

**THE USING OF ROUND ROBIN STRATEGY ON
STUDENTS' WRITING DESCRIPTIVE TEXT AT TENTH
GRADE STUDENTS OF SMK DAARUL JALAL ASAHAN IN
2021/2022 ACADEMIC YEAR**

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ABSTRACT

This research was intended to find out the empirical evidence of the students' achievement in writing descriptive text by using Round Robin Strategy at tenth grade of SMK Daarul Jalal Asahan. This research was experimental research. The population of this research was all students of class X of SMK Daarul Jalal Asahan the sample of this research were taken from 20 students of experimental group (class X-1) and 20 students of control group (class X-2). The instrument for collecting data was a test. The data was analyzed by using t-test formula. From this analysis, the mean of experimental group was 80 and the mean of control group was 72,25. This research found that using Round Robin Strategy has significant effect in writing ability. It can be proved by the result of the analysis that $t_{score} (t_o) = 4,51$ was higher than the $t_{table} (t_t) = 2,042$ with the significant 0,05. So, H_a is accepted. In the other word, the using of Round Robin Strategy more effective and more significant than using conventional method.

Key words : Round Robin Strategy, Descriptive Text, Writing

INTRODUCTION

Writing is a type of productive language competence. A writer's ability to communicate with a reader or a group of readers is referred to as communication skills. Writing is a difficult skill to masters in because it requires study and practice. The skill required to engage in writing activities are defined as productive activity. As a result,

writing is a usefulness. When a writer is in the middle of a process of writing activity, they will develop a variety of writing elements. We might infer that writing requires a lot of effort and is never simple.

Descriptive text is a type of functional text that is difficult for students to understand. A descriptive text is one that describes the characteristics of someone, something, or a particular location. An introduction

and a description make into a descriptive text. In descriptive writing texts, students can utilize the simple present with an adjective clause. Students frequently encounter challenges when creating descriptive texts. Students frequently find it challenging to arrange their thoughts. Furthermore, many students committed blunders and struggled to develop and enhance their imagination.

There are a few methods or strategies for teaching writing. Round robin strategy is one of the options. Round-robin is a cooperative learning strategy in which students take turns submitting answers in a group. The round robin strategy is a good way to get students to express themselves and develop ideas for each other in a more concise manner. The importance of using Round Robin to teach writing is that students can share information with their peers. They can assist their peers in writing strong paragraphs, and students will have a better understanding of the content.

Based on the observation and interviewed in SMK Daarul Jalal Asahan, it got that the teaching writing has been taught with old strategy. First, the teacher demonstrates the content that is descriptive paragraphs and then discusses the elements of descriptive paragraphs such as purpose, organization, and language features. The last, the teacher asked the students to make a descriptive text about something. But, the students faced struggle to make descriptive paragraphs. The

students lacked a clear understand of how to recognize descriptive language and how to describe people, places, and things in an English writing text based on the generic structures and the language features. They do not know how to compose paragraphs or essays to express their thoughts and often unsure of what to write and how to organize a good paragraph especially in descriptive text.

Regarding on the background of the research above, the formula of the problem was “ Is there any significant effect of Round Robin Strategy on Students’ Writing Descriptive Text at Tenth Grade Students of SMK Daarul JalalAsahan in 2021/2022 academic Year?”

REVIEW OF RELATED LITERATURE

Writing

There are some definition conducted by expert about Writing. Such as (Linse, 2005), she said that writing is the process of generating ideas, deciding how to convey them, and organizing them into statements and a text that is understandable to the reader. It

Furthermore, according to Grahan and Perin in (Susanto, 2016), writing is an activity that involves the use of written language. Writing activity is a vital measure of language skill as well as the fundamental ability to study a variety of subjects, and it has an impact on national quality and educational success.

In Addition, Oshima and Hogue in (Alicia et al., n.d., 2015) stated that writing is a process, not a product. Prewriting, planning, writing and revising a draft, and writing the final content are all part of the process.

Based on some definition above, it can be concluded that writing is an

activity

in which words are combined to make a meaningful message that the writer wishes to convey to the audience. In general, a writer can convey information and message to readers.

Descriptive Text

Setiadi in (Saputra, 2020) stated that A description is a piece of writing that describes a person's, place's, or thing's attributes. It refers to both living and non- living things, such as animals, towns, and structures.

While Dirgeyasa in (Maudina, 2017) also stated that descriptive is also considered text in composition. It's a piece of writing in which the author strives to conjure up a mental image of an object for the audience. It doesn't matter what the object is. It can be a physical object such as a person, an animal, a plant, an automobile, or anything else.

In addition, Syafi'i in (Wiranda, 2013) stated that a descriptive paragraph discusses ideas and examples related to a specific topic. When writing a description, the writer should structure their sentences to include details that reflect the objects being described.

Based on some definitions above, it can be concluded that a descriptive paragraph is a type of paragraph used to demonstrate or describe how a subject appears, sounds, feels, tastes, and smells as though the reader can see the

object being described directly.

Round Robin Strategy

Round Robin strategy was developed by (Kagan & Kagan, 2009) which allows students to respond in turn to questions. This means that each group member will have a chance to respond to the teacher's material.

Jacob and Bell in (James Ayodele, 2013) also stated that Robin Strategy demands the students respond in writing, and the teacher simply monitors the class. Each student responds or writes in turn, allowing the teachers to keep track of engagement.

In other hand, (Gionnela and Green, 2012) stated that round-robin strategy is one in which each group member provides an idea to the group in a methodical round-the-group manner. Each participant must wait for his or her time to write.

Based on some definitions above, it can be concluded that Round Robin strategy demands the students to respond to a subject or a problem by presenting their thoughts openly in turn. In this situation, the concepts could be employed to create a good paragraph.

METHODOLOGY OF THE RESEARCH

The subject of the research was a descriptive text in tenth grade students of SMK Daarul Jalal Asahan in 2021/2022 academic year.

The place of the research was held in SMK Daarul Jalal Asahan, which is located on Syech Silau Street, Banjar, Air Joman, Asahan, North Sumatra on March- April 2022.

In this research, the research used quantitative method with experimental research. According to (Creswell, 2014), when the author intends to establish a probable cause

and effect relationship between the independent and dependent variables, he or she will conduct experimental study. In this research, the author employed a quasi-experimental design with a non-equivalent control group to determine the effect of using Round Robin Strategy on students' writing descriptive text at tenth grade students of SMK Daarul Jalal Asahan in 2021/2022 academic year.

In this research, the research employed an experimental design with two classes: Class X 1 was designated as the experimental class, whereas Class X 2 was designated as the control class. The sample size were 40 students, including 20 students as an experimental group and 20 students as a control group. The research included samples from grades X 1 and X 2 of Office Management Automation Department.

RESULT AND DISCUSSION

Finding

From the data, it showed that students' score in pre-test was lower than post test in experimental group. The mean of students' score in pre-test was 62,75. After giving treatment of Round Robin Strategy, it was increase 17,25 % and the score mean was being 80 in post-test.

While in control group, it showed that students' score in pre-test was lower than post test. The mean of students' score in pre-test was 57,75. After giving treatment of conventional

method, it was increase 14,5 % and the score mean was being 72,25 in post-test.

After analyzing the data into t-test, the score was 4,51. If this consulted to critical score product moment degree of freedom (df) $N_1 + N_2 - 2$ or $20 + 20 - 2 = 38$. So, the critical score of t-table with the significant 0,05 was 2,042. So, it concludes that $t_{score} > t_{table}$.

Discussion

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

This research showed some students' writing that represented pre-test and post-test experimental class when the students write. The researcher takes 2 students as representation who has different ability are students DA and R. The first is DA, who has low ability. From this student test in pre-test, his main content/idea got score 1. In his organization, the score was 2. The score of vocabulary was 2. The language use was 2. And the mechanic was 2. The total score was 9 where in the rubric score that I used it means that the score was 45. After giving the treatment, the student got the high score in post-test, because the score was 3 in content, the organization was 3. The vocabulary was 2. The language use was 3. And the mechanic was 2. The total score was 16 where it means 65.

The second is R who has high ability. She got 80 in pre-test and 90 in post-test.

In control class, this research

would show two students, they are APR and HSA. The first is APR who has low ability. She got 40 in pre-test and 65 in post-test. While HSA who has higher ability he had score 70 in pre-test and 80 in post-test.

This research found the increasing of students' writing ability in control class, although the increasing of experimental class was higher than control class. From the data, the mean score of pre-test and post-test in experimental class was $62.75 < 80$, while the mean score of pre-test and posttest in control class was $57.75 < 72.25$. The increasing in control class is due to the appreciation of students in learning taught by researchers. Students were very active in learning. They were very enthusiastic about participating in learning so their learning result also increases even though it is not like an experimental class.

CONCLUSION

Based on the result of the research and discussion that has been presented in the previous chapter, it can be concluded that teaching writing descriptive text by using round robin strategy is effective to improve the students' writing ability. There are significant differences in learning outcomes of the students who learned writing by using round robin strategy with the students who studied without round robin strategy.

From the calculation, it found that $t_{score} 4,51$ whereas the

$t_{table} = 2.042$. it shows that students' achievement in writing descriptive text by using Round Robin strategy was significant at 0,05. From the result, this reserach found that there was sifnificant of the students'

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

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