

**IMPROVING THE VIII GRADE STUDENTS' DESCRIPTIVE TEXT  
WRITING ACHIEVEMENT BY USING ROUNDTABLE TECHNIQUE AT  
SMPN 1 SUMBERASIH-PROBOLINGGO**

**THESIS**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
LANGUAGE AND ARTS DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY**

**2018**

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**THESIS**

Composed to Fulfill One of the Requirements to Obtain the Degree of S1  
at the English Education Program, Language and Arts Department,  
the Faculty of Teacher Training and Education,  
Jember University

**By**

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**2018**

## DEDICATION

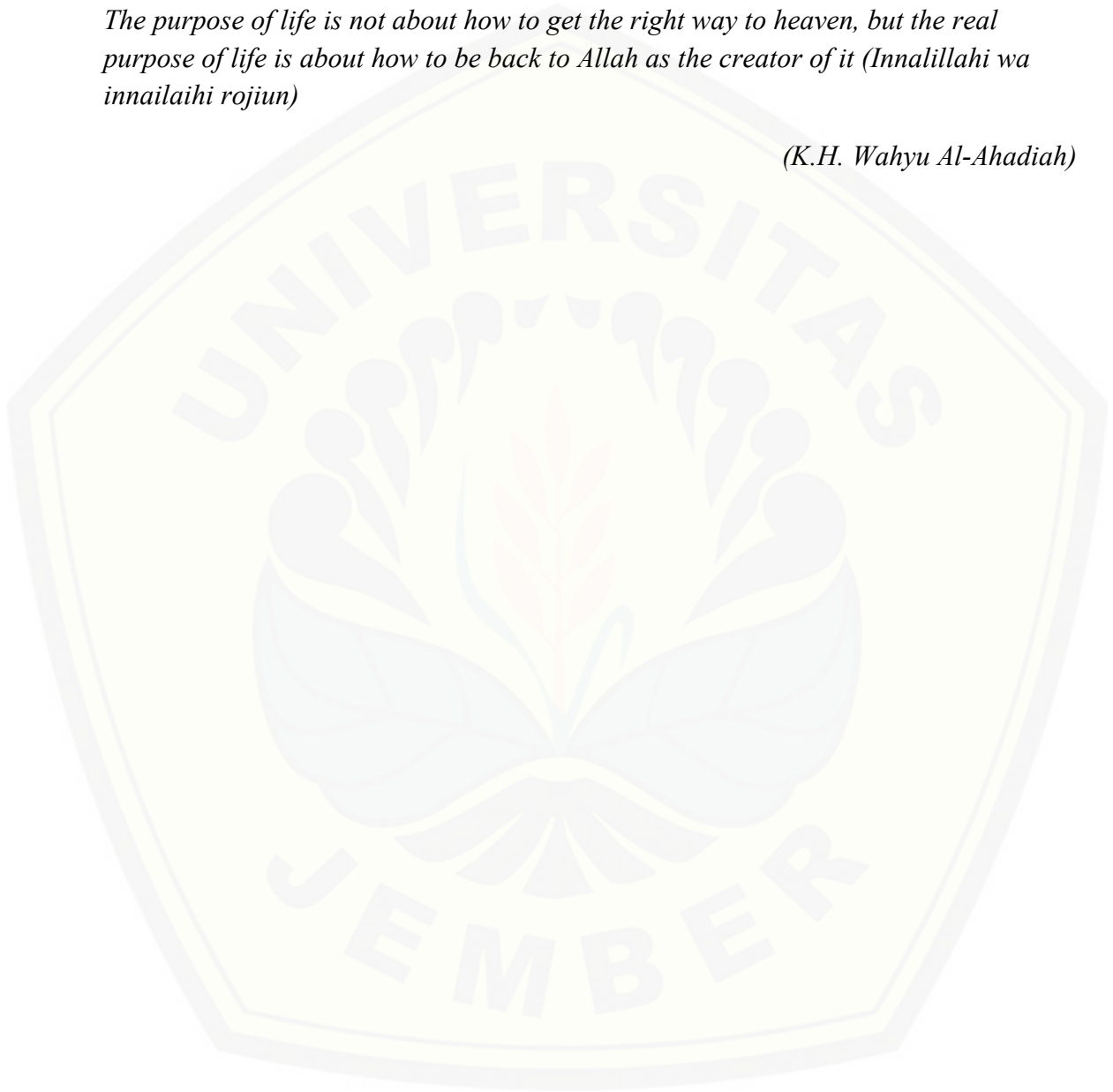
### **This thesis is honorably dedicated to:**

- ❖ My beloved father *H.Suber, S.PdI* and my beloved late mother *Hj.Su'aibah* who always support me to finish my thesis among all of my business which really takes my time so much that makes me spend only little time to create my thesis.
- ❖ My beloved husband and daughter *Yusuf Wibisono, S.Pd* and *Misya Al Zahsy Wibisono* who always accompany me to Jember to finish all the things related to my thesis to finish it. Without my husband, I would had leaved this thesis because after the marriage I prefer to be a good housewife rather than going to campus to submit my thesis.
- ❖ All of the other of my family members. Thanks for the support.

## MOTTO

*The purpose of life is not about how to get the right way to heaven, but the real purpose of life is about how to be back to Allah as the creator of it (Innalillahi wa innailaihi rojiun)*

*(K.H. Wahyu Al-Ahadiah)*



## STATEMENT OF THESIS AUTHENTICITY

I certify that this research is an original work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedure and guidelines of the thesis writing from the university and the faculty have been followed

Jember, 19<sup>th</sup> October 2018

The Writer

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**CONSULTANTS' APPROVAL**

**IMPROVING THE VIII GRADE STUDENTS' DESCRIPTIVE TEXT  
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## APPROVAL OF THE EXAMINATION COMMITTEE

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## ACKNOWLEDGEMENT

I would like to express my greatest gratitude to Allah SWT for blessing me and giving me strength to finish writing the thesis entitled “Improving the VIII grade students’ descriptive text writing achievement by using Roundtable technique at SMPN 1 Sumberasih-Probolinggo”.

In relation to the process of writing to finish this thesis, I would like to express the deepest thanks to:

1. The Dean of the Faculty of Teacher Training and Education, Jember University
2. The Chairperson of the Language & Arts Department
3. The Chairperson of English Education Study Programs
4. The first and second consultants, Dr. Budi Setyono, M.A and Eka Wahjuningsih, S.Pd, M.Pd. Thank you for spending your time and giving me suggestions and ideas to make my thesis better.
5. The lecturers of the English Education Program who have given me moral supports to work harder in finishing the thesis
6. The examination committee that have given me a lot of suggestions
7. The Principal and the English teachers of SMPN 1 Sumberasih for giving me an opportunity to conduct this research
8. The VIII grade students of SMPN1 Sumberasih in the 2017/2018 Academic Year.

I believe that this thesis have some weaknesses. Therefore, any criticism from those who want to improve the thesis will be appreciated.

Jember, 19<sup>th</sup> October 2018

The Writer



## SUMMARY

**Improving the VIII Grade Students' Descriptive Text Writing Achievement by Using Roundtable Technique at SMPN 1 Sumberasih-Probolinggo. Ainun Amilatun Nazilah, 110210401020; 2018:76 Pages; English Educational Study Program, Language and Art Department, Faculty of Teacher Training and Education, Jember University.**

This research was focusing on improving the VIII grade students' descriptive text writing achievement by using roundtable technique at SMPN 1 Sumberasih, Probolinggo. This class room action research was selected by the researcher because based on the result of the interview with the English teacher; it was known that the students faced difficulties in writing a descriptive text especially in developing the ideas, choosing appropriate words, using correct tenses, and using correct mechanics. Therefore, the researcher tried to use Roundtable technique to solve those problems because Roundtable technique is kind of cooperative learning that allows the students to take turn in generating ideas related to the topic of writing. It is useful for brainstorming, reviewing, and practicing a skill.

This classroom action research was applied in 1 cycle. It consisted of Meeting 1 and Meeting 2 which consisted of teaching and learning process activities of descriptive text writing by using roundtable technique based on Lesson Plan 1 and 2. Then, it was continued by administering a writing test to measure the students' descriptive text writing achievement. During the teaching and learning process, the researcher collaboratively with the English teacher also did an observation and collected the artifacts in the form of students' group worksheet to know how roundtable technique helped the students in generating ideas and making outline to make a good descriptive text writing.

After implementing roundtable technique in teaching descriptive text writing to the VIII grade students ant SMPN 1 Sumberasih, it was known that this technique could facilitate the students to generate ideas in writing a descriptive text such as writing the characteristics of their favorite English teacher as many as

possible. Then, by using guided activities in the worksheet, the students could make an outline which helped them to organize the ideas by following the generic structure of descriptive text. Next step, they could make a draft based on the outline and check the grammatical errors. After revising the errors, they could make the final descriptive text.

Thus, the result of descriptive text writing achievement test also showed that the students' score were improved. Based on the analysis, it was known that 83,3% of the students could pass the passing grade. It means that 25 students of 30 students could get score at least 75 or more. Whereas before applying roundtable technique, there were only 11 students of 30 students (36,67%) that could get score at least 75 or more. Guided writing task in the discussion of roundtable technique could facilitate the students to produce many ideas relevant to the topic and help them make outline useful for writing a well organized descriptive text. In conclusion, Roundtable technique does not only make the students be able to work cooperatively well but also individually well.

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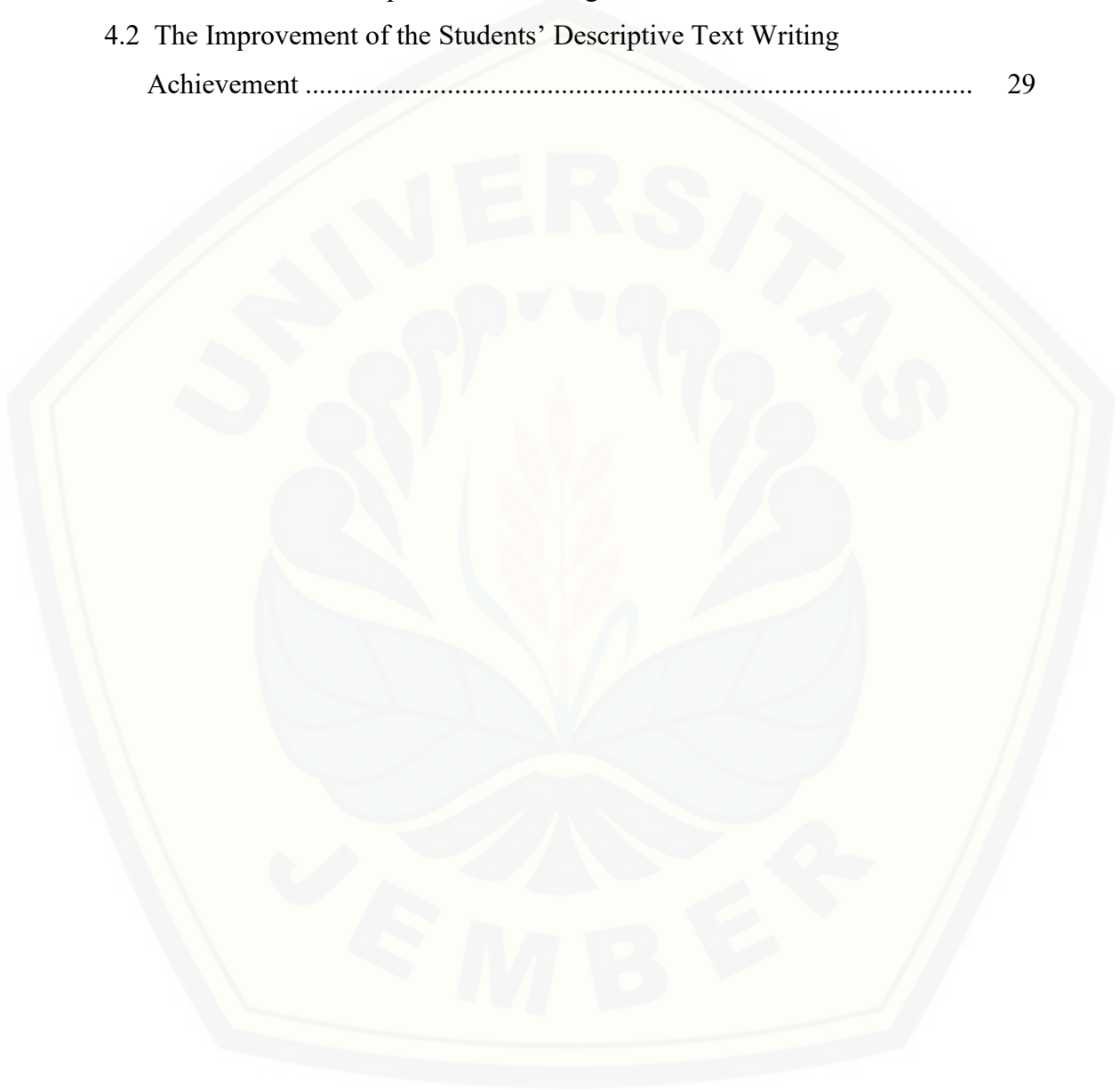


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## CHAPTER 1. INTRODUCTION

This chapter presents the readers about the background of the research, the problems of the research, the objectives of the research, the significance of the research, and the scope and limitation of the study. They are presented in the following parts.

### 1.1 Background of the Research

English is a language which has four skills that should be mastered by the students. They are listening, speaking, reading, and writing. Related to those skills, writing is considered as a difficult skill because there are five aspects that the students must be good at if they want to be able to write well. Those aspects are grammar, vocabulary, mechanic, content, and organization. Harmer (2004:31) states that writing is a basic language skill which is as important as speaking, listening, and reading because the students need to know how to write a report, a letter, and some of writing special conventions such as punctuation, paragraph construction etc. Hartfiel and Hughey (1985:3) also explain that writing is the primary means for conveying information, ideas, beliefs, and impressions to others when the ideas are too complex to express orally, when face-to-face exchange is not possible, or when a more permanent form of communication is needed. It means that mastering writing is to make them able to express their ideas and thoughts in a written form meaningfully and grammatically correct. Besides, according to the Institutional Level Curriculum (*KTSP*), the students are expected to be able to produce short functional text and short essay in the form of procedure, descriptive, recount, narrative, and report text.

Based on the explanation above, the researcher did an informal interview with the English teacher of the VIII grade students at SMPN 1 Sumberasih- Probolinggo on Wednesday, 13<sup>th</sup> of September, 2017. Based on the interview, it was known that the students still have difficulties in writing, especially the students of the VIII A grade. They did not know how to develop their ideas when they were asked to write a text even the curriculum wanted them to be able to

write many kinds of texts in which one of them was a descriptive text. Sometime, they also found difficulties in choosing appropriate words, using the correct tenses, and putting the appropriate punctuations and capitalization. It could be concluded that in general the VIII grade students at SMPN 1 Sumberasih Probolinggo had problems dealing with the use of vocabulary, grammar, mechanic, and content. In writing a descriptive text, the standard passing grade of English in this school was 75, but there were still many students who got score below 75 in their writing test especially the VIII A grade students. VIII A grade class had 30 students and there were only 11 students (36,67 %) of 30 students who could pass the passing grade.

The problems above were caused by the monotonous technique used by the English teacher in teaching writing to the students for example the teacher only used English textbook “When English Rings the Bell” in teaching the students, gave explanation about a descriptive text writing in front of the classroom, asked the students to make some notes, and asked the students to do the exercises individually. The teacher rarely asked the students to work in groups or in pairs in writing a descriptive text. She said that it made some high achiever students dominated in doing the task because the low achiever students found difficulties in creating the idea. They did not have enough English vocabulary to write that they depended on their friends. Actually, it can be solved by using Roundtable technique as one of the techniques in Cooperative Language Learning. Roundtable can be used for brainstorming activities in writing down the descriptive text. Roundtable forces the students to generate ideas about the object being described. It also encourages responsibility for the group and team building. Mandal (2009) says in her article that Roundtable technique helps the students to generate ideas because each of them has an opportunity to participate and the ideas can be used to develop a piece of good text on a given topic.

Barkley *et al* (2005:241) says that roundtable technique also ensures equal participation among group members and exposes students to multiple viewpoints and ideas. It means that Roundtable technique will be useful to improve the students’ descriptive text writing ability and also their positive interdependence. It

is suitable with the objective of Curriculum 2013 which is used in this school. According to 2013 Curriculum, the students are not only expected to be able to have a good ability in writing as the cognitive product, but also achieve the affective aspects of the lesson. Kagan (1989) explains that by using Cooperative Language Learning, the students will be forced to have successful group-based learning by achieving the key elements of CLL. One of them is Positive Interdependence which is established when each member feels that what helps one member helps all and what hurts one member hurts all so each member has high responsibility for their group. This technique will motivate the students to have a high responsibility by achieving the positive interdependence to make their own group success.

The previous study done by Siregar (2011) about using Roundtable technique to improve the XI grade students' ability in writing hortatory exposition text at SMAN 10 Pekanbaru showed that after applying Roundtable technique, the students' mean score of hortatory exposition text writing test increased from 43,92 to 76,37. It was also known that the students' individual participation also improved. Adityawati (2013) also did a study about the implementation of Roundtable technique in improving descriptive paragraph writing skill of the VIII grade students of SMPN 3 Kuta Selatan in the 2013/2014 academic year. The result of the study showed that before implementing the action, the mean score of the students' writing was 61,96. After implementing the action, the students' mean score improved into 68,09 in cycle 1 and 76,29 in cycle 2. Therefore, by considering the problems faced by the VIII grade students at SMPN 1 Sumberasih-Probolinggo, and the benefits of using Roundtable technique as one of techniques in Cooperative Language Learning that was proved by the previous study done by Siregar (2011) and Adityawati (2013), the researcher was motivated to do a classroom action research entitled **Improving the VIII Grade Students' Descriptive Text Writing Achievement by Using Roundtable Technique at SMPN 1 Sumberasih-Probolinggo.**

## **1.2 Research Problems**

Based on the background of this research, the researcher formulates the research problems as follows:

1. How can the use of Roundtable technique improve the VIII grade students' descriptive text writing achievement at SMPN 1 Sumberasih-Probolinggo?
2. How can group discussion in Roundtable technique help the VIII grade students generate ideas and write the outline of descriptive text writing?

## **1.3 Research Objectives**

The objectives of this research are as follows:

1. To improve the VIII grade students' descriptive text writing achievement by using Roundtable technique at SMPN 1 Sumberasih-Probolinggo.
2. To describe how group discussion in roundtable technique helps the VIII grade students generate ideas and write the outlines of descriptive text at SMPN 1 Sumberasih- Probolinggo

## **1.4 Significance of the Research**

The results of this research are expected to be useful for the researcher, the English teacher, the students, and the other researchers.

### **1.4.1 The Researcher**

This research is expected to give great knowledge and an experience for the researcher to do this classroom action research about the problems faced by students in learning English especially in descriptive text writing, how Roundtable technique will help the students to improve their writing scores and how this technique can help the students to generate idea and make the outline of a good descriptive text.

### **1.4.2 The English Teacher**

The result of this research is expected to be able to provide information for the English teacher how to apply Roundtable technique in the classroom in teaching writing to improve the students' descriptive text writing achievement.

### **1.4.3 The VIII A Grade Students**

The result of this research is expected to be able to motivate the VIII A grade students in practicing writing a descriptive text by using Roundtable technique, so that their writing achievement will be improved.

### **1.4.3 The Other Researchers**

The result of this research is expected to be useful for the other researchers as a reference to conduct a further research to improve the students' achievement in writing a descriptive text by using a different technique or improving the students' achievement in different language skills or language components by using Roundtable technique at any different levels. It can also be done by using different research design.

### **1.5 The Limitation of the Research**

This research is a kind of classroom action research which is conducted to solve a certain problem faced by the students in the classroom by using a certain technique or media. In this research, the research subjects are the VIII A grade students of SMPN 1 Sumberasih-Probolinggo. They have problems in writing a descriptive text as explained in the research background above. Based on the discussion with the English teacher, the researcher decided to use Roundtable technique as the action to solve the problem. Hopefully, after implementing the Roundtable technique, the students' descriptive text writing will be improved.



## CHAPTER 2. LITERATURE REVIEW

This chapter presents some literatures related to the variables of this research. It covers cooperative learning definitions, roundtable technique of cooperative learning, writing skill definitions, descriptive text writing definitions, the implementation of roundtable technique in teaching writing, the assessment of the students' writing, and the hypothesis of the research.

### 2.1 Cooperative Learning Definition

According to Holubec *et al* (2004), cooperative learning is a teaching and learning process in which the students are divided into some small groups so that they can work together to get the same opportunity in increasing their learning achievement. It means that in cooperative learning, the students of each group had to work together to do the task and had to help each other to understand the materials given by the teacher in order to get a good score together. Gregor (1990), in Laal and Ghodsi (2011:1) says that cooperative learning is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product. Thus, cooperative learning as an instructional strategy involved the students to work actively and purposefully together in small groups to enhance their own and their teammates learning.

Therefore, it could be concluded that cooperative learning was a strategy in teaching and learning process which made the students worked together in groups to do a certain task, so if a member of a certain group faced difficulties in doing the task, the other members helped him to solve it because the job of each member was not only doing the task and learning what is taught well but also for helping teammates for their own group success. Thus, in dividing the students into some groups, the students with different levels of ability must be mixed.

## 2.1.1 The Components of Cooperative Learning

Making the students working cooperatively is not an easy thing. According to Holubec *et al* (2004) which was translated by Narulita (2012), to make the students work cooperatively is not only by asking them to sit together, grouping the students, and asking them to do the task because sometimes forming the students in groups may make a competition among each member or solving the task individually. Thus, there are five components that should be understood in order to make the cooperation among the students work well.

### 1. Positive interdependence

Gillies (2007:4) states that positive interdependence among students is established when everybody understands that each member's contribution is important in helping the group to achieve its goal. Based on Gillie's statement, it is known that the teacher has to create learning activities which make the students feel that the group is considered as successful group only if all members of the group are able to do the exercise or understand the assigned material well. Thus, positive interdependence is needed so that the students can work cooperatively. In this research, the students' positive interdependence is one of the aspects that should be improved by the researcher.

### 2. Face to face interaction

According to Weidner (2003:33), cooperative learning can be characterized as social process in which knowledge is acquired through successful interaction between the group members. It means that in cooperative learning, the students need to have direct or face to face interaction among the group's members so that each member can share and discuss what they have known about a certain material. The activities created by the teacher must give the students opportunity to share idea to others, discuss a certain material given by the teacher, and explain how to solve a problem to others.

### 3. Individual accountability

The objective of cooperative learning is to make each member of the groups be able to perform better than before. After working together, the students must be able to work well alone. The students' individual accountability can be



assessed by giving individual examinations, posing questions randomly by calling a certain individual, asking random students to present their work, giving opportunity for the students to explain the materials to their partners. So, cooperative learning does not only want the students to work cooperatively, but should also perform well individually.

#### 4. Interpersonal and small-group skill

In order to make the students work cooperatively, the students need to have social skills such as leadership, decision making, trust building, communication, and management conflict because having academic skills is not enough to make the students work cooperatively well in a group. The students who have low social skills can learn and work with the students who have already had those skills to improve their social skills so that the groups can do the tasks from the teacher well. Thus, it is important to teach those social skills to the students.

#### 5. Group processing

Group processing is like reflection. It happens when groups discussing what they have done, how well they have achieved their goals, and how effective they have maintained their relation in working in groups. The students have to evaluate their groups' actions whether the actions are helpful or not, need to do or not. The teacher can provide time for the students to evaluate themselves at the end of the lesson. This reflection is important, so that later the students can work in group better to reach better learning achievement.

Those components above are the superiority of cooperative learning. Therefore, the researcher believes that using one of the techniques of cooperative learning helped the students to improve their writing achievement. In this research, the researcher applied Roundtable technique.

## **2.2 Roundtable Technique of Cooperative Learning**

Roundtable is a cooperative learning technique which allows the students to take turn in generating written responses, solving problems, or making a contribution to the team project (Kagan,1989). They characterize roundtable as a

technique which makes the students sit in teams of three or more, and each of them takes a turn to draw, past, or write one answer to a query because there is only a pencil and a piece of paper provided for each group to write the answers.

In this research, roundtable was used as a technique in teaching writing a descriptive text to improve the students' writing achievement. According to Millis (2007), roundtable is useful for brainstorming, reviewing, or practicing a skill. It means that roundtable could be used to help the students to practice writing skill because by using this technique, the students did brainstorming to create and develop their ideas in writing a text.

Roundtable was implemented in this research because it has many advantages for the students. Barkley *et al* (2005:241) say that roundtable is essentially the written version of the discussion technique. When the teacher proposed the multiple answer questions, it helped the students focus their attention on writing their responses because it gave the students quick time to think about their responses. The limited time forced the students to focus only on writing their answer rather than talking about unimportant things. Roundtable also gave equal participation among group members because everyone had to contribute their ideas to response the teacher's questions but if there was someone who could write nothing, the other members could help him by giving some cues. Thus, it is known that roundtable could build team cohesion and reinforce the power of teamwork. Then, roundtable can train the students to have deeper and more creative thinking because they are forced to multiple their answer. All members of the team had to give responses without repeating the other member's ideas, thus, they had to think more creatively (Kagan, 1989).

Further, by considering the definitions of roundtable technique, it is known that another advantage of roundtable is to stimulate the students' positive interdependence, because in this technique all members has to give their ideas related to the teacher's questions if they want to make their team as the best team in the classroom. They were forced to realize that they could not depend on their friends. Everyone had the same responsibility in finishing the task so that finally, not only the students' positive interdependence was improved by this technique

but accidentally the other cooperative learning components of the students was also be better.

### **2.3 The Definition of Descriptive Text Writing Skill**

Writing is defined as communicating for a purpose in which there is always a context in the text that the writer creates and another context that will be made by the readers (NSW Department of Education and Training, 1999:12). It means that writing is the process of clarifying thoughts and ideas which are meaningful. Therefore, there is a certain purpose why the text is made. The purpose of the writing will determine the language choices that will be made by the writer.

According to Flower and Hayes (1981:336-367), writing is best understood as a set of distinctive thinking processes which writers orchestrate or organize during the act of composing. From the definition, it is known that writing is a special process of composing something such as ideas and thoughts in mind which want to be expressed. Furthermore, Heaton (1990:135) shares that writing skill is complex and sometimes difficult. Because, in order to create good writing, there are five general components or main areas which must be fulfilled as the following:

1. Language use which means the ability to write correct and appropriate sentence.
2. Mechanical skills which mean the ability to use spelling and punctuation correctly.
3. Treatment of content which means the ability to think creatively in developing the ideas which will be written.
4. Stylistic skills which mean the ability to manipulate sentences and paragraph and use language effectively.
5. Judgment skills which mean the ability to write in appropriate purpose for a certain audience and the ability to select relevant information.

There are many kinds of text in which one of them is a descriptive text. Writing a descriptive text is not easy. It has its own characters and concept. In this research, the researcher wants to help the students to improve their descriptive text writing achievement. Therefore, here are the explanations of the concept of descriptive text and the example of it.

### **2.3.1 The Concept of Descriptive Text**

A text is the sequences of sentences that develop paragraphs. Brandon and Brandon (2011:295) explain that a paragraph is a group of sentences which have a single, main idea, which is contained in the topic sentence. It is supported by Hogue and Oshima (2007:38) which state that a paragraph is a group of related sentences that develops one main idea. Based on those theories, it can be concluded that a paragraph is several sentences which combine together to explain a topic or main idea.

According to Hogue and Oshima (2007:38), a paragraph has three parts; a topic sentence, several supporting sentences, and a concluding sentence. The explanations of those three parts are as follows:

1. Topic sentence is a sentence which tells the readers the topic of the paragraph. Topic sentence consists of topic and controlling idea. Topic is the main object that will be discussed in the paragraph and controlling idea is a specific point about the topic which is going to be described.
2. Supporting sentences are sentences that give details about the topic.
3. Concluding sentence is the summary of the main points in the paragraph. Usually, it restates the topic sentence in different words.

Actually, there are so many genres that can be created in writing. However, related to this research, the students were asked to create a descriptive text. Descriptive text means paragraphs which tell the appearance or nature of something (Brandon and Brandon, 2011:308). It can be said that in a descriptive text, there are the descriptions about the characteristics of something such as a person, animal, view, object, picture, etc. The purpose of this text is to give clear imagination about the item being described for the readers.

### 2.3.2 Model of Descriptive Text Writing

As supported by Anker (2010:155), a description is translating the writer’s experience of a person, place, or thing into words which is sometimes based on the physical sense such as sight, hearing, smell, taste, and touch. Here is the example of a descriptive text:

#### My Cat

**A** { I have a cat in my house. His name is “Papay”. Papay is an adorable cat.

He is very cute. His body is fat and he has thick fur. His fur is white and black. I love him because his fur feels very soft. Sometime he scratches out my arms when I play with him. Papay is very active. He likes to run around my house and chase everybody in my house. When he feels tired and sleepy, he sleeps on the sofa in the living room. I love my cat very much.

**B** }

(Adapted from [www.sekolahbahasainggris.com](http://www.sekolahbahasainggris.com))

Based on the example above, the generic structures of a descriptive text consist of Identification and description. Identification (part A) is a part of the paragraph which tells the readers about the introduction of the object being described. Description (part B) is the part of the paragraph which tells the readers about the visualization of the characteristics of the object being described. Besides, descriptive text also has several language features such as using simple present tense because it tells us about facts, using adjectives to give real description about the object, telling a specific participant, and using action verbs.

### 2.4 The Implementation of Roundtable Technique in Teaching Descriptive Text Writing

Barkley *et al* (2005:241-241) proposes some steps in implementing roundtable technique as follows:

1. Make groups of four students. The member of groups must be mixed within the high achievers and low achievers.



2. Give the group a theme
3. Ask one student to write a word or phrases related to the theme
4. Ask him or her to pass the paper to the friend on the left
5. When enough, ask each group to write an outline based in the idea they have gotten
6. Ask each group to write a draft based on the outline
7. Ask each group to write their text on the white board
8. Ask each group to check the other groups' works
9. Ask each group to revise their own work

The procedures of roundtable technique above were applied in teaching writing in order to improve the students' writing achievement. Therefore, that procedure was combined with the process of writing. Oshima and Hogue (2007: 15-19) explain that the first step of writing process is creating ideas (**Prewriting**). At this stage, the students have to choose a topic and collect ideas or phrases which explain the topic. The second is organizing the ideas (**organizing**). Here, the students have to write a sentence about the topic and write down the main idea about it then continuing to write the other sentences which contained of another main idea about the first main idea and so on. The third step is writing a rough draft (**Writing**). The students have to write everything about the main ideas without stopping to think about the grammar, spelling, and punctuation. The final step is polishing the rough draft by making corrections or editing the errors (**Polishing: Editing and Revising**). First, the students have to check the content and the organization, then the last they have to check the errors of grammar, spelling and punctuation (mechanic).

In conclusion, the implementation of roundtable technique in teaching writing can be as follows:

**Step 1:** the teacher divides the students into some groups consisting of 4 students.

The students are not allowed to choose the group members by themselves to avoid homogeneity within the group. The students then have to sit around the table with their own group and receiving only one answer sheet for each group. They have to decide which member will begin to answer

the question first and so on. According to Millis (2007), it is not allowed for the students to skip the turn except they really don't have another idea; they are able to say pass or another member can give some cues about the answer. Besides, the students are not allowed to repeat their friends' answers.

**Step 2:** The teacher gives multiple-answer question to the students. In this process the teacher has to give a question which forces the students to think more than one answers for example "What are the characteristics of a cat?". The question will let the students explore their mind to get ideas and points as many ideas as possible about some characteristics of a cat. It can be called as the process of prewriting when the students make a list of ideas to answer the question.

**Step 3:** The students start answering the question. For example the answer of the question "what are the characteristics of the cat?" is "it is cute", "it has long tail", "it has soft fur", etc. Therefore, it is important for the students to say their answer aloud so that the other member will hear the answers.

**Step 4:** The teacher tells the students if the time is up which means that they have to discuss their answers whether it is related to the question or not.

**Step 5:** The students have to organize the order of each idea related to the topic. They have to decide which answer is the main idea and which one are the supporting details. For example: The students' answers are: "A cat has long tail"; "A cat has pointed nose"; "A cat is a cute animal"; "A cat likes to run around the house"; "A cat likes chasing a mouse"; "some of cats have white and black fur"; "Cat's fur is soft"; "the nail is sharp"; "a cat does not like water"; "a cat likes to sleep on the sofa"; "A cat is the dog's enemy". Then, the students have to decide which statement is the main idea and the other will be the supporting details.

**Step 6:** the students write the draft of the text. They have to write it based on the outline they have organized before. The main idea is the identification and the supporting details are the descriptions. They can discuss with their friends to arrange it. Here is the example:



### A Cat

I love animal. My favorit animal is a cat. Even it often makes my house messy but a cat is a cute animal.

A cat has a pointed nose, long tail, and soft fur. Sometimes its fur's colors are white and black. A cat also has sharp nail used to chase a mouse. Cats have different beautiful colors of eyes. They can be yellow, brown, etc. Some of them have thick fur. It feels so smooth, so I like to hug them. A cat usually runs around the house and sleeps on the sofa. It looks so cute when the cat is sleeping. However, even though a cat looks so cute, it can chase the mouse cruelly.

**Step 7:** each group will get an opportunity to write their draft on the white board then the other group will check the errors together with the researcher. If there are some errors in grammar or misspelling or inappropriate punctuation, they can correct it. They can also add other related ideas and reduce the unrelated ones.

All those steps will help the teacher to improve the students' writing achievement because roundtable trains the students to create as many ideas as possible in their mind and write them so that they will not face any difficulties anymore in creating ideas in writing a descriptive text. Furthermore, working in groups also gives the students an opportunity to have interaction with each other, exchange ideas, solve problems together, discuss a certain inappropriate thing and correct it to create a good writing result. Thus, roundtable technique is the right technique to be applied in teaching writing.

## 2.5 The Assessment of the Students' Writing

The intermediate level students' writing should have accurate grammar, vocabulary, and spelling. Yet, some mistakes do not destroy the communication. The students' writing should be legible, using clear expression, and able to link the topics and the points coherently (Heaton, 1990:136). Thus, to measure their success in writing, Madsen (1983:120-121) says that there are two ways to give

formal grade to the students' writing. One is called analytical, and the other is holistic. Analytical assessment evaluates the components of writing separately. The writing components include mechanic (capitalization, spelling, punctuation), grammar (tenses, word order, sentence sense), organization (unity and coherent), and vocabulary (word choice). Meanwhile, holistic assessment is easier than analytical because it focuses on communication aspect. It measures how well the writing product communicates the idea. However, even analytical scoring takes longer time and more complicated, it was applied in this research. By scoring each component of writing in this case, it was more objective and accurate.

## **2.6 The Hypothesis of the Research.**

The hypothesis of this research can be classified as follows:

1. The use of roundtable technique can improve the VIII grade students' descriptive text writing achievement at SMPN 1 Sumberasih – Probolinggo.
2. The use of guided writing activities in the group discussion in roundtable model of cooperative learning can help the VIII grade students generate ideas and make the outlines of the descriptive text at SMPN 1 Sumberasih

## CHAPTER 3. RESEARCH METHOD

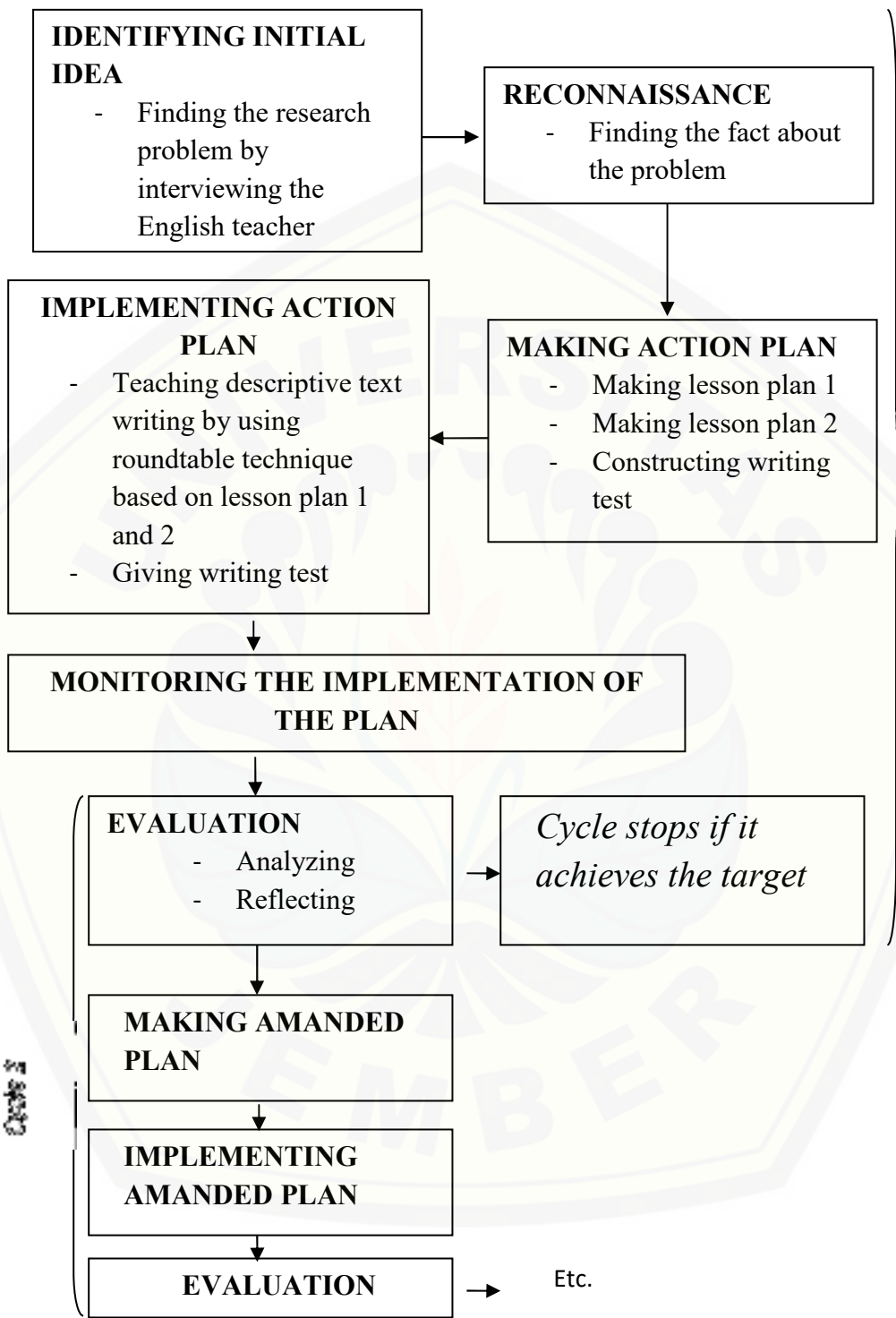
This chapter discusses the research methods that will be applied by the researcher. This chapter consists of several subchapters such as research design, area determination method, subject determination method, operational definition of the terms, data collection methods, research procedures, and data analysis methods.

### 3.1 Research Design

The design of this research was a classroom action research which had cycle in its implementation. The objective of this research was improving the VIII grade students' descriptive text writing achievement by using roundtable technique at SMPN 1 Sumberasih, Probolinggo. Freankel and Wallen (2009:589) explain that a classroom action research is conducted to solve a certain problem in a local site. It is a research which is undertaken by the teacher working cooperatively or individually within a school to solve a problem by doing some changes of feature resulting in a more desirable outcome (Lewin, in Cohen *et al* :2000). Therefore, the researcher used this design to help the students solve their problems in writing a descriptive text so that they could improve their descriptive text writing achievement.

Each cycle had some activities consisting of identifying initial idea, reconnaissance, making action plan, implementing action plan and monitoring the action, and conducting evaluation (Lewin in Elliot, 1991:70). The cycle would be stopped if the target was achieved. Further, in doing this research, the researcher needed to work collaboratively with the English teacher.

Here is the diagram of classroom action research design:



Adapted from Lewin, in Elliot, 1991:70)

### **3.2 Research Procedures**

In doing an action research, the researcher needed to do some procedures. This research followed Lewin's classroom action research design. Based on the Lewin's diagram above, all those steps are explained as follows.

#### **3.2.1 Identifying Initial Idea**

Initial idea is a statement which links an idea to action. The idea can be got by doing interview with the English teacher to collect some information about the students and collecting some documents about the students' score. From this information, the researcher knew the students have some problems in mastering English. After that, the action as the solution for the problem was also found. Therefore, this stage was very important because without getting the initial idea, the researcher could do nothing for the next stage. Initial idea led the researcher to find a creative solution to solve a problem faced by the students in teaching and learning process.

In this research, the researcher knew that the students faced difficulties in mastering descriptive paragraph writing after doing interview with the English teacher. Knowing that fact, it gave idea for the researcher to solve it by using roundtable technique of cooperative learning.

#### **3.2.2 Reconnaissance**

Reconnaissance is the stage of describing some facts about the students' situation. The fact can be got by interviewing the English teacher or doing observation in the classroom. This research focused on the facts of the students' problem in descriptive paragraph writing. They were about the reason why the students' faced difficulties in writing, what technique the English teacher usually used in teaching writing, what kind of difficulties that the students faced, what was the effective way to solve the problem, why it was effective to solve the problem. All those facts helped the researcher to do the next step.



### 3.2.3 Making Action Plan

Before implementing the action, the researcher needed to make some preparations in order to maintain the implementation of the action. They were as follows:

1. Preparing the learning material which was used in teaching descriptive text writing by using roundtable technique and also the scoring rubric used to measure the students' writing achievement
2. Making lesson plans
3. Constructing the writing test

### 3.2.4 The Implementation of the Action Plan and Monitoring the Action

The action plan of this research was applied during the lesson time. The researcher taught descriptive text writing by applying roundtable technique. In one cycle, the researcher taught twice based on lesson plan 1 and 2.

While implementing the action, the English teacher was involved in conducting observation. The English teacher made some notes about how group discussion in roundtable technique helped the students generate ideas and produce outline. It could be some description about the situation and atmosphere of the students during group discussion and the outline made by each group.

After teaching the students twice, the researcher conducted a writing test. If the percentage of the students' writing test score in cycle 1 could not pass the target (less than 75% of the students achieve score 75), the researcher would continue to cycle 2.

### 3.2.5 Conducting Evaluation: Analysis and Reflection

After implementing the action, the researcher collected the data from observation, artifacts, and the students' writing test result. They were analyzed to know whether the use of roundtable technique could help the students in writing descriptive text. The observation data and artifacts were used to explain how group discussion helps the students generate ideas and produce outline in the process of writing. Data from writing test was used to measure whether the

students' writing achievement had been improved or not after the researcher implementing the roundtable technique in teaching them writing.

After doing the analysis, the researcher made reflection about the result of the first cycle. Reflection was held by the researcher together with the English teacher to know whether or not the action was successful. The criteria of success was when 75% of the students had achieved score 75. When the criteria failed to achieve, the researcher and the English teacher would discuss the results and plan the activities for improvement in the second cycle.

### **3.3 Area Determination Method**

This research was conducted at SMPN 1 Sumberasih, Probolinggo. The area of this research was determined by using purposive method. The researcher chose this school because after having interview with the English teacher of the VIII grade, it was found that the students always face difficulty in writing a descriptive text especially the VIII A grade students. Moreover, the English teacher also has never applied roundtable technique in teaching writing to the students. Besides, this school was the researcher's former junior high school. It motivated the researcher to help the teacher to solve the problems of the students in writing descriptive text so that they could make improvement in their writing achievement. The researcher also got permission from the headmaster of this school to conduct this research. The English teacher also agreed to help the researcher to do this classroom action research.

### **3.4 Subject Determination Method**

The subjects of this research were the VIII A grade students of SMPN 1 Sumberasih-Probolinggo in the 2017/2018 academic year. The subjects of this research were chosen by using the purposive method. It means that in choosing the subjects, the researcher had a certain reasons. They were chosen as the subjects of this research because the teacher said that they always faced problem in writing, especially the writing descriptive text, then this class had the most number of students which could not pass the standard score in their writing test. There were only 11 students of 30 students passed the minimum score.



### **3.5 Data Collection Method**

The researcher needed data in conducting this research. The data needed by the researcher were the students' writing scores that reflected the students' achievement after implementing the actions. In this occasion, the data were collected through writing test. Besides, the data were collected through observation.

#### **3.5.1 Writing Test**

In this research, the test was given to the VIII A grade students at SMPN 1 Sumberasih-Probolinggo in the form of writing test in order to measure the students' writing achievement. The writing test was conducted at the end of the cycle after the action given. The students were asked to write a descriptive text consisting of 75 up to 100 words by choosing one of the topics provided by the researcher. It might be done in 60 minutes.

In doing the writing test, the researcher considered the validity and reliability of the test. The writing test given to the students had fulfilled its content validity because it was developed based on the basic competence of writing stated in the curriculum of English for Junior High School grade VIII. Then, the test had to be reliable. It was called reliable if the test result showed similar score even it was scored by two different scorers. Therefore, inter-rater scorer was applied in this research. The researcher collaborated with the English teacher to score the students' descriptive text writing product. The writing scores from the researcher and the English teacher will be divided to reveal the students' score. To avoid subjectivity in scoring, the scoring guide was discussed together in order to have the same perception. The writing products were scored analytically in the aspect of organization, content, grammar, vocabulary, and mechanics.

#### **3.5.2 Observation**

Observation, in this research, was done during the teaching and learning process of writing by implementing roundtable technique. Observation was focused on how individual student in each group proposes ideas, opinions and/or

arguments necessary for preparing an outline of a descriptive text. In this case, the observer was requiring to take some notes describing the situations and atmospheres during group discussion in pre-writing stage.

### 3.5.3 Artifact

Learning artifact (or educational artifact) is a term used in educational psychology to describe an object created by students during the course of instruction. To be considered an artifact, an object needs to be lasting, durable, public, and materially present (en.wikipedia.org). In this research, writing outlines developed by each group was collected in order to know the forms of outline created by students and how they contribute to the writing of descriptive text.

### 3.6 Data Analysis Method

In order to measure the percentage of the students' writing achievement, the researcher used this formula:

$$E = \frac{n}{N} \times 100\%$$

Note:

E: the percentage of the students who got score at least 75 in the writing test

n: the number of the students who got score at least 75 in the writing test

N: the total number of the students or the research subject

(Adapted from Ali, 1998:186)

## CHAPTER 5. CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research and some suggestions for the English teacher, the students, and the future researchers.

### 5.1 Conclusion

The result of the data analysis and discussion showed that the use of roundtable technique could improve the VIII grade students' descriptive text writing achievement at SMPN 1 Sumberasih, Probolinggo. Having implemented roundtable technique, the percentage of the students' who got score at least 75 or more in their writing test was 83.3%. It means that there were 25 students who could get score 75 or more and there were only 5 students who got score below 75.

Beside that, the guided writing tasks in the group discussion of roundtable technique could also facilitate the students to produce many ideas relevant to the topic which was very useful for making the description of the descriptive text and also helped the students make an outline that was useful for them to write a well-organized descriptive text.

### 5.2 Suggestions

Considering the results of the research showing that the use of roundtable technique could improve the students' descriptive text writing achievement at SMPN 1 Sumberasih Probolinggo, some suggestion are given to the English teacher, the students, and the future researchers.

#### 5.2.1 The English teacher

Based on the research result, it is suggested to the English teacher to use roundtable technique in teaching descriptive text writing to improve the students' descriptive text writing achievement. Besides, the English teacher is suggested to use roundtable technique in different teaching learning activities such as in reading.

## **5.2.2 The students**

The students of SMPN 1 Sumberasih Probolinggo are suggested to use roundtable technique in their work group discussion to make them usual to create ideas related to the topic of writing as much as possible. It will help them to make an outline based on the ideas they have generated which will be written to be a good descriptive text.

## **5.2.3 The future researchers**

The future researchers who have the same problems in teaching descriptive text writing are suggested to use this research result as a reference and source of information to conduct a further research dealing with the use of roundtable technique in the same or different aspects of the English skills, research area, or research design in other schools to develop the quality of the teaching learning process of descriptive text writing.

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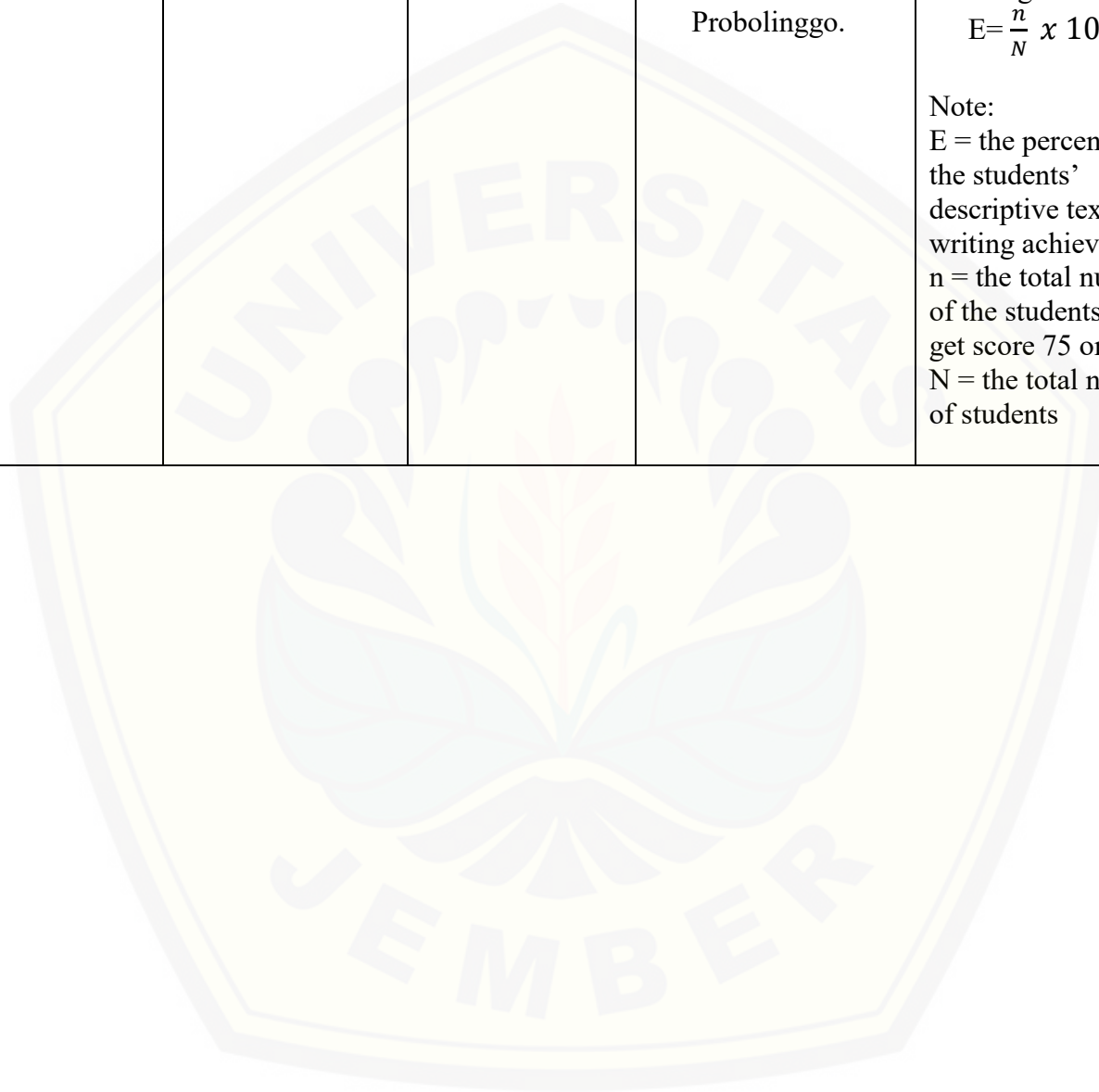
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## RESEARCH MATRIX

Title	Problems	Variables	Indicators	Data Resources	Research Method	Hypothesis
Improving the VIII Grade Students' Descriptive Text Writing Achievement by Using Round Table Technique at SMPN 1 Sumberasih- Probolinggo	<ol style="list-style-type: none"> <li>Can the use of round table technique improve the VIII grade students' descriptive text writing achievement at SMPN 1 Sumberasih- Probolinggo?</li> <li>How can group discussion in Roundtable technique help the VIII grade students generate ideas and write the outline of descriptive text ?</li> </ol>	<ol style="list-style-type: none"> <li>Independent variable: the use of round table technique</li> <li>Dependent variable:               <ol style="list-style-type: none"> <li>The VIII grade students' descriptive text writing achievement</li> <li>The VIII grade students' activities when being taught writing by using roundtable technique</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>Teaching descriptive text writing for classroom action research by using round table technique</li> <li>The students' writing test score</li> </ol>	<ol style="list-style-type: none"> <li>Research subject: The VIII grade students at SMPN 1 Sumberasih- Probolinggo.</li> <li>Informant: The English Teacher of the VIII grade students at SMPN 1 Sumberasih- Probolinggo.</li> <li>Documents:               <ol style="list-style-type: none"> <li>The names of the VIII grade students at SMPN 1 Sumberasih- Probolinggo.</li> <li>The previous descriptive text writing scores of the VIII grade students of SMPN 1</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>Research design: Classroom Action Research. The steps:               <ol style="list-style-type: none"> <li>Planning</li> <li>Implementing</li> <li>Observing</li> <li>Reflecting</li> </ol> </li> <li>Area determination method: Purposive method</li> <li>Subject determination method: Purposive method</li> <li>Data collection method:               <ol style="list-style-type: none"> <li>Writing test</li> <li>Interview</li> <li>Observation</li> </ol> </li> <li>Data analysis method: Descriptive quantitative by</li> </ol>	<ol style="list-style-type: none"> <li>the use of group discussion activities of roundtable technique in writing outline can help to improve the VIII grade students' descriptive text writing achievement at SMPN 1 Sumberasih- Probolinggo</li> </ol>



				<p>Sumberasih- Probolinggo.</p>	<p>using formula:  <math display="block">E = \frac{n}{N} \times 100\%</math> </p> <p>Note:                      E = the percentage of                      the students'                      descriptive text                      writing achievement                      n = the total number                      of the students who                      get score 75 or more                      N = the total number                      of students</p>	
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**SCORING RUBRIC**

<b>ASPECT</b>	<b>CHARACTERISTIC</b>	<b>POINT</b>
content	<ul style="list-style-type: none"> <li>▪ Excellet to very good: knowledgeable – substantive-etc.</li> <li>▪ Good to average: some knowledge of subject – adequate – range – etc.</li> <li>▪ Fair to poor: limited knowledge of subject – little substance – etc.</li> <li>▪ Very poor: does not show knowledge of subject – non substantive – etc.</li> </ul>	<p>30 – 27</p> <p>26 – 22</p> <p>21 – 17</p> <p>16 – 13</p>
organization	<ul style="list-style-type: none"> <li>▪ Excellent to very good: fluent expression – ideas clearly stated – etc.</li> <li>▪ Good to average: somewhat choppy – loosely organized but main ideas stand out – etc.</li> <li>▪ Fair to poor: non fluent – ideas confused or disconnected – wtc.</li> <li>▪ Very poor: does not communicate – no organization – etc.</li> </ul>	<p>20 – 18</p> <p>17 – 14</p> <p>13 – 10</p> <p>9 - 7</p>
vocabulary	<ul style="list-style-type: none"> <li>▪ Excellent to very good: sophisticated range – effective word choice and usage – etc.</li> <li>▪ Good to average: adequate range – occasional errors of word form, choice, usage but meaning not obscured</li> <li>▪ Fair to poor: limited range – frequent errors of word form, choice, usage – etc.</li> <li>▪ Very poor: little knowledge of English vocabulary</li> </ul>	<p>20 – 18</p> <p>17 – 14</p> <p>13 – 10</p> <p>9 – 7</p>
Language use	<ul style="list-style-type: none"> <li>▪ Excellent to very good: effective complex construction – etc.</li> <li>▪ Good to average: effective but simple construction – etc.</li> <li>▪ Fair to poor: major problems in simple/complex constructions – etc.</li> <li>▪ Very poor: virtually no mastery of sentence construction rules – etc.</li> </ul>	<p>25 – 22</p> <p>21 – 19</p> <p>17 – 11</p> <p>10 – 5</p>
Mechanics	<ul style="list-style-type: none"> <li>▪ Excellent to very good: demonstrated mastery of conventions – etc.</li> <li>▪ Good to average: occasional errors of spelling, punctuation – etc.</li> <li>▪ Fair to poor: frequent errors of spelling, punctuation, capitalization – etc.</li> </ul>	<p>5</p> <p>4</p> <p>3</p>

	▪ Very poor: dominated errors of spelling, punctuation, and capitalization – etc.	2
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**THE STUDENTS' DESCRIPTIVE TEXT WRITING TEST PREVIOUS  
SCORE**

**Daftar Nilai Siswa Bahasa Inggris  
SMPN 1 Sumberasih  
Semester 2 Thn.Pelajaran 2016-2017**

**Kelas VIII A**

No	Nama	Nilai
1	ASY	70
2	AN	75
3	AP	57
4	CA	61
5	ERN	70
6	FSI	95
7	FN	70
8	FWP	61
9	HGP	65
10	IAY	80
11	KK	59
12	LS	75
13	LM	76
14	MK	-
15	MS	69
16	MM	69
17	MR	76
18	MFR	76
19	NZDY	-
20	NA	74
21	NK	90
22	PAW	74
23	RW	59
24	SAP	75
25	SA	60
26	US	60
27	RK	54
28	VY	75
29	WR	59
30	YK	78

**LESSON PLAN**  
**CYCLE 1 MEETING 1**

Subject	: English
Student's Level	: Junior High School
Level / Semester	: VIII/1
Skill	: Writing
Text type	: Descriptive Text
Time Allocation	: 2 x 45 minutes

**I. STANDARD COMPETENCE**

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* untuk berinteraksi dengan lingkungan sekitar

**II. BASIC COMPETENCE**

Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive*

**III. INDICATORS**

**Cognitive Product**

1. Generating ideas related to the writing topic by answering the multiple-answer questions with their roundtable group
2. Making outline based on the ideas they have generated with their roundtable group
3. Writing draft based on the outline with their roundtable group
4. Checking and revising the draft with their roundtable group
5. Writing the final draft to create a good descriptive text



**Cognitive Process**

1. Identifying the generic structure and language features of a descriptive text

**IV. Teaching Learning Objectives**

**Cognitive Product**

1. The students are able to generate ideas related to the writing topic by answering the multiple-answer questions with their roundtable group
2. The students are able to make an outline based on the ideas they have generated with their roundtable group
3. The students are able to write a draft based on the outline with their roundtable group
4. The students are able to revise the draft
5. The students are able to write the final draft to create a good descriptive text

**Cognitive Process**

1. The students are able to identify the generic structure and language features of a descriptive text with their roundtable group

**Affective**

1. The students are able to show active participation in joining the lesson.
2. The students are able to show cooperativeness in doing the tasks.

**V. MATERIALS:** Enclosed

**VI. APPROACH AND METHOD**

Approach : Cooperative Language Learning

Method : Roundtable model

**VII. TEACHING LEARNING ACTIVITIES**

No.	Teacher's Activities	Students' Activities	Time	Technique
1.	<b>Set Induction:</b>			
	a. Greeting, praying, and checking the students' attendance.	a. Greeting, praying, and answering the teacher's question	2'	Question and answer
	b. Giving leading questions related to the topic	b. Answering teacher's questions.	5'	
c. Stating the learning objectives	c. Paying attention.	5'		
2.	<b>Main activities:</b>			Group Discussion
	a. Introducing the example of descriptive text and explaining the generic structure and language feature of descriptive text	a. Paying attention.	10'	
	b. Dividing the students into some groups of four and posing the rules how to do the task with	b. Making a group of four And listening to the explanation	8'	

	<p>their roundtable group</p> <p>c. Posing the multiple-answer question and asking the students to write their answer in the worksheet with their group in turn</p> <p>d. Asking the students to make an outline based on their answers of the multiple-answer questions with their group</p> <p>e. Asking the students to write the draft based on the outline with their roundtable group</p> <p>f. Asking each group to write the draft on the board</p> <p>g. Asking the other group to find the errors together</p>	<p>c. Answering the question</p> <p>d. Making outline</p> <p>e. Writing draft</p> <p>f. Writing the draft on the board</p> <p>g. Checking and revising the draft</p>	<p>10'</p> <p>8'</p> <p>8'</p> <p>10'</p> <p>10'</p>	
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	with the teacher and revise it h. Asking the students to write final descriptive text	h. writing final draft	10'	
3.	<b>Closure:</b> a. Leading the students to draw conclusion. b. Praying and parting.	a. Responding the teacher's question. b. Praying and parting	2' 2'	Demonstration

**VIII. MEDIA AND SOURCES**

**MEDIA** : pictures, handout

**SOURCES** :

**Probolinggo, 19<sup>th</sup> of February 2018**

**Supervisor,**

**Practicant,**

**Khusnul Khotimah, S.Pd**

**Ainun Amilatun Nazilah**

**NIP. 19690626 199203 2 008**

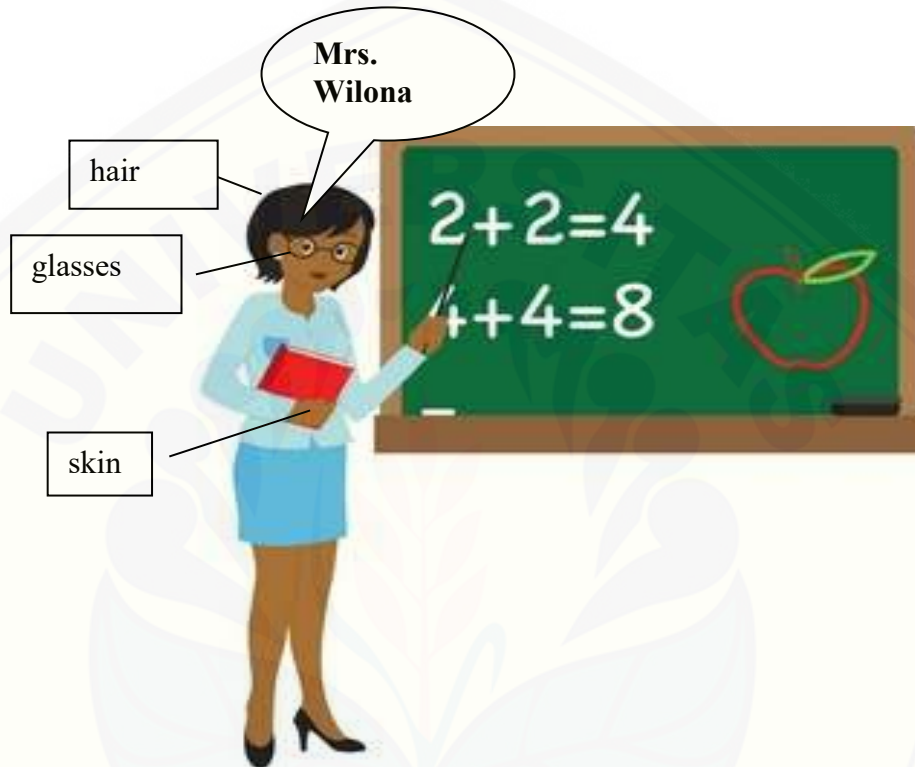
**NIM. 110210401020**

**MATERIALS**

**SET INDUCTION:**

**Leading questions:**

Look at this picture:



- Who is she?
- What is she?
- What does she look like?

How is her hair?

What is her hair's color?

How is her skin?

Does she use glasses?

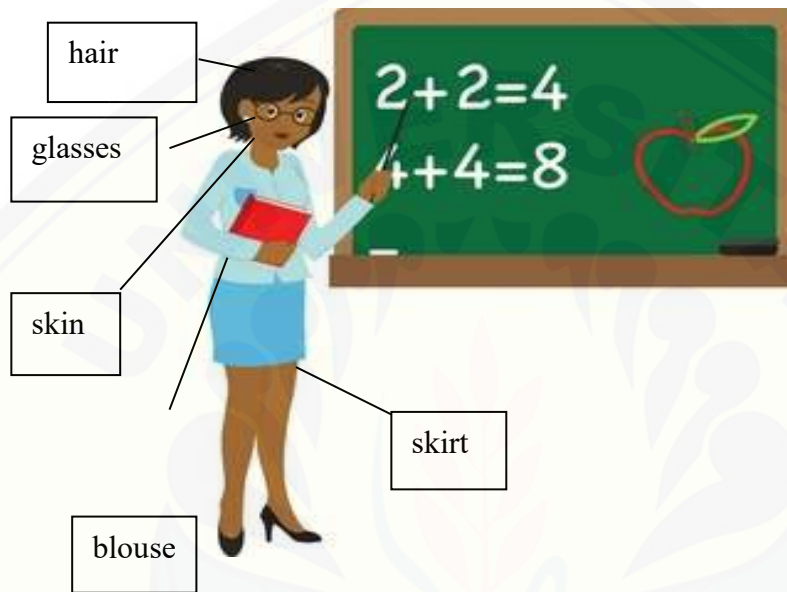


**LEARNING MATERIALS**

**Explanation:**

**Descriptive text** is a text which describes the characteristics of something such as a person, animal, view, object picture.

**The example of descriptive text based on the picture**



**Mrs. Wilona**

**Identification**

I have a favorite English teacher. Her name is Mrs. Wilona. She is also any other students' favorite teacher.

**Description**

Mrs. Wilona is a beautiful and good teacher. She has exotic dark skin. Her hair is short and black. She likes wearing short skirt and long blouse. She always wears high heel shoes which makes her look fashionable. She teaches the students patiently. She always keeps smile and never gets angry. There are so many games and song in her lesson. It makes the lesson interesting. I and my friends love her very much.

**Based on the text above it is known that:**

**Generic structure of descriptive text:**

1. Identification: a paragraph which tells the introduction of the object being described. The example is paragraph 1.
2. Description: a paragraph which tells the characteristics of the object being described. The example is paragraph 2.

**Language Features of descriptive text:**

1. Using simple present tense  
S+to be+complement      Example: Her hair is short and black  
S+ Verb 1 + O              Example: She teaches the students patiently
2. Using adjective              Example: Beautiful, good, patient, exotic,  
etc.





**Task 4**

**Check the draft and revise the errors!**

**Task 5**

**Rewrite your final descriptive text after checking and editing it!**

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**LESSON PLAN**  
**CYCLE 1, MEETING 2**

Subject	: English
Student's Level	: Junior High School
Level / Semester	: VIII/1
Skill	: Writing
Text type	: Descriptive Text
Time Allocation	: 2 x 45 minutes

**I. STANDARD COMPETENCE**

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* untuk berinteraksi dengan lingkungan sekitar

**II. BASIC COMPETENCE**

Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive*

**III. INDICATORS**

**Cognitive Product**

1. Writing a good descriptive text

**Cognitive Process**

1. Making draft based on the outline they have made in group
2. Revising the draft with their own group

**Affective**

1. showing cooperativeness in doing the tasks

**IV. Teaching Learning Objectives**

**Cognitive Product**

1. The students are able to write a good descriptive paragraph

**Cognitive Process**

1. The students are able to make draft based on the outline they have made in group
2. The students are able to revise the draft with their own group

**Affective**

1. The students are able to show active participation in joining the lesson.
2. The students are able to show cooperativeness in doing the tasks.

**V. MATERIALS:** Enclosed

**VI. APPROACH AND METHOD**

Approach : Cooperative Language Learning

Method : Roundtable model

**VII. TEACHING LEARNING ACTIVITIES**

No.	Teacher's Activities	Students' Activities	Time	Technique
1.	<b>Set Induction:</b>			Question and answer
	a. Greeting, praying, and checking the students' attendance.	a. Greeting, praying, and answering the teacher's question	2	
	b. Giving guessing game to lead the students to the topic	b. guessing the game	8'	
	c. Stating the learning	c. paying attention	1'	

	objective			
2.	<p><b>Main activities:</b></p> <p>a. Asking the students sitting down with their roundtable group</p> <p>b. Asking the students to choose and think one of the their classmate as the object to describe</p> <p>c. Asking the students write the characteristics of their classmate with their roundtable group in turn</p> <p>d. Asking the students to make an outline based on their answer with their roundtable group</p>	<p>a. Sitting with their group</p> <p>b. Doing the task</p> <p>c. Doing the task</p> <p>d. Making outline in group</p>	<p>2'</p> <p>2'</p> <p>7'</p> <p>5'</p>	<p>Group Discussion</p>

	<p>e. Asking the students to write a draft based on the outline with their roundtable group</p> <p>f. Asking each group to write the draft on the board</p> <p>g. Asking the other groups to find the errors together with the teacher and revise it</p> <p>h. Asking the students to write the final draft with their roundtable group</p>	<p>e. Writing draft in group</p> <p>f. Writing draft on the board</p> <p>g. Finding the errors and revising the draft</p> <p>h. writing final draft</p>	<p>5'</p> <p>6'</p>	
3.	<p><b>Closure:</b></p> <p>a. Leading the students to draw conclusion.</p> <p>b. Praying and parting.</p>	<p>a. Responding the teacher's question.</p> <p>b. Praying and parting</p>	<p>5'</p> <p>2'</p>	Demonstrati on

**VIII. MEDIA AND SOURCES**

**MEDIA** : handout

**SOURCES** :

**Probolinggo, 22<sup>nd</sup> of February 2018**

**Supervisor,**

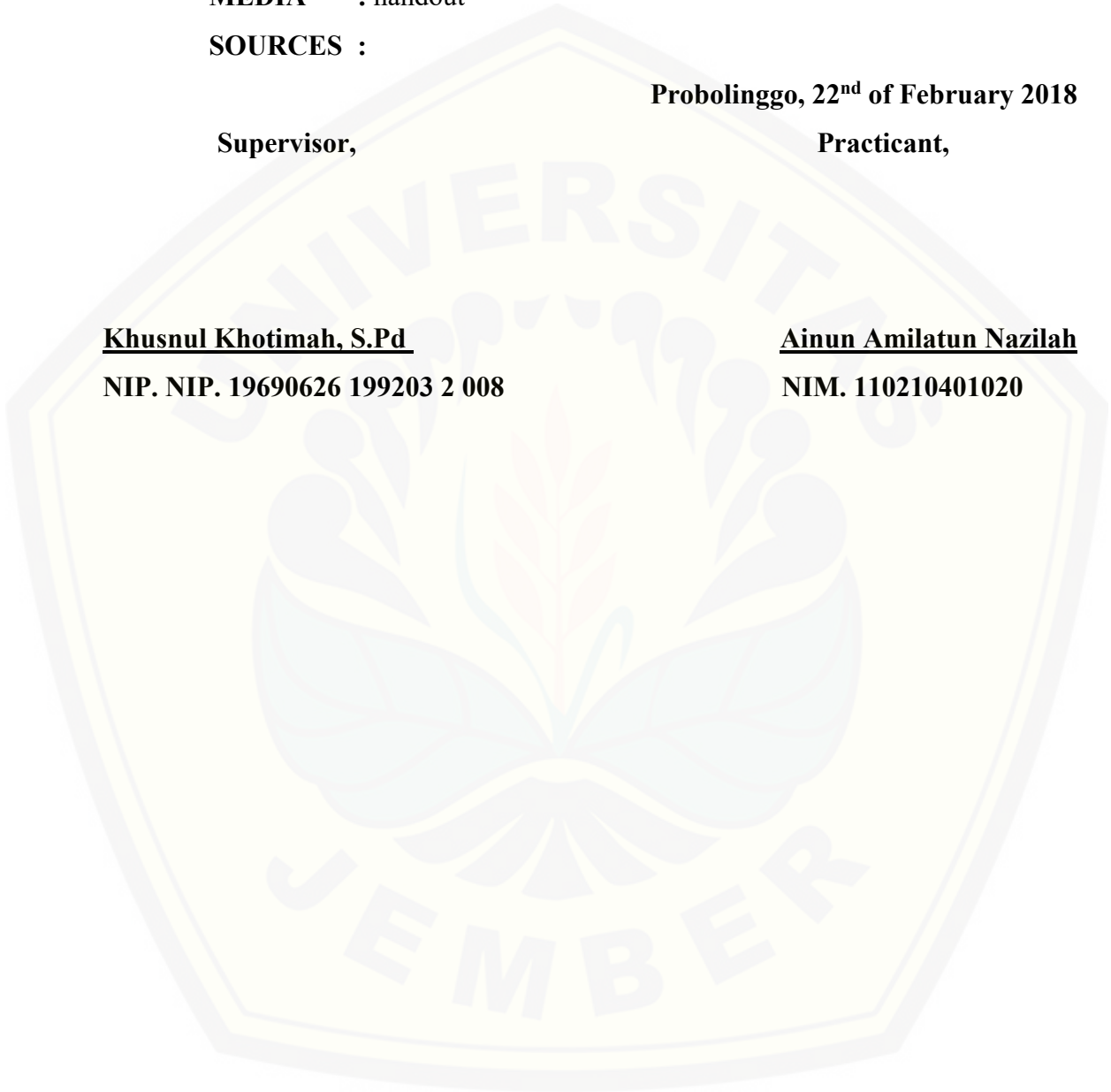
**Practicant,**

**Khusnul Khotimah, S.Pd**

**NIP. NIP. 19690626 199203 2 008**

**Ainun Amilatun Nazilah**

**NIM. 110210401020**



**MATERIALS**

**SET INDUCTION**

**Giving guessing game to the students about their classmate.**

*Good morning students. before we start the lesson, I would like you to play a guessing game with me. I will describe a person in this classroom, then you have to guess who he/she is.*

*ok students. I'm thinking of a young person in this room. The person is a male. His hair is black and curly. He is fat. He has bright skit. He is very talk-active. Who do you think is he?*

**Stating the learning objective**

*Well students, last meeting we have already learnt about describing people. Today we are going to learn how to describe our classmate.*

**MAIN ACTIVITIES**

- **Asking the students to sit with their previous roundtable group**
- **Distributing the students' worksheets**

**WORKSHEET**

**Taks 1**

**Read the following instruction carefully!**

1. Work in group.
2. Think one of your classmates with your group.
3. Write down the characteristics of your classmate in the worksheet in turn

.....

.....

.....

.....







### WRITING TEST

Subject	: English
Student's Level	: Junior High School
Level / Semester	: VIII/1
Skill	: Writing
Text type	: Descriptive Text
Time Allocation	: 2 x 45 minutes

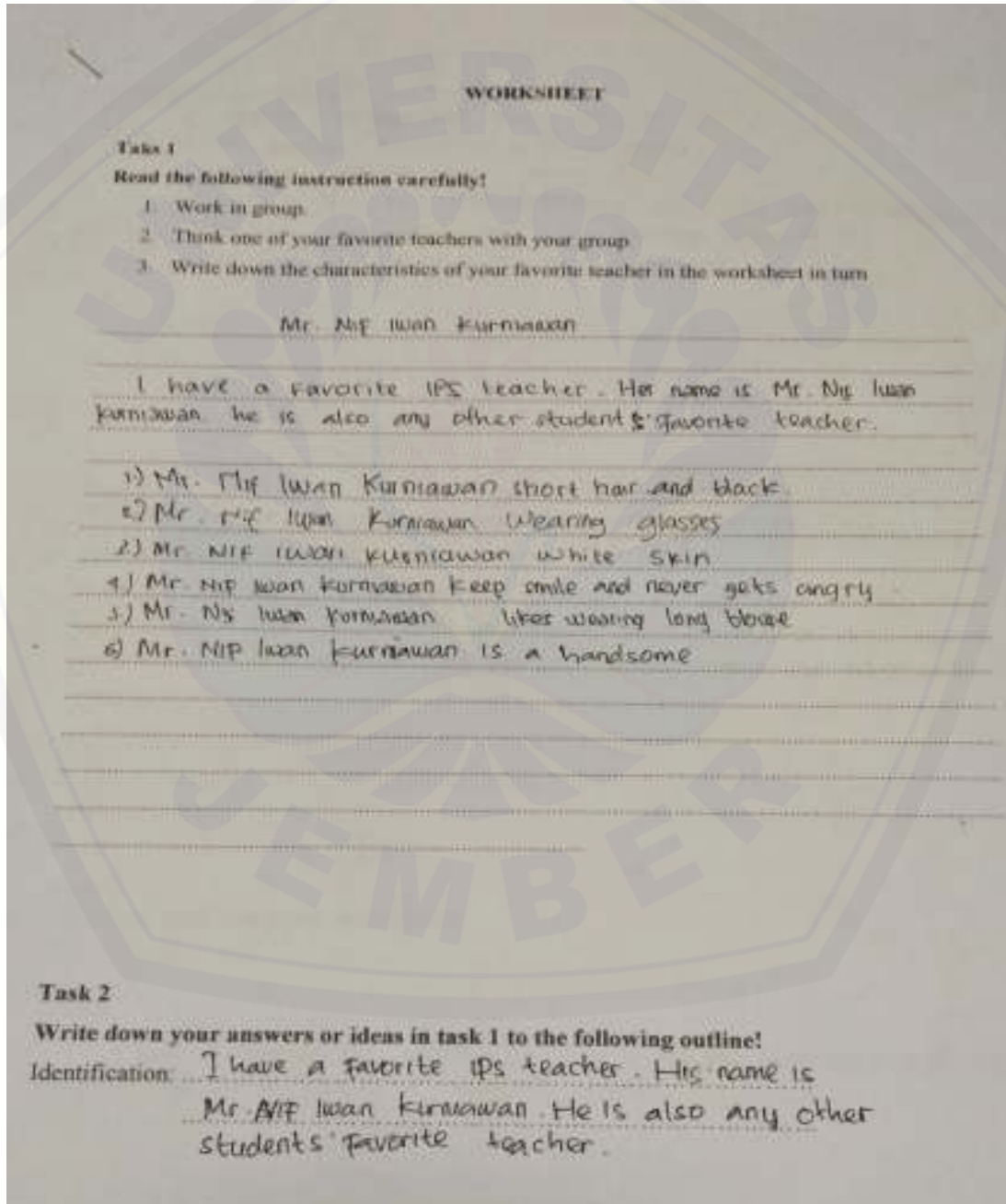
**Write a good descriptive text by choosing one of the following topics. Write the description in 75 until 100 words!**

Topics:

- My Teacher
- My father/mother
- My classmate
- My self

**THE SAMPLE OF THE STUDENTS' GROUP WORK ARTIFACT  
IN MEETING 1**

The Worksheet of group 5 in Meeting 1



Description/characteristic

1. Mr. NIP Iwan Kurniawan short hair and black
2. Mr. NIP Iwan Kurniawan wearing glasses
3. Mr. NIP Iwan Kurniawan white skin
4. Mr. NIP Iwan Kurniawan always keeps smile and never gets angry
5. Mr. NIP Iwan Kurniawan likes wearing long blouse
6. Mr. NIP Iwan Kurniawan is a handsome
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Task 3

Write a draft based on the outline you have with your roundtable group!

I have a favorite IPS teacher. His name is Mr. NIP Iwan Kurniawan. He is also my other students' favorite teacher.

Mr. NIP Iwan Kurniawan is a handsome and good teacher. He has light skin. His hair is short and black. He likes wearing long blouse and glasses. He always keeps smile and never gets angry.

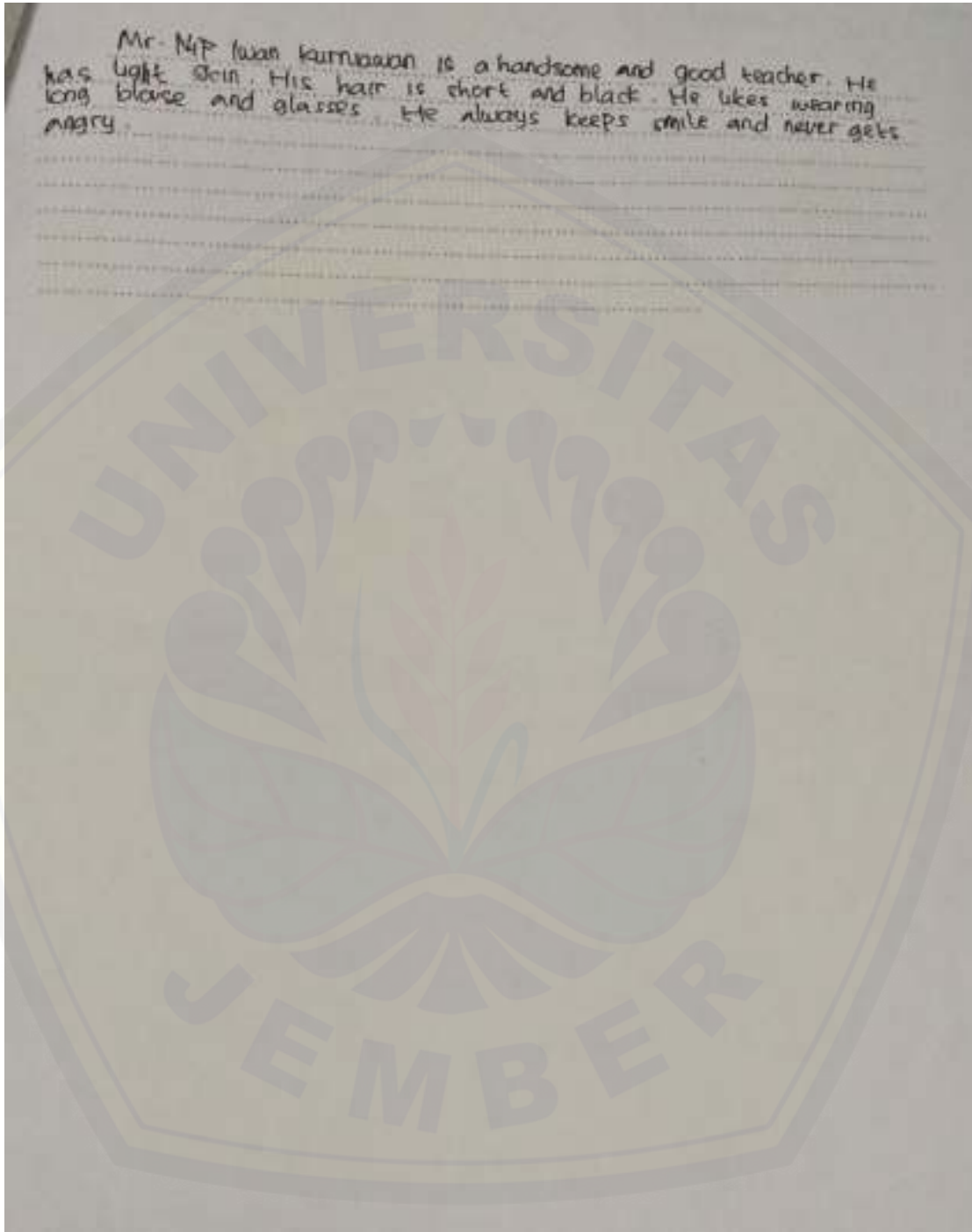
Task 4

Check the draft and revise the errors!

Task 5

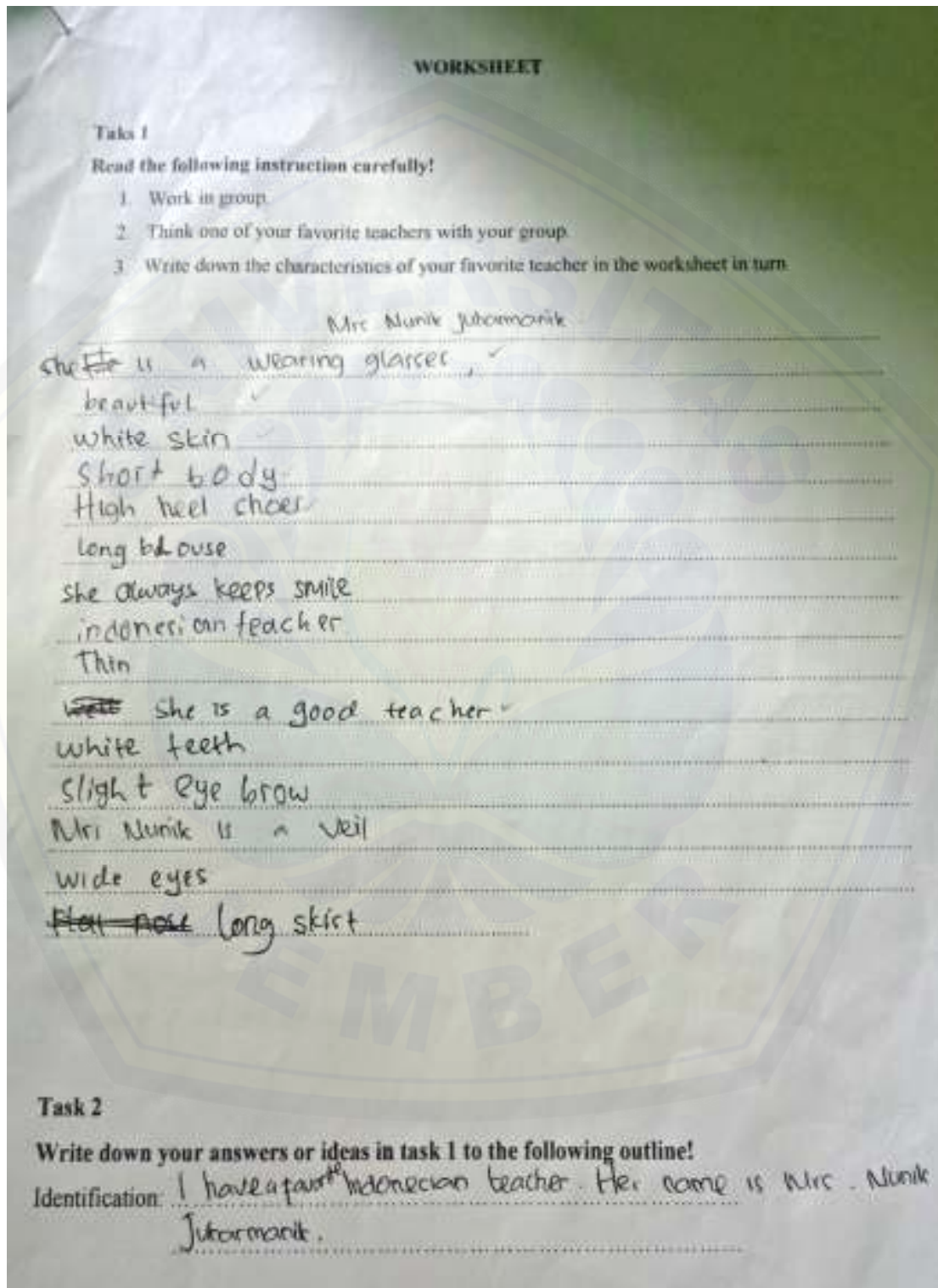
Rewrite your final descriptive text after checking and editing it!

I have a favorite IPS teacher. His name is Mr. NIP Iwan Kurniawan. He is also my other students' favorite teacher.





The worksheet of group 6 in meeting 1



Description/characteristics:

1. She is a beautiful and good teacher.
2. She has with white skin
3. Her is thin, ~~and~~ <sup>and</sup> short body. ~~and~~ ~~and~~ ~~and~~
4. She always likes wearing glasses and ~~at~~ keeps smile.
5. She likes wearing long blouse and long skirt
6. ....
7. ....
8. ....
9. ....
10. ....

Task 3

Write a draft based on the outline you have with your roundtable group!  
I have a favorite Indonesian teacher. Her name is Mrs. Nurik Juhormanik.

Mrs. Nurik Juhormanik is a beautiful and good teacher. ~~At~~ she has white skin. Her is thin and short body ~~and~~. She always likes wearing glasses and keeps smile. She likes wearing long blouse and long skirt. She is very good and we love her teacher.

Task 4

Check the draft and revise the errors!

Task 5

Rewrite your final descriptive text after checking and editing it!  
I have a favorite Indonesian teacher. Her name is Mrs. Nurik Juhormanik.

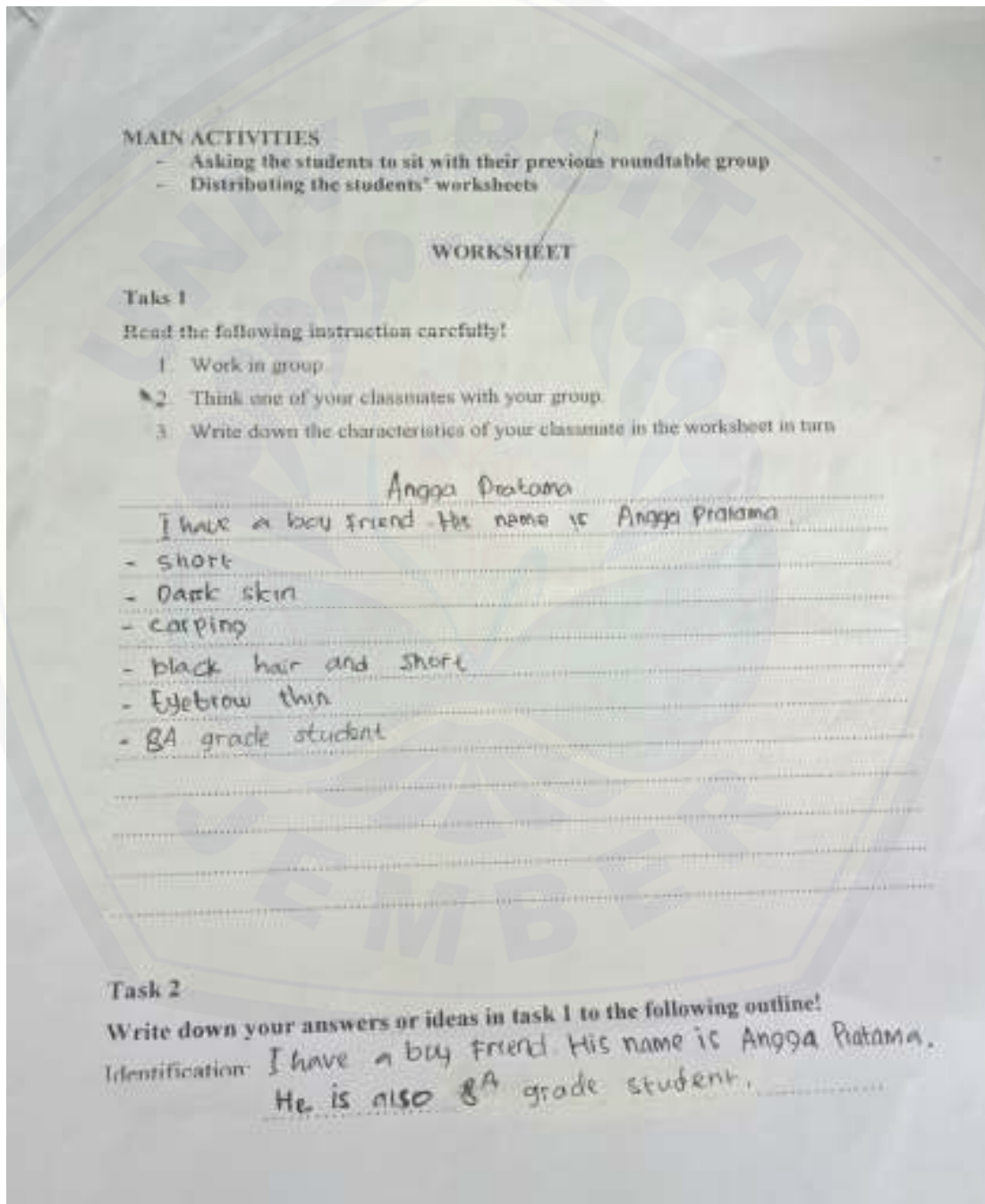
Mr. Nurik Juharnik is a beautiful and good teacher - She has  
white skin. She is thin and short body. She always likes wearing glasses  
and keeps smile. She likes wearing long blouse and long skirt. She is  
very good and we love her.





### THE SAMPLE OF THE STUDENTS' GROUP WORK ARTIFACT IN MEETING 2

The worksheet of group 5 in meeting 2



Description/characteristics:

1. Angga Pratama is dark skin
2. Angga Pratama is carping
3. Angga pratama is black hair and short
4. Angga Pratama is eyebrow thin.
5. Angga Pratama is short
6. Angga Pratama is BA grade student
7. Angga Pratama is handsome
- 8.
- 9.
- 10.

Task 3

Write a draft based on the outline you have with your roundtable group!

I have a friend. His name is Angga Pratama.  
He is also BA grade student.

Angga Pratama is handsome. He has dark skin.  
His hair is black and short. He is a short, eyebrow thin,  
and carping. He always keeps smile and never gets angry.

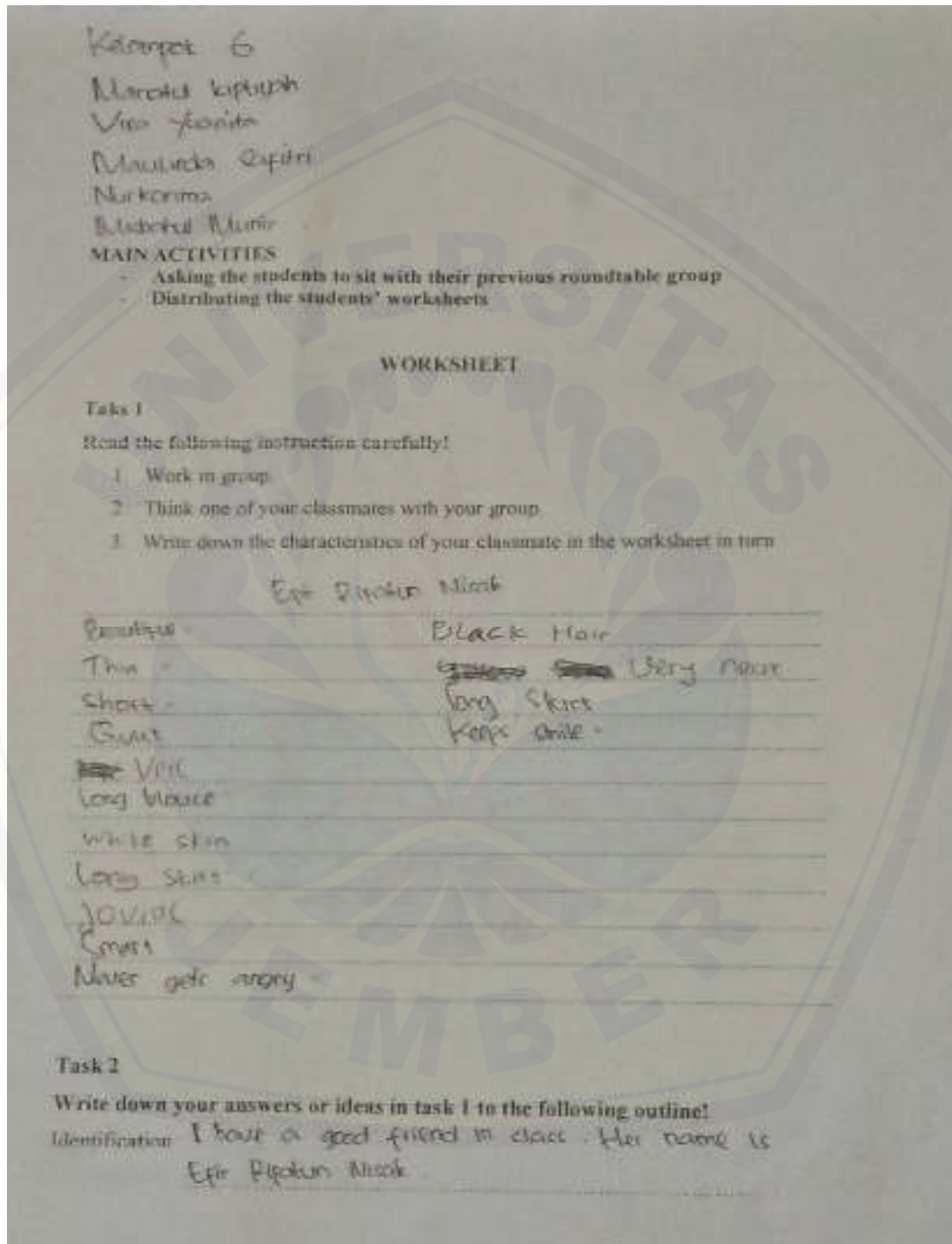
Task 5

Rewrite your final descriptive text after checking and editing it!

I have a friend. His name is Angga Pratama. He is  
also BA grade student.

Angga Pratama is handsome. He has dark skin. His hair  
is black and short. He always keeps smile and never  
gets angry.

The Worksheet of group 6 in meeting 2





Description/characteristics

1. Epi Pipokun Niak is a beautiful
2. She is thin and short body
3. She likes wearing veil, long skirt and long blouse
4. She always keeps smile and never ~~never~~ gets angry
5. She is very smart
6. She is very neat and joyful
7. She has a black hair and white skin.
- 8.
- 9.
- 10.

Task 3

Write a draft based on the outline you have with your roundtable group!

I have a good friend in class. Her name is

Epi Pipokun Niak

Epi Pipokun Niak is a beautiful. She is a thin and short body. She likes wearing veil, long skirt, and long blouse. She always keeps smile and never gets angry. She is very smart. She is very neat and joyful. She has a black hair and white skin. A pleasure can be friend with him.

Task 4

Check the draft and revise the errors!

Task 5

Rewrite your final descriptive text after checking and editing it!

I have a good friend in class. Her name is Efir  
Rizka Nurca

Efir is beautiful. Her body is thin and short. She likes wearing veil, long skirt and long blouse. She always keeps smile and never gets angry. She is very smart. She is very neat and jovial. She has black hair and white skin. It is a pleasure being her friend.

## The Score of The Students' Group Work Artifacts

The Groups' Name	The Score of the Group Work Artifacts											
	Meeting 1						Meeting 2					
	C	O	V	LU	M	Total Score	C	O	V	LU	M	Total Score
Group 1: - PAW - RW - ASY - WR	21	14	14	17	3	<b>69</b>	22	14	13	17	4	<b>70</b>
Group 2: - AN - SAP - M - FWP - CA	21	14	14	11	5	<b>65</b>	22	14	13	17	5	<b>71</b>
Group 3: - IAY - FN - YK - KK - NZ	21	14	17	17	5	<b>74</b>	26	17	17	17	5	<b>82</b>
Group 4: - MK - VY - MS - NK - MM	26	17	15	19	5	<b>82</b>	27	18	17	17	5	<b>84</b>
Group 5: - RK - MFR - LM - FSI - SA	22	18	25	20	5	<b>95</b>	26	17	14	19	5	<b>81</b>
Group 6: - US - NA - LSB - AP - HGP	27	20	20	25	5	<b>97</b>	26	18	14	19	5	<b>82</b>

**Note:**

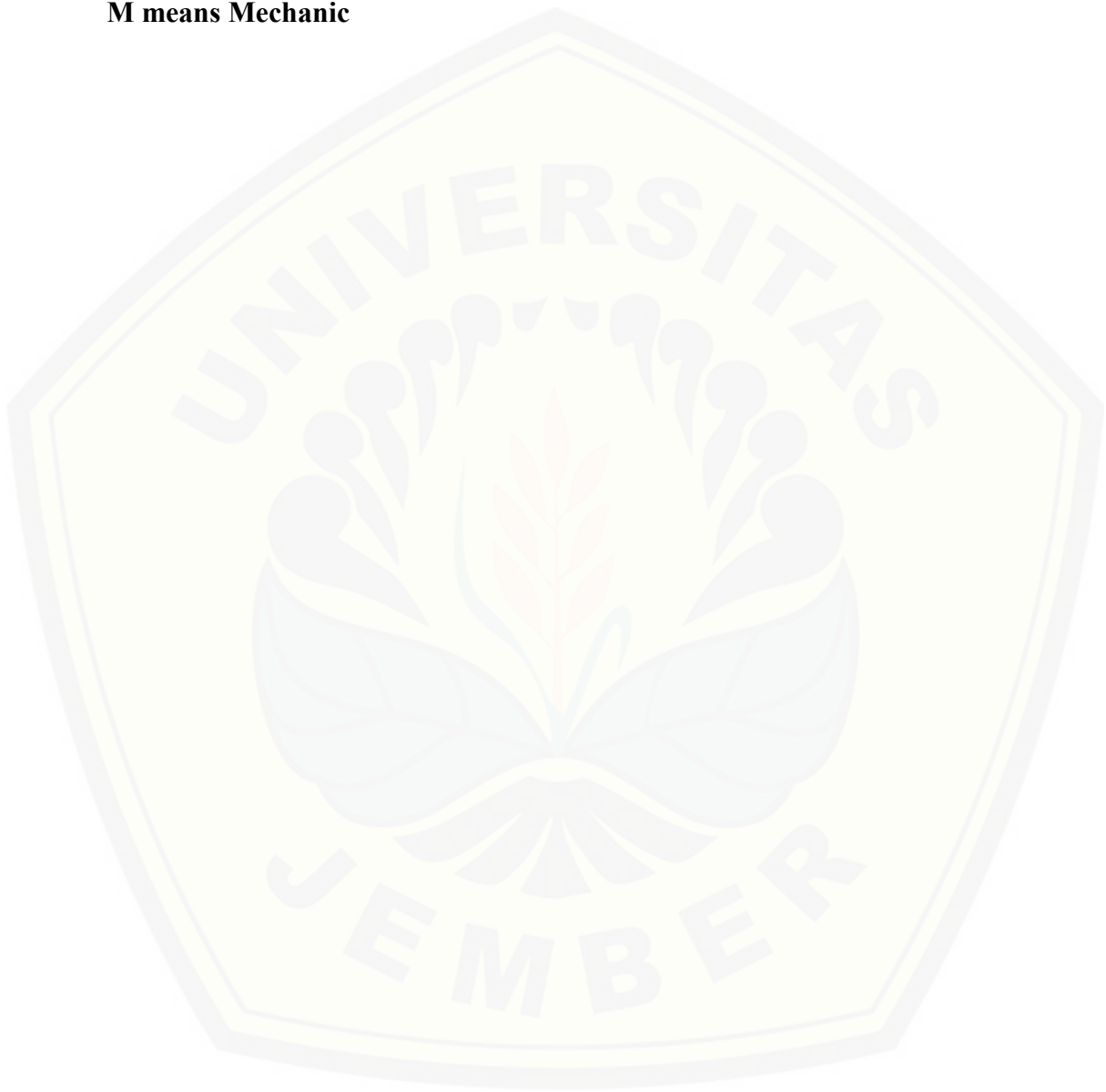
**C** means Content

**O** means Organization

**V** means Vocabulary

**LU** means Language Use

**M** means Mechanic



**THE STUDENTS' NAME**

No	Name
1	Ach. Sholehuddin Yafi
2	Alfi Nurkarima
3	Anggra Pratama
4	Choirul Anam
5	Efir Rifatun Nisak
6	Faizah Saskiya Indriyani
7	Farisatun Nabila
8	Febriyanto Widarsono Putra
9	Hofi Ghous Putra
10	Ibnu Adi Yuda
11	Khusnul Khotimah
12	Laika Salsabila
13	Lailatul Muzdalifah
14	Mariyatul Kiptiyah
15	Maulinda Safitri
16	Misbahul Munir
17	Mistiya
18	Moh Fadli Ramadanani
19	Ni'matus Zuhro Dwi Yuliana
20	Novita Ariyanti
21	Nur Karimah
22	Pijar Aida Wibowo
23	Rika Wulandari
24	Silvi Arindia Putri
25	Siti Asia
26	Ummadinatus S

27	Rakha Kharisma W
28	Vira Yuanita
29	Walimatur Rohma
30	Yulia Kurniawati





**STATEMENT LETTER OF ACCOMPLISHING THE RESEARCH  
FROM THE PRINCIPAL OF SMPN 1 SUMBERASIH PROBOLINGGO**



THE RESULT OF THE STUDENTS' DESCRIPTIVE TEXT WRITING  
ACHIEVEMENT

No	Name	Score from the Researcher						Score from the English Teacher						Total Score
		C	O	V	LU	M	Total	C	O	V	LU	M	Total	
1	ASY	21	17	14	19	4	75	26	18	17	21	3	85	80
2	AN	22	17	14	18	5	76	22	14	17	17	5	75	76
3	AP	22	14	17	17	5	75	21	17	17	17	3	75	75
4	CA	23	15	15	19	5	76	21	14	17	17	5	74	75
5	ERN	27	18	18	21	5	89	30	20	20	21	5	96	93
6	FSI	27	18	18	22	5	90	30	20	20	22	5	97	94
7	FN	27	17	17	21	5	87	26	17	17	20	5	85	86
<b>8</b>	<b><u>FWP</u></b>	<b><u>22</u></b>	<b><u>14</u></b>	<b><u>14</u></b>	<b><u>17</u></b>	<b><u>3</u></b>	<b><u>70</u></b>	<b><u>21</u></b>	<b><u>13</u></b>	<b><u>14</u></b>	<b><u>17</u></b>	<b><u>3</u></b>	<b><u>68</u></b>	<b><u>69</u></b>
9	HGP	22	17	14	19	4	76	22	17	14	19	4	76	76
10	IAY	30	19	18	21	3	91	26	18	18	21	4	87	89
<b>11</b>	<b><u>KK</u></b>	<b><u>21</u></b>	<b><u>14</u></b>	<b><u>14</u></b>	<b><u>16</u></b>	<b><u>5</u></b>	<b><u>70</u></b>	<b><u>17</u></b>	<b><u>13</u></b>	<b><u>17</u></b>	<b><u>11</u></b>	<b><u>5</u></b>	<b><u>63</u></b>	<b><u>67</u></b>
12	LS	22	15	15	19	5	76	26	18	15	18	5	82	79
13	LM	26	17	15	17	3	78	27	18	14	19	3	81	80
14	MK	26	17	18	21	5	87	26	17	17	21	5	86	87
15	MS	22	14	17	17	5	75	22	14	17	17	5	75	75
<b>16</b>	<b><u>MM</u></b>	<b><u>21</u></b>	<b><u>14</u></b>	<b><u>14</u></b>	<b><u>17</u></b>	<b><u>4</u></b>	<b><u>70</u></b>	<b><u>21</u></b>	<b><u>14</u></b>	<b><u>13</u></b>	<b><u>17</u></b>	<b><u>4</u></b>	<b><u>69</u></b>	<b><u>70</u></b>
17	M	25	15	15	19	4	78	26	18	18	17	5	84	81
18	MFR	22	14	17	19	5	77	22	17	17	19	5	80	79
19	NZDY	21	17	14	19	4	75	22	18	14	17	4	75	75
20	NA	30	20	20	25	5	100	26	18	18	22	5	89	95
21	NK	28	19	19	23	4	93	30	20	18	21	4	93	93

22	PAW	26	17	18	19	5	<b>85</b>	26	17	20	19	5	<b>85</b>	<b>85</b>
<b><u>23</u></b>	<b><u>RW</u></b>	<b><u>22</u></b>	<b><u>14</u></b>	<b><u>14</u></b>	<b><u>17</u></b>	<b><u>4</u></b>	<b><u>71</u></b>	<b><u>21</u></b>	<b><u>14</u></b>	<b><u>14</u></b>	<b><u>17</u></b>	<b><u>4</u></b>	<b><u>70</u></b>	<b><u>71</u></b>
24	SAP	24	14	15	17	5	<b>75</b>	25	17	14	17	5	<b>78</b>	<b>77</b>
25	SA	22	15	15	19	4	<b>75</b>	22	17	17	17	5	<b>78</b>	<b>77</b>
26	US	22	14	17	17	5	<b>75</b>	22	17	14	17	5	<b>75</b>	<b>75</b>
<b><u>27</u></b>	<b><u>RK</u></b>	<b><u>22</u></b>	<b><u>14</u></b>	<b><u>14</u></b>	<b><u>18</u></b>	<b><u>3</u></b>	<b><u>71</u></b>	<b><u>21</u></b>	<b><u>14</u></b>	<b><u>14</u></b>	<b><u>17</u></b>	<b><u>3</u></b>	<b><u>69</u></b>	<b><u>70</u></b>
28	VY	22	18	18	19	4	<b>81</b>	25	15	15	19	5	<b>79</b>	<b>80</b>
29	WR	22	17	14	17	4	<b>74</b>	22	17	14	19	4	<b>76</b>	<b>75</b>
30	YK	21	17	17	22	5	<b>82</b>	22	17	17	21	4	<b>81</b>	<b>82</b>

**Note:**

**C means Content**

**O means Organization**

**V means Vocabulary**

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**M means Mechanic**

