	1.694	2.037	2.449	2.738	3.015	3.365	3.622
33			1.308	1.692	2.035	2.445	2.733	3.008	3.356	3.611
34			1.307	1.691	2.032	2.441	2.728	3.002	3.348	3.601
35			1.306	1.690	2.030	2.438	2.724	2.996	3.340	3.591
36			1.306	1.688	2.028	2.434	2.719	2.991	3.333	3.582
37			1.305	1.687	2.026	2.431	2.715	2.985	3.326	3.574
38			1.304	1.686	2.024	2.429	2.712	2.980	3.319	3.566
39			1.304	1.685	2.023	2.426	2.708	2.976	3.313	3.558
40			1.303	1.684	2.021	2.423	2.704	2.971	3.307	3.551
42			1.302	1.682	2.018	2.418	2.698	2.963	3.296	3.538
44			1.301	1.680	2.015	2.414	2.692	2.956	3.286	3.526
46			1.300	1.679	2.013	2.410	2.687	2.949	3.277	3.515
48			1.299	1.677	2.011	2.407	2.682	2.943	3.269	3.505
50			1.299	1.676	2.009	2.403	2.678	2.937	3.261	3.496
60			1.296	1.671	2.000	2.390	2.660	2.915	3.232	3.460
70			1.294	1.667	1.994	2.381	2.648	2.899	3.211	3.435
80			1.292	1.664	1.990	2.374	2.639	2.887	3.195	3.416
90			1.291	1.662	1.987	2.369	2.632	2.878	3.183	3.402
100			1.290	1.660	1.984	2.364	2.626	2.871	3.174	3.391

120			1.289	1.658	1.980	2.358	2.617	2.860	3.160	3.373
150			1.287	1.655	1.976	2.351	2.609	2.849	3.145	3.357
200			1.286	1.652	1.972	2.345	2.601	2.839	3.131	3.340
300			1.284	1.650	1.968	2.339	2.592	2.828	3.118	3.323
500			1.283	1.648	1.965	2.334	2.586	2.820	3.107	3.310
∞			1.282	1.645	1.960	2.326	2.576	2.807	3.090	3.291

APPENDIX L

DOCUMENTATION



Pict 1. The students of experimental group are doing pre test



Pict 2. The researcher gives pre test paper to the students of control group



Pict 3. The students of experimental group are making descriptive text by using Round Robin writing strategy in a group



Pict 4. The researcher asks every group to show their paper



Pict 5. One of the students in a group is writing her ideas



Pict 6. The researcher is giving explanation about descriptive text to the students of control group



Pict 7. The students of experimental group are doing post test



Pict 8. The students of control group are doing post test