

**THE EFFECT OF USING ROUNDROBIN STRATEGY  
TOWARD WRITING ABILITY ON DESCRIPTIVE  
PARAGRAPS OF THE FIRST YEAR STUDENTS  
AT SMA MUHAMMADIYAH 1 PEKANBARU**



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PEKANBARU  
1434 H/2013 M**

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Thesis

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for Getting Bachelor Degree of Education  
(S.Pd.)



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## ABSTRAK

**Puti Wiranda (2013). Pengaruh Penggunaan Strategi RoundRobin terhadap Kemampuan Siswa dalam Menulis Deskriptif Paragraf pada Siswa Kelas Satu SMA Muhammadiyah 1 Pekanbaru.**

Penelitian ini dilaksanakan untuk mengetahui apakah terdapat pengaruh yang signifikan dalam penggunaan strategi RoundRobin terhadap kemampuan siswa dalam menulis Deskriptif paragraf pada siswa kelas satu SMA Muhammadiyah 1Pekanbaru. Dalam hal ini, penulis mengharapkan untuk menemukan sebuah strategi yang bagus untuk meningkatkan kemampuan siswa dalam menulis deskriptif paragraf dengan menggunakan RoundRobin Strategy.

Penulis mengangkat rumusan masalah yang akan di jawab dengan menggunakan penelitian kuantitatif. Jenisnya adalah kuasi eksperimen yang menggunakan rancangan kelompok-kontrol nonekuivalen. Populasi dari penelitian ini adalah siswa kelas satu SMA Muhammadiyah 1Pekanbaru di tahun akademik 2012-2013 yang terdiri dari 192 siswa. Sampel dalam penelitian ini diambil dengan menggunakan cluster sampling yang dipilih secara acak, jadi penulis mengambil kelas X1 dan X2 sebagai sampel dalam penelitian ini.

Hasil analisis data dengan menggunakan SPSS 19 menunjukkan bahwa *t*-observasi lebih tinggi dibandingkan dengan *t*-table. Dapat disimpulkan bahwa hypothesis nol ( $H_0$ ) ditolak dan hypothesis alternatif ( $H_a$ ) diterima yang menunjukkan nilai  $2,01 < 8,101 > 2,68$ . Dengan kata lain, ada pengaruh yang signifikan dalam penggunaan strategi RoundRobin terhadap kemampuan siswa dalam menulis deskriptif paragraph pada siswa kelas satu SMA Muhammadiyah 1 Pekanbaru.

## ABSTRACT

**Puti Wiranda (2013). The Effect of Using RoundRobin Strategy toward Writing Ability on Descriptive Paragraphs of the First Year Students at SMA Muhammadiyah 1 Pekanbaru.**

This research was conducted to find out whether there is significant effect of using RoundRobin Strategy toward writing ability on descriptive paragraphs of the first year students at SMA Muhammadiyah 1 Pekanbaru. In this case, the writer expected to find a good strategy in order to improve the students' writing ability on descriptive paragraphs by applying RoundRobin Strategy.

The writer carried out the formulation of the problem that would be answered by using quantitative research. That was quasy-experimental research by using non-equivalent control group design. The population of this research was the first year students of SMA Muhammadiyah 1 Pekanbaru in 2012-2013 academic years which consisted of 192 students. The sample of this research was taken by using cluster sampling which was randomly selected, so the writer took X1 and X2 as the sample for this research.

The result of analyzing the data by using SPSS 19 shows that t-observation was higher than t-table. In conclusion, null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted which showed  $2.01 < 8.101 > 2.68$ . In other words, there was significant effect of using RoundRobin Strategy toward writing ability on descriptive paragraphs of the first year students at SMA Muhammadiyah 1 Pekanbaru.

## المخلص

فوتي ويراندا (٢٠١٣) : تأثير إستخدام إستراتيجيات روندروبين الى لقدرة طلاب في كتابة الفقرات الوصفية في الصف الأول با لمدرسة عالية المحمدية واحدة بيكانبارو

أجريت هذه الدراسة لتحديد ما إذا كانت هناك تأثير كبير في استخدام استراتيجيات روندروبين على قدرة الطلاب في يكتب الفقرات الوصفية في الصف الأول في لمدرسة عالية المحمدية واحدة بيكانبارو. في هذه الحالة، يتوقع الكاتب أن إيجاد استراتيجية جيدة لتحسين قدرة الطلاب في كتابة فقرة وصفية باستخدام استراتيجية روندروبين.

أثار المؤلف صياغة المشكلة التي سوف يتم الرد عليها عن طريق استخدام البحث الكمي. نوع هو تصميم شبه تجريبي يستخدم مجموعات المراقبة غير ما يعادها. سكان هذه البحوث هو طالب الصف الأول في لمدرسة عالية المحمدية واحدة بيكانبارو في العام الدراسي ٢٠١٢-٢٠١٣ يتكون من ١٩٢ طالب وطالبة. وتم أخذ العينات باستخدام العينة العنقودية من اختيارها عشوائياً، لذلك اتخذوا وضعت فئة X1 و X2 كما العينة في هذه الدراسة.

نتائج تحليل البيانات باستخدام SPSS ١٩ يظهر أن تي المراقبة هي أعلى من الجداول تي. يمكن أن نخلص إلى أن فرضية العدم (هو) مرفوض وتلقي فرضية بديلة (ها) الذي يشير إلى قيمة  $0.1, 2 < 1.01, 8$ . بمعنى أخرى، هناك تأثير كبير في استخدام استراتيجيات روندروبين على قدرة الطلاب في كتابة فقرة وصفية على طلاب الصف الأول في لمدرسة عالية المحمدية واحدة بيكانبارو.

تأثير استخدام إستراتيجيات رُونْدروبن إلى لُقْدرة الطُّلاب في  
كتابة الفقرات الوصفية في الصفِّ لأوَّل بالمدرسة عالية المحمديَّة  
واحدة بيكانبارو

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# CHAPTER 1

## INTRODUCTION

### **A. Background of the Problem**

English is one of the important subjects that should be taken by the students of senior high school. In order to master this subject, students should know four language skills: listening, speaking, reading and writing. Understanding English grammar and vocabulary is also needed by students to develop these skills because it is the basic of English language. English, as a language, is usually used to communicate and share information to other people around the world. So, by learning English, the students are expected to be able to communicate in the target language fluently and contextually.

Oshima and Hogue said that writing is not easy, because it takes study and practice to develop this skill.<sup>1</sup> According to Savignon in Murcia, the skills needed to engage in writing activities are described subsequently as productive ones.<sup>2</sup> So, writing is a productive language skill. Here, the writer will produce many aspects of writing when they are in the process of writing. We can conclude that writing really needs process and it is never becoming an easy work.

A good writing can not be produced if the writer does not have enough ability in both grammar and vocabulary. Halliday in Nunan has pointed out that

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<sup>1</sup> Alice Oshima and Ann Hogue, *Writing Academic English [Third Edition]*, (New York: Addison Wesley Longman, 1999) pg. 3

<sup>2</sup> Marianne Celce Murcia, *Teaching English as a Second or Foreign Language [third edition]*, (Boston: Heinle & Heinle, 2001) Pg. 14

speech is no less structured or complex than writing.<sup>3</sup> We can consider the complexity of written language from the level of the clause used and also from the lexical density of written paragraph. Here, in the process of writing, the writer also has to consider many aspects - such as content, organization, vocabulary, language use, and mechanics - in order to make a good writing result.

The reasons for teaching writing for students of English as a foreign language include reinforcement, language development, learning style, and, most importantly, writing as a skill in its own right.<sup>4</sup> It means that most of the students get benefit greatly from seeing the language written down, so they aware of writing as one of basic skills in English and use writing as style for learning English. Teaching writing is intended to make students aware of some writing's special conventions (punctuation, paragraph construction, etc) and also how to pronounce spoken English appropriately.

There are probably nearly many reason and purpose why people studying a foreign language especially learning writing that stated by Leaver. The reasons could be gaining skills for a job, gaining access to foreign bodies of knowledge, traveling abroad, studying abroad, working abroad, school requirement, personal edification, interest in linguistics, parental influence, becoming familiar with their heritage, understanding people in their neighborhood, and maintaining

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<sup>3</sup> David Nunan, *Language Teaching Methodology: A Textbook for Teacher*, (New York: Prentice Hall, 1991) pg. 85

<sup>4</sup> Jeremy Harmer, *How to Teach English*, (Harlow: Pearson Education Limited, 2000) pg. 79

knowledge.<sup>5</sup> Thus, there are many reasons why students need to learn English, especially writing skill.

In order to accomplish students' needs toward writing, School based curriculum (KTSP) provides writing as one of the skills in mastering English that have to be taught and learned in Senior High School. SMA Muhammadiyah 1 Pekanbaru is one of the schools that also uses KTSP as the guidance in teaching and learning process.

Based on School-Based Curriculum (KTSP), writing skill for Senior High School has two basic competences that should be achieved by the students at the first year at the second semester. First, the students are able to express the meaning of short functional written paragraph (for example: announcement, advertisement, invitation card, etc) accurately, fluently and contextually to interact in daily life context. Second, the students are able to express the meaning and rhetorical step of simple essay accurately, fluently, and contextually to interact in daily life context in term of narrative text, descriptive text and news item. Meanwhile, the students are strived to be able to arrange the descriptive essay.<sup>6</sup>

In the process of language teaching and learning, there are three phase stages of teaching usually used by the teacher, it is called PPP.<sup>7</sup> Presentation shows how language is used and formed through a story or dialogue which needs the roles of teacher more than other stages. Practice usually consists of some

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<sup>5</sup> Betty Lou Leaver, Madeline Ehrman, and Boris Shekhtman, *Achieving Success in Second Language Acquisition*, (New York: Cambridge University Press, 2005) pg. 4

<sup>6</sup> Badan Standar Nasional Pendidikan, *Standar Isi untuk Satuan Pendidikan Dasar dan Menengah*, (Jakarta: BSNP, 2006) pg. 130

<sup>7</sup> Kalayo Hasibuan and Muhammad Fauzan Ansyari, *Teaching English as a Foreign Language*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007) pg. 39

controlled activities, drills, and dialogue repetition which needs the active role of students more than other stages. Production is free activities that allow learners to try the new language more spontaneously. Teachers of English usually used some techniques or strategies of teaching in Practice Phase which intended to make students easier to learn English.

Based on the writer's preliminary observation by interviewing the teacher of English language, writing had been taught by using some technique such as free writing technique and storytelling technique in three phase stages of teaching. In three phase stages of teaching, the teacher shows the material - such as the example of descriptive paragraphs - and explains the elements of descriptive paragraphs such as: purpose, organization, and language features. Then, teacher asks the students to answer some questions about the material given before, arranges the given sentences into good paragraphs, or make a composition. But, students still have difficulties in writing the descriptive paragraphs. They are not accustomed to generating their ideas in writing paragraphs or essay. When teacher asks students to make a composition, they will be confused about what they want to write in their composition, and also about how to arrange a good piece of paragraph.

Based on the writer's preliminary observation at the first year of Senior High School of SMA Muhammadiyah 1 Pekanbaru, the writer found a lot of problems as follows:

- a. Some of the students are not able to write the generic structures of descriptive paragraphs.

- b. Some of the students are not able to demonstrate the main idea of descriptive paragraphs.
- c. Some of the students are afraid of making mistake on grammar and punctuation in their writing products.
- d. Some of the students are not able to choose vocabulary appropriately in writing descriptive paragraphs.
- e. Some of the students are not interested in writing activities.
- f. Some of the students are lack of self confidence with their ability in writing descriptive paragraphs.

However, some of the students can not fulfill the demand of the minimum criteria of passing grade (KKM) given by the English teacher. Therefore, the writer would like to try to apply a strategy in learning English, called RoundRobin Strategy. This strategy can be viewed as one of the kagan's cooperative structural approaches used for team and class building, communication, mastery of learning, and critical thinking.<sup>8</sup> By using this strategy, the students are expected to be easier to increase their writing ability, especially in developing descriptive paragraphs.

Referring to the problems described above, it is clear that most of the students in SMA Muhammadiyah 1 Pekanbaru still have the difficulties (e.g. motivation, interest, intelligent). The difficulties can be from the students themselves or the other factors (e.g. difficulties in writing itself). Therefore, the writer was interested in investigating this problem by conducting a research

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<sup>8</sup> Kassim Shaaban and Ghazi Ghaith, *The Theoretical Relevance and Efficacy of Using Cooperative Learning in the ESL/EFL Classroom*, (American University of Beirut: TESL Reporter 38. 2, 2005) <https://ojs.lib.byu.edu/spc/index.php/TESL/article/view/3819/3565> retrieved on 20<sup>th</sup> March 2012. Pg 19

entitled: **“The Effect of Using RoundRobin Strategy Toward Writing Ability on Descriptive Paragraphs of the First Year Students at SMA Muhammadiyah 1 Pekanbaru”**

## **B. Definition of the Term**

### **a) RoundRobin Strategy**

RoundRobin Strategy is information sharing structure in Kagan structure in which each student in group takes turn in stating their findings, ideas or opinion.<sup>9</sup> This strategy can also be used for team and class building, communication skill, social skill, knowledge building, procedure learning, processing information, thinking skill and presenting information<sup>10</sup>. So, RoundRobin Strategy is one of the cooperative learning strategies that gives the opportunities for students to respond the material given in turn and pay attention to the responses of others in group. In this case, the responses given by students are their ideas in oral and writing.

### **b) Strategy**

According to Richard and Scmidth, strategy is the procedures that are used in learning, thinking, etc., which serve as a way of reaching a goal. In language learning, learning strategies and communication

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<sup>9</sup> Syafini Bt Ismail, *The Effects of Cooperative Learning in Enhancing Writing Performance*, (Universiti Kebangsaan Malaysia, 2011) pg. 406

<sup>10</sup> Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*, (San Clemente: Kagan Publishing, 2009) pg. xii

strategies are conscious and unconscious processes in which language learners use them in learning and using a language.<sup>11</sup>

**c) Writing**

Writing is viewed as the result of complex processes of planning, drafting, reviewing, and revising and some approaches to the teaching of first and second language. Writing teaches students to use these processes.<sup>12</sup> According to Webster, writing can be defined as the act of one who writes the characters so made; handwriting, anything written or expressed in letters, the profession or occupation of a writer, and the practice, art, form, or style of literary composition.<sup>13</sup> In conclusion, writing can be defined as the act of someone who writes through the complex processes and this act will produce the result in the written form.

**d) Writing Ability**

Writing ability means the potentially capacity or the power of the students to present their opinion or to show up their ideas in writing activity, and even it can be communicated.<sup>14</sup> Writing ability can also be defined as the skill to express ideas, thoughts, and feelings to other people

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<sup>11</sup> Jack C Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics [Fourth Edition]*, (London: Pearson Education Limited, 2010) pg. 559-560

<sup>12</sup> Ibid. pg 640 - 641

<sup>13</sup> Allen Walker Read, *The New International Webster's Comprehensive Dictionary of the English Language*, (Florida: Trident Press International, 2004) pg 1453

<sup>14</sup> Vera Rita, *Using Flow Chart to Increase Students' Ability in Writing Descriptive Paragraph at the Second Year of SLTP N 2 Bungaraya*, (Pekanbaru: UIN SUSKA RIAU, 2010) pg 10

in written symbols to make other people or readers understand the ideas conveyed.<sup>15</sup>

**e) Descriptive Paragraph**

Descriptive means giving a picture in words; describing something, especially without expressing feelings or judging. According to Syafi'i et al, descriptive paragraph is developed when you describe the way something (place, person, thing) looks i.e. its physical description, you have to describe it according to space.<sup>16</sup>

**C. Problem**

Based on the background illustrated above, it is very clear that the students still have a lot of problems especially in term of writing the descriptive paragraph.

**1. Identification of the Problem**

Based on the problems depicted in the background of the problem, thus, the problems of this research are identified as follows:

- a. What makes some of the students unable to write the generic structures of descriptive paragraphs?
- b. What makes some of the students unable to demonstrate the main idea of descriptive paragraphs?
- c. What makes some of the students afraid of making mistake of grammar and punctuation in their writing products?

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<sup>15</sup> John Kenn, *Definition of Writing Ability*, <http://teachingenglishonline.net/definition-of-writing-ability/>, retrieved on 26<sup>th</sup> January 2013

<sup>16</sup> M. Syafi'i S, M. Fauzan Ansyari, Jonri Kasdi. *The Effective Paragraph Developments: The Process of Writing for Classroom Settings*. (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive, 2007) pg. 43

- d. What makes some of the students unable to choose vocabulary appropriately in writing descriptive paragraphs?
- e. What makes some of the students uninterested in writing activity?
- f. What makes some of the students lack of self confidence with their ability in writing descriptive paragraphs?

## 2. Limitation of the Problem

Based on the identification of the problem above, it is clear that there are many problems in this research, thus, the problems of this research are limited only the significant effect of using RoundRobin strategy toward writing ability on descriptive paragraphs of the first year students at SMA Muhammadiyah 1 Pekanbaru”

## 3. Formulation of the Problem

Based on the problem limited above, thus, the research questions are formulated as follows:

- a. How is the students’ ability in writing the descriptive paragraphs taught without using RoundRobin Strategy in SMA Muhammadiyah 1 Pekanbaru?
- b. How is the students’ ability in writing the descriptive paragraphs taught by using RoundRobin Strategy in SMA Muhammadiyah 1 Pekanbaru?
- c. Is there any significant effect of using RoundRobin Strategy toward students’ ability in writing the descriptive paragraphs in SMA Muhammadiyah 1 Pekanbaru?

## **D. Objective and Significance of the Research**

### 1. Objective of the Research

This research is necessarily carried out in order to achieve the objectives as follows:

- a. To elicit the information about the students' ability in writing descriptive paragraphs taught without using RoundRobin Strategy at the first year of SMA Muhammadiyah 1 Pekanbaru.
- b. To get the information about students' writing ability in descriptive paragraphs taught by using RoundRobin Strategy at the first year of SMA Muhammadiyah 1 Pekanbaru.
- c. To find out the significant effect of using RoundRobin Strategy toward students' ability in descriptive paragraphs at the first year of SMA Muhammadiyah 1 Pekanbaru.

### 2. Significance of the Research

- a. These research findings are hopefully contributing the writer, especially in term of learning research as a novice researcher.
- b. These research findings are also expected to provide the positive contribution pertaining to the process of teaching and learning English, especially in term of the Effect of Using RoundRobin Strategy toward Writing Ability on Descriptive Paragraphs of the first year Students at SMA Muhammadiyah 1 Pekanbaru.
- c. These research findings are also expected to be the practices and theories in order to develop the theories on teaching and learning

English as a foreign language, and for those who are concerned in the world of language teaching and learning in general.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Framework**

##### **1. Concept of RoundRobin Strategy**

RoundRobin strategy is one of the cooperative learning strategies developed by Spencer Kagan which provides the opportunities for students to give the responses in turn. It means that every member in group could have his/her own turn to give the responses based on the material given by the teacher. According to Kagan, students have to formulate their ideas and express them during RoundRobin.<sup>17</sup> In this case, the students have to pay attention to the responses given by their teammates. Here, the students could listen or read to the responses or the ideas expressed by their teammates, thus, students could get multiple perspectives and may open more to alternative explanation. Kagan also states that structuring the discussion in this way helps facilitate the construction of knowledge by every student.<sup>18</sup>

According to Kagan, RoundRobin strategy can be used to minimize resistance among students when the teacher introduces the new strategy because this strategy is very simple and easy.<sup>19</sup> Teacher could give a fun content when using this strategy like having students to do a RoundRobin describing fun things to do after graduated from school.

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<sup>17</sup> Spencer Kagan and Miguel Kagan, Op. Cit. pg 1,17

<sup>18</sup> Ibid

<sup>19</sup> Ibid. pg 1.21

RoundRobin strategy is the strategy that can create the best of both worlds – novel stimuli within a predictable world.<sup>20</sup> It means that by using this strategy in the classroom, the teacher knows just what is going to happen next. The structure of this strategy is routine that will create the security of predictable world, at the same time, the variety of structures within a lesson and interaction over novel content within the structures create novelty. Therefore, by using this strategy, the students are relaxed by working on predictable sequence, but they are fully alert because of the novelty provided by the structures.

RoundRobin Strategy is also content free and repeatable.<sup>21</sup> In RoundRobin, each student in groups expresses their ideas in turn. Teacher may have students do a RoundRobin by describing something, retell or modify a story, stating opinion on social issues and telling their experience in class. Each time teacher uses RoundRobin Strategy with different content, teacher could create a different activity. In conclusion, because of its content free, it makes this strategy flexible for various subject matters.

According to Kagan, RoundRobin strategy has some functions: it can be used for teambuilding, social skills, communication skills, knowledge building, procedure learning, processing info, thinking skills, and presenting info.<sup>22</sup> RoundRobin strategy can be used for teambuilding means that this strategy results in teammates liking each other, wishing to work together. In this case, students will feel a sense of team identity, mutual support,

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<sup>20</sup> Ibid. pg 4.12

<sup>21</sup> Ibid. pg. 5.3

<sup>22</sup> Ibid. pg. xii

belonging and inclusion. Social skills mean students become more polite and cooperative. Here, students are able to resolve conflicts, understand and accept points of view different from their own, and the students are also more respectful and responsible, better able to control their impulses. Communication skill means that the students can improve their ability to accurately send and decode oral, written, and non-verbal language.

Afterwards, the function of RoundRobin Strategy as knowledge building is an academic function which can build students' information base, or students' ability to immediately recall important facts and information. Then, procedure learning means that the students interact to acquire and practice skills and procedures, so they can develop all types of academic skills. Processing information means that the students remember dramatically more of what they say or do than what they hear. RoundRobin strategy can develop students' thinking skills because thinking is a skill developed by practice; it means that students learn to think by thinking. The last function of RoundRobin Strategy is presenting information which means that it allows efficient sharing of ideas, solutions, or projects.

RoundRobin Strategy has some procedures in implementing this strategy in the classroom, the procedures are<sup>23</sup>:

- a. Teacher divides students into group of four or five randomly.
- b. Teacher explains to the students how this strategy will work.

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<sup>23</sup> Ibid. pg. 5.33

- c. Teacher poses a problem to which there are multiple possible responses or solutions (materials, topic, open-ended question, etc).
- d. Students formulate their ideas in thinking time given by the teacher.
- e. Each member of the teams takes turn stating or sharing the responses, idea or solution, orally or in writing.<sup>24</sup>
- f. Teacher asks students to make a composition based on the idea shared in the group individually.

There are some variations of RoundRobin Strategy that can be applied in the classroom to make students comfort in teaching and learning process, these variations are<sup>25</sup>:

- a. AllWrite RoundRobin

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

- b. AllWrite Consensus

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

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<sup>24</sup> Wendy Jolliffe. *Cooperative Learning in the Classroom: Putting it into Practice*. (London: Paul Chapman Publishing, 2007) pg. 116

<sup>25</sup> Spencer Kagan and Miguel Kagan, Op. Cit. pg 5.33

c. Timed RoundRobin

Each student shares in turn for a specified time.

d. Think Write RoundRobin

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

e. Single RoundRobin

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

## **2. Teaching Writing Descriptive Paragraphs through RoundRobin Strategy**

As writing is a complex processes, the teachers of English do need strategy to help them and their students in teaching and learning writing, especially for writing descriptive paragraphs. In descriptive paragraph, the writer wants the reader to picture the story that she/he has written. Moreover, Syafi'i et al says that there are several elements of descriptive paragraph, it should use words that appeal to the five senses: smell, touch, hearing, taste, or feeling.<sup>26</sup> In this case, the writer should generate their ideas to give a picture to the readers about the thing they want to describe in appropriate words or sentences.

RoundRobin Strategy is the strategy that provides the opportunity for students to share their ideas in turns in a group, in which each student in group get the chances to give his/her ideas and also listen the ideas of others.

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<sup>26</sup> M. Syafi'i S, M. Fauzan Ansyari, Jonri Kasdi. Op. Cit. pg. 43

In this case, using RoundRobin strategy in writing to generate the ideas of writers is very useful in the process of writing in order to make students know what to write.

These ideas are supported by the ideas of Mandal, Shaaban and Ghaith, and also Shafini. According to Mandal, RoundRobin strategy helps in generating many ideas because all students participate, it also discourages comments that interrupt or inhibit the flow of ideas. The ideas in this case could be used to develop a piece of a good paragraph<sup>27</sup>. Furthermore, Shaaban and Ghaith said that RoundRobin Strategy can be used to generate ideas for writing as well as a reading technique to build a reader's background knowledge in ESL/EFL classes<sup>28</sup>. Moreover, Harmer believes that writing in groups is effective in genre-based and process approach because students found the activity motivating in terms of the writing itself<sup>29</sup>. They also found the activity to be motivating when they embark on the research, discussed on the topics, had peer evaluation and achieved the group's goal. Legenhausen and Wolff in Shafini also concur that writing in small groups is an efficient way to promote writing abilities and it was an excellent interaction activity<sup>30</sup>.

In teaching writing descriptive paragraphs through RoundRobin Strategy, teacher can integrate writing skill with the other skill of English such as speaking and listening, and teacher still can focus their lesson to

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<sup>27</sup> Rita Rani Mandal, *Cooperative Learning Strategies to Enhance Writing Skill*, (The Modern Journal of Applied Linguistics: Volume 1, 2 March 2009) [www.mj-al.org/journal/coop.pdf](http://www.mj-al.org/journal/coop.pdf) retrieved on 28<sup>th</sup> July 2012

<sup>28</sup> Kassim Shaaban and Ghazi Ghaith, Op. Cit. pg 19

<sup>29</sup> Jeremy Harmer, *The Practice of English Language Teaching (fourth edition)*, (London: Pearson Longman, 2007) pg 328-329

<sup>30</sup> Syafini Bt Ismail, Op. Cit. pg. 409

writing activity. Harmer said that individual students also found themselves saying and writing things they might not have come up with on their own and the group's research was broader than an individual's normally was.<sup>31</sup> Students can share the topics they have to describe in groups such as; its characteristics, its physical appearances and many more. It means that this strategy is very useful in teaching writing since the goal of teaching writing is to communicate the language itself. As Means and Lindner said that writing is a solo occupation, but writers still needs friends with whom to share the process.<sup>32</sup> Generating ideas of writing in group can benefit students to share work in progress and help each other. So, RoundRobin Strategy is very useful in teaching writing because the teacher can not only teach writing but also integrate it with the other skills of English.

Mariam and Napisah in Shafini postulated that when peer interaction was incorporated in learning writing, the students generated ideas and constructed sentences together.<sup>33</sup> So, this strategy also provides the opportunity for students to do peer correction in their group which make the students become the autonomy students. Shafini also conclude that a study conducted by Kagan and High which showed that students performed better in writing when cooperative learning was incorporated in the classroom.<sup>34</sup>

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<sup>31</sup> Jeremy Harmer, Op. Cit. Pg. 329

<sup>32</sup> Beth Means and Lindy Lindner, *Teaching Writing in Middle School: Tips, Trick and Techniques*, (Englewood: Greenwood Publishing Group, 1998) pg. 65

<sup>33</sup> Syafini Bt Ismail, Op. Cit. pg. 409

<sup>34</sup> Ibid.

### 3. Nature of Writing

Writing is one of the language skills and it is categorized as productive skill. According to Richard and Schmidt, writing is viewed as the result of complex processes of planning, drafting, reviewing, and revising and some approaches to the teaching of first and second language and writing teach students to use these processes.<sup>35</sup> According to Webster, writing can be defined as the act of one who writes, the characters so made; handwriting, anything written or expressed in letters, the profession or occupation of a writer, and the practice, art, form, or style of literary composition.<sup>36</sup> In this case, it can be concluded that writing is not an easy job because it is full of the process that has to be through by the writer to make a good writing product.

The activity of writing and speaking is completely different even though they have the same purpose that is for communication to others. In writing, the writer communicates their message to the audiences but in speaking, the speaker communicates their message to the listener. According to Broughton et al, the act of writing differs from that of talking in that it is less spontaneous and more permanent.<sup>37</sup> Therefore, the resources that can be used for communication in writing are fewer than speaking because writers can not interact with the listeners and adapt as they go along as speakers do in conversation. Halliday in Nunan also states that the differences between

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<sup>35</sup> Jack C Richards and Richard Schmidt, Op. Cit. pg 640 - 641

<sup>36</sup> Allen Walker Read, Op. Cit. pg 1453

<sup>37</sup> Geoffrey Broughton, Christopher Brumfit, Roger Flavell et al, *Teaching English as a Foreign Language [Second Edition]*, (New York: Taylor & Francis e-Library, 2003) pg 116

spoken language and written language are: spoken language is simpler than written language and writing is often decontextualized.<sup>38</sup> Written language is complex at the level of the clause, and the complexity is reflected in the lexical density of written paragraphs which refers to the number of lexical or content words per clause. On the other hands, writing is often decontextualized because writers always consider many things in the process of writing, such as: the audiences, the background knowledge of our audiences, the possible difficulties that will be faced by the reader when reading our writing product, etc. In conclusion, writing tends to be less flexible than conversation and the language used in writing tends to be standardized.

From the differences depicted above, it can be concluded that writing is one of the ways to express and communicate our ideas besides speaking. As Murcia said that viewing writing as an act of communication suggests an interactive process which takes place between the writer and the reader via the paragraph.<sup>39</sup> In writing, the writers can deliver their ideas to the readers indirectly and they can also arrange their ideas continuously. Moreover, the writer can explore their deepest feeling and thought. To conclude, writing in other word can be a way of defining ourselves and our problem, of clarifying our knowledge, and our ideas in understanding and solving our problems. Thus, English teacher has to be able to enable students to produce fluent,

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<sup>38</sup> David Nunan, Op. Cit. pg. 85 - 86

<sup>39</sup> Marianne Celce Murcia, Op. Cit pg. 207

accurate, and appropriate written English and also to enable students to relate oral and written language.

Remembering that writing is a process, the students can not master the ability of writing easily. Syafii said that at least there are three major steps that should be stepped by students who have great concern in writing<sup>40</sup>: first, they should master about the basic sentence pattern. Second, they have to amplify the sentence correctly. Finally, they have to develop sentences into paragraph. The success of writing ability in this case also depends on the collaboration between students and teacher. The teacher is expected to be able to support and motivate the students persuasively in order to make them creative in writing.

#### **4. Nature of Writing Ability**

Writing is completely a complex process in which the writers are required to focus on many aspects in their writing process and it is a very hard to make students interested in writing since writing itself needs a long process. According to Hamp-Lions and Haesley in Nunan, writing is clearly a complex process, and competent writing is frequently accepted as being the last language skill to be acquired.<sup>41</sup> Here, teacher needs to make writing as completely an interesting process which can attract the learner to develop their ability in writing. As Nunan states that writing skills can be developed

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<sup>40</sup> M. Syafii S, M.Pd. *From Paragraphs to a Research Report: A Writing of English for Academic Purposes*. (Pekanbaru: Lembaga Bimbingan Syaf Intensive, 2011) pg. 171

<sup>41</sup> David Nunan. *Op. Cit.* pg. 91

rapidly when students' concerns and interests are acknowledged.<sup>42</sup> Thus, it is very important to build up students' concerns and interests in writing to make them develop their ability in writing.

Heaton also states that the writing skills are complex and sometimes difficult to teach, requiring mastery not only grammatical and rhetorical devices but also conceptual and judgmental elements<sup>43</sup>. Therefore, it can be concluded that there are many components that the writers should take into account in the process of writing in order to make a good writing, because it is not only the matter of mastering vocabulary and grammar of the target language but also how to reflect the thought of the writer in the target language well, so the message will be transferred to the reader. According to Blanchard and Root, there are three elements of a good writing<sup>44</sup>, they are:

a. Subject

In composing a good writing, the writers will choose the topic that interests them and that they know and understand well. Here, the writer will assign a subject and try to find the angle or the focus on that subject. This angle or focus on the subject should be interesting for the writer that can be explored.

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<sup>42</sup> Ibid. pg. 88

<sup>43</sup> J.B Heaton, *Writing English Language Tests [New Edition]*, (New York: Longman Group, 1990) pg. 135

<sup>44</sup> Karen Blanchard and Christine Root, *Ready to Write More: From Paragraph to Essay [Second Edition]*, (New York: Pearson Education, 2004) pg. 4-9

b. Purpose

In writing something, it is important for us to determine our purpose of writing. There are three most common purposes for writing, they are: to entertain, to inform and to persuade. These three purposes are not exclusive because writers can accomplish several purposes at the same time in a piece of writing. According to Heaton, the purpose of writing will also help to establish a particular register: for example, is the student writing to entertain, inform, or explain?<sup>45</sup>

c. Audience

According to Reid, the audience is an essential concept for all writers and the writers have to choose their subjects and their methods – diction, sentence structure, and organization – according to who will read the finished product.<sup>46</sup> So, what you write about (subject) and your reason for writing (purpose) are greatly affected by whom you are writing for (audience). The writers will always write for the audience, and they will communicate their messages and ideas more effective if they keep remembering the audience.

Furthermore, Langan in Syafii states that there are important key factors that are involved in writing in order to develop students' writing proficiency<sup>47</sup>, they are:

1. Having students to have the right attitudes upon writing
2. Having students to write the subject they are interested in.
3. Having students to do prewriting

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<sup>45</sup> J.B Heaton. Op. Cit. pg. 135

<sup>46</sup> John M. Reid, *The Process of Composition*, (New Jersey: Prentice Hall Regents) pg. 2

<sup>47</sup> M Syafii S, M.Pd. Op. Cit. pg.172

4. Having students to outline their writing
5. Having students to rewrite their writing

Writing is one of the productive language skills that consist of many aspects to be considered. According to Syafi'i, one thing that must be jotted down is that writing proficiency or composing skill is not merely the activity of writing down some words or sentences into the written language but also must be performed into well – organized performance of writing.<sup>48</sup>

## 5. Nature of Writing Descriptive Paragraph

Description is used in all forms of writing to create a vivid impression of a person, place, object or event, for example: to describe a special place and explain why it is special, to describe the most important person in your life, to describe the animal's habitat in your report. The purpose of descriptive writing is to make our readers see, feel, and hear what we have seen, felt, and heard. Whether we're describing a person, a place, or a thing, our aim is to reveal a subject through vivid and carefully selected details.<sup>49</sup> Descriptive writing is usually used to help a writer develop an aspect of their work, for example: to create a particular mood, atmosphere or describe a place, so that the reader can create vivid pictures of characters, places, objects etc.<sup>50</sup> Syafi'i et al state that a descriptive paragraph describes ideas and examples focused

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<sup>48</sup> Ibid. pg. 163

<sup>49</sup> Richard Nordquist, *Model Descriptive Paragraphs*, <http://grammar.about.com/od/developingparagraphs/a/samdescpars.htm> retrieved on 15<sup>th</sup> May 2012

<sup>50</sup> Harold Robert, *Descriptive Paragraph Type*. [http://en.wikipedia.org/wiki/Text\\_types](http://en.wikipedia.org/wiki/Text_types) . retrieved on 15<sup>th</sup> June 2012

on a particular subject.<sup>51</sup> In describing something, the writer should arrange their sentences in order to provide details which can reflect the objects being described. According to syafi'i et al, there are two kinds of descriptive paragraph:<sup>52</sup>

**a. Description of a Place**

A description of anything in writing should be clear. Therefore, in describing a room, for example, the following should be taken into consideration: 1. the location of the objects in the rooms should be clear, 2. the details should be arranged logically and semantically, so that it is easy for the reader to visualize the description in his mind, and 3. The most important is that there should be a controlling idea, because a strong controlling idea gives the paragraph a focus.

**b. Description of a Person**

In describing a person, the writer can describe a person's appearance in many ways such as his/her clothes, manner of speaking, color and style of hair, facial appearance, body shape, and expression.

From the definition above, it can be concluded that descriptive paragraph is a kind of paragraph that is used to show or describe what the subject looks, sounds, feels, tastes, and smells as if the reader can see the object that is being described directly.

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<sup>51</sup> M. Syafi'i S, M. Fauzan Ansyari, Jonri Kasdi. Op. Cit. pg. 43

<sup>52</sup> Ibid. pg. 18 - 19

According to Syafi'i et al, descriptive paragraph falls into two broad categories: objective and subjective.<sup>53</sup> Objective paragraphs describe the topic in a literal, impartial way. As much as possible, the writer's feelings are not revealed. These types of paragraphs tend to include words that do not convey a high degree of emotion. On the other hand, subjective paragraphs communicate the writer's opinion; their intention is to evoke from the reader an emotional response, among other things. These types of paragraphs use words charged with some emotional tone and a clear-cut attitude.

Furthermore, Syafi'i et al say that there are several elements of descriptive paragraph, it should use words that appeal to the five senses: smell, touch, hearing, taste, or feeling.<sup>54</sup> The writer will not be able to- and it is not necessary to apply all five senses to every subject she/he writes about, but strive to use as many as the writer can.

Thus, Syafi'i also states that vivid language, precise language, and imagery are needed to support the sentences in descriptive paragraph.<sup>55</sup> Vivid language presents the words that come alive, by presenting the words in this way the writer can create pictures and impressions that appeal not only for the mind but also for the five senses. Furthermore, precise language is the way to select highly specified words in order the reader's mind come to draw what the writers are talking about. Imagery is an effort of essay to make a comparison of the subject's writing by using metaphors in order to create instant visual images in the reader's mind.

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<sup>53</sup> Ibid. pg. 43

<sup>54</sup> Ibid.

<sup>55</sup> Ibid. pg. 44, 45, 47

## 6. Teaching Writing

Writing is one of the important skills in English that needs to be developed by the students because it is one of the ways to communicate and express the ideas of the students in the target language. In order to make students able to communicate in the target language through writing, the teachers of English have to be able to teach writing communicatively and use various technique or strategy to motivate their students in writing activity. According to Harmer, there are four reasons for teaching writing to students of English as a foreign language<sup>56</sup>. The reasons are:

### a. Reinforcement

Most of the students in foreign language get the benefit from seeing the written form of the target language. As Harmer said that the visual demonstration of language construction is invaluable for both our understanding of how it all fits together and as an aid to commit the new language to memory.<sup>57</sup> It means that it is very useful to make students write the new language that they have just studied to make them memorize it and make a brief connection between the oral form that they have just heard and the written form of the language.

### b. Language Development

In writing, there are the stages of process needed to go through in order to make a good writing. These processes in writing activity will influence the language development of the learner and make them learn

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<sup>56</sup> Jeremy Harmer, Op Cit. pg 79

<sup>57</sup> Ibid.

from the experience of writing. As pointed out by Harmer, the mental activity, writers have to go through in order to construct proper written paragraphs as all parts of the ongoing learning experience.<sup>58</sup>

c. Learning Style

According to Harmer, writing is appropriate for such learners and it can also be a quiet reflective activity instead of the rush and bother of interpersonal face-to-face communication.<sup>59</sup> Here, writing is very useful activity when the students consider it valuable for having the time to think things through and producing the target language in a slower way.

d. Writing as a Skill

It is the most important reason of teaching writing because writing is the basic of English skill. Students need to know how to write well and also how to use some of writing's special conventions (punctuation, paragraph construction etc). The part of job of an English teacher is to give them this knowledge about writing.

Teaching writing as a process approach or a process classroom becomes commonplace and dominant trend in the world of teaching English as a foreign language. According to Murcia, the "process approach" serves today as an umbrella term for many types of writing courses, each offering a curriculum shaped by other considerations.<sup>60</sup> Therefore, viewing writing as a process is very important in teaching writing because it enables us to teach writing in various types of writing task and makes students comfortable in

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<sup>58</sup> Ibid.

<sup>59</sup> Ibid.

<sup>60</sup> Marianne Celce Murcia, Op. Cit. pg 220

doing their writing task. However, According to Dudley Evans and St. John in Hinkel, the considerations of end-product quality in writing of the target language is important in academic and professional writing, combining the strength of both the product- and process- oriented approaches to the teaching of writing that can lead to the overall improvements in the writing instruction of the target language.<sup>61</sup> In other words, teaching writing as a process approach is completely important to the language teaching because it can make the students comfortable in the writing activities that make them able to share their message, information and also feelings in the written form of the target language. But the stage of processes that has been through by the students in writing activity leads the students to be good at writing product. In conclusion, it is very useful to combine the benefits or the strength of both product and process approaches to improve students' ability in the target language.

John M. Reid explains that students must understand and be able to produce the technique by which academic writers communicate to academic audiences.<sup>62</sup> As academic writers, the students should be able to demonstrate the techniques of writing paragraph. Generally, the techniques of writing areas are as follows:

- a. Choose a subject that you know about
- b. Identify your audiences
- c. Narrow your subject to a topic that will interest your audience

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<sup>61</sup> Eli Hinkel, *Teaching Academic ESL Writing: Practical Techniques in Vocabulary and Grammar*, (New Jersey: Lawrence Erlbaum Associates, 2004) pg. 25

<sup>62</sup> John M. Reid, Op. Cit. pg. 1

- d. Collect some ideas about your topic
- e. List details about some of your ideas that will interest your audience
- f. Limit the ideas to the most important ones you want to communicate
- g. State the main idea of the paragraph in your topic sentences
- h. Write the paragraph, using the details you have listed

In making a written task, the teacher of English should consider many aspects in writing skill and also the level of their class. This consideration is used to help students' problem in writing activity because writing is a very complex skill in English. According to Broughton et al, the teacher can grade the task in the following ways:<sup>63</sup>

- a. Limiting the length of written material to be produced
- b. Increasing the amount of class preparation for the task
- c. Providing guidance on the final form of the written work
- d. Encouraging students to collaborate in the actual process of writing
- e. Allowing cross – checking between the draft stage and the writing of the final product
- f. Limiting the complexity of writing task itself.
- g. Demanding that the task can be completed either slowly or quickly.

Grading the task in this way can be done by the teacher to ease their students in writing activities. In this case, teacher should be aware of the condition and the problems faced by their students.

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<sup>63</sup> Geoffrey Broughton et al. Op. Cit. pg. 121

## B. Relevant Research

This research is about students' ability in writing descriptive paragraph taught by using RoundRobin Strategy which is one of the cooperative learning strategies. The research before which had the similar object, researched about descriptive paragraph, done by Soneta in 2008, a student who has graduated from English Education Department. Her research was entitled "*A Correlation between Students' Learning Creativity and their Descriptive Paragraph Writing Ability at the Fourth Semester Students of English Education Department of UIN Suska Riau*". There was a significant correlation between X variable (students' learning creativity) and Y variable (students writing ability). The students who had leveling learning creativity in using the technique of writing, they had high level in writing ability, especially for descriptive paragraph writing. On the other hand, the students who had low level in learning creativity in using the technique of writing, had low level in writing ability, especially for descriptive paragraph writing.

This research was conducted by Nurita Dwi Agustiningrum which is entitled: "*Improving Students' Speaking Skill Using Roundrobin Technique (A Classroom Action Research Conducted in the Second Grade of SMP N 1 Gondang for Academic Year of 2010/2011)*".<sup>64</sup> This thesis was to find out whether the use of roundrobin technique can improve the students' speaking

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<sup>64</sup> Nurita Dwi Agustiningrum, *Improving Students' Speaking Skill Using RoundRobin Teacnique: a Classroom Action Research*, <http://english.fkip.uns.ac.id/index.php/research/7-research-mahasiswa/116-improving-students-speaking-skill-using-roundrobin-technique-a-classroom-action-research-conducted> retrieved on 25<sup>th</sup> April 2013

skill of the second grade students of SMP Negeri 1 Gondang in the academic year of 2010/2011 and to know the classroom situation when applying roundrobin technique in the teaching speaking of the second grade students of SMP Negeri 1 Gondang in the academic year of 2010/2011. The method used in this research was a classroom action research at the Junior High School conducted by an English Teacher and the researcher. The research was conducted in two cycles from March 16th until April 7th 2011 to the second grade students of SMP Negeri 1 Gondang. The research findings prove that roundrobin can improve the students' speaking skill and the classroom situation is more cooperative and communicative when roundrobin is implemented in teaching speaking. The improvement of the students' speaking skill includes: 1) the students' speaking difficulty in using grammar decreased, 2) the students' difficulty in pronouncing the English words decreased, 3) the students' vocabulary mastery increased, and 4) the students' speaking fluency improved. Hopefully, by applying roundrobin technique, the students can improve their speaking skill.

Furthermore, there is a research that was conducted by Melgis Dilkawaty Pratama in 2011; the research entitled: "*The Effect of Using Dictogloss Technique toward Ability in Writing Essay Text at the Second Year Students of SMAN 4 Pekanbaru*". The objective of this research is to find out whether there is significant effect of dictogloss technique toward students' writing ability or not at the second year of SMAN 4 Pekanbaru. The

technique of data collection employed the test which was used to know the students' writing ability at the second year of SMAN 4 Pekanbaru. In analyzing the data, the researcher used score of pre-test and post-test, and the different mean was analyzed by using regression formula. Based on the data analysis, she could make the conclusion that there is significant effect of using dictogloss technique toward ability in writing essay text.

### **C. Operational Concept**

In order to clarify the theories used in this research, the researcher would like to explain briefly about variable of this research. This research is experimental research which focuses on gaining the effect of using RoundRobin Strategy toward writing ability on descriptive paragraph of the first year students at SMA Muhammadiyah 1 Pekanbaru. By using RoundRobin Strategy, the students are expected to be able to write good descriptive paragraphs. Therefore, in analyzing the problem in this research, there are two variables used. The first is using RoundRobin Strategy which refers to the students' strategy in writing, and as independent variable. The second is students' ability in writing descriptive paragraph at the first year of SMA Muhammadiyah Pekanbaru, as dependent variable. To operate the investigation on the variable, the researcher worked based on the following indicators:

1. The indicators of using RoundRobin Strategy are as follows:
  - a) Teacher divides students into group of four or five

- b) Teacher explains to the students how RoundRobin Strategy will work
  - c) Teacher poses a problem in which there are multiple possible responses or solutions (materials, topic, open-ended question, etc)
  - d) Students formulate their ideas in thinking time given by the teacher.
  - e) Each member of the teams takes turn stating or sharing the responses, idea or solution, orally or in writing
  - f) Teacher asks students to make a composition based on the idea shared in the group individually.
2. The indicators of students' ability in writing descriptive paragraph are as follows:
- a) Students are able to express their ideas in writing descriptive paragraphs
  - b) Students are able to describe in detail based on the topic
  - c) Students are able to develop their ideas to become a descriptive paragraphs
  - d) Students are able to make drafting of some ideas or information in which they have gotten before.
  - e) Students are able to describe their ideas in writing based on content, organization, vocabulary, language use, and mechanics.
  - f) Students are able to use the strategy in developing their ideas into writing.

## **D. Assumption and Hypothesis**

### **1. Assumption**

In this research, the writer assumes that the result of this research shows there is significant effect of using RoundRobin Strategy toward students' writing ability on descriptive paragraphs.

### **2. Hypothesis**

#### a. Null hypothesis ( $H_0$ )

There is no significant effect of using RoundRobin Strategy toward students' writing ability on descriptive paragraphs at the first year of SMA Muhammadiyah 1 Pekanbaru.

#### b. Alternative hypothesis ( $H_a$ )

There is a significant effect of using RoundRobin Strategy toward students' writing ability on descriptive paragraphs at the first year of SMA Muhammadiyah 1 Pekanbaru.

## CHAPTER III

### RESEARCH METHOD

#### A. Method of the Research

The type of this research is Experimental research. According to Creswell, experimental research is used when the writer wants to establish possible cause and effect between the independent and dependent variables.<sup>67</sup> In this research, the writer used quasi-experimental design with nonequivalent control group which was intended to find out the effect of using RoundRobin Strategy toward students' writing ability on descriptive paragraphs at the first year of SMA Muhammadiyah 1 Pekanbaru.

According to Cresswel, the quasy experimental approach introduces considerably more threats to intent validity and it also has the advantage in utilizing existing groups in educational setting because it introduces many threats that you can address in the design of the experiment.<sup>68</sup> Meanwhile, nonequivalent control group design is one of the most widespread experimental designs in educational research that involves an experimental group and a control group in both pretest and posttest, but in which the control group and the experimental group do not have pre-experimental sampling equivalence.<sup>69</sup>

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<sup>67</sup> Jhon.w.cresswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (New Jersey: pearson education,2008) pg.299

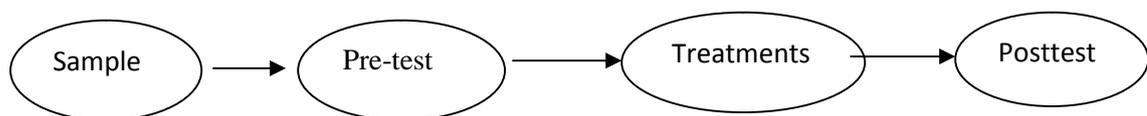
<sup>68</sup> Ibid. Pg 314

<sup>69</sup> Donald T. Campbell and Julian Stanley, *Experimental and Quasy Experimental Designs for Research*, (New York: Rand McNally and Company, 1963) pg. 47

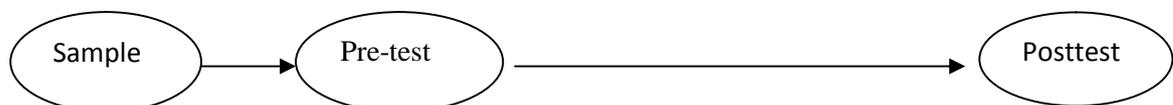
Furthermore, this research used two classes as sample. The first class functioned as experimental class (X) treated by using RoundRobin Strategy and the second was control class (Y) which was treated without using RoundRobin strategy. In the experimental class, the students were administered by giving pre-test at the beginning of the teaching learning in order to know students' writing ability on descriptive paragraphs. Then there was treatment in the middle. During treatment, the writer corporated with the observer, and posttest at the end of the teaching learning processes in order to know the effect of using RoundRobin Strategy toward students' writing ability on descriptive paragraphs. So, the design of this research can be illustrated as follows:

### **The Diagram of Research Design**

#### **1. Experimental class**



#### **2. Control class**



### **B. Location and Time of the Research**

The research was conducted at the first year students of SMA Muhammadiyah 1 Pekanbaru that is located at JL. H Ahmad Dahlan No. 90,

Sukajadi in 2012/2013 of academic year. The research was done from 28 February to 4 April 2013.

### C. Subject and Object of the Research

The subject of the research was the first year students of SMA Muhammadiyah 1 Pekanbaru. The object of this research was the effect of using RoundRobin Strategy toward students' ability in writing descriptive paragraphs.

### D. Population and Sample of the Research

The population of this research was the first year students of SMA Muhammadiyah 1 Pekanbaru in 2012-2013 academic years. It had 7 classes which consisted of 2 bilingual classes and 5 regular classes. The number of students of SMA Muhammadiyah 1 Pekanbaru was 192 students. The specification of the population can be seen on the table below:

**Table III.1**  
**The Total Population of the First Year Students of SMA Muhammadiyah 1 Pekanbaru 2012-2013**

No.	Class	Male	Female	Total
1	Kelas Bilingual 1	10	15	25
2	Kelas Bilingual 2	8	17	25
3	X1	10	17	27
4	X2	9	18	27
5	X3	9	21	30
6	X4	10	18	28
7	X5	13	17	30
	<b>Total</b>	<b>69</b>	<b>123</b>	<b>192</b>

The population above was large enough to be all taken as sample of the research. Based on the limitation of the research, the writer took only two classes after doing cluster sampling randomly. According to Gay, Cluster sampling randomly selects groups, not individual.<sup>70</sup> Writer could randomly select the first year classrooms and use all of the students in each classroom. Having the sample, the writer used lottery by passing out small roiled paper marked by the sequence name of the class. Then after passing out the paper, X1 was selected as an experimental class and X2 as a control class. Those were as the sample of the research by numbers 54 students; 27 students for control class and vice versa. The data can be seen in the table below:

**Table III.2**  
**The Sample of the Research**

No.	Class	Male	Female	Total
1.	X <sub>1</sub>	10	17	27
2.	X <sub>2</sub>	9	18	27
	<b>Total</b>	<b>19</b>	<b>35</b>	<b>54</b>

#### **E. Technique of Collecting Data**

In this research, the writer used test (pre-test and post-test) for collecting data. The purpose of the research was to know students' ability in writing descriptive paragraphs by using RoundRobin Strategy. Pre-test was given before teaching descriptive paragraph with RoundRobin Strategy. In pre-test, the students wrote descriptive paragraphs based on the topic given in 45 minutes. After that, the writer began to do the treatment by using

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<sup>70</sup> L.R. Gay and Peter Airasian, *Educational Research: Competencies for Analysis and Application*, (New Jersey: Prentice Hall, 2000) pg. 129

RoundRobin Strategy in teaching writing descriptive paragraphs and gave an exercise of writing. At the last meeting, the writer gave post-test for the students. The purpose of this test was to know how well writing ability of the students after taught through RoundRobin Strategy was.

According to Heaton, the criteria of writing which present the profile as follows: content, organization, vocabulary, language use, and mechanics. They have typical skill where its component has asset of qualities (level) to be rate and series of possible writing, the theory rating as follows<sup>71</sup>:

**Table III.3**  
**Writing Assessment**

1. Content

Score	Level	Criteria
30 – 27	Excellent to very good	Knowledgeable, substantive, through development of thesis, relevant to assigned topic
26 – 22	Good to average	Some knowledgeable of subject, adequate range, limited development of thesis, mostly relevant topic, lacks detail.
21 – 17	Fair to poor	Limited knowledge of subject, little substance, inadequate development of topic
16 - 13	Very poor	Does not show the knowledge of subject, non-substantive, not pertinent, enough to evaluate

2. Organization

Score	Level	Criteria
20 – 18	Excellent to very good	Fluent expression, ideas clearly stated/supported, well organized, logical sequencing, cohesive
17 – 14	Good to average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
13 - 10	Fair to poor	Non-fluent, ideas confused or disconnected, lack logical sequencing and development.
9 - 7	Very poor	Does not communicate, no organization, not enough to evaluate

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<sup>71</sup> JB Heaton. Op cit pg. 146

## 3. Vocabulary

Score	Level	Criteria
20 – 18	Excellent to very good	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
17 – 14	Good to average	Adequate range, occasional errors of word/idiom form, usage but meaning not obscured
13 – 10	Fair to poor	Limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured
9 - 7	Very poor	Essentially translation, little knowledge of English vocabulary, idioms, word form, not enough to evaluate

## 4. Language Use

Score	Level	Criteria
25 – 22	Excellent to very good	Effective complex constructions, few errors of agreement, tense, number, word order/functions, articles, pronouns, prepositions.
21 – 19	Good to average	Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/functions, articles, pronouns, prepositions, but meaning never obscured
17 – 11	Fair to poor	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/functions, articles, pronouns, prepositions, or fragments, deletions, meaning confused or obscured
10 - 5	Very poor	Virtually no mastery of sentence constructions rules, dominated by errors, does not communicate, not enough to evaluate

## 5. Mechanics

Score	Level	Criteria
5	Excellent to very good	Demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
4	Good to average	Occasional errors of spelling, punctuation, capitalization, paragraphing, meaning not obscured
3	Fair to poor	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
2	Very poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible, not enough to evaluate.

Based on the table above, the writing result was evaluated by concerning five components and each component has score or level. The highest score for content is 30, Organization, vocabulary and language use are 20, and mechanics is 10. The total of all components is 100.

Furthermore, the students' ability in writing descriptive paragraphs could be measured by using writing assessment that was used by teacher of English in SMA Muhammadiyah 1 Pekanbaru. So, the writer used writing assessment used by the teacher as follows<sup>72</sup>:

**Table III.4**  
**Writing Descriptive Paragraphs Form Score and**  
**Assessment Aspect of Writing Descriptive Paragraphs**

No.	Assessment Aspects	Score			
		1	2	3	4
1	Content				
2	Organization: a. Identification b. Description of features				
3	Vocabulary				
4	Grammatical Features: a. Action Verb b. Transitional words c. Present Tense				
5	Spelling and Punctuation				
	<b>Total Maximum Score</b>	<b>20</b>			

**Explanation of Score:**

1 = Incompetent

2 = Competent Enough

3 = Competence

4= Very Competent

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<sup>72</sup> Yuli Efrina, *Perangkat Pembelajaran SMA Muhammadiyah 1 Pekanbaru*, 2013

$$\text{Final Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 80$$

## F. Validity and Reliability of the Test

### 1. Validity of the Test

The test used for testing students' writing ability had to have validity. According to Hughes, a test is said to be valid if it measures accurately what it is intended to measure.<sup>73</sup> It means that the test should be appropriate, meaningful and also useful in terms of the purpose of the assessment. According to Gay, validity is the appropriateness of the interpretations made from the test score.<sup>74</sup> Gay also states that there are three types of validity. They are content validity, criterion-related validity which consist of concurrent and predictive validity, and construct validity.

A test is said to have content validity if its content constitutes a representative sample of the language skills, structures, etc. with which it is meant to be concerned.<sup>75</sup> It means that content validity focuses on how well the items represent the intended area. According to Gay, content validity is determined by expert judgment and there is no formula by which it can be computed and there is no way to express it quantitatively.<sup>76</sup> According to Arikunto, content validity measures specific purpose that is parallel with the material that is learned in

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<sup>73</sup> Arthur Hughes, *Testing for Language Teachers*, (Cambridge: Cambridge University Press, 2003) pg. 26

<sup>74</sup> L.R. Gay and Peter Airasian, Op. Cit. pg. 161

<sup>75</sup> Arthur Hughes, Loc. Cit. pg. 26

<sup>76</sup> L.R. Gay and Peter Airasian, Loc. Cit. pg. 164

curriculum.<sup>77</sup> It means that content validity can be determined by referring to the material given to the students based on the curriculum.

The tests used by the writer in this research had been approved by writers' supervisor who was familiar with language teaching and testing, and the tests given to the students were based on the material learned. Based on the explanation above, the writer assumed that the test used had content validity.

## 2. Reliability of the Test

According to Brown, a reliable test is consistent and dependable.<sup>78</sup> Gay also states that reliability is the degree to which a test consistently measures whatever it is measuring.<sup>79</sup> It means that the same test that is given to the same students or matched students on two different occasions, the test should show the similar result.

Furthermore, According to Gay, subjective tests – such as essay tests, short-answer tests, performance and product tests, projective tests, observations, and almost any test that calls for more than one word response, are concerned with interjudge and intrajudge reliability. Interjudge reliability is also known as interscorer, interrater, and interobserver reliability.

Interrater reliability refers to the scoring reliability of two (or more) independent scorers. Meanwhile, intrarater reliability refers to the

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<sup>77</sup> Suharsimi Arikunto. *Dasar-Dasar Evaluasi Pendidikan*. (Jakarta: Bumi Aksara, 2009) pg. 67

<sup>78</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Pearson Education, 2004) pg. 20

<sup>79</sup> L.R. Gay and Peter Airasian, *Loc. Cit.* pg. 169

consistency of the scoring of a single judge or rater over time. In this case, the writer used interjudge (interrater) reliability because the scores of the test in writing descriptive paragraphs done by writer in both experimental and control classes were evaluated by two raters.

### G. Technique of Data Analysis

In analyzing the data, the researcher used scores of pre-test and post-test of experimental and control groups. This score was analyzed statistically by using both descriptive statistics and inferential statistics. Descriptive statistics permit the writer to meaningfully describe many pieces of data with a few indices.<sup>80</sup> Meanwhile, inferential statistics allow the writer to generalize to a population of individuals based on information obtained from a limited number of research participants.<sup>81</sup> The data were analyzed by using statistical software which is SPSS 19 Version for the inferential statistics. The different mean was analyzed by using T – test formula.<sup>82</sup>

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

$t_o$  = The value of t – obtained

$M_x$  = Mean score of experimental sample

$M_y$  = Mean score of control sample

$SD_x$  = Standard deviation of experimental group

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<sup>80</sup> L.R. Gay and Peter Airasian. Loc. Cit. pg. 437

<sup>81</sup> Ibid. pg. 469

<sup>82</sup> Hartono. *Statistik untuk Penelitian*. (Yogyakarta: Pustaka Pelajar, 2008) p.193

$SD_y =$  Standard deviation of control group

The  $t$  - table is employed to see whether there is a significant difference between the mean score of both experiment and control group. The  $t$  - obtained value is consulted with the value of  $t$  - table at the degree of freedom ( $df$ ) =  $(N_1+N_2) - 2$  statically hypothesis:

$H_a$  :  $t_o > t - \text{table}$

$H_o$  :  $t_o < t - \text{table}$

$H_a$  is accepted if  $t_o > t - \text{table}$  or there is effect of using RoundRobin Strategy toward students writing ability on descriptive paragraphs.

$H_o$  is accepted if  $t_o < t - \text{table}$  or there is no effect of using RoundRobin Strategy toward students writing ability on descriptive paragraphs.

## **CHAPTER IV**

### **DATA PRESENTATION AND ANALYSIS**

#### **A. Description of Research Procedure**

This research was intended to find out students' writing ability on descriptive paragraphs both taught by using RoundRobin strategy (experimental class) and taught without using RoundRobin Strategy, and also to find out the significant effect of using RoundRobin Strategy toward students' writing ability on descriptive paragraphs.

The data of the research were students' score of pre-test and post-test. Before giving treatment to X2 as experimental class, the writer gave pre-test to X1 and X2. Then the writer used the same format of written test, which had been used by the writer in pre-test, with different choice of topics for the post-test of both experimental and control classes. Treatment was given to X2 experimental class for six meetings.

The writer provided three different topics that could be chosen by the students in writing descriptive paragraphs in both pre-test and post-test. The results of the pre-test and post-test were evaluated by using five components of students' writing ability on descriptive paragraphs: content, organization, vocabulary, grammatical features, spelling and punctuation. Each of these components had its score.

The total scores of pre-test and post-test in both classes were significantly different. The total score of pre-test in control class was 1376, while the highest score was 70 and the lowest was 40. Meanwhile, the total

score of post-test in control class was 1396; the highest score was 72 and the lowest score was 40. On the other hand, the total score of pre-test in experimental class was 1400; the highest score was 74 and the lowest was 40. Then, the total score of post-test in experimental class was 1832; where the highest score was 78 and the lowest score was 58.

## **B. The Data Presentation**

The data of this research were the scores of students' pre-test and post-test for writing descriptive paragraphs in both control and experimental classes. Here, there were two data of students' writing ability on descriptive paragraphs: the data of students' writing ability on descriptive paragraphs taught by using RoundRobin Strategy in experimental class and the data of students' writing ability on descriptive paragraph taught without using RoundRobin strategy. The data of students' score in writing descriptive paragraphs are as follows:

### **1. Students' Writing Ability on Descriptive Paragraphs Taught without Using RoundRobin Strategy.**

The data of students' writing ability on descriptive paragraphs taught without using RoundRobin Strategy were gotten from pre-test and post-test score of the students in X1 as the control class. The data could be seen from the table below:

**Table IV.1**  
**The Score of Students' Writing Ability on Descriptive Paragraphs**  
**Taught Without Using RoundRobin Strategy**

Students	Control Class					
	Pre-test			Post-test		
	Rater 1	Rater 2	T	Rater 1	Rater 2	T
Student 1	44	44	44	44	52	48
Student 2	60	60	60	64	52	58
Student 3	56	52	54	56	64	60
Student 4	48	52	50	48	56	52
Student 5	44	44	44	48	60	54
Student 6	64	64	64	64	68	66
Student 7	68	72	70	68	72	70
Student 8	56	56	56	56	64	60
Student 9	52	56	54	52	56	54
Student 10	44	48	46	48	56	52
Student 11	40	48	44	48	56	52
Student 12	48	56	52	48	48	48
Student 13	40	40	40	44	44	44
Student 14	40	40	40	40	44	42
Student 15	40	40	40	40	40	40
Student 16	48	56	52	40	40	40
Student 17	68	72	70	72	72	72
Student 18	48	48	48	44	52	48
Student 19	40	48	44	48	56	52
Student 20	48	52	50	48	56	52
Student 21	48	56	52	60	64	62
Student 22	56	52	54	40	48	44
Student 23	48	52	50	44	44	44
Student 24	40	40	40	44	40	42
Student 25	48	56	52	40	44	42
Student 26	48	56	52	48	52	50
Student 27	52	56	54	52	44	48
<b>Total</b>	<b>1336</b>	<b>1416</b>	<b>1376</b>	<b>1348</b>	<b>1444</b>	<b>1396</b>

From table IV.1, the writer found out that the total score of pre-test in control class was 1376 while the highest score was 70 and the lowest was 40.

Meanwhile the total score of post-test in control class was 1396 while the highest score was 72 and the lowest was 40. It can be seen that the students had little increasing in their writing ability on descriptive paragraphs. The frequency pre-test and post-test score of control class can be seen as below:

**Table IV.2**  
**The Distribution of Frequency of Students' Pre-test Score in Control Class**

Score of Pre-Test	Frequency	Percent	Valid Percent	Cumulative Percent
40	4	14.8%	14.8%	14.8%
44	4	14.8%	14.8%	29.6%
46	1	3.7%	3.7%	33.3%
48	1	3.7%	3.7%	37.0%
50	3	11.1%	11.1%	48.1%
52	5	18.5%	18.5%	66.7%
54	4	14.8%	14.8%	81.5%
56	1	3.7%	3.7%	85.2%
60	1	3.7%	3.7%	88.9%
64	1	3.7%	3.7%	92.6%
70	2	7.4%	7.4%	100.0%
<b>Total</b>	<b>27</b>	<b>100%</b>	<b>100%</b>	

Based on the table above, it can be seen that in the pre-test there were 4 students who got score 40 (14.8%), 4 students got score 44 (14.8%), 1 student got score 46 (3.7%), 1 student got score 48 (3.7%), 3 students got score 50 (11.1%), 5 students got score 52 (18.5%), 4 students got score 54 (14.8%), 1 student got score 56 (3.7%), 1 student got score 60 (3.7%), 1 student got score 64 (3.7%), 2 students got score 72 (7.4%). The highest frequency was 5 at the score 52. The total frequency was 27.

**Table IV.3**  
**The Distribution of Frequency of Students' Post-test Score in Control Class**

Score of Post-Test	Frequency	Percent	Valid Percent	Cumulative Percent
40	2	7.4%	7.4%	7.4%
42	3	11.1%	11.1%	18.5%
44	3	11.1%	11.1%	29.6%
48	4	14.8%	14.8%	44.4%
50	1	3.7%	3.7%	48.1%
52	5	18.5%	18.5%	66.7%
54	2	7.4%	7.4%	74.1%
58	1	3.7%	3.7%	77.8%
60	2	7.4%	7.4%	85.2%
62	1	3.7%	3.7%	88.9%
66	1	3.7%	3.7%	92.6%
70	1	3.7%	3.7%	96.3%
72	1	3.7%	3.7%	100%
<b>Total</b>	<b>27</b>	<b>100%</b>	<b>100%</b>	

Based on the table above, it can be also seen that in the post-test there were 2 students who got score 40 (7.4%), 3 students got score 42 (11.1%), 3 students got score 44 (11.1%), 4 students got score 48 (14.8%), 1 student got score 50 (3.7%), 5 students got score 52 (18.5%), 2 students got score 54 (7.4%), 1 student got score 58 (3.7%), 2 students got score 60 (7.4%), 1 student got score 62 (3.7%), 1 student got score 66 (3.7%), 1 student got score 70 (3.7%), 1 student got score 72 (3.7%). The highest frequency was 5 at the score 52. The total frequency was 27.

## **2. Students' Writing Ability on Descriptive Paragraphs Taught by Using RoundRobin Strategy**

The data of students' writing ability on descriptive paragraphs taught by using RoundRobin Strategy were also taken from pre-test and post-test of X2 as experimental class. The data could be seen from the table below:

**Table IV.4**  
**The Score of the Students' Writing Ability on Descriptive Paragraphs**  
**Taught by Using RoundRobin Strategy**

Students	Experimental Class					
	Pre-test			Post-test		
	Rater 1	Rater 2	T	Rater 1	Rater 2	T
Student 1	48	56	52	68	68	68
Student 2	48	56	52	76	76	76
Student 3	48	52	50	72	72	72
Student 4	52	44	48	64	60	62
Student 5	40	40	40	60	56	58
Student 6	48	40	44	68	60	64
Student 7	56	52	54	68	68	68
Student 8	56	52	54	72	76	74
Student 9	52	52	52	68	72	70
Student 10	44	40	42	68	72	70
Student 11	44	52	48	72	68	70
Student 12	56	52	54	60	60	60
Student 13	48	44	46	64	60	62
Student 14	44	40	42	64	72	68
Student 15	44	44	44	60	64	62
Student 16	68	60	64	68	68	68
Student 17	68	60	64	68	64	66
Student 18	68	60	64	76	72	74
Student 19	48	40	44	68	76	72
Student 20	60	56	58	60	60	60
Student 21	56	60	58	76	76	76
Student 22	76	72	74	80	76	78
Student 23	48	44	46	64	60	62
Student 24	40	40	40	72	68	70
Student 25	52	56	54	64	68	66
Student 26	68	64	66	68	64	66
Student 27	44	48	46	72	68	70
<b>Total</b>	<b>1424</b>	<b>1376</b>	<b>1400</b>	<b>1840</b>	<b>1824</b>	<b>1832</b>

From table IV.3, the writer found out that the total score of pre-test in experimental class was 1400 in which the highest score was 74 and the lowest was 40. Then the total score of post-test was 1832 while the highest score was

78 and the lowest was 58. It means that there is significant improvement on students' writing ability on descriptive paragraph between students' score of pre-test and post-test in experimental class. The frequency score of pre-test and post-test of experimental class can be seen as follows:

**Table IV.5**  
**The Distribution of Frequency of Students' Pre-test Score in Experimental Class**

<b>Score of Pre-Test</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
40	2	7.4%	7.4%	7.4%
42	2	7.4%	7.4%	14.8%
44	3	11.1%	11.1%	25.9%
46	3	11.1%	11.1%	37.0%
48	2	7.4%	7.4%	44.4%
50	1	3.7%	3.7%	48.1%
52	3	11.1%	11.1%	59.3%
54	4	14.8%	14.8%	74.1%
58	2	7.4%	7.4%	81.5%
64	3	11.1%	11.1%	92.6%
66	1	3.7%	3.7%	96.3%
74	1	3.7%	3.7%	100%
<b>Total</b>	<b>27</b>	<b>100%</b>	<b>100%</b>	

Based on the table above, in the pre-test it can be seen that there were 2 students who got score 40 (7.4%), 2 students got score 42 (7.4%), 3 students got score 44 (11.1%), 3 students got score 46 (11.1%), 2 students got score 48 (7.4%), 1 student got score 50 (3.7%), 3 students got score 52 (11.1%), 4 students got score 54 (14.8%), 2 students got score 58 (7.4%), 3 students got score 64 (11.1%), 1 student got score 66 (3.7%), 1 students got score 74 (3.7%). The highest frequency was 4 at the score 54, and the total frequency was 27.

**Table IV.6**  
**The Distribution of Frequency of Students' Post-test Score in**  
**Experimental Class**

<b>Score of Post-Test</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
58	1	3.7%	3.7%	3.7%
60	2	7.4%	7.4%	11.1%
62	4	14.8%	14.8%	25.9%
64	1	3.7%	3.7%	29.6%
66	3	11.1%	11.1%	40.7%
68	4	14.8%	14.8%	55.6%
70	5	18.5%	18.5%	74.1%
72	2	7.4%	7.4%	81.5%
74	2	7.4%	7.4%	88.9%
76	2	7.4%	7.4%	96.3%
78	1	3.7%	3.7%	100%
<b>Total</b>	<b>27</b>	<b>100%</b>	<b>100%</b>	

Based on the table above, it also can be seen that in the post-test there were 1 student got score 58 (3.7%), 2 students got score 60 (7.4%), 4 students got score 62 (14.8%), 1 student got score 64 (3.7%), 3 students got score 66 (11.1%), 4 students got score 68 (14.8%), 5 students got score 70 (18.5%), 2 students got score 72 (7.4%), 2 students got score 74 (7.4%), 2 students got score 76 (7.4%), 1 student got score 78 (3.7%). The highest frequency was 5 at the score 70, and the total frequency was 27.

### **3. The Effect of Using RoundRobin Strategy toward Students' Ability in Writing the Descriptive Paragraphs in SMA Muhammadiyah 1 Pekanbaru.**

The data of students' writing ability on descriptive paragraphs here were taken from the score of students' pre-test and post-test in both

experimental and control classes with 27 respondents for each class. The data can be seen from the following table:

**Table IV.7**  
**Students' Writing Score of Pre-test and Post-test of Experimental and Control Class**

Students	Experimental Class		Control Class	
	Pre-Test	Post-Test	Pre-Test	Post-Test
Student 1	52	68	44	48
Student 2	52	76	60	58
Student 3	50	72	54	60
Student 4	48	62	50	52
Student 5	40	58	44	54
Student 6	44	64	64	66
Student 7	54	68	70	70
Student 8	54	74	56	60
Student 9	52	70	54	54
Student 10	42	70	46	52
Student 11	48	70	44	52
Student 12	54	60	52	48
Student 13	46	62	40	44
Student 14	42	68	40	42
Student 15	44	62	40	40
Student 16	64	68	52	40
Student 17	64	66	70	72
Student 18	64	74	48	48
Student 19	44	72	44	52
Student 20	58	60	50	51
Student 21	58	76	52	62
Student 22	74	78	54	44
Student 23	46	62	50	44
Student 24	40	70	40	42
Student 25	54	66	52	42
Student 26	66	66	52	50
Student 27	46	70	54	48
<b>Total</b>	<b>1400</b>	<b>1832</b>	<b>1376</b>	<b>1395</b>

From the table above, it can be seen that the increasing of the total writing score of post-test for the students in experimental class, which was given the treatment by using RoundRobin Strategy, was relatively higher than the total writing score of post-test for the students in control class which was not given the treatment by the writer.

### **C. The Data Analysis**

The data analysis was presented based on the statistical result followed by using RoundRobin Strategy on the writing ability on descriptive paragraphs of the first year students at SMA Muhammadiyah 1 Pekanbaru. The data were divided into two: pre-test and post-test. The writer used SPSS 19.

#### **1. Students' Writing Ability on Descriptive Paragraphs Taught without Using RoundRobin Strategy**

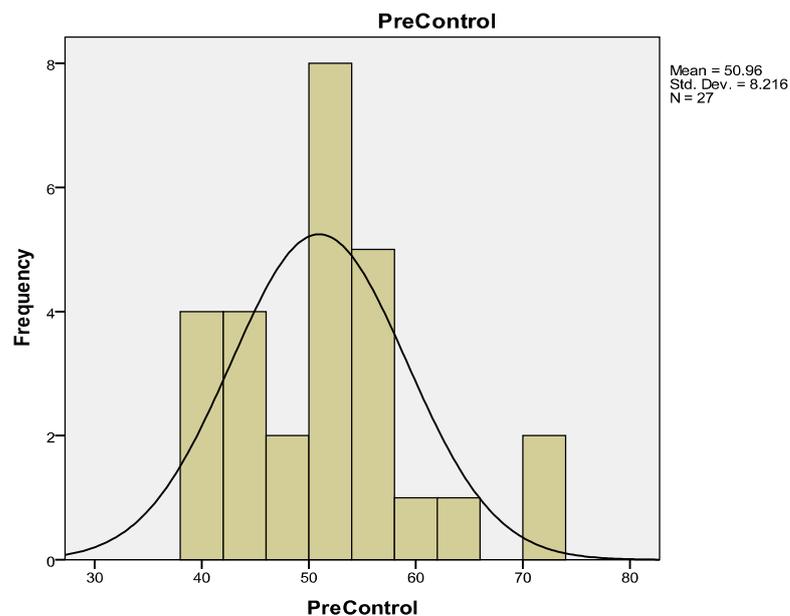
The data were obtained from students' pre-test and post-test score in writing descriptive paragraphs in control group which was not given the treatment by the writer. The total frequency of the control class was 27 and the total score of students' pre-test in writing descriptive paragraphs was 1376. Mean ( $M_x$ ) and Standard Deviation ( ) was obtained by using SPSS 19 as follows:

**Table IV.8**  
**Mean and Standard Deviation of Students' Pre-Test Score in Control Class**

Mean	50.96
Standard Deviation	8.216

From the table above, the distance between Mean ( $M_x$ ) and Standard Deviation ( ) was too far. In other words, the scores obtained were normal.

**Histogram IV.1**  
**Pre-Control Histogram**



From the histogram above, it can be analyzed that the histogram is almost normal.

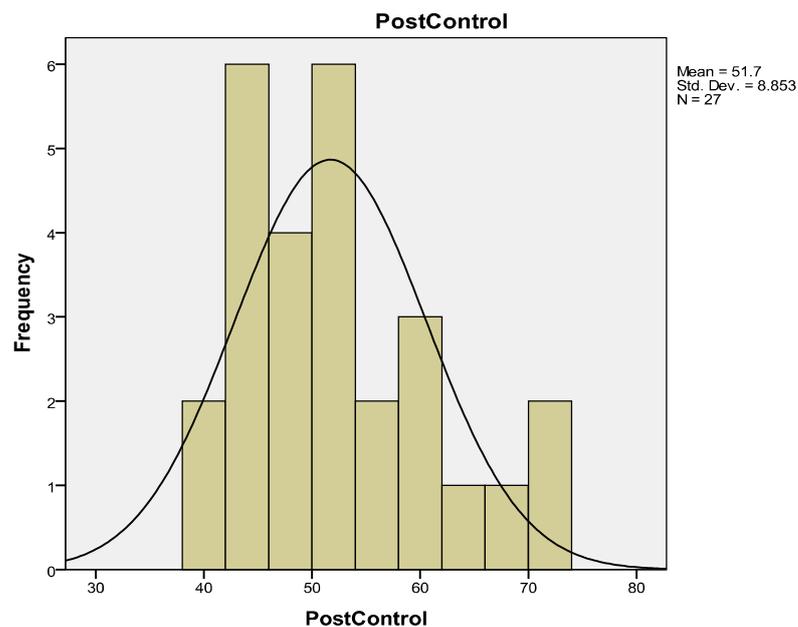
Meanwhile, the total frequency of the post-test given in the control class was 27 and the total score was 1396. Mean ( $M_x$ ) and Standard Deviation ( ) were obtained by using SPSS 19 as follows:

**Table IV.9**  
**Mean and Standard Deviation of Students' Post-Test Score in Control Class**

Mean	51.70
Standard Deviation	8.853

From the table above, the distance between mean and standard deviation was too far. It can be concluded that the scores obtained were normal. The histogram of students' post-test score of writing ability on descriptive text in control class can be seen as follows:

**Histogram IV.2**  
**Post-Control Histogram**



From the histogram above, it can be analyzed that the histogram is almost normal.

## 2. Students' Writing Ability on Descriptive Paragraphs Taught by Using RoundRobin Strategy

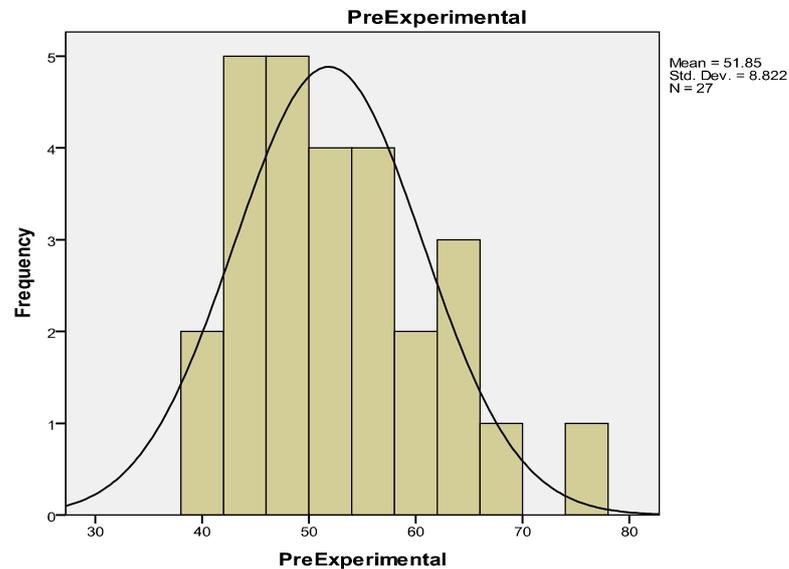
The data were obtained from students' scores of pre-test and post-test in writing descriptive paragraphs for experimental class, which was given the treatment by the writer. It can be seen that the total frequency of the experimental class was 27 and the total scores of students' pre-test in writing descriptive paragraphs was 1400. So, Mean ( $M_x$ ) and Standard Deviation ( ) were obtained by using SPSS 19 as follows:

**Table IV.10**  
**Mean and Standard Deviation of Students' Pre-Test Score in**  
**Experimental Class**

Mean	51.85
Standard Deviation	8.822

From the table above, the distance between Mean ( $M_x$ ) and Standard Deviation ( ) is too far. It also can be concluded that the scores obtained are normal.

**Histogram IV.3**  
**Pre-Experimental Histogram**



From the histogram above, it can be seen that the histogram is almost normal.

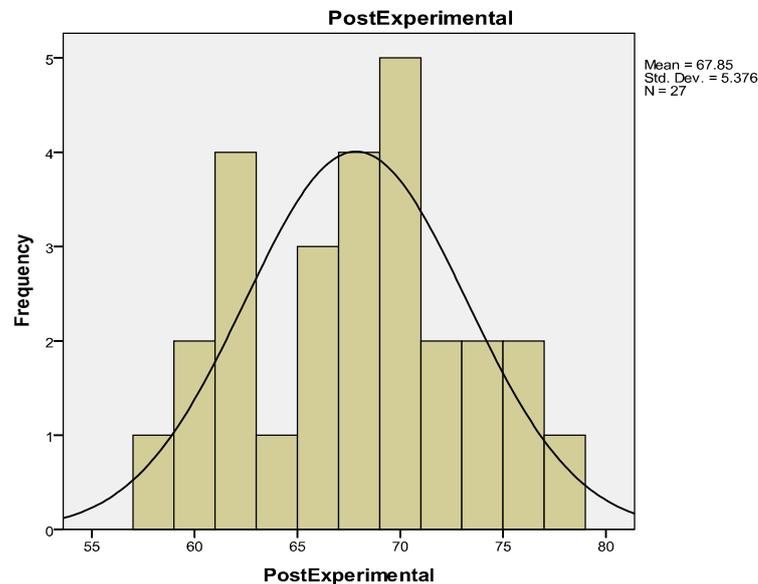
Meanwhile, the total frequency for post-test in experimental class was also 27 and the total scores was 1832. So, Mean ( $M_x$ ) and Standard Deviation ( ) were obtained by SPSS 19 as follows:

**Table IV.11**  
**Mean and Standard Deviation of Students' Post-Test Score in Experimental Class**

Mean	67.85
Standard Deviation	5.376

From the table above, the distance between Mean ( $M_x$ ) and Standard Deviation ( ) is too far. It also can be concluded that the scores obtained are normal. The histogram of students' post-test score of writing ability on descriptive text in experimental class can be seen as follows:

**Histogram IV.4**  
**Post-Experimental Histogram**



From the histogram above, it can be seen that the histogram is almost normal.

### 3. The Effect of using RoundRobin Strategy toward Students' Ability in Writing the Descriptive Paragraphs in SMA Muhammadiyah 1 Pekanbaru.

From the table of students' writing score on descriptive paragraphs in data presentation, it can be seen that the calculation of total score of pre-test in the control class was 1376 and the total score of post-test in the control class was 1396. On the other hand, the calculation of total score of pre-test in the experimental class was 1400 and the total score of post-test in the experimental class was 1832.

In order to find out the data analysis of the effect of using RoundRobin Strategy toward students' writing ability on descriptive paragraphs, the writer then used t-test by using SPSS 19. The data were

taken from students' score of post-test in writing descriptive paragraphs in both experimental and control classes. The data of t-test can be seen from the table as follows:

**Table IV.12**  
**Group Statistics**

group		N	Mean	Std. Deviation	Std. Error Mean
writing ability	Control	27	51.70	8.853	1.704
	Experiment	27	67.85	5.376	1.035

Based on the table above, it can be seen that the total students from each, control class consisted of 27 students and experimental class also consisted of 27 students. The mean score of control class was 51.70 and the mean score of experimental class was 67.85. Standard Deviation of the control class was 8.853, and Standard Deviation of the experimental class was 5.376. Then, Standard Error Mean of the control class was 1.704 and Standard Error Mean of the experimental class was 1.035.

**Table IV.13**  
**Independent Sample T-Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
writing ability	Equal variances assumed	4.282	.044	8.101	52	.000	16.148	1.993	20.148	12.148
	Equal variances not assumed			8.101	42.880	.000	16.148	1.993	20.168	12.128

From the table of Independent Sample T-Test above, it shows that the t-test result is 8.101, the df is 52, mean difference is 16.148, standard error difference is 1.993, the lower difference interval is 20.148 and the upper difference interval is 12.148. Based on the score of t-obtained, it can be concluded as follows:

1. Based on the score of t-obtained gathered from SPSS 19, it shows that t-obtained ( $t_o$ ) is 8.101. On the other hand, the score of t-table from the  $df = 52$  is 2.01 from the level significance of 5% and 2.68 from the level significance of 1%. So, by comparing t-obtained ( $t_o$ ) and t-table, it shows that  $t_o$  is higher than t-table. It can be read that  $2.01 < 8.101 > 2.68$ . It means that null hypothesis ( $H_o$ ) is rejected, while the alternative hypothesis ( $H_a$ ) is accepted.

2. By orienting the number of significance, if probably is  $> 0.05$ , null hypothesis ( $H_0$ ) is accepted. If probably is  $< 0.05$ , alternative hypothesis ( $H_a$ ) is accepted.

Thus, the writer can conclude that alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_0$ ) is rejected. In other words, there is significant effect of using RoundRobin Strategy toward writing ability on descriptive paragraphs of the first year students at SMA Muhammadiyah 1 Pekanbaru.

Based on the data analysis about students' writing ability on descriptive paragraphs, the writer found out that the mean of students' writing ability on descriptive paragraphs by using RoundRobin Strategy was higher than the mean of the students' writing ability on descriptive paragraphs without using RoundRobin Strategy.

Therefore, the result of this analysis could answer the formulation of the problem:

1. Writing ability on descriptive paragraphs of the first year students at SMA Muhammadiyah 1 Pekanbaru taught without using RoundRobin Strategy had lower score. It is caused by different treatment that was used in teaching and learning process.
2. Writing ability on descriptive paragraphs of the first year students at SMA Muhammadiyah 1 Pekanbaru taught by using RoundRobin Strategy had higher score.

3. There is significant effect of using RoundRobin Strategy toward writing ability on descriptive paragraphs of the first year students at SMA Muhammadiyah 1 Pekanbaru

## CHAPTER V

### CONCLUSION AND SUGGESTION

The first focus of this research is to find out whether there is significant effect of using RoundRobin Strategy toward writing ability on descriptive paragraphs of the first year students at SMA Muhammadiyah 1 Pekanbaru. Thus, the writer would like to conclude the result about what has been discussed in the previous chapters and also to recommend some suggestion concerning with the use of RoundRobin Strategy toward writing ability on descriptive paragraphs of the first year students at SMA Muhammadiyah 1 Pekanbaru.

#### A. Conclusion

This research describes the students' writing ability on descriptive paragraphs after being taught by using RoundRobin Strategy of the first year students at SMA Muhammadiyah 1 Pekanbaru. Based on the data analysis explained at the chapter IV, the writer comes to the conclusion as follows:

1. Writing ability on descriptive paragraphs of the first year students at SMA Muhammadiyah 1 Pekanbaru taught without using RoundRobin Strategy is lower than using RoundRobin Strategy.
2. Writing ability on descriptive paragraphs of the first year students at SMA Muhammadiyah 1 Pekanbaru taught by using RoundRobin Strategy is higher than without using RoundRobin Strategy.
3. RoundRobin Strategy gives significant effect toward writing ability on descriptive paragraphs of the first year students at SMA Muhammadiyah 1

Pekanbaru. It can be seen from  $t\text{-obtained} = 1.801 > t\text{-table} = 2.01$  (5%) and 2.68 (1%), and  $p = 0.05 > \text{sig. } 0.000$ .

In conclusion, teaching English by implementing RoundRobin Strategy of the first year students at SMA Muhammadiyah 1 Pekanbaru is successful to improve students' writing ability on descriptive paragraphs.

## **B. Suggestion**

Considering the result of this study, the writer would like to propose some suggestion as follows:

### **1. Suggestion for Teacher**

- a. The teacher should be creative in selecting the strategy that can be used for teaching and learning process of English, especially teaching writing. It is intended to make the enjoyable and interesting learning for students in doing writing activities.
- b. The teacher should give the students opportunities to share and to express their ideas or opinion in front of their friends. It is intended to make students open minded and involved in the teaching and learning process

### **2. Suggestion for Students**

- a. The students should pay more attention to the lesson that has been explained by the teacher.
- b. The students should have discussion and information sharing in learning English to make their knowledge broader and to improve their ability in writing.

- c. The students should be aware about the importance of writing as one of the acts of communication in the target language.

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