

THE EFFECT OF USING ROUND ROBIN STRATEGY ON STUDENTS' WRITING RECOUNT TEXT ABILITY

(A STUDY AT THE TENTH GRADE STUDENTS OF SMA NEGERI 1
PINANGSORI IN 2018/2019 ACADEMIC YEAR)

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Abstract: The objectives of this research are to find out: 1) The extent of the application of round robin strategy in teaching writing recount text at the tenth grade students of SMA Negeri 1 Pinangsori, 2) The extent of students' writing recount text ability before and after using round robin strategy at the tenth grade students of SMA Negeri 1 Pinangsori, 3) Whether there is a significant effect of round robin strategy on students' writing recount text ability at the tenth grade students of SMA Negeri 1 Pinangsori. These research experimental method by pre-experimental design; one group pre-test post-test design. The population of this research is all of the tenth grade students of SMA Negeri 1 Pinangsori which consists of 284 students. The technique of sampling that used in this research is systematic sampling and the number of the sample consists of 30 students. In collecting the data, the researcher uses observation sheet to get the data of the application round robin strategy and test used to get the data of the recount text. The researcher uses statistical accounting to analysis the data by using t_{test} formula. Before using the round robin strategy the mean of score is 59.75 it is criterion as "Enough" while after using the round robin strategy the mean of score is 73 and it is categorized "Good". Based on the data that had been analyzed, the result of the research showed that t_{test} is higher than t_{table} (t_{test} is 3.34 > t_{table} is 2.04) at 5% significances level with degree of freedom (df). It means that, there is a significant effect of round robin strategy on students' writing recount text ability at the tenth grade students of SMA Negeri 1 Pinangsori in 2018/2019 Academic Year. So, the hypothesis is accepted.

Keywords: *Round Robin Strategy, Writing Ability, Recount text.*

Abstrak: Tujuan penelitian ini adalah untuk mengetahui: 1) Sejauh mana penggunaan strategi round robin dalam mengajarkan menulis teks recount pada siswa-siswi kelas sepuluh di SMA Negeri 1 Pinangsori tahun ajaran 2018/2019, 2) untuk mengetahui sejauh mana siswa-siswi menulis teks recount sebelum dan sesudah menggunakan strategi round robin pada siswa kelas sepuluh di SMA Negeri 1 Pinangsori, 3) Apakah ada pengaruh yang signifikan dari penggunaan strategi round robin pada siswa-siswi kelas sepuluh di SMA Negeri 1 Pinangsori. Penelitian ini menggunakan metode eksperimental dengan menggunakan bentuk pre-eksperimental; pola one group pre-test post-test. Populasi dari penelitian ini adalah seluruh siswa-siswi kelas sepuluh di SMA Negeri 1 Pinangsori yang terdiri dari 284 siswa. Teknik sampling yang digunakan dalam penelitian ini adalah sampel sistematis dan jumlah sampel terdiri dari 30 siswa. Dalam pengumpulan data, peneliti menggunakan observation sheet untuk mengumpulkan data dari penggunaan round robin strategi dan tes digunakan untuk memperoleh data dari teks recount. Sebelum menggunakan round robin strategi nilai rata-rata yang diperoleh adalah 59.75 yang termasuk dalam kategori "Cukup" sementara itu setelah menggunakan strategi round robin skor nilai rata-rata adalah 73 dan termasuk kategori "Baik". Berdasarkan hasil data yang telah dianalisis, hasil dari penelitian ini adalah menunjukkan bahwa t_{tes} lebih besar daripada t_{tabel} ($t_{tes} 3.34 > t_{tabel} 2.04$) pada taraf 5 %. Itu artinya bahwa, ada pengaruh yang signifikan dari strategi round robin terhadap kemampuan menulis teks recount di kelas sepuluh SMA Negeri 1 Pinangsori Tahun Ajaran 2018/2019. Jadi, hipotesis diterima.

Kata kunci: Strategi Round Robin, Kemampuan Menulis, Teks Recount.

I. INTRODUCTION

Writing is a forward activity. It means that the students able to make time for writing in order to each students can improve their skills in english writing. Yet in fact, the students still very confused to write something about their ideas. One of the problem in writing that found at the tenth grade of SMA Negeri 1 Pinangsori is writing recount text ability still low. The students still can not

develop the generic structure well namely most of the students immediately to event in writing recount text. Actually, firstly they must write orientation before write to event. For example: I ever **go** to Siborong-borong city. The sentence mentioned is wrong, as we know that in writing recount text must use simple past tense and it should be: I ever **went** to Siborong-borong city. It means that, they still have difficulties in writing recount text from the aspects generic structure and using lexicogrammatical features. The objectives of this research are to find out: a) The extent of the application of Round Robin Strategy in teaching writing recount text at the tenth grade students of SMA Negeri 1 Pinangsori 2018/2019 Academic Year. b) The extent of students' writing recount text ability before and after using Round Robin Strategy at the tenth grade students of SMA Negeri 1 Pinangsori 2018/2019 Academic Year. c) Whether there is a significant effect of Round Robin Strategy on students' writing recount text ability at the tenth grade of SMA Negeri 1 Pinangsori 2018/2019 Academic Year.

Writing has some indicators to make writing ability to be well Jacobs in Hughes (2003: 104) states that, the indicators of writing involves: Content, Organization, Vocabulary, Grammar/Language Use and Mechanics.

1. Content

Content of writing must be distinct read by the readers to understand about the content that written or conveyed by the author. According to Brown (2018: 5) "Content is there at least two things which can be measured in

connection with content; the points that are presented and formal signals given the reader to guide in understanding the topic”.

2. Organization

Organization is expressing fluently in writing or to convey their ideas distinctly. According to Oshima and Ann (2018: 6) “Organization matched the assignment”.

3. Vocabulary

Vocabulary is all about words in a language or special set of words you are trying to learn. Vocabulary is one of important in aspect of writing without vocabulary something that will be written can not arranged to be sentences.

According to Nunan (2006: 121) “Vocabulary is the collection of words that an individual knows”. In Sumaryati (2018: 1) said that, Vocabulary is important key for anyone who wants to master a particular language.

4. Grammar/ Language Use

Grammar is one of englishlanguage that should be mastered by everyone structurally grammar that appropriate. Baskervill & Sewell (2013: 6) states that, “Grammar/language Use is a description of the usages of the English language by good speakers and writers of the present day”. Next, Baskervill & Sewell (2013: 7) states that, “Grammar/language Use is the science of *letter*; hence the science of using words correctly”.

5. Mechanics

In Oshima and Ann (2018: 7) "Mechanics consist spelling, punctuation, capitalization, etc". It means that mechanics is about spelling and punctuation in writing well.

To improve their ability in writing recount text, the researcher conducts by used round robin strategy. According to Kagan (2013:13-14) says:"Round Robin Strategy is the strategy that can create the best of both worlds-novel stimuli within a predictable world and also content free and repeatable. Round robin 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". According to Jacobs *et al.*, (2017: 4) Explain that, "This technique is called roundrobin, because they go round in a circle with each person getting a chance to talk justlike Robins sings. The groups use cooperative technique round robin to discuss their own beliefs about learning".

Spencer Kagan and Miguel Kagan (2013:14-15) states that, "Round Robin Strategy has some procedures in implementing this strategy in the classroom, the procedures are": a). Teacher divides students into group of four or five randomly, b). Teacher explains to the students how this strategy will work, c). Teacher poses a problem there are multiple possible responses or solutions (materials, topic, open-enden question, etc), d). Students formulate their ideas in thingking 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.

II. METHODOLOGY OF RESEARCH

SMA Negeri 1 Pinangsori, the complete address in JL.Padangsidimpuan 30 KM Pinangsori, Tapanuli Tengah. The researcher used an experimental method. In the research activity, the researcher has been to choose and use the suitable method in a research.

The researcher conducted by used an experimental method. In the research activity, the researcher has been to choose and use the suitable method in a research. The population of this research was the tenth grade of SMA Negeri 1 Pinangsori which consists of four classes has specific number of students. In this research, for the technique of collecting data that used by the researcher is observation sheet and test. And also the writer took the data for given test to the students with the form composition writing test.

There are two kinds to analyze the data in research, namely; descriptive analysis and inferential analysis. Descriptive analysis is used the variables, for instance: mean, median, modus, histogram, and so forth. While, inferential analysis uses of analysis the hypothesis. To analyze all the data the writer used t_{test} formula.

III. RESULT

The result of the research after conducted in SMA Negeri 1 Pinangsori by contributed obseravation sheet and test at the tenth grade students of SMA Negeri 1 Pinangsori. Then, the researcher analyze the data by calculated statistical accounting. The application score of round robin strategy is representedas follows:

Table 1
Result of Observation Sheet of Round Robin Strategy on Sudents' Writing Recount Text Ability

No	Indicators	Mean
1	Pre-Activity	4
2	While-Activity	3.85
3	Post-Activity	4
Score Total		56
Score Mean		3.92

Based on the explanation above, it could be seen the application of round robin strategy while the researcher teach and explain recount text is “Very Good”.

Table 2
Score of Mean, Median and Mode of Students’ Ability in Writing
Recount Text Before Using Round Robin Strategy

No	Items	Score
1	Mean	59.75
2	Median	62.28
3	Mode	64.61

From the calculation above, it can be seen that the average or mean score who got by the students was 59.75 and it is criterion as the “Enough” ability. Median or middle score who got by the students was 62.28 and it is criterion as the “Enough” ability. While mode that often occur in the data was 64.61 and it is criterion as the “Enough” ability.

In the other hand, to gain clear the data description completely, the researcher represented the histogram as below:

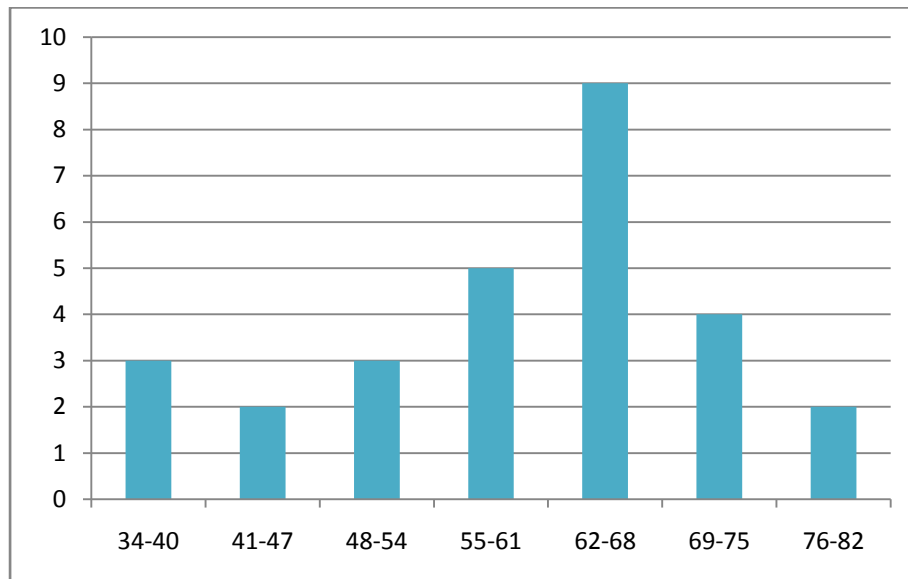


Figure 1: Histogram of Students' Ability in Writing Recount Text Before Using Round Robin Strategy

Based on the histogram above, it can be seen that the highest frequency was consist of 9 students on interval 62-68 and while the lowest frequency were consists of 2 students on interval 41-47 and also 2 students on interval 76-80.

Table 3
Score of Mean, Median, Mode of Students' Ability in Writing Recount Text After Using Round Robin Strategy

No	Items	Score
1	Mean	73

2	Median	77.45
3	Mode	80.87

From the calculation above, it can be concluded that the students had average or mean score was 73 and that is categorized “Good” Achievement.

In the other words, to get clear the description of data completely the researcher represented in the histogram as following:

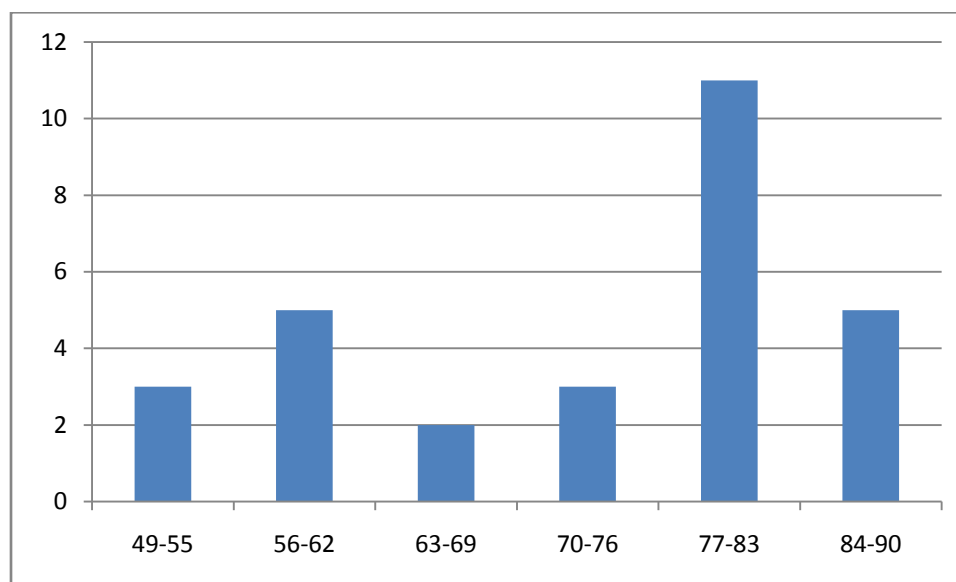


Figure 2: Histogram of Students' Ability in Writing Recount Text After Using Round Robin Strategy

According to the calculation above, it can be concluded the result of $t_{\text{test}} = 3.34$ and while $t_{\text{table}} = 2.04$ at 5% significances level with degree of freedom (df). So, the researcher had gained that t_{test} is higher than t_{table} ($3.34 > t_{\text{table}} 5\% = 2.04$). It means that, there is a significant effect of round robin strategy on students' writing recount text ability at the tenth grade students of SMA Negeri 1 Pinangsori. In the other hand, that alternative hypothesis (H_a) is accepted.

IV. DISCUSSION

Previously, the researcher had been done researching to collect datanamelny observing through pre-test and post-test by using round robin strategy. From the observation sheet the result of implemented round robin strategy on students' ability in writing recount text got the mean or average score is 3.92 and that is as "Very Good" criterion. Next, the mean score of students' ability in witing recount text before using round robin strategy was 59.75 it is included in "Enough" criterion. Meanwhile, the mean score of students' ability in writing recount text after using round robin strategy was 73 it is included in "Good" criterion. In the other words, that there is an improvement students' ability of writing recount text after using round robin strategy.

By using the application of round robin strategy in teaching especially writing recount text ability is good. The students not bored in teaching process and make them more interested in join the subject material finely. Therefore, the students more understand to catch the material of recount text and they are able

to convey again about the material that explained previously, capable to analyze the recount text well, and also writing example of the recount text exactly. It can be concluded that round robin strategy gives the effect to make the students and easier to receive material especially recount text and capable rewritten recount text.

From the related findings previously that had been discussed in Chapter II, to know and compare the result of this research namely the researcher gained that students' ability in writing recount text after using round robin strategy to be improved. In the other words, through using round robin strategy make them easier understand about the material that is ability in writing recount text. By the result that explained previously, proved t_{test} is higher than t_{table} ($3.34 > t_{table} 5\% = 2.04$). So, that the hypothesis is accepted. For that, the researcher give the conclusion that the students' ability in writing recount text after using round robin strategy is higher than before using round robin strategy at the tenth grade students of SMA Negeri 1 Pinangsori.

Further, the students are able in writing recount text is higher after using round robin strategy than before using round robin strategy. It is occurred, because based on the theoretical description previously that had been described in chapter II, round robin strategy suitable and exact to improve students' ability in writing recount text. This strategy consider capable to increase their skills in writing recount text and also this strategy is easy to apply in teaching. Round robin strategy has advantages in learning process, namely each students that

passive able to be active. The students free to convey their ideas. This strategy teach each students to cooperative learning, like the students study with the form in discussion and individually. For that, each students can help each other in joint and independent learning. Therefore, each students not bored in learning process. The researcher determine the hypothesis that used to know there is a significant effect or there is no a significant effect and prove it by using statistical accounting. Eventually, the researcher could prove it and concludes that round robin strategy is well on students' ability in writing recount text at the tenth grade students of SMA Negeri 1 Pinangsori. So, because of that the hypothesis is accepted.

CONCLUSION

Based on the result of the research in the chapter IV previously, the researcher makes representation as a conclusion as the following: 1). The result of implementation of round robin strategy on students' writing recount text at the tenth grade students of SMA Negeri 1 Pinangsori in 2018/2019 Academic Year is categorized 3.92 it is criterion as "Very good". So, it means that the researcher had used and implemented round robin strategy in teaching ability in writing recount text is achieved; 2). The students' ability in writing recount text before taught by using round robin strategy was 59.75 and it is category as "Enough" criterion. Then, after the researcher using and implementing the round robin strategy at the tenth grade students of SMA Negeri 1 Pinangsori in teaching

writing recount text was 73 and it is category as “Good” criterion; 3). The hypothesis used to prove that t_{test} is higher than t_{table} ($3.34 > 2.04$). It means that there is a significant effect of using round robin strategy on students’ writing recount text ability at the tenth grade students of SMA Negeri 1 Pinangsori.

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