

AN UNDERGRADUATE THESIS

**THE USE OF ROUNDTABLE TECHNIQUE TO INCREASE THE
STUDENTS' DESCRIPTIVE PARAGRAPH WRITING SKILL
AT SMP N 1 BATANGHARI**



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ENGLISH EDUCATION DEPARTMENT
STATE INSTITUTE ISLAMIC STUDIES OF METRO
1444H/2023M**

**THE USE OF ROUNDTABLE TECHNIQUE TO INCREASE THE
STUDENTS' DESCRIPTIVE PARAGRAPH WRITING SKILL
AT SMP N 1 BATANGHARI**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

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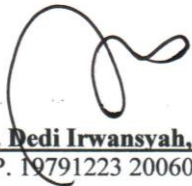
Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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RATIFICATION PAGE

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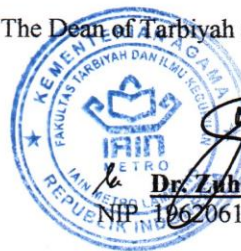
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**THE USE OF ROUNDTABLE TECHNIQUE TO INCREASE THE
STUDENTS' DESCRIPTIVE PARAGRAPH WRITING SKILL
AT SMP N 1 BATANGHARI**

By : Sandra Puji Lestari

Abstract

The purpose of this study to investigate the use of Roundtables can increase students' skill to write descriptive paragraph and their learning activities in eighth graders of SMP N 1 Batanghari in the 2022/2023 academic year. The researcher has limited the problem in this study which focuses on skill in writing descriptive paragraph. To increase the skill to write descriptive paragraph, researchers used the Roundtable technique. Furthermore, the research method in this study was classroom action research (CAR) which was conducted in two cycles. Each cycle consisted of planning, action, observation and reflection. The object of this research is the students' skill to write descriptive paragraph. In collecting data, researchers used tests, observations, documentation, and field notes. This research was conducted in a collaborative study with eighth grade English teachers at SMP N 1 Batanghari.

Finally, the results of this study prove that the use of the Roundtable technique can increase students' skill to write descriptive paragraph because based on the results of post-test II, 82% of students can achieve the minimum completeness criteria (KKM). In addition, the post-test II results prove that the percentage of student learning activity is 77%. This means that the Roundtable technique can increase student learning activities. Therefore, it was concluded that the use of the Roundtable technique could increase the students' skill to write descriptive paragraph and the learning activities of students at SMP N 1 Batanghari.

Keywords: Skill to write descriptive paragraph, Roundtable Technique

**PENGUNAAN TEKNIK ROUNDTABLE UNTUK MENINGKATKAN
KEMAMPUAN MENULIS PARAGRAF DESKRIPTIF SISWA
DI SMP N 1 BATANGHARI**

Oleh : Sandra Puji Lestari

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui penggunaan Roundtables dapat meningkatkan keterampilan menulis paragraf deskriptif dan aktivitas belajar siswa kelas VIII SMP N 1 Batanghari tahun ajaran 2022/2023. Peneliti membatasi masalah dalam penelitian ini yang berfokus pada keterampilan menulis paragraf deskriptif. Untuk meningkatkan keterampilan menulis paragraf deskriptif, peneliti menggunakan teknik Roundtable. Selanjutnya metode penelitian dalam penelitian ini adalah penelitian tindakan kelas (PTK) yang dilaksanakan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, observasi dan refleksi. Objek penelitian ini adalah keterampilan siswa dalam menulis paragraf deskriptif. Dalam pengumpulan data, peneliti menggunakan tes, observasi, dokumentasi, dan catatan lapangan. Penelitian ini dilakukan dalam sebuah studi kolaboratif dengan guru bahasa Inggris kelas delapan di SMP N 1 Batanghari.

Terakhir, hasil penelitian ini membuktikan bahwa penggunaan teknik Roundtable dapat meningkatkan kemampuan siswa dalam menulis paragraf deskriptif karena berdasarkan hasil post-test II, 82% siswa dapat mencapai kriteria ketuntasan minimal (KKM). Selain itu, hasil postes II membuktikan bahwa persentase keaktifan belajar siswa sebesar 77%. Artinya dengan teknik Roundtable dapat meningkatkan aktivitas belajar siswa. Oleh karena itu, disimpulkan bahwa penggunaan teknik Roundtable dapat meningkatkan keterampilan siswa dalam menulis paragraf deskriptif dan aktivitas belajar siswa di SMP N 1 Batanghari.

Kata kunci: Keterampilan menulis paragraf deskriptif, Roundtable Technique

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (الإنشراح, ٦)

For indeed, with hardship [will be] ease.

(Al-insyirah, 5)

DEDICATION PAGE

This undergraduate thesis is dedicated to:

1. My beloved Parents Mr. Slamet and Mrs. Wiwik Setyawati who always gave me support, spirit, motivation and inspiration.
2. My lovely sister Syifa Aulia Dewi, thank you so much for your support.
3. My Sponsor Mr Dr. Dedi Irwansyah, M.Hum thanks for your guidance.
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3. Andianto, M.Pd, as the Chief of English Education Department of IAIN Metro Lampung.
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The researcher apologizes for all the mistakes that she has made in writing and finishing this thesis. Hopefully this thesis can be useful for researchers in particular, for our college and every reader in generic.

Metro, March 2023



Sandra Puji Lestari
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CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the languages spoken in the world and is the second language in the world. People think that English is important in modern life. English is also used in many aspects of life such as education, technology, sports, and work. Writing not only shows what the writer thinks, but first makes observations to understand the situation and uses the author's language so that the reader can understand.¹ A writer must be able to express his or her thoughts so that readers are interested in what they read.

So, writing is one of the language skills that people use to convey knowledge and information to others through writing. Students expect their writing to fulfill writing tasks such as grammatical context and to express their thoughts in writing. Because writing is a combination of ideas, grammar and vocabulary, while in real situations teachers know that students have difficulty expressing their ideas in writing. In other words, writing is a means of communication without face to face. Whereas Cohen and Reil explain that writing is a method used to descriptive paragraph of writing among the eighth grader of SMP N 1 Batanghari.

¹Aseptiana Parmawati, Iman Santoso dan Yana: *Improving Students Writing Skill Through Roundtable Technique*. ELTIN Journal: Vol. 8, No. 2

communicate something to others such as communicating thoughts, information and stories.²

From the conditions in the research observation, the researcher found that the students had difficulty in vocabulary in descriptive writing. From this case, the researcher was investigate how to increase the students' writing skills using the roundtable technique in the eighth grade of SMP N 1 Batanghari in the academic year 2022/2023. Based on the results of the interview, the researcher got information from the English teacher that the students have difficulty learning descriptive learning. The Students feel confused to express ideas in the topic, they have problems in vocabulary and they do not understand how to write a good descriptive. In this case, the researcher was investigate how to increase the students' writing skill by roundtable technique at the eighth grader of SMP N 1 Batanghari.

The data of pre-survey at the eight graders of SMP N 1 Batanghari showed the result as follows:

Tabel 1. The Students Writing Score

No	Grade	Category	Total	Percentage
1	≥ 70	Complete	2	6%
2	≤ 70	In Complete	32	94%
Result			34	100%

Source: Presurvey Result on August 9th, 2022

The data above shows that 94% or 32 students got failed score and 6% or 2 students got passed score. So, from the data above it can be known that the

²Rony Tua Sinaga Parasian,: *The Students' Difficulties In Writing A Narrative Text At Grade Ten Of Sma Negeri 4 Pematangsiantar*. Journal of English Studies (NoJES): Vol. 1, No. 1

students' writing in English is low. In this research, the researcher decided to focus on a roundtable technique that can increase the students' skill in a

Teachers must also have various strategies to help students in compiling very concise texts. The roundtable technique is one of the main techniques for teaching writing. The roundtable technique through organizing students into groups. Group membership ranges from 3 to 5. The roundtable technique is done face-to-face so they can interact with each other.

However, students can share their knowledge and experience in solving a problem through the Roundtable technique. The roundtable technique is a way to improve writing teaching, especially in descriptive and can make students involved in the learning process. Focusing on the above context, the researcher chooses the roundtable as a technique for teaching writing a text. The researcher proposes a research entitled: "The Use Of Roundtable Technique To Increase The Students' Descriptive Paragraph Writing Skill At Smp N 1 Batanghari".

B. Problem Identification

Based on the background of the study that has been written, the researcher provide identification of the problems that was be used as research material as follows:

1. The writing skill of students are still weak, in specific descriptive paragraphs.
2. The students are confused in using appropriate vocabularies.
3. The students have trouble expressing their idea.

C. Problem Limitation

Based on the identification of the problem above, the researcher found that students had low vocabulary skills. Therefore, students have difficulty in

writing. In this study, the researcher limits the problem to only focus on the vocabulary of students who still have difficulties in writing and the researcher wants to try to find a solution to help them more easily in writing a correct sentence using the Roundtable.

D. Problem Formulation

Based on the case above, the formulation of the research questions can be seen as follows: Can Roundtable Technique increase students' descriptive paragraph writing skill of SMP N 1 Batanghari?

E. Objective and Benefit of Study

1. The Objectives of the Study

The objective of this research is to know weather the roundtable technique can increase the descriptive writing skill of students in the eighth grade of SMPN 1 Batanghari by roundtable technique.

2. The benefit of the study

1) For the students

Using roundtables as a technique that helps students in writing skills. The researcher hopes that the technical roundtable can make it easier for students to write a sentence and a paragraph.

2) For the teacher

The researcher hopes that maybe one day learning to use roundtables in teaching writing can be used by teachers.

F. Prior Research

The first relevant research was conducted by Santi in 2020 for the first grade students' at SMA Swasta Al-Wahsliyah 1 Marbau . The research technique is Classroom action research. The result showed that Roundtable Technique can be alternative method for English teacher in teaching writing procedure text. The students' can more explore about their knowledge and more active in learning procedure text through roundtable technique. The learning process become more enjoyable and interesting.³

The second relevant research was conducted by Handayani for the tenth grade students of SMA Negeri 1 Ngaglik, Sleman, Yogyakarta in the academic year of 2011/2012. The research technique is Quantitative. The result showed that students learning by using the roundtable technique have better writing skills and students can interact with others.⁴

The last relevant research was conducted by cici puspasari for the tenth grade students of MA Pembangunan in academic year 2018/2019. The research technique is Quantitative. The result showed that the effect of roundtable technique discussion on students' writing of descriptive text is positive and significant.

Based on some of the previous studies above, this inspires and motivates researcher to conduct research using roundtable technique. Researcher can find similarities and differences. The similarity is that all of the research

³Santi Wahyuni Rambe, *Improving The Students' Achievement In Writing Procedure Text Through Round Table Technique At First Grade Of Smk Swasta Al Washliyah 1 Marbau*, State Islamic University Of North Sumatra,2020.

⁴Handayani *The Influence of Round Table Technique and Students' Intelligence in Teaching Writing descriptive writing for the tenth grade students of SMA Negeri 1 Ngaglik, Sleman, Yogyakarta*, Sebelas Maret University in the academic year of 2011/2012.

above concerns the application of roundtable technique in writing skill. In addition, the difference in this study is in the use of methods. It can be seen that previous research use quantitative methods while the researcher use Classroom Action Research methods.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Descriptive Paragraph Writing Skill

1. The Nature of Writing Skill

Writing is one way to create an idea through written text and is often used as a means of communication without meeting face to face. Writing not only brings thoughts from the brain to a paper but also creates a meaning and can explain the context. Writing is also a way of communicating the author's thoughts and ideas to others.

According to Brown, writing is a way to think about something that was previously unthinkable.⁵ Writing is actually an exchange of words, where you can freely express what you think. Writing is an indirect means of communication between writer and reader.⁶ This means that by writing the author can communicate with other readers and do not communicate directly but through writings that have been written by the author, such as newspapers, magazines, books, or letters, etc.

In other definition is given by Raimes, Writing is the effort to express ideas and the constant use of eye, hand and brain.⁷ When write, the brain indirectly participates in thinking about the ideas that will write. The ideas are conveyed in the form of words, which are then put together by hand into sentences and then form a text. So, that the author can provide information the reader of our idea.

⁵ Brown, *Teaching by Principles.*, 36.

⁶ Doon Byrne, *Teaching Writing Skills.* (London: Longma, 2002), 4.

⁷ Ann Raimes, *How to Teach Writing*, (London : Oxford University Press,1938),3.

From all the statements above, it can be concluded that writing is a thinking activity which is then expressed in writing. In expressing thoughts into written language, feelings also play an important role. In other words, writing is closely related to thoughts, feelings, and the ability to use a language.

2. The Components of Writing Skill

Writing is the mastery of all elements in the target language such as language use, content, vocabulary, spelling and mechanics.⁸ This involves a complex process. There are five general categories in writing, namely:

a. Content

Content is a written idea that expresses unity. Content generates ideas and provides supporting details. Idea is the most important element in writing, because no one can write meaningfully, if the writer has not thought of anything. In other words, content refers to the substance of the writing, the experience of the main idea (unity), which is a collection of related statements presented by the author as a unit in developing the subject. The body paragraph serves to convey ideas rather than fulfill the special function of transition, restatement, and emphasis. Content is how a writer develops an idea about a topic.

b. Organization

Organization is the organization of content or ideas. It must be consistent which means the author must clarify an idea. Therefore, the reader can conclude several organizations well. Organization means

⁸ J.B Heaton, *Writing English Language Tests*, (New York: Longman, 1998), 146.

there is communication between readers and writers. It refers to the logical organization of content (coherence). It is hardly more than an attempt to gather all the collections of facts and ideas. Even in early drafts you may still be looking for order, trying to pattern the material and trying to align subject details with ideas.⁹

c. Vocabulary

Vocabulary is the choice of words according to the content. This is an important aspect of language teaching. It starts with the assumption that the writer wants to express their ideas. As a general rule, clarity should be the primary goal. This refers to how to choose words that match the content. Choosing words that express their meaning is more appropriate than skewing them or obscuring them. Vocabulary is important in writing a sentence which includes the ability to choose more descriptive words to help the reader imagine what the writer is describing, being able to convey the results of the writing to the audience as simpler words for children and more simple words for children. complex for students.

d. Language Use

The use of language is the use of appropriate sentences. It refers to the use of correct grammatical and syntactic patterns in separating, combining, and grouping ideas into words, phrases, clauses, and sentence ideas to build logical relationships in paragraph writing. The use of language refers to the communicative meaning of language. This

⁹ *Ibid.*, 147.

can be compared to usage, which refers to the rules for creating a language and the structure the author uses to create them. Language use can be analyzed in several dimensions; perhaps the most logical to start with is the language function. distinctions between linguistic functions can be made as subtle as descriptive purposes. Language use should cover categories that should not be taken lightly, and there may be some overlap, but this is irrelevant: comprehensive coverage is important.

e. Mechanic

Mechanics is the use of the mechanical aspects of language. Mechanics refers to the conventional use of language graphics, i.e. procedures for arranging letters, words and paragraphs, using knowledge of structure and several other related procedures.¹⁰

Writers must pay attention to the use of punctuation and the application of words in a sentence. This refers to the conventional graphic use of language, i.e., procedures for the arrangement of letters, words, sentences, paragraphs using knowledge of structure and several others that are interrelated with one another. Mechanics use correct English writing such as demonstrating mastery of conventions, correct spelling, punctuation, capitalization and correct paragraphs.

¹⁰ *Ibid.*, 148.

3. Process of Writing

Writing is one way to express feelings or convey a meaning.

According to Harmer defines the writing process as follows:

a. Planning

Before writing the researcher try to determine what was be written on a writing. The researcher plan however the author has thought about what is needed before writing it on a piece of paper. When planning a researcher must think of three main problems. First, it must consider the purpose of writing because it affects one, among others, not only the type of text produced, but also the language used, and the information chosen for inclusion. Second, researcher does not only think about the results they write, not only affect the form of writing, but also the choice of language whether formal or informal.¹¹ Third, the researcher must consider the structure of the content of a work, how to properly order facts, ideas, or arguments that was be included in the writing.

b. Drafting

Drafting is a design strategy for compiling and developing continuous writing procedures to conclude that information found during planning can be a part of what success or not.¹²

¹¹ Jeremy Harmer, *How to Teach Writing*, (London:Pearson Education Limited, 2004), 4.

¹² Jeremy Harmer, *The practice of English Language Teaching*, (Longman:Fourth Edition, 2007), 326.

c. Editing (reflecting and revising)

After the researcher writes the draft, the researcher then read what they had written to see where it worked and where it did not. Reflections and revisions are often assisted by readers or editors who comment and make suggestions.

d. Final version

After the researcher has edited their draft, made the changes they deem necessary, they produced their final version. This may look very different from the original plan and the first concept, because the changes have changed in the editing process. But the author is now ready to send written text to the intended audience.¹³

Planning - Drafting - Editing - Final Version

4. The Concept of a Descriptive Paragraph

Several kinds of paragraphs of academic writing. The features of each article are the same. Descriptive paragraph is a form of writing consisting of explanation, attributes, anything meaning, entity or something. The descriptive paragraph explains the appearance or feeling of something or anyone.¹⁴

When someone writes a concise letter, he or she communicates in words and phrases something in her mind about those things or events. Descriptive paragraph is a type of text for knowledge purposes. This is important when the writer is asked to write about what looks, feels, smells, tastes or senses. There are

¹³ *Ibid*

¹⁴ Zemach and Islam, *Writing Paragraphs.*, 25.

several characteristics in the descriptive paragraph. The characteristics of this paragraph can be defined by the generic structure and language features.

a. Generic Structure of Descriptive Paragraph

Every text or paragraph has its structure. There are the generic structures of a descriptive paragraph, as follows: (1) identification : Recognizes the to be defined phenomena, and (2) description : Describes components, qualifications, features, Etc.¹⁵

b. Language Features of Descriptive Paragraph

Descriptive often use 'be' and 'have'. Simple Present Tense is commonly used. Nevertheless, it uses Past Tense often because it no longer remains what is to be represented.

Significant Grammatical Features: (1) Focus on specific participants; My English teacher, Sandra's cat, My favorite place, (2) Use of Simple Present Tense, Use of Simple Past Tense if Extinct. Verbs of being and having 'Relational Processes'; My mum is cool, She has long black hair, (3) Use of descriptive adjectives; Strong legs, White fangs, (4) Use of detailed Noun Phrase gave information about the subject; A very beautiful scenery, A sweet young lady, Very thick fur, (5) Use of action verbs 'Material Processes; It eats grass, It runs fast, (6) Use of adverbials to give additional information about behavior; Quickly, At a treehouse, and (7) Use of Figurative language; John is as white as chalk.

Using the concepts above, the writers determined that the descriptive section is a paragraph describing a single person, location or entity. It focuses on

¹⁵ M Mursyid Pw, "*Learning Descriptive Text*" n.d., 22., 4-6.

the features of something, such as a person, a body, or whatever. The goal is to recognize and reveal a person, place or object.

5. The Definition of Paragraph

Zemach and Islam define "a paragraph is a group of about 5 – 10 sentences about one topic."¹⁶ That is, all sentences in a paragraph must relate to the same topic. If the researcher wants to write another main topic, the researcher can do so in a new paragraph. So paragraph is a piece of written text it contains several sentences.

6. Measurements Rubrics of Writing Descriptive Text Skill

According to Reid the criteria of each writing score are: content (13-30), organization (7-20), vocabulary (7-20), language use (5-25) and mechanic (2-5). So, the highest total of the score of writing descriptive paragraph is 100.

Table 2
Measurement Rubrics of Writing Descriptive Text Skill

Writing Performance	Score	Criteria	Details
Content	30 - 27	Excellent to very good	Knowledgeable, relevant to assigned topic
	26 - 22	Good to average	Sure knowledge of subject, standard range, mostly relevant to topic but lacks detail, limited development of thesis
	21 - 17	Fair to poor	Limited knowledge of subject, inadequate development of topic, little substance ¹⁷
	16 - 13	Very poor	Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
Organization	20 - 18	Excellent to very good	Fluent expression, ideas clearly stated/supported, complete,

¹⁶ Dorothy E Zemach and Carlos Islam, *Writing Paragraphs: From Sentence to Paragraph*. [Student Book (Oxford: Macmillan Ed., 2013), 9.

¹⁷ Joy M. Reid, *Teaching ESL Writing*, (USA: Prentice Hall Regent, 1993), 236-237.

			logical sequencing, cohesive, succinct, well organized.
	17 - 14	Good to average	Quite fluent, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13 - 10	Fair to fair	Less fluent, an idea confused or disconnected, lacks logical sequencing and development.
	9 - 7	Very poor	Non fluent, no organization, or not enough to evaluate ¹⁸
Vocabulary	20 - 18	Excellent to very good	Sophisticated range, appropriate register, effective word/idiom choice and usage, word form mastery
	17 - 14	Good to average	Standard range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13 - 10	Fair to poor	Limited range, frequent errors of work/idiom form, choice, usage, meaning confused or obscured
	9 - 7	Very poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, r not enough to evaluate. ¹⁹
Language	25 - 22	Excellent to very good	Effective, articles, complex constructions, few errors of agreement, tense, number, word order/function, pronouns, prepositions
	21 - 18	Good to average	Effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.
	17 - 11	Fair to poor	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or

¹⁸ *Ibid.*, 236-237.

¹⁹ *Ibid.*, 236-237.

			fragments, run-ons, deletions, meaning confused or obscured.
	10 - 5	Very poor	Having no mastery in syntax rule, there are many mistakes and uncommunicative ²⁰
Mechanic	5	Excellent to very good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to average	Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	Fair to poor	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	Very poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate. ²¹

In conclusion, there are some criterias to measure the students' skill in writing text and it has each score and level of score for each criteria and all of the score criteria it can be the total score of students' writing descriptive paragraph.

B. The Concept of Roundtable Technique

1. The Definition of Roundtable Technique

The roundtable technique is one of the techniques that can be applied in teaching writing. Cooperative learning is a learning strategy that uses small discussion groups and how students can work together in teams. Indriani(2015) argued that the roundtable technique is a technique that requires groups or teams

²⁰ *Ibid.*, 236-237.

²¹ *Ibid.*, 236-237.

working in a teaching and learning process that requires all group members to be prepared to explain their group answers.²²

Roundtable is a writing learning technique that applies learning by means of each group member taking turns in writing an idea. In her book, Barkley says that roundtable is the technique that makes students take turns responding to a prompt by writing one or two words or phrases before passing the paper along to others who do the same.²³ The roundtable also ensures equal participation among group members and exposes students to different points of view and ideas. By using a roundtable, students will be divided into groups and have their respective roles to complete the tasks given to each group.

From all the explanations above, it can be concluded that the roundtable is a technique designed in the form of a roundtable that divides students into a group with their respective tasks and allows students to solve problems by working together. Each member in the group has their own task. Assignments and results obtained from completed tasks will be collected and completed simultaneously.

2. Advantages and Disadvantages of Roundtable Technique

Roundtable is one technique that is considered to be able to increase students' learning abilities by forming discussion groups in class. As one of the learning techniques that can be applied in all skills, roundtable has some advantages according to Barkley cited by Noviasari, roundtable has the following advantages: a. Helping focus attention on students, b. Participation and

²² Aseptiana Parmawati, Iman Santoso, and Yana, *Improving Students Writing Skill Through Roundtable Technique* (Ikip Siliwangi: ELTIN Journal, no.2 (2020): 105.

²³ 7 Elizabeth F. Brakley, *Collaborative Learning Techniques: a handbook for college faculty*, (New York: Jossey Bass, 2005), 241.

interaction between students, c. Encourage all students for poured out ideas and opinions and Students learn critically and active.²⁴

The roundtable cooperative technique provides benefits in increase students' learning motivation, which means that the cooperative learning model of the roundtable technique will have a better impact in increasing motivation to learn.

The Disadvantages of Roundtable Technique

According to Barkley cited by Noviasari are: (a) spent a lot time, and (2) the Student's spirit may be confused as yet get used to treatment.²⁵

3. Procedure of Roundtable Technique

Roundtable technique is originally designed for teaching writing, but in practice this technique can be developed to teach all kinds of subjects and skills. The procedure of roundtable technique in teaching and learning process was drawn as follows:²⁶

- a. Students are formed into several groups, each group consisting of three or four students. Each students sits in his group in a small circle around the table.
- b. Teacher gives the topic of Descriptive Paragraph and gives a picture.
- c. The first student, contributing ideas, continues take next student and so on until the last student. Arrangement of ideas must be made in collaboration.

²⁴ Fifi Noviasari, *Penerapan Model Kooperatif Teknik Round Table untuk Meningkatkan Motivasi Belajar Sejarah Siswa*, (FKIP Unila, 2017), 5.

²⁵ *Ibid.*, 5.

²⁶ Aseptiana Parmawati et all., "Improving students writing skill through roundtable technique": *ELTIN Journal* 8, no.2 (2020): 106.

- d. The ideas collected are used as group members to write writing in essays individually, each students story has been exchanged and discussed in groups for revision or editing.
- e. Each group asks to select and determine one of the stories or themes of the group to be presented in front of the class.
- f. The representation of each group must read the best writing that has been written by each group and to determine one of three of the best writings in each large group (class).

Moreover, Kagan states they are characteristic of Roundtable technique. They are:

1. Each group consist of 4-6 persons.
2. The teacher provides a task to which there are multiple possible responses, and provides think time.
3. Students take turns passing a paper and pencil or a team project, each writing one answer or making a contribution.²⁷

C. Teaching Writing by Using Roundtable Technique

Based on observations of eighth grade students at SMP N 1 Metro, the students' writing skill is very low. The problem faced by students feel difficult to develop their idea, students feel confused to use vocabulary, and students did not know the procedure for making descriptive paragraph. Therefore, English teachers must use interesting technique as a way to overcome these problems.

²⁷ Spencer Kagan, Cooperative Learning, (San Clemente, 2009), 6.

These are some of the reasons why roundtable technique can be use to increasing writing in students. First, roundtable technique can make students interact with others and can develop their idea. Therefore, referring to the explanation above, the researcher involved the English teacher as a collaborator and eighth grade students of SMP N 1 Batanghari in conducting the research. The procedure was then carried out in this study. It is very useful to use roundtable technique in the teaching and learning process. This can increase student performance in English subjects.

This technique can be used for brainstorming, reviewing, practicing, and serving as a team builder. Students are divided into three or four members of each group The teacher provides a task to which there are multiple possible responses and then pass the paper and pencil to the next person. After all of them have done taking turn, they submit their answers or ideas.

D. Action Hypothesis

Based on the theoretical framework above, the researcher formulate an action hypothesis that the use of roundtable technique can increase the skill to write descriptive paragraph in eighth grade students at SMP N 1 Batanghari.

CHAPTER III

RESEARCH METHOD

A. The Variable and Operational Definition of Variable

The object in this research independent variable and dependent variable. Independent is the variable which selected by the researcher. The Independent variable of this research is roundtable as a technique. Both of variables can be explained as follow:

1. Independent Variable (X)

The independent variable is the major variable which the researcher hopes to investigate. It is the variable which is selected, manipulated, an measured by the researcher. Independent variable of this research is using Roundtable technique which can helps the students to write the descriptive paragraph which assisted by individual in teams.

2. Dependent Variable (Y)

The dependent variable is the variable which the researcher observes and measure to determine the effect of the independent variable. Dependent variable of this research is Descriptive Paragraph Writing Skill. To measure the students writing skill, the researcher was use a written test.

B. The Research Location

This research was conducted at the eight-grader of SMP N 1 Batanghari, which located at Jl. Kapten Harun no. 46 Lampung Timur in the academic year 2022/2023. The researcher used the Classroom Action Research (CAR) because classroom action research is one of the efforts to increase teaching in all education aimed at Junior High Schools. Action research can be carried out

by teachers in the teaching process. Classroom action research aims so that teachers can find out how to teach and solve a problem in class. Here, the researcher held collaboration with the other English teacher. The researcher was together to plan and design a classroom action research process.

C. The Subject and Object Of Study

This research use the Classroom Action Research (CAR) type, and the subjects of this research are the students of the Eighth grade of SMP N 1 Batanghari. This class there are 34 students.

The researcher asked the English teacher as a collaborator in this research which functions as a controller in the teaching and learning process. So, researchers have the convenience of knowing the development of students who are active students in the teaching and learning process. The researcher takes 1 class in which the student has an average score. Based on the teacher's experience in teaching and the learning process and the results of tests on descriptive paragraph writing, the teacher found the problem that students had difficulty writing good descriptive paragraphs. After solving the problem, the researcher tries to find a solution to the problem. Solution to problems in teaching descriptive paragraph writing through the roundtable technique.

Table 3. The subject of the Research

No	Class	Sex		Total
		Male	Female	
1	VIII	17	17	34

D. Action Plan

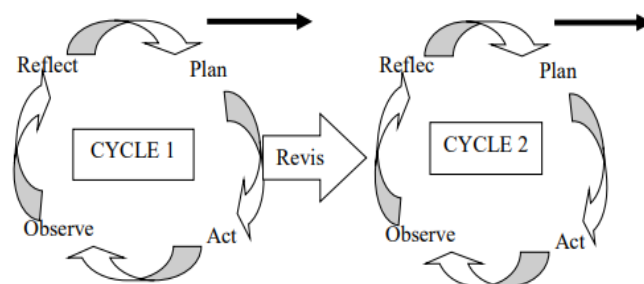
The design of this research is classroom action research. It is called CAR because the research is aimed at developing a certain instructional strategy to solve problems in a class.

According to O'Leary, action research is strategy research to pursue action and knowledge in an integrated manner from cycles and participatory process. In action research, processes, and results closely related.²⁸

Moreover, Macintyre mentioned, "classroom action research then, a recognized and accepted method for conducting evaluation through some of the evaluations or all of the activities that formed classroom practice."²⁹

Based on the statement above, researchers can say that classroom action research is one of the efforts made by teachers to improve the quality of learning in a learning process through the use or combination of new methods, techniques or strategies.

Here is steps classroom action research design:



Kemmis' and MC Taggart Model.³⁰

Figure 1. Action Plan

²⁸ Zina O'Leary, *The Essential Guide to Doing Research.*, 139.

²⁹ Christine MacIntyre, *The Art of Action Research in the Classroom* (London: D. Fulton Publishers, 2000). p. xii

³⁰ Sukardi, *Metode Penelitian Pendidikan Tindakan Kelas: Implementasi Dan Pengembangan* (Bumi Aksara, 2013).

In the classroom action research, the researcher would like to hold the research in two cycles. There is a relationship between one the other. They are: a). Planning, b). Action, c). Observing, and d). Reflecting³¹. More detail four kinds of the cycle would be explained as follows:

Cycle I

1. Planning

Planning is the first step of each cycle. Without planning, this research will not be focused. At this stage, the researcher compiled the RPP, teaching materials, and teaching media. At the planning stage, the researcher prepares learning tools as follows:

1. The researcher identifies the problem and finds a solution to the problem.
2. The researcher prepares teaching materials and teaching techniques.
3. The researcher makes a lesson plan.
4. The researcher prepares learning materials.
5. The researcher prepares guidelines for observing and evaluating.

2. Acting

Action is the implementation of the plan that has been designed by the researcher. In other words the action is the fulfillment of the researcher's plan. The researcher tries to use the roundtable technique in the teaching and learning process.

³¹ David Kember and Tak Shing Ha, *Action Learning and Action Research: Improving the Quality of Teaching and Learning* (London: Kogan Page, 2000). P. 24.

The following are the steps the writer did in class:

a. Pre-teaching activities

1. The researcher greets students.
2. The researcher instructs students to pray together before starting teaching and learning process.
3. The researcher checks the attendance list of students.

b. During Teaching Activities

1. The researcher applies the lesson plan.
2. The researcher asked the students in group to sit in a circle facing up to the table.
3. The researcher instructed the students to do writing worksheet by using one pen and one piece of paper.
4. The researcher asked the students in the group to write words or phrases related to the theme.
5. The researcher asked group writes a descriptive paragraph using the word or phrases that had been written.
6. The each group presented their writing to the whole class.
7. The researcher asked each group to make correction.
8. The each group revised their work/writing.

c. Post-teaching activities

1. The researcher asked students difficulties in learning descriptive paragraph.
2. The researcher provides feedback and conclusions.
3. The researcher closes the lesson by greeting.

3. Observing

Observation is the process of recording events and actions in the classroom. Observations was made to obtain the necessary data. Based on the data collected, whether achieved or not. The researcher uses some to prepare for the next action.

4. Reflecting

Reflection is the final step in this process. The researcher analyzes the evaluation by eliminating unnecessary actions. The researcher explains and discussing the results of student work during the teaching-learning process, such as the advantages and disadvantages of the teaching and learning process carried out by writers and students with roundtable learning techniques. The learning process is analyzed based on observation.³²

Based on the analysis and reflection, it decided that the next cycle would focus on the weaknesses in the previous cycle.

Cycle II

1. Planning

- a. The researcher identified the problem in cycle one and found the cause of the problem.
- b. The researcher prepares lesson plans.
- c. The researcher prepares materials, strategies, and teaching media.
- d. The researcher prepares learning resources.
- e. The researcher prepared guidelines for observation and evaluation.

³² Endang, *Riset Terapan Bidang Pendidikan dan Teknik* (Yogyakarta:UNY,2011).

2. Acting

a. Pre-activity

1. The researcher greets students.
2. The researcher instructs students to pray together before starting teaching and learning process.
3. The researcher checks the attendance list of students.

b. During Teaching Activities

1. The researcher applies the lesson plan.
2. The researcher explains to the students how to make a good descriptive.
3. The researcher asked the students in group to sit in a circle facing up to the table.
4. The researcher instructed the students to do writing worksheet by using one pen and one piece of paper.
5. The researcher asked the students in the group to write words or phrases related to the theme.
6. The researcher asked group writes a simple text using the word or phrases that had been written.
7. The each group presented their writing to the whole class.
8. The researcher asked each group to make correction.
9. The each group revises their work/writing.

c. Post-teaching activities

1. The researcher provides feedback and conclusions.
2. The researcher ends the lesson by greeting.

3. Observing

In this step, the researcher has observed the learning process through observation and field notes to collect data in cycle 2.

4. Reflection

This stage is carried out for reflection and evaluation of actions. Based on this reflection, the researcher was know the strengths and weaknesses of the actions taken. This is done to find out whether the next cycle still needs to be done or not.

E. Data Collection Technique

Data is collected by using an instrument as below:

1. Observation

Observing is the process of viewing or listening to an action either as it occurs. Observation is a method of collecting data by directly observing existing objects.³³

Here, the observation method focuses on the whole process of teaching and learning descriptive paragraphs through the roundtable technique.

At this stage, the researcher observes the learning process using observation methods at this stage, such as students' skills in debriefing, teacher participation in the learning process, good student writing and student mistakes in writing. Observers record important things in the teaching and learning process.

In addition, the researcher uses observation as a data collection method to find out how teaching descriptive paragraphs using the roundtable technique works in the classroom, how students can respond to the method or media and can

³³ *Ibid.* p.74

increase their writing skills, and how roundtable technique can help students learn descriptive paragraph.

2. Documentation

Documentation is a method used to obtain information without using instruments. The researcher uses documentation to obtain detailed information about the condition of teachers, staff, and the organizational structure of SMP Negeri 1 Batanghari. In the study, the researcher took information from the school's documentation such as the number of students, teachers, school history, and school conditions.

3. Test

In this study, researcher use instrumental testing. A test is a picture of questions or exercises use to measure competence, knowledge, intelligence, and ability. The test use by the researcher is a written test. This test is for eighth grade of the SMP N 1 Batanghari and collects data on students' writing skills. This test is divided into two parts:

a. Pre-test

Pretest at the first pre-treatment meeting to determine students' abilities before conducting action research.

b. Post-test

A post-test was given in class at the end of the meeting. This treatment is given at the final post-treatment meeting and aims to see whether there has been a change in student performance in class. Post-test is the result of treatment (treatment). Increasing can determine whether the average score after the test is higher than the average score before the test.

4. Field Note

Field notes can be used to find out how students are doing in class during the learning process. Field notes refer to qualitative notes recorded by scientists or writers during field research or after studying. Records are meant to be read as evidence that gives meaning and helps to understand phenomena.

F. Data Collecting Instrument

The instrument is a mechanism for measuring, which it was use to gather and record information for assessment, decision making, and ultimately understanding.³⁴ In this research, the research instrument was designed by the researcher. There are three types of instruments, namely the observation sheet,documentation instructions, and test instructions.

The three types of instruments can be explained as follows:

1. Observation Guide : Student learning activities
2. Documentation Guide
 - a). School history
 - b). The condition of teachers and government employees
 - d). Learning facilities
3. Test Guidance

This test is a written test with the following indicators:

Roundtable technique Indicators that students can work easily and can complete their writing assignments. Students can use it on writing skill.

³⁴ David Colton and Robert W Covert, “*Designing And Constructing Instruments For Social Research And Evaluation,*” p. 5

Finally, student performance indicators are students can increase their performance based on content, vocabulary, organization, language use, and mechanics.

The researcher has used content validity for the instrument to be used of good quality, and the instruments was relevant to the research focus. Therefore, the researcher uses content validity based on the syllabus and material in class VIII SMP Negeri 1 Batanghari.

G. Data Analysis Technique

In this study, the researcher conducted data analysis by taking the average of the results or pretest and posttest scores. To find out the increase, the researcher also compared the pretest and posttest values.

Then, the results was compared with the minimum standards in the school. In the eighth grade of SMP Negeri 1 Batanghari, the minimum standard in English is 70. If 60% of students score at least 70 on the post-test, it means that the circle learning strategy can increase students' writing performance in descriptive paragraphs.

If the student's score has been achieved, then more than 70 and 60% of students pass so that the researcher can stop the research. However, if there are students who are unsuccessful and get scores below 70 out of 60 % of the total students, the researcher must be continued in the next cycle. In classroom action research, the minimum cycle that must be carried out is two cycles.

To analyzed the result of the study, the researcher used the formula below:

$$X = \frac{\sum X}{N}$$

Notes:

X = Mean

\sum = Sum of

X = Raw score

N = number of cases³⁵

H. Indicator of Success

The indicators of the success of this research are based on the process and results of the research. Indicators of success can be grouped into two aspects, namely:

1. Indicators of process success. can be described as following:
 - a. The learning process becomes exciting and fun.
 - b. Students can participate and share knowledge, ideas, and experience with other people.
 - c. Students become more enthusiastic and active in the learning process.
2. Indicators of success results. It is determined, as follows:
 - a. If 60% of students score at least 70 on the post-test.
 - b. Students' writing scores increased significantly.

³⁵ Donal Ary, *Introduction to Research in Education*, (Wadsworth, 2010), p.108-109.

CHAPTER IV

A RESEARCH RESULT AND DISCUSSION

A. Description of Research Location

Batanghari 1 Public Middle School is a public junior high school located in Banarjoyo Village, Batanghari District, East Lampung Regency. Originally SMP Negeri 1 Batanghari was named SMP Preparation and was formed on April 2th 1981. This school was founded by community leaders in Batanghari Regency. This preparatory high school lasted for two years until it became Batanghari 1 Public School in 1983.

Northern part: next to SD Negeri 1 Batanghari, 2. Southern Part: to the village road, 3. To the east: to the asphalt road in the district. To the west: down the country road. Judging from its location, SMPN 1 Batanghari can be said to be quite strategic because it is close to the Polres and Koramil offices as well as the Batanghari sub-district office and other educational institutions which are on the same route as SMPN 1 Batanghari.

Since the founding of SMP N 1 Batanghari until now there have been 12 people who have served as school principals. The current headmaster of SMP N 1 Batanghari is Ahmad Saidi. The deputy principal of the school consists of the deputy principal for the curriculum section and the deputy principal for student affairs. There are 41 teachers who teach at SMP N 1 Batanghari.

Several levels of teacher education at SMP N 1 Batanghari are the undergraduate education level which consists of 38 teachers and the S3/S4 education level which consists of 3 teachers. The educational background of the

teachers consisted of 3 teachers from Islamic Religion, 2 teachers from Civics Education, 5 teachers from Indonesian Language, 4 teachers from English Language, 5 teachers from Science, 4 teachers from mathematics education, 3 teachers from physical education, 3 teachers from art and culture, 2 teachers from Lampung Language, 3 teachers from counseling guidance, 1 teacher from computer science, and 3 teachers from social science.

In Addition, The infrastructure at SMP N 1 Batanghari to support teaching and learning activities consists of 23 classrooms, 2 rooms for laboratories and practice rooms, 1 library, 7 toilets, 2 parking lots, 1 mosque, 1 medical room, 4 school canteens and 4 irrigation. There is also the Vision and Mission at SMP N 1 Batanghari in the learning process, namely the school's vision is superior in academic and non-academic achievements and the school's mission is to guide students in the fields of scientific work, science and technology and programmed learning, develop student potential and grow self-confidence.

B. Cycle I

This study uses classroom action research. Cycle 1 consisted of three sessions and each session lasted 80 minutes. Each cycle consists of planning, action, observation and reflection. In conjunction with classroom management, researchers make lesson plans. This action research uses a roundtable technique to increase students' writing skills.

1. Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as compiled the RPP, teaching materials, and teaching media. Based on the results of the discussion with the collaborator in a on May 2th 2023. Some efforts were planned to solve the problems identified above. The efforts focused on “The Use Of Roundtable Technique To Increase The Students’ Descriptive Paragraph Writing Skill”

2. Action

The action of cycle I consisted of three meetings. The first meeting The researcher conducted a pretest on Tuesday, May 2th 2023. All students prepared themselves before class. The researcher and students come to classes organized by a teacher who is coordinated by researcher. The pre-test was conducted at 13.00 pm. The researcher greet students. The collaborator then explained the descriptive paragraph to the students. The researcher then informs the students that will take a pre-test to check students descriptive writing skills. Preliminary exams are left to students to complete directly. The type of test is an essay writing test which requires students to write descriptive paragraphs.

Then, the students pre- test result can be seen on the table below:

Table 4: The Result of Pre-Test score

No	Name	Score Pre-test	Remark
1	ARA	34	incompleted
2	AZGF	34	incompleted
3	AFAH	35	incompleted
4	AK	35	incompleted
5	AR	34	incompleted
6	ANP	41	incompleted
7	AVA	39	incompleted
8	AF	35	incompleted
9	AZT	70	Completed
10	CFS	34	incompleted
11	DFP	35	incompleted
12	DF	34	incompleted
13	DA	70	Completed
14	FF	40	incompleted
15	FA	34	incompleted
16	FRW	40	incompleted
17	GKR	45	incompleted
18	KJI	35	incompleted
19	LJS	40	incompleted
20	MRF	35	incompleted
21	MRF	35	incompleted

22	MRAH	35	incompleted
23	NR	35	incompleted
24	NA	35	incompleted
25	NAS	45	incompleted
26	PAF	35	incompleted
27	RF	35	incompleted
28	RAP	35	incompleted
29	RDA	35	incompleted
30	SAKP	40	incompleted
31	TAP	35	incompleted
32	TMP	35	incompleted
33	VLF	70	Completed
34	ZAN	38	incompleted
	Total		1.342
	Highest score		70
	Lowest score		34
	Average		39.5

Table 5 : The Percentage of Students' Score in Pre-test

No	Grade	Category	Frequency	Percentage
1	≥70	Completed	3	11%
2	<70	Uncompleted	31	89%
	Total		34	100%

Source: The result of writing pre-test at eighth grade of SMP N 1 Batanghari on 2th May 2023

The highest in pre-test result is 70 and lowest is 34. The average score is 42.8 and just 3 students (11%) who success gets score more than 70. It shows that the result of students' writing skill in the pre test cycle I is unsatisfactory. Because the criteria of students are succesful in mastering material is students who get minimum score of 70 and the class can be said success in achieving the material if 60% of the students in the class get score at least 70.

The second was held on May 4th 2023 at 13.00 pm until 14.20 pm. The students looked happy when the researcher came to the class. The researcher started the teaching learning process by greeting and checking the attendance.

In addition, the researcher used seven roundtable technique in teaching writing descriptive paragraphs. The first procedure of the roundtable technique involves the teacher asking students in groups to sit in a circle at a table. In this technique, the researcher divides students into six groups of five or six students each. The division into groups is done by asking students to count themselves from numbers 1 to 6. Students with the same number gather in the same group. In addition, the researcher carried out the second procedure of the roundtable technique, in which the teacher guides students with pen and paper to do the assignments. In this technique, the researcher gives each group a topic from a descriptive paragraph on the theme of animals. Then, the researcher applied the third roundtable of procedures, in which the teacher asked students in groups to write words or sentences related to the topic.

In this procedure, the researcher asks each group member to write a word or phrase related to that animal. In addition, the researcher used the fourth circular roundtable technique, in which the group composed simple texts from written words or sentences. In this process, students start writing short or simple texts from written words or sentences.

In addition, the researcher used the fifth roundtable procedure, in which each group presented their text in front of the class. Then, the researcher used the sixth procedure. The researcher asked each group to check the results of the writing. Finally, the researcher applied the seventh roundtable procedure. The researcher asked each group to jointly review. Finally the researcher closed the class.

Then, on Thursday, May 11th 2023 at 13.00 until 14.20 pm. The researcher conducted post test 1 cycle I, the researcher gave post-test 1 of cycle I with similar task on pre test before. Kinds of the test was an written test which consisted of 1 theme, these was maked a descriptive paragraph. The result of the students test in post-test 1 was better than test in pre-test before.

In addition, the students post-test 1 results are presented on the following table:

Table 6. The Students' Post-test 1 Grade

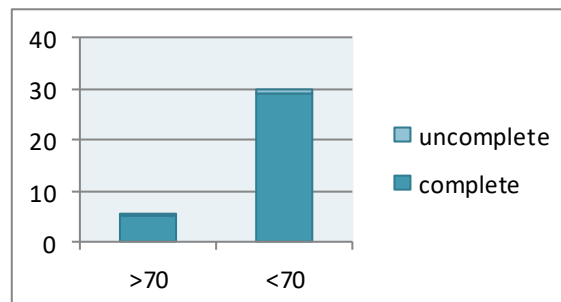
No	Name	Grade	Remark
1	ARA	61	Incompleted
2	AZGF	40	Incompleted
3	AFAH	40	Incompleted
4	AK	43	Incompleted
5	AR	35	Incompleted
6	ANP	55	Incompleted
7	AVA	45	Incompleted
8	AF	40	Incompleted
9	AZT	85	Completed
10	CFS	40	Incompleted
11	DFP	43	Incompleted
12	DF	40	Incompleted
13	DA	77	Completed
14	FF	55	Incompleted
15	FA	40	Incompleted
16	FRW	72	Completed
17	GKR	55	Incompleted
18	KJI	40	Incompleted
19	LJS	55	Incompleted

20	MRF	41	Incompleted
21	MRF	45	Incompleted
22	MRAH	40	Incompleted
23	NR	60	Incompleted
24	NA	44	Incompleted
25	NAS	55	Incompleted
26	PAF	74	Completed
27	RF	42	Incompleted
28	RAP	40	Incompleted
29	RDA	40	Incompleted
30	SAKP	61	Incompleted
31	TAP	40	Incompleted
32	TMP	55	Incompleted
33	VLF	73	Completed
34	ZAN	45	Incompleted
Total		1.716	
Average		50.5	

Table 7: The Percentage of Students' Grade in Post-test 1

No	Name	Frequencies	Percentage	Remark
1.	≥ 70	5	15%	Completed
2.	< 70	29	85%	Uncompleted
	Total	34	100%	

Source: The Grade Result of writing post test 1 at eighth of SMP N 1 Batanghari on Mei 11th 2023

**Figure 2. Student's Score at Post-Test Cycle I**

d. Observation

In observing activities, the researcher explained in two sessions in the first stage of learning to know and understand writing skills and roundtable techniques. Observations were made to obtain the necessary information. Based on the data collected whether achieved or not the researcher uses some to prepare for further action.

Table 8: Students' Learning Activities at First Meeting in Cycle I

No	Name	Indicators				Total Score
		Pay attention	Ask/answer the question	The students able do the task	The students active in the class	
1.	ARA	√	√			2
2.	AZGF	√				1
3.	AFAH	√	√	√		3
4.	AK	√	√	√	√	4
5.	AR	√				1
6.	ANP	√	√			2
7.	AVA	√	√	√	√	4
8.	AF	√	√	√		3
9.	AZT	√	√	√	√	4
10.	CFS	√		√		2
11.	DFP	√	√	√		3
12.	DF	√				1
13.	DA	√				1
14.	FF	√				1
15.	FA	√	√			2
16.	FRW	√	√	√	√	4
17.	GKR	√		√		2
18.	KJI	√	√	√		3
19.	LJS	√	√			2
20.	MRF	√	√	√		3
21.	MRF	√	√		√	3
22.	MRAH	√		√		2
23.	NR	√	√		√	3
24.	NA	√	√	√	√	4
25.	NAS	√				1
26.	PAF	√	√	√		3
27.	RF	√	√		√	3
28.	RAP	√	√	√		3
29.	RDA	√	√		√	3
30.	SAKP	√		√		2
31.	TAP	√	√		√	3
32.	TMP	√		√		2
33.	VLF	√		√	√	3
34.	ZAN	√		√	√	3
Total		34	21	19	12	89
Percentage		100%	66%	56%	35%	

Table 9: Student's Learning Activities at Second Meeting in Cycle I

No	Name	Indicators				Total Score
		Pay attention	Ask/answer the question	The students able do the task	The students active in the class	
1.	ARA		√			1
2.	AZGF	√	√	√		3
3.	AFAH	√	√	√		3
4.	AK	√	√	√	√	4
5.	AR	√		√		2
6.	ANP	√	√			2
7.	AVA	√	√	√	√	4
8.	AF		√	√		2
9.	AZT	√	√	√	√	4
10.	CFS	√		√		2
11.	DFP	√	√	√		3
12.	DF	√			√	2
13.	DA	√				1
14.	FF	√			√	2
15.	FA	√	√		√	3
16.	FRW	√	√	√	√	4
17.	GKR			√		1
18.	KJI	√	√	√	√	4
19.	LJS		√		√	2
20.	MRF	√	√	√		3
21.	MRF			√	√	2
22.	MRAH	√	√		√	3
23.	NR	√	√	√		3
24.	NA	√	√		√	4
25.	NAS			√		1
26.	PAF	√	√		√	3
27.	RF		√	√	√	3
28.	RAP	√		√		2
29.	RDA	√	√		√	4
30.	SAKP	√				2
31.	TAP		√		√	2
32.	TMP	√	√	√		3
33.	VLV	√	√	√	√	4
34.	ZAN	√	√	√	√	4
Total		26	24	21	18	92
Percentage		77%	72%	65%	53%	

Table 10: The Percentage of Student's Learning Activities at Cycle I

No	Students Activities	Cycle One	
		First Meeting	Second Meeting
1.	Pay Attention	100%	77%
2.	Ask/answer the question	66%	72%
3.	The students able do the task	56%	70%
4.	The students active in the class	35%	53%
	Total	257%	272%
	Average	65%	68%

The table and graph above showed that not all of the students were active in learning process. The average percentage of the student's learning activity in first meeting was only 65% and second meeting was 68%. Based on the result above, it could be concluded that the learning process was not successful related with the indicator of success at least 80% passed the criteria.

e. Reflecting

The researcher analyzes the judgment by eliminating unnecessary measures. The researcher explained and discussed the results of student work during the teaching and learning process, such as the advantages and disadvantages of the teaching and learning process using roundtable learning techniques between researchers and students. Learning is analyzed based on observation. At the end of this cycle, researcher and collaborator analyzed

all processes, such as the results of the student's pre-test and post-test scores of 1 student.

The Comparison between pre-test score and post test 1 score as follow:

Table 11: Comparison among Pre-test and Post-test I in Cycle I

No	Name	Score Pre-test	Score Post-test	Increasing	Remark
1.	ARA	34	61	27	Increasing
2.	AZGF	34	40	6	Increasing
3.	AFAH	35	40	5	Increasing
4.	AK	35	43	8	Increasing
5.	AR	34	35	1	Increasing
6.	ANP	41	55	14	Increasing
7.	AVA	39	45	6	Increasing
8.	AF	35	40	5	Increasing
9.	AZT	70	85	15	Increasing
10.	CFS	34	40	6	Increasing
11.	DFP	35	43	8	Increasing
12.	DF	34	40	6	Increasing
13.	DA	70	77	7	Increasing
14.	FF	40	55	15	Increasing
15.	FA	34	40	6	Increasing
16.	FRW	40	72	32	Increasing

17.	GKR	45	55	10	Increasing
18.	KJI	35	40	5	Increasing
19.	LJS	40	55	15	Increasing
20.	MRF	35	41	6	Increasing
21.	MRF	35	45	10	Increasing
22.	MRAH	35	40	5	Increasing
23.	NR	35	60	12	Increasing
24.	NA	35	44	9	Increasing
25.	NAS	45	55	10	Increasing
26.	PAF	35	74	39	Increasing
27.	RF	35	42	7	Increasing
28.	RAP	35	40	5	Increasing
29.	RDA	35	40	5	Increasing
30.	SAKP	40	61	21	Increasing
31.	TAP	35	40	5	Increasing
32.	TMP	35	55	20	Increasing
33.	VLF	70	73	23	Increasing
34.	ZAN	38	45	7	Increasing
Total		1.342	1.716	381	
Average		39.5	50.5		

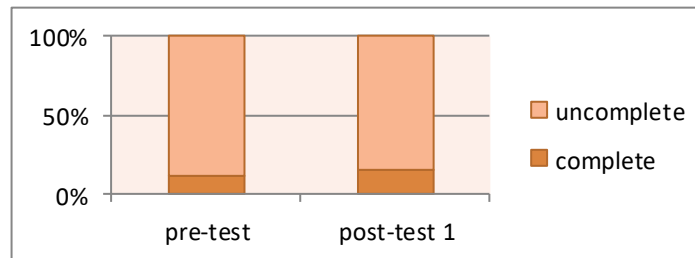


Figure 3. The Comparison of Pre-test and Post-test 1

The table and the graphic above showed that the mean score of pre-test score was 39.5 and average score of post-test I was 50.5 and the mean increase score was 11.3 point. There was an increase between pre-test and post-test 1 but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful, because the indicator of success could not be achieved yet that was 60% of the total students must be passed the criteria.

Based on the results of the student post-test and observations of student activity in Cycle I, the learning subjects were not going well and some students did not understand the material clearly. Some students were dissatisfied because most students did not pay attention to the teacher's explanation and some students failed in Cycle I. So researchers and collaborators had to continue in Cycle II which consisted of planning, action and observation and reflection.

C. Cycle II

The action in the cycle I was not successful enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. the steps of the cycle II as follows:

1). Planning

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. Then, the researcher and collaborator planned to give the material for students in writing skill by descriptive paragraph with the Roundtable Technique. The researcher and collaborator prepared the lesson plan, observation sheet of the students' activities, identified the problem, and found the causes of problem at the first and the last of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2). Acting

There is three meeting in this Cycle II. The first meeting was conducted on Saturday, May 13th 2023 at 13.00 until 14.20 pm followed by 34 students and The second meeting was conducted on Saturday, May 20th 2023 at 13.00 pm until 14.20 pm. The researcher began the lesson greeting, praying, checking attendance list and asking the students' condition. The researcher continued the material in the last meeting, explained the descriptive paragraph such as generic structure and tenses in the text.

In teaching descriptive paragraph in two meeting, the researcher used seven roundtable technique. The first procedure of the roundtable technique is the teacher asks students in groups to sit in a circle facing the table. In this technique, the researcher divides students into six groups, each consisting of five to six students. The division into groups is done by asking students to count themselves from 1 to 6. Students with the same number gather in the same group.

In addition, the researcher carried out the second procedure of the roundtable technique, in which the teacher guides students with pen and paper to do assignments. In this technique, the researcher gives each group a topic from a descriptive paragraph. Then, the researcher applied the third roundtable procedure, ie. the teacher asks students in groups to write words or sentences related to the topic. In addition, the researcher applied the fourth roundtable procedure, namely the group made descriptive paragraph using the words or sentences that had been written.

In addition, the researcher used the fifth roundtable procedure, in which each group presented their text in front of the whole class. In this process, the group that compiled the worksheets presented their results. Then, the researcher used the sixth round procedure, the researcher asked each group to correct the written results. Lastly, the researcher applied the seventh roundtable procedure in which each group reviewed their writing. Finally the researcher closed the class. Researchers provide feedback to students At this

stage, students are very active in learning. Maybe because they can adjust to the teaching conditions and are very enthusiastic.

Then, on Thursday, May 25th 2023 at 13.00 until 14.20 pm the researcher conducted post test 2 cycle II. The researcher gave post-test 2 of cycle II with similar task on post test I before. Kinds of the test was an written test, these was made a descriptive paragraph using media.

Table 12: The Students' Post-test II Grade

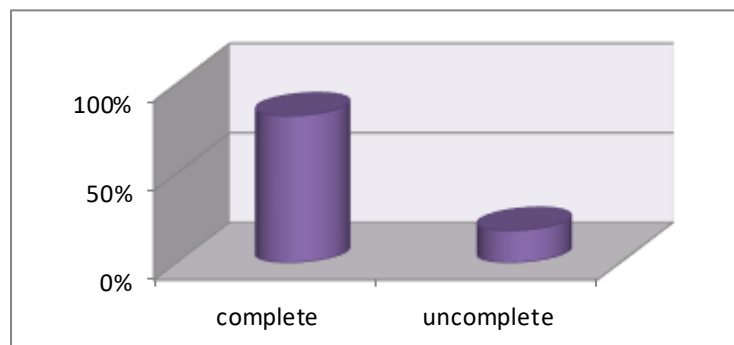
No	Name	Grade	Remark
1	ARA	73	Completed
2	AZGF	71	Completed
3	AFAH	70	Completed
4	AK	74	Completed
5	AR	70	Completed
6	ANP	73	Completed
7	AVA	77	Completed
8	AF	65	Incompleted
9	AZT	88	Completed
10	CFS	70	Completed
11	DFP	80	Completed
12	DF	72	Completed
13	DA	80	Completed
14	FF	70	Completed

15	FA	76	Completed
16	FRW	68	Incompleted
17	GKR	71	Completed
18	KJI	70	Completed
19	LJS	73	Completed
20	MRF	70	Completed
21	MRF	67	Incompleted
22	MRAH	70	Completed
23	NR	75	Completed
24	NA	73	Completed
25	NAS	63	Incompleted
26	PAF	78	Completed
27	RF	75	Completed
28	RAP	64	Incompleted
29	RDA	75	Completed
30	SAKP	73	Completed
31	TAP	70	Completed
32	TMP	65	Incompleted
33	VLF	75	Completed
34	ZAN	78	Completed
Total		2.462	
Average		72.4	

Table 13: The Frequency of Students' Grade in Post-test II

No	Name	Frequencies	Percentage	Explanation
1.	≥ 70	28	82%	Completed
2.	< 70	6	18%	Uncompleted
	Total	34	100%	

Source: The Grade Result of writing post test II at eighth of SMP N 1 Batanghari on Mei 25th 2023

**Figure 4. Student's Score at Post-Test II Cycle II**

Based on the result above, it could be inferred that 28 students (82%) were successful and 6 other students (18%) were not successful. From the post test 2 results, the researcher got the average of 72.4. It was higher than post test 1 in cycle one.

c). Observing

In this step, the researcher presented the material by Roundtable technique. In learning process, there were also five indicators used to know the students' activities like in learning process previously. Based on the result of the observation sheet in cycle two, the researcher indicated that learning process in cycle two was successful. The result Grade of students' learning activities observation, as follows:

Table 14: Students' Learning Activities at First Meeting in Cycle II

No	Name	Indicators				Total Score
		Pay attention	Ask/answer the question	The students able do the task	The students active in the class	
1.	ARA	√	√	√		3
2.	AZGF	√	√			2
3.	AFAH	√	√	√	√	4
4.	AK	√	√	√	√	4
5.	AR	√		√		2
6.	ANP	√	√	√		3
7.	AVA	√	√	√	√	4
8.	AF	√	√	√		3
9.	AZT	√	√	√	√	4
10.	CFS	√		√		2
11.	DFP	√	√	√		3
12.	DF	√				1
13.	DA	√	√			2
14.	FF	√				1
15.	FA	√	√	√		3
16.	FRW	√	√	√	√	4
17.	GKR	√		√		2
18.	KJI	√	√	√		3
19.	LJS	√	√			2
20.	MRF	√	√	√	√	4
21.	MRF	√		√		2
22.	MRAH	√	√			2
23.	NR	√		√	√	3
24.	NA	√	√	√	√	4
25.	NAS	√	√	√		3
26.	PAF	√			√	2
27.	RF	√	√		√	3
28.	RAP	√				1
29.	RDA	√		√		2
30.	SAKP	√	√			2
31.	TAP	√				1
32.	TMP	√	√			2
33.	VLF	√				1
34.	ZAN	√	√			2
Total		34	22	20	10	86
Percentage		100%	66%	64%	40%	

Table 15: Student's Learning Activities at Second Meeting in Cycle II

No	Name	Indicators				Total Score
		Pay attention	Ask/answer the question	The students able do the task	The students active in the class	
1.	ARA	√	√	√		3
2.	AZGF	√	√			2
3.	AFAH	√	√	√	√	4
4.	AK	√	√	√	√	4
5.	AR	√	√	√	√	4
6.	ANP	√	√	√	√	4
7.	AVA	√	√	√	√	4
8.	AF	√	√	√	√	4
9.	AZT	√	√	√	√	4
10.	CFS	√		√	√	3
11.	DFP	√	√	√	√	4
12.	DF	√	√		√	3
13.	DA	√	√	√	√	4
14.	FF	√	√			2
15.	FA	√		√	√	3
16.	FRW	√	√	√	√	4
17.	GKR	√	√	√		3
18.	KJI	√	√	√	√	4
19.	LJS	√	√			2
20.	MRF	√	√	√	√	4
21.	MRF	√				1
22.	MRAH	√	√	√		3
23.	NR	√			√	2
24.	NA	√	√	√		3
25.	NAS	√			√	2
26.	PAF	√	√	√		2
27.	RF	√		√	√	3
28.	RAP	√	√	√		2
29.	RDA	√				1
30.	SAKP	√		√	√	3
31.	TAP	√	√			2
32.	TMP	√		√	√	3
33.	VLF	√	√			2
34.	ZAN	√	√			2
Total		34	25	23	20	100
Percentage		100%	75%	70%	62%	

Table 16: The Percentage of Student's Learning Activities at Cycle II

No	Students Activities	Cycle II	
		First Meeting	Second Meeting
1.	Pay Attention	100%	100%
2.	Ask/answer the question	66%	75%
3.	The students able do the task	64%	70%
4.	The students active in the class	40%	62%
	Total	270%	307%
	Average	68%	77%

The table and the graph above showed that the students' activity in cycle II increased significantly from the previous cycle. It could be showed, in first meeting the mean percentage of the entire indicators of student's activities was 68 in second meeting the mean percentage was 77 and the mean score both meeting was 44 with the increasement percentage was 9. It could be conclude that the learning process of cycle II was successful because the entire indicator of success from first meeting up to second meeting of students' activity had been fulfilled at least 70.

d). Reflecting

From the result of learning process in cycle II the researcher analyzed that generally by using Roundtable technique, the writing descriptive paragraph skill would increase. At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II Grade and observation of student's learning activities.

D. The comparison between students post test I Grade and post-test II Grade

Table 17: The Comparison between Post-Test I Grade and Post-Test II Grade

No	Name	Post-test I Grade	Post-test II Grade	Improving	Remark
1.	ARA	61	73	12	Increasing
2.	AZGF	40	71	31	Increasing
3.	AFAH	40	70	30	Increasing
4.	AK	43	74	31	Increasing
5.	AR	35	58	23	Increasing
6.	ANP	55	73	18	Increasing
7.	AVA	45	77	32	Increasing
8.	AF	40	65	25	Increasing
9.	AZT	85	88	3	Increasing
10.	CFS	40	70	30	Increasing
11.	DFP	43	80	37	Increasing
12.	DF	40	72	32	Increasing
13.	DA	77	80	3	Increasing
14.	FF	55	70	12	Increasing
15.	FA	40	76	36	Increasing
16.	FRW	72	68	6	Increasing
17.	GKR	55	71	16	Increasing
18.	KJI	40	70	30	Increasing

19.	LJS	55	73	18	Increasing
20.	MRF	41	70	29	Increasing
21.	MRF	45	67	22	Increasing
22.	MRAH	40	70	30	Increasing
23.	NR	60	75	15	Increasing
24.	NA	44	73	29	Increasing
25.	NAS	55	63	8	Increasing
26.	PAF	74	78	4	Increasing
27.	RF	42	75	33	Increasing
28.	RAP	40	64	24	Increasing
29.	RDA	40	75	35	Increasing
30.	SAKP	61	73	12	Increasing
31.	TAP	40	70	30	Increasing
32.	TMP	55	65	15	Increasing
33.	VLF	73	75	2	Increasing
34.	ZAN	45	78	33	Increasing
Total		1.716	2.450	746	
Average		50.5	72.4	21.9	
Lowest Grade		35	58		
Highest Grade		85	88		

Table 18: The Comparison of Students' Frequency Grade in Post-test I and Post-Test II

Interval	Post-test I	Post-test II	Explanation
≥ 70	5	28	Complete
< 70	29	6	Incomplete
Total	34	34	

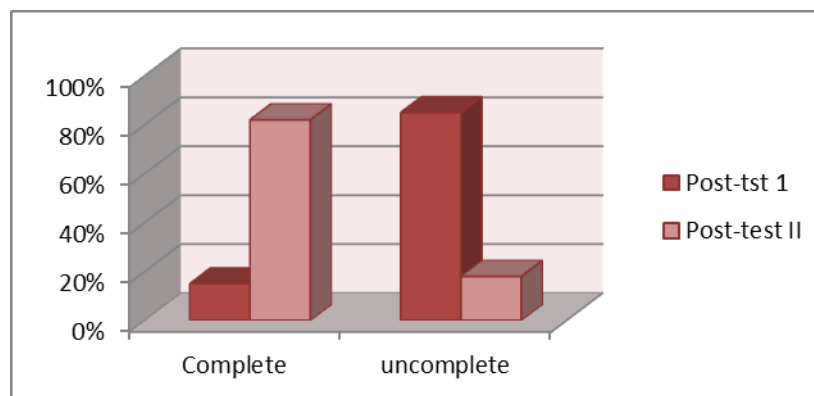


Figure 5. The comparison of Students' score's in Post-test I and Post-test II

From the table above, it could be seen that the score of the students in post-test II was various. The highest score was 88 and the lowest score is 58. The average score of post-test II was 72.4. Besides, the percentage of students' successfulness of post-test II score was 82% or 28 students of the total students completed the criteria minimum of score and 18% or 6 students did incompleted the criteria minimum of score. It means that the indicator of success of this research had been achieved that was $\geq 60\%$ students was gotten score 70.

It indicated that the writing descriptive paragraph was increasing. Regarding to the result above, it could be inferred that this Classroom Action Research (CAR). It was successful and it would not be continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that Roundtable technique increase the descriptive paragraph writing skill.

E. Discussion

During the research, the researcher found that the students paid close attention to the teacher's explanation in the learning process. The researcher believes that teaching writing using the roundtable technique can increase students' to write descriptive paragraphs.

1. Result of Students Learning

a. Result of Students Pre- Test Grade

In this phase, the researcher presented a pre-test to measure students' abilities before applying the treatment. Researchers obtained data through tests in the form of written tests which were completed in 80 minutes. It was carried out on Tuesday 2th May 2023. The results of the pre-test showed that most students had difficulty doing the test. Based on the results of the pre-test the average value of students is 39.5, this shows that most students have not passed in achieving a minimum KKM of 70. At this stage, only 3 students out of 34 students passed.

b. Result of Students Post-Test I Score

In this study, to find out students' mastery of writing skills after applying treatment the researcher conducted a post test I. It was carried out on Thursday, May 11th 2023. Based on the table the average student was 50.5. This shows that most students have not passed in achieving a minimum Criteria of Score (CMoS) of 70. At this stage there are 5 students out of 34 students who pass the minimum score criteria. It can be concluded that most students fail to achieve the material.

c. Result of Students Post-Test II Score

At this stage the researcher continued to cycle II because the post test I scores in cycle I did not meet the minimum completeness criteria, namely only 15% met the Minimum Value Criteria. The researcher presented the post-test II to measure students' abilities after applying the treatment. Researchers obtained data through tests in the form of written tests which were completed in 80 minutes. It was carried out on Thursday, 25th 2023. Based on the results of the post-test II, the average student score was 72.4. This indicates that most students have achieved a Minimum Criteria of Score (CMoS) of at least 70. At this stage, 28 students out of 34 or 82% of students meet the minimum score criteria and the research is successful.

d. Comparison of Score Pre-Test, Post-Test I and Post-Test II

The score from the implementation of the cycle I and II can be seen in the table result of students' learning below:

Table 19 : The Comparison of Score Pre-Test, Post-Test I and Post-Test II

No	Name	Pre-test score	Post-test I score	Post-test II score
1.	ARA	34	61	73
2.	AZGF	34	40	71
3.	AFAH	35	40	70
4.	AK	35	43	74
5.	AR	34	35	70
6.	ANP	41	55	73
7.	AVA	39	45	77
8.	AF	35	40	65
9.	AZT	70	85	88
10.	CFS	34	40	70
11.	DFP	35	43	80
12.	DF	34	40	72
13.	DA	70	77	80
14.	FF	40	55	70
15.	FA	34	40	76
16.	FRW	40	72	68

17.	GKR	45	55	71
18.	KJI	35	40	70
19.	LJS	40	55	73
20.	MRF	35	41	70
21.	MRF	35	45	67
22.	MRAH	35	40	70
23.	NR	35	60	75
24.	NA	35	44	73
25.	NAS	45	55	63
26.	PAF	35	74	78
27.	RF	35	42	75
28.	RAP	35	40	64
29.	RDA	35	40	75
30.	SAKP	40	61	73
31.	TAP	35	40	70
32.	TMP	35	55	65
33.	VLF	70	73	75
34.	ZAN	38	45	78
Total		1.342	1.716	2.462
Average		39.5	50.5	72.4

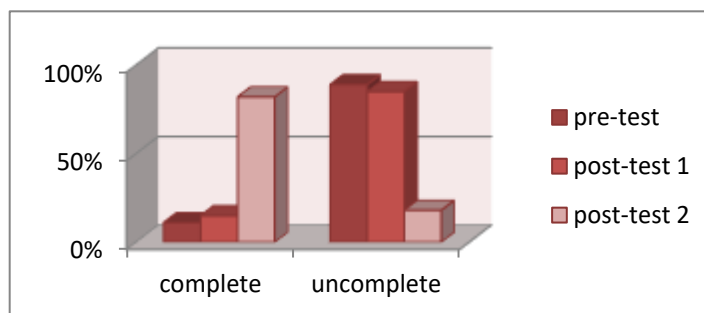


Figure 6. The Percentage Scores' of Writing Skill in Pre-Test, Post-Test 1, and Post-Test II

Based on the table and the graph above, in the cycle I from the pretest to the post-test have progress average score from 39.5 to 50.5. Then from the cycle II have progress average score from 50.5 to 72.4.

2. Observation Result of Students' Activities

This observation result was gotten when the learning process happened by collaborator. The result of the observation result of students' learning activity can be seen in the table below:

Table 20 : This observation result was gotten when the learning

No	Students Activities	Cycle I	Cycle II	Increase ment
1.	Pay Attention	77%	100%	23%
2.	Ask/answer the question	72%	75%	3%
3.	The students able do the task	65%	70%	5%
4.	The students active in the class	53%	62%	9%
	Total	267%	307%	40%
	Average	67%	76%	10%

From the table above each cycle, it can be seen that the uses of Roundtable technique can increase the students' writing skill. The students understood the material and they were very enthusiast in the following the lesson from cycle I until cycle II. The students' writing skill have improved, it can be seen from their average 42.8 in pre-test became 50.6 in post-test I, and it increase in post-test II become 72.4.

It means that the students can achieve the target, the target 70% students gainscore 70 or more and based on the table observation sheet above it could be seen that from the cycle I up to cycle II have significant increasement with the average score of students' activities at cycle I was 67% become 76% at cycle II. The students' activity to pay attention and ask some questions from cycle I to cycle II increased by the percentage at least 67% in cycle I become 76% in cycle II and the increasement percentage was 10%.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the descriptive paragraph writing skill could be increase through Roundtable Technique at the eighth grade students at SMP N 1 Batanghari. Roundtable technique can increase the descriptive paragraph at the eighth grade students at SMP N 1 Batanghari. It can be seen on the progress from pre-test to cycle I and cycle II. The percentage of students that complete Minimum Mastery Criteria in pre-test is 11% or 3 students. In Post-test I, the percentage of students that complete Minimum Mastery Criteria is 15% or 5 students. Meanwhile the percentage of students that complete Minimum Mastery Criteria in post-test II is 82% or 28 students. It means that result of cycle II had already reached the indicator of succes that was $\geq 60\%$ students fulfill the minimum mastery creteria (MMC). Moreover, Roundtable technique can increase learning activity at the eighth grade students at SMP N 1 Batanghari. It was investigated that the percentage of learning activity of cycle 2 is 77%. It means that Roundtable technique can increase the student's learning activity.

B. Suggestion

Based on the conclusion above, it can be delivered some suggetions to be shared more attention in teaching and learning process go to:

1. For English Teacher

The researcher suggested to the teacher prepare and select appropriate technique and materials to produce the effective teaching learning process.

Also, the teachers should determine the target of the teaching which must be achieved. The teacher should be able to create the enjoyable teaching learning process, such as selecting text or implementing an appropriate teaching strategy.

2. For the Students

It is suggested to the students to be more active in learning process in the class and increase their descriptive paragraph writing skill so they can be successful in English learning.

3. For Headmaster

It is recommended for the headmaster to support the English teacher to use Roundtable technique in learning process because Roundtable technique is so helpful.

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APPENDIXES

SYLABUS

School : SMP Negeri 1 Batanghari
 Subject : English
 Class/Semester : VIII/II
 Time Allocation : 2 x 40 Minutes

KI 4: Trying, processing, and presenting in the realm of the concrete (using, parsing, composing, modifying, and creating) and the realm of the abstract (writing, reading, counting, drawing, and composing) according to what is learned at school and other sources from the same point of view /theory

Basic Competence		Main Material and Learning materials	Learning Activities	Indicator	Learning Resources
3.10	Apply text structure and linguistic elements For carry out the social function of the text descriptive with stated and ask about description people, animals, and things, short and simple, appropriate with context its usage.	social function -Describe, introduce, praise, identify, criticize Text structure 1. May include: - identification (whole name and part) -characteristics that characterize it -functions, behaviors, benefits, actions, habits that characterize the person, animal or object being discussed. 2. Linguistic elements -Declarative sentences (positive and negative), and	-Read some descriptive paragraph about the school including objects and animals accompanied by interesting photos or pictures - Ask about related information in the text - Observing objects/animals/people that are very familiar, collecting data on the number, nature, behavior, etc. - Reflect on the process and learning outcomes	- Social and spiritual attitudes: observation -Knowledge -Skills	https://pin.it/4kBHA77 https://pin.it/1MCDVCJ
4.7	Paragraph Descriptive				

	<p>4.7.1 Capturing meaning contextually related to social functions, text structure, and linguistic elements of spoken and written descriptive texts, very short and simple, related to people, animals, and objects</p> <p>4.7.2 Compose very short and simple oral and written descriptive paragraph, related to people, animals, and objects, taking into account social functions, text structure, and linguistic elements, correctly and in context</p>	<p>interrogative (Yes/No question; Wh-question), in simple present tense</p> <p>-Singular and plural nouns with or without a, the, this, those, my, their, etc.</p> <p>-Speech, word stress, intonation, spelling, punctuation, and handwriting</p> <p>Topic</p> <p>-People, animals, objects, which are found in homes, schools and the environment around students, including public buildings that can foster the behavior contained in KI</p>			
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Collaborator



Laras Wiraswesti, S.Pd
NIP. 19820813 200801 2 01 1

Researcher



Sandra Puji Lestari
NPM.1901051058

LESSON PLAN (Cycle I)

School : SMP Negeri 1 Batanghari
 Subject : English
 Class/Semester : VIII/II
 Time : 2 x 40 Minutes (2x Meeting)

A. Standard of Competence

KI 4: Trying, processing, and presenting in the realm of the concrete (using, parsing, composing, modifying, and creating) and the realm of the abstract (writing, reading, counting, drawing, and composing) according to what is learned at school and other sources from the same point of view /theory

B. Basic of Competence

1.7 Compare social functions, text structures, and linguistic elements of several spoken and written descriptive paragraph by giving and asking for information related to descriptions of people, animals, and objects very short and simple, according to the context of their use.

C. Indicator of Competence

1.1.1 Demonstrates motivation to develop skills in English language.

D. Learning Objectives

- Students are able to write simple descriptive paragraph, communicative, accurate and acceptable
- Students can apply the generic structure of descriptive paragraph Correctly

E. Learning Material

Descriptive Paragraph

Definition :

Descriptive paragraph is a paragraph that explains about whether a person or an object is like, whether its form, its properties, its amount and others. The purpose of the descriptive paragraph is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete.

Generic Structure:

- 1) Identification : identifies the phenomenon to be described.
- 2) Description : describes features in order of importance:
 - a) Parts/things (physical appearance)
 - b) Qualities (degree of beauty, excellence, or worth/value)
 - c) Other characteristics (prominent aspects that are unique).

Language Feature

- Using simple present tense
- The formula of simple present tense is:

S + Verb1(+s/es) + O

Example: the monkey *likes* banana.

- Using adjectives
Example: the elephant has a *long* trunk.
- Using of linking verbs
Example: the dress *looks* beautiful.

F. Media, Tool and Learning Resources

1. Media: Picture, Worksheet
2. Tool: Whiteboard and markers
3. Learning Resources:
<https://pin.it/4kBHA77>
<https://pin.it/1MCDVCJ>

G. Learning Activity

1. Introduction

- The teacher greets kindly to students when entering the classroom
“Assalamualaikum, Good Morning”
- Checks student attendance
- The teacher asks the condition of the students
- The teacher gives related appreciation with Descriptive Paragraph material

2. Core activities

- The teacher starts learning.
- The teacher give question to students “How are you today?”
- The teacher explains the meaning of descriptive paragraph, generic structure and language feature in descriptive paragraph.
- The teacher gives examples of descriptive paragraph forms.

My Pet

Identification	My pet, I would like to tell you. I got beautiful pets. Five months ago, my dog, Besty, bore four puppies.
Description	Robin is the first. He's a great man. He has black colored brown eyes. I've put around his collar a black tie. The other is also a male. I called him Louie. I called him Augustus. He has brown hair with no markings, white hair. He has around his collar a gold belt. There are no markings on the other two puppies that are chocolate. They are females. They 're females. It's Ruby and Opal. On her back, Rubby has a red mark, while Opal has a rose brush. Even if it's not all the same, it is so adorable. I love it all. I love all of it.

- The teacher introduces the Roundtable technique to students.
- The teacher asks students to become several groups each group consists of 5-6 students.

3. Closing

- The teacher makes conclusions with students about the material that has been studied
- Teachers provide motivation to students to always study hard
- The teacher provides stimulus to students about the material to be studied next meeting.
- Closing “Wassalamualaikum, See you next time”

H. Evaluation

The Measurement Rubrics of Writing

Writing Performance	Score	Criteria	Details
Content	27-30	Excellent	Knowledgeable, substantive development of thesis, relevant to assigned topic
	22-26	Good	Some knowledge of subject, adequate range, limited development of ideas, mostly relevant to topic, but lacks detail
	17-21	Fair	Limited knowledge of subject, little substance, inadequate development of idea
	13-16	Poor	Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
Organization	18-20	Excellent	Fluent expression, ideas clearly stated/supported, complete, succinct, well organized, logical sequencing, cohesive.
	14-17	High	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	10-13	Fair	Non-fluent, an idea confused or disconnected, lacks logical sequencing and development.
	7-9	Poor	Does not communicate, no organization, or not enough to evaluate

Vocabulary	18-20	Excellent	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	14-17	High	Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
	10-13	Fair	Limited range, frequent errors of work/idiom form, choice, usage, meaning confused or obscured
	7-9	Poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, r not enough to evaluate.
Language	22-25	Excellent	Effective, complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	18-21	Good	Effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.
	11-17	Fair	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.
	5-10	Poor	Having no mastery in syntax rule, there are many mistakes and uncommunicative
Mechanic	5	Excellent	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	High	Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	Fair	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	Poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting

			illegible, or not enough to evaluate
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Score material

Grade = $\frac{\text{The Correct Answer}}{\text{Max scores}} \times 100$

Collaborator

Metro May 6th 2023
The Researcher

**Laras Wiraswesti, S.Pd****NIP. 19820813 200801 2 01 1****Sandra Puji Lestari****NPM.1901051058**

LESSON PLAN (Cycle II)

School : SMP Negeri 1 Batanghari
 Subject : English
 Class/Semester : VIII/II
 Time : 2 x 40 Minutes (2x Meeting)

A. Standard of Competence

KI 3: Understanding knowledge (factual, conceptual, and procedural) based on taste
 curious about science, technology, art, related culture visible phenomena and events.

B. Basic of Competence

3.10 Applying text structure and linguistic elements for carry out the social function of the text descriptive by stating and inquire about the description people, animals and things, short and simple, appropriate with the context of its use.

C. Indicator of Competence

Using grammar, vocabulary, punctuation, spelling, and write accurately.

D. Learning Objectives

- Students are able to write simple descriptive paragraph, communicative, accurate and acceptable
- Students can apply the generic structure of descriptive paragraph Correctly

E. Learning Material

Descriptive paragraph

a. Definition:

A descriptive paragraph is a paragraph in which describes about someone, something, or a certain place. The purpose is to describe a particular person, place or thing.

b. Generic Structure:

The generic structure is:

- 1) Identification: to identify phenomenon to be described.
- 2) Description: to describes the parts, the characteristics, or qualities of something.

c. Language Feature

The language feature of Descriptive:

- 1) Using simple present tense

The formula of simple present tense is:

S + Verb 1(s/es)+ O/C

Example: The monkey *likes* banana.

- 2) Using adjectives
Example: The elephant has a *long* trunk.
- 3) Using of linking verbs
Example: The dress *looks* beautiful.

F. Media, Tool and Learning Resources

4. Media: Picture, Worksheet
5. Tool: Whiteboard and markers
6. Learning Resources: - Handbook, Text Descriptive paragraph
- internet

G. Learning Activity

1. Introduction

- Say hello, greet.
- Asking students' news.
- Check student attendance.
- Students are explained about the learning objectives of writing texts this description.
- Associating the activities of daily life with the material to be studied.

2. Core activities

- The teacher starts learning
- Provide stimulus about descriptive paragraphs.
- Provide opportunities for students to communicate and exchange ideas about descriptive paragraphs with their friends.

Hamster

Identification Hamsters are a type of rodent that resembles a guinea pig but has a smaller body size.

Description This cute animal has a rather stocky body with a shorter tail size. On the ears rather densely hairy so that it resembles hair. The legs of this animal are rather wide and short. Hamsters have quite thick and dense fur. In the feathers there are unique colors that vary depending on the type such as black, gray, brown, yellow, white, and gray. Several types of hamsters that are popular among animal lovers include the Dzungaria hamster or the winter white hamster, the cricetus barabensis hamster or the striped dwarf, the phodopus hamster or the desert dwarf and many more. Hamsters are classified as nocturnal animals that are always active at night. but sometimes he is also active in the early morning and late afternoon. The rest of the hamster sleeps more during the day. (Adapted from: <https://ruangseni.com/3-contoh-teks-deskripsi-tentang-hewan-di-bahasa-indonesia/>)

- The teacher introduces the Roundtable technique to students.

- The teacher asks students to become several groups each group consists of 5-6 students.

3. Closing

- Provide feedback on the learning process: Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone who wants to say something?
- Summarize what was learned today
- Giving assignments in the form of making descriptive paragraphs about daily activities.
- Delivering lesson plans for meetings next

H. Evaluation

The Measurement Rubrics of Writing

Writing Performance	Score	Criteria	Details
Content	27-30	Excellent	Knowledgeable, substantive development of thesis, relevant to assigned topic
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	10-13	Fair	Non-fluent, an idea confused or disconnected, lacks logical sequencing and development.
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Vocabulary	18-20	Excellent	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
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	10-13	Fair	Limited range, frequent errors of work/idiom form, choice, usage, meaning confused or obscured
	7-9	Poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, r not enough to evaluate.
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	18-21	Good	Effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.
	11-17	Fair	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.
	5-10	Poor	Having no mastery in syntax rule, there are many mistakes and uncommunicative
Mechanic	5	Excellent	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	High	Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	Fair	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.

	2	Poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate
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Score material

$$\text{Grade} = \frac{\text{The Correct Answer} \times 100}{\text{Max scores}}$$

Collaborator

Metro, May 6th 2023
The Researcher

Laras Wiraswesti, S.Pd
NIP. 19820813 200801 2 01 1



Sandra Puji Lestari
NPM.1901051058

FIELD NOTE IN CYCLE 1

Date	Meeting	Activities
Tuesday, May 2 th 2023	1 st Meeting	<ol style="list-style-type: none"> 1. The teacher explained the descriptive paragraph to the students. 2. The researcher give pre-test for the students'. 3. The students feel confused
Thursday, May 4 th 2023	2 st Meeting	<ol style="list-style-type: none"> 1. The researcher checking the attendance. 2. The researcher gives the material about animal. 3. The researcher ask to form a roundtable group. 4. Some students are noisy and do not pay attention to the explanations given. 5. The researcher dominated in giving and answer question.
Thursday, May 11 th 2023	3 st Meeting	<ol style="list-style-type: none"> 1. The researcher give post-test 1 to the students. 2. Some students passed the minimum standard criteria 3. Make reflection and made evaluation for the teaching learning.

Metro, May 11th 2023

Collaborator

Researcher



Laras Wiraswesti, S.Pd
NIP. 19820813 200801 2 01 1



Sandra Puji Lestari
NPM.1901051058

FIELD NOTE IN CYCLE II

Date	Meeting	Activities
Saturday, May 13 th 2023	1 st Meeting	<ol style="list-style-type: none"> 1. Explain material about Hamster. 2. The students give more attention. 3. The students form a roundtable group. 4. The students able to do task in learning process as the treatment.
Saturday, May 20 th 2023	2 st Meeting	<ol style="list-style-type: none"> 1. The researcher checking the attendance. 2. The researcher give the material about descriptive paragraph. 3. Students form a roundtable group. 4. The students give more attention for the teacher. 5. The students able to do task in learning process as the treatment.
Thursday, May 25 th 2023	3 st Meeting	<ol style="list-style-type: none"> 1. The researcher give post-test II after giving treatment. 2. Most of students doing the task correctly. 3. Most of students get passed the minimum standard criteria

Metro, May 25th 2023

Collaborator

Researcher



Laras Wiraswesti, S.Pd
NIP. 19820813 200801 2 01 1



Sandra Puji Lestari
NPM.1901051058

3,5

Pre Test

Name : GISELLA Keyza Riandy
Class : VIII. 1
Student Number : 17

C: B
O: B
V: B
L: B
M: 3 +
45

Example

My Cat

I have a pet cat. It's name is Zeze. It's black and white in color. It has lovely orange eyes. It is very soft and furry. It eats fish and drinks milk. It plays with me when I come back from school. It likes to play with ball in the garden. It sleeps in a small basket near my bed. I love my pet very much and take care.

Please write a descriptive paragraph.

this is my friend

I have a friend. It's name is aulia and adelia. Aulia have rice mortar and nose she nose pointed. she like to eat bakso and aulia like plays football. Adelia have like plays badminton. She have hair that short.

GOOD LUCK !

**Instrument of Post-Test
(Cycle 1)**

Name : GISELLA Keyza Riandy
Class : VIII.1

Directions:

- Make a descriptive paragraph based on the picture below.
- Good Luck!



Worksheet

..... The cat

The cat are animals is life in ground. The cat is carnivora food favorite is fish and flesh. cat is animals so cute. she is have a smaller body size.

She is have a collar hair black and white. eyes collar is brown. she have a mustache white. cat is have a ear two is cute. cat is have a hands collar black and white.

C: 15
O: 14
V: 13
L: 10
M: 3 +
55

Nama : Gissella Keyza Riandy _____

tgl : 20-05-2023 _____

Kelas : VIII.1 _____

Hari : Sabtu _____

Mata pelajaran : Bahasa Inggris _____

Instrument of Post-test II

Direction:

1. Write your name on your answer sheet!
2. You may not cheat with your friends!
3. Choose one of the picture about Favorite Pets and write a descriptive paragraph. Good Luck!



Worksheet

PANDA

Panda is a bear native to south central China. It is easily recognized by the large, distinctive black patches around its eyes, over the ears, and across its round body. Though it belongs to the order carnivora, Panda's diet is over 99% bamboo.

Panda's have dense black and white fur. Adult panda's measure about 1,2 to 1,9 m long, including a tail of about 10-15 cm, and 60 to 90 cm high at the shoulders. Male panda's can weigh up to 160 kg, and females (generally 10-20% smaller than males) can weigh up to 70 kg, but can also weigh up to 125 kg. The average weigh of an adult panda is 100 to 115 kg.

Panda has a unique body like a bear. Has black knuckles, ears, eye circles, muzzle, legs arms and shoulders. The remainder of the animal's coat is white. Although scientists do not know why this unusual bear has

Pre Test

Name : ADELLIA ROHMATUL AZARO

Class : VIII.1 <8.1

Student Number :

C: 13

O: 7

V: 7

L: 5

M: 2

34

Example

My Cat

I have a pet cat. It's name is Zeze. It's black and white in color. It has lovely orange eyes. It is very soft and furry. It eats fish and drinks milk. It plays with me when I come back from school. It likes to play with ball in the garden. It sleeps in a small basket near my bed. I love my pet very much and take care.

Please write a descriptive paragraph.

MY FRIENDS

I have bestfriend. It's name Auliz and Gissela. Auliz to have rice mortar,
clever, nose pointed, pleasure to eat bakso, to eat plays ball
When Gissella to have rice mortar, clever, nose pointed, pleasure
to eat bakso, to eat plays bad mortar.

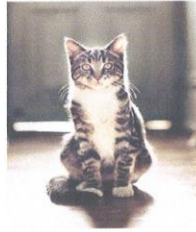
GOOD LUCK !

**Instrument of Post-Test
(Cycle 1)**

Name : Adellio Rokmatul Azaro
Class : VIII. 1

Directions:

- Make a descriptive paragraph based on the picture below.
- Good Luck!



Worksheet

The Cat

My cat, very beautiful, I would like to tell you. Five months ago, have hair is black and have eyes is yellow.

I have put around his color a black tie. The other is also a male. I called him love. I called him Augustus. He has brown hair with no markings, white hair. There are no markings on .

C: 17
O: 15
V: 14
L: 12
M: 3 +
61

FD

Nama : Adellia Rotimatul Azaro
 Kelas : VIII.1
 No. Absen : 01

73

C = 22
 D = 13
 V = 15
 L = 20
 M = 3
 73

Instrument of Post-test II

Direction:

1. Write your name on your answer sheet!
2. You may not cheat with your friends!
3. Choose one of the picture about Favorite Pets and write a descriptive paragraph. Good Luck!



Worksheet

The Cat

As we know, most cat look so cute, so does my cat.

My cat name is cuty. I named cuty because she looks so cute and make me always want to hug her. Do you want to know about my cat?

My Cuty has white and black fur. It is so soft. And make me always want to stroke it. She has blue eyes. Her tail is long. And she also has sharp tooth and of course scary me. The whiskers in her mouth make her is funny.

But, although she looks very cute and funny, When she was angry or want catch her prey like mouse, she is very scary me. Her paws is look so sharp and long. Her sound also change like tiger sound. I never approach her when she is angry.

But, When my cuty back as usual, I approach her again, and play her ear, her whiskers, her tail and she look very enjoy it. I love my cat so much.

20

Pre Test

Name : Naya Rahmadhani
Class : 8.1
Student Number : 23

C : 13
O : 7
V : 7
L : 5
M : 3 +
35

Example

My Cat

I have a pet cat. It's name is Zeze. It's black and white in color. It has lovely orange eyes. It is very soft and furry. It eats fish and drinks milk. It plays with me when I come back from school. It likes to play with ball in the garden. It sleeps in a small basket near my bed. I love my pet very much and take care.

Please write a descriptive paragraph.

My Mother

I have a mother. Her name is Siti. Her has black and long hair. Her like food is meatball and drinks Ice Tea. Her is very well and confidant. Her have body is fat and short. I very love my mother.

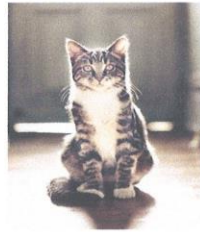
GOOD LUCK !

**Instrument of Post-Test
(Cycle 1)**

Name : Naya Rahmadhari
Class : 8.1

Directions:

- Make a descriptive paragraph based on the picture below.
- Good Luck!



Worksheet

The Cat

The cat are animals is funny. Cat is animals life in ground.

Favorite food is meat, and fish. The cat is a type carnivora.

The cat have many feathers small. The cat have moustache.

Cat have claw in hand and foot. The cat have canine tooth.

Cat have body is small and cute, have brown eyes, have ear two is small.

C: 17
O: 11
V: 13
L: 14
M: 5 +
60

Nama: Naya Rahmadhani
 Kelas: 8.1
 No Absen: 23

$$\begin{array}{r}
 C = 25 \\
 O = 14 \\
 L = 19 \\
 L = 10 \\
 W = 9 \\
 \hline
 75
 \end{array}$$

Instrument of Post-test II

Direction:

1. Write your name on your answer sheet!
2. You may not cheat with your friends!
3. Choose one of the picture about Favorite Pets and write a descriptive paragraph. Good Luck!



Worksheet

The Elephants

Elephants are mammals as well as the largest land animals in the world that are still alive and sustainable today. Elephants are animals that come from Africa. Elephants can be found in various habitats, for example savannas, forests, deserts, and swamps. In Indonesia, we can see elephants in zoo or captives.

The Elephants are herbivores and eat all types of vegetation such as grasses, leaves, and fruits. They have almost hairless skin, four legs, and a distinctive long, flexible, prehensile trunk. The elephants which is also known as the largest of all land mammals usually live in groups consisting of the group, their children and their relative female elephants. The Elephants also have very sharp auditory because they have big and wide ears. By these ears, they can hear sounds from a distance about tens kilometer. At the back of the ears, they have one of the softest parts of their body which is called the knuckle. In a zoo, Mahouts (elephant trainers) use their feet to steer or give commands to the animals via the knuckle. Now, they are a kind of protected animals because their population remains little in their habitat. Their population began to decline year by year.

The Result of Pre-Test score

No	Name	Score Pre-test	Remark
1	ARA	60	incompleted
2	AZGF	34	incompleted
3	AFAH	35	incompleted
4	AK	35	incompleted
5	AR	34	incompleted
6	ANP	41	incompleted
7	AVA	39	incompleted
8	AF	35	incompleted
9	AZT	70	completed
10	CFS	34	incompleted
11	DFP	35	incompleted
12	DF	34	incompleted
13	DA	55	incompleted
14	FF	40	incompleted
15	FA	34	incompleted
16	FRW	40	incompleted
17	GKR	45	incompleted
18	KJI	35	incompleted
19	LJS	40	incompleted
20	MRF	35	incompleted
21	MRF	35	incompleted
22	MRAH	35	incompleted
23	NR	60	completed
24	NA	35	incompleted
25	NAS	45	incompleted
26	PAF	35	incompleted
27	RF	35	incompleted

28	RAP	35	incompleted
29	RDA	35	incompleted
30	SAKP	40	incompleted
31	TAP	35	incompleted
32	TMP	35	incompleted
33	VLF	50	incompleted
34	ZAN	38	completed
	Total		1.452
	Highest score		72
	Lowest score		35
	Average		42.8

Metro, May 29th 2023

Collaborator

The Researcher



Laras Wiraswesti, S.Pd
NIP. 19820813 200801 2 01 1



Sandra Puji Lestari
NPM.1901051058

The Students' Post-test 1 Grade

No	Name	Cont	Org	Voc	Lang. Use	Mech	Score
1	ARA	17	15	14	12	3	61
2	AZGF	13	8	9	7	3	40
3	AFAH	14	9	8	7	2	40
4	AK	17	10	8	5	3	43
5	AR	13	7	7	6	2	35
6	ANP	13	9	12	13	3	55
7	AVA	13	14	8	8	3	45
8	AF	13	9	9	6	3	40
9	AZT	28	17	17	19	4	85
10	CFS	13	7	9	8	2	40
11	DFP	16	9	8	8	2	43
12	DF	13	8	9	7	2	40
13	DA	22	16	16	19	4	77
14	FF	13	9	13	12	3	55
15	FA	14	8	9	8	2	40
16	FRW	21	14	17	17	3	72
17	GKR	15	14	13	10	3	55
18	KJI	13	7	9	8	2	40
19	LJS	14	8	13	12	3	55
20	MRF	14	9	9	8	2	41
21	MRF	14	9	10	9	3	45
22	MRAH	13	7	8	9	2	40
23	NR	17	11	13	14	5	60
24	NA	14	12	8	8	2	44
25	NAS	16	13	13	10	3	55
26	PAF	21	16	15	19	3	74
27	RF	14	8	9	9	2	42
28	RAP	13	9	9	6	3	40
29	RDA	13	7	9	9	2	40
30	SAKP	19	12	13	15	2	61
31	TAP	13	7	9	8	2	40
32	TMP	14	8	13	12	3	55
33	VLf	23	14	15	18	3	73
34	ZAN	13	8	11	10	3	45

Collaborator



Laras Wiraswesti, S.Pd
NIP. 19820813 200801 2 01 1

Metro, May 29th 2023
The Researcher



Sandra Puji Lestari
NPM.1901051058

The Students" Post-test II Grade

No	Name	Cont	Org	Voc	Lang. Use	Mech	Score
1	ARA	22	13	15	20	3	73
2	AZGF	21	14	15	18	3	71
3	AFAH	21	14	17	16	2	70
4	AK	22	11	18	20	3	74
5	AR	22	12	15	19	3	70
6	ANP	21	12	16	18	3	73
7	AVA	25	14	15	19	4	77
8	AF	21	13	13	15	3	65
9	AZT	27	20	20	17	4	88
10	CFS	22	13	14	18	3	70
11	DFP	23	19	19	15	4	80
12	DF	22	13	16	18	3	72
13	DA	23	18	19	17	3	80
14	FF	20	14	15	18	3	70
15	FA	23	17	17	16	3	76
16	FRW	22	13	13	17	3	68
17	GKR	22	13	15	18	3	71
18	KJI	21	15	16	15	3	70
19	LJS	23	14	15	18	3	73
20	MRF	22	13	14	18	3	70
21	MRF	21	13	13	17	3	67
22	MRAH	21	11	16	19	3	70
23	NR	25	14	14	18	4	75
24	NA	21	15	16	18	3	73
25	NAS	21	13	13	13	3	63
26	PAF	22	17	18	17	4	78
27	RF	22	18	19	13	3	75
28	RAP	22	14	12	13	3	64
29	RDA	23	17	18	14	3	75
30	SAKP	21	15	15	19	3	73
31	TAP	22	13	14	18	3	70
32	TMP	20	14	14	15	2	65
33	VLf	21	18	19	14	3	75
34	ZAN	22	17	18	18	3	78

Metro, May 29th 2023

Collaborator

The Researcher



Laras Wiraswesti, S.Pd
NIP. 19820813 200801 2 01 1



Sandra Puji Lestari
NPM.1901051058

Students' Learning Activities at First Meeting in Cycle 1

No	Name	Indicators				Total Score
		Pay attention	Ask/answer the question	The students able do the task	The students active in the class	
1.	ARA	√	√			2
2.	AZGF	√				1
3.	AFAH	√	√	√		3
4.	AK	√	√	√	√	4
5.	AR	√				1
6.	ANP	√	√			2
7.	AVA	√	√	√	√	4
8.	AF	√	√	√		3
9.	AZT	√	√	√	√	4
10.	CFS	√		√		2
11.	DFP	√	√	√		3
12.	DF	√				1
13.	DA	√				1
14.	FF	√				1
15.	FA	√	√			2
16.	FRW	√	√	√	√	4
17.	GKR	√		√		2
18.	KJI	√	√	√		3
19.	LJS	√	√			2
20.	MRF	√	√	√		3
21.	MRF	√	√		√	3
22.	MRAH	√		√		2
23.	NR	√	√		√	3
24.	NA	√	√	√	√	4
25.	NAS	√				1
26.	PAF	√	√	√		3
27.	RF	√	√		√	3
28.	RAP	√	√	√		3
29.	RDA	√	√		√	3
30.	SAKP	√		√		2
31.	TAP	√	√		√	3
32.	TMP	√		√		2
33.	VLF	√		√	√	3
34.	ZAN	√		√	√	3
Total		34	21	19	12	89
Percentage		100%	66%	56%	35%	

Student's Learning Activities at Second Meeting in Cycle I

No	Name	Indicators				Total Score
		Pay attention	Ask/answer the question	The students able do the task	The students active in the class	
1.	ARA		√			1
2.	AZGF	√	√	√		3
3.	AFAH	√	√	√		3
4.	AK	√	√	√	√	4
5.	AR	√		√		2
6.	ANP	√	√			2
7.	AVA	√	√	√	√	4
8.	AF		√	√		2
9.	AZT	√	√	√	√	4
10.	CFS	√		√		2
11.	DFP	√	√	√		3
12.	DF	√			√	2
13.	DA	√				1
14.	FF	√			√	2
15.	FA	√	√		√	3
16.	FRW	√	√	√	√	4
17.	GKR			√		1
18.	KJI	√	√	√	√	4
19.	LJS		√		√	2
20.	MRF	√	√	√		3
21.	MRF			√	√	2
22.	MRAH	√	√		√	3
23.	NR	√	√	√		3
24.	NA	√	√		√	4
25.	NAS			√		1
26.	PAF	√	√		√	3
27.	RF		√	√	√	3
28.	RAP	√		√		2
29.	RDA	√	√		√	4
30.	SAKP	√				2
31.	TAP		√		√	2
32.	TMP	√	√	√		3
33.	VLf	√	√	√	√	4
34.	ZAN	√	√	√	√	4
Total		26	24	21	18	92
Percentage		77%	72%	65%	53%	

Students' Learning Activities at First Meeting in Cycle II

No	Name	Indicators				Total Score
		Pay attention	Ask/answer the question	The students able do the task	The students active in the class	
1.	ARA	√	√	√		3
2.	AZGF	√	√			2
3.	AFAH	√	√	√	√	4
4.	AK	√	√	√	√	4
5.	AR	√		√		2
6.	ANP	√	√	√		3
7.	AVA	√	√	√	√	4
8.	AF	√	√	√		3
9.	AZT	√	√	√	√	4
10.	CFS	√		√		2
11.	DFP	√	√	√		3
12.	DF	√				1
13.	DA	√	√			2
14.	FF	√				1
15.	FA	√	√	√		3
16.	FRW	√	√	√	√	4
17.	GKR	√		√		2
18.	KJI	√	√	√		3
19.	LJS	√	√			2
20.	MRF	√	√	√	√	4
21.	MRF	√		√		2
22.	MRAH	√	√			2
23.	NR	√		√	√	3
24.	NA	√	√	√	√	4
25.	NAS	√	√	√		3
26.	PAF	√			√	2
27.	RF	√	√		√	3
28.	RAP	√				1
29.	RDA	√		√		2
30.	SAKP	√	√			2
31.	TAP	√				1
32.	TMP	√	√			2
33.	VLF	√				1
34.	ZAN	√	√			2
Total		34	22	20	10	86
Percentage		100%	66%	64%	40%	

Student's Learning Activities at Second Meeting in Cycle II

No	Name	Indicators				Total Score
		Pay attention	Ask/answer the question	The students able do the task	The students active in the class	
1.	ARA	√	√	√		3
2.	AZGF	√	√			2
3.	AFAH	√	√	√	√	4
4.	AK	√	√	√	√	4
5.	AR	√	√	√	√	4
6.	ANP	√	√	√	√	4
7.	AVA	√	√	√	√	4
8.	AF	√	√	√	√	4
9.	AZT	√	√	√	√	4
10.	CFS	√		√	√	3
11.	DFP	√	√	√	√	4
12.	DF	√	√		√	3
13.	DA	√	√	√	√	4
14.	FF	√	√			2
15.	FA	√		√	√	3
16.	FRW	√	√	√	√	4
17.	GKR	√	√	√		3
18.	KJI	√	√	√	√	4
19.	LJS	√	√			2
20.	MRF	√	√	√	√	4
21.	MRF	√				1
22.	MRAH	√	√	√		3
23.	NR	√			√	2
24.	NA	√	√	√		3
25.	NAS	√			√	2
26.	PAF	√	√	√		2
27.	RF	√		√	√	3
28.	RAP	√	√	√		2
29.	RDA	√				1
30.	SAKP	√		√	√	3
31.	TAP	√	√			2
32.	TMP	√		√	√	3
33.	VLF	√	√			2
34.	ZAN	√	√			2
Total		34	25	23	20	100
Percentage		100%	75%	70%	62%	

DOCUMENTATION

Cycle 1



The first Meeting Pre-test On Tuesday, May 2th 2023 at 13.00-14.20 PM



The second Meeting, Treatment Cycle 1 on Thursday, May 4th 2023 at 13.00-14.20 PM

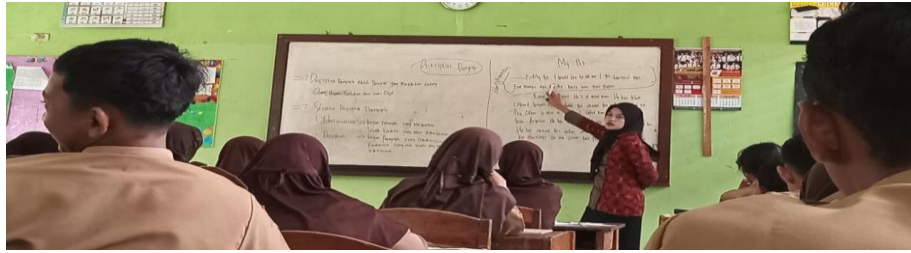


**The third Meeting, Post Test 1 in Cycle 1 on Thursday, May 11th 2023
at 13.00-14.20 PM**

Cycle II



**The fourth Meeting, Treatment Cycle 1 on Saturday, May 13th 2023 at
13.00-14.20 PM**



**The Fifth Meeting, Treatment Cycle II on Saturday May 20th 2023 at
13.00-14.20 PM**



**The Last Meeting, Post test II in Cycle II on Thursday,25th May 2023 at
13.00-14.20 PM**

**The Condition of Teachers and Official Employers in
SMP N 1 Batanghari**

No.	Name	Occupation
1	Ahmad Saidi, S.Pd,M.M	Headmaster
2	Ratnaningsih, S.Pd	Vice of Curriculum
3	Drs. Joko Mursito	Dean of Students
4	Mihaya,S.Pd	Social Sciences
5	Mahfian Yani, S.Pd	Natural Sciences
6	Sudarsih, S.Pd	Civic Education
7	Safitri, S.Pd	Civic Education
8	Drs. Hi. Sismadi	Natural Sciences
9	Suwarjo, S.Pd	Natural Sciences
10.	Siti Rupiah, S.Pd	Natural Sciences
11.	Ermawati, S.Pd	Indonesian Language
12.	Suprpto, S.Pd	Indonesian Language
13.	Nurnaningsih, S.Pd	Indonesian Language
14.	Agustina Prabandari,S.P	Indonesian Language
15.	Rimadona Ayu,S.Pd	Indonesian Language
16.	Drs. M.Nasir, M.Pd.I	Religious Education
17.	Susi Nawanti, S.Pd P	Religious Education
18.	Sukartini, S.Pd	Mathematics
19.	Roisatul Aminah, S.Pd	Mathematics
20.	Widi Astuti, S.Pd	Social Sciences
21.	Sri Sumasni,S.Pd	Social Sciences
22.	Laras Wiraswesti, S.Pd	English Language
23.	Setiti Ernawati,S.Pd B	English Language
24.	Insiyah, S.Pd	Informatika
25.	Nurmauli Sitorus,S.Pd	Art and Culture
26.	Agus Pramono,S.Pd	Art and Culture
27.	Muhyar, S.Pd	Physical Education
28.	Sri Wahyuningsih, S.Pd	Physical Education
29.	Erna Budiyanti, S.Pd	Physical Education
30.	Siti Aisyah,S.Pd	Lampung Language
31.	Nurbaiti,S.Pd	Lampung Language
32.	Dinda Saraswati, S.Pd	Natural Sciences
33.	Indrian Saputri,S.Pd	BK
34.	Rizqi Puji Evan Bintoro	BK
35.	Iin Yunisa, S.Pd	BK
36.	Nurul Chidayati, S.Pd	Mathematics
37.	Siti Rahma Azahra, S.Pd	Mathematics
38.	Aldila Ghina Salsabila, S.Pd	Art and Culture
39.	Hanif Miftahhudin, S.Pd	English Language
40.	Siti Hasanah, S.Pd	English Language
41.	Afifah Mayliana, S.Pd P	Religious Education

The Letter of Free to the Book Library



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

NPP: 1807062F0000001

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iaim@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-818/In.28/S/U.1/OT.01/06/2023**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : SANDRA PUJI LESTARI
NPM : 1901051058
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1901051058

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 14 Juni 2023
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP. 19750505 200112 1 002



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iainmetro@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro Menerangkan bahwa :

Nama : Sandra Puji Lestari
NPM : 1901051058
Jurusan : Tadris Bahasa Inggris

Telah Menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat ini dibuat untuk digunakan semestinya

Metro, 13 Juni 2023

Andjanto, M.Pd
NIP.19781102 201503 1 004

Permit of Pre-survey



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-3704/In.28/J/TL.01/07/2022
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
Kepala Sekolah SMP N 1
BATANGHARI
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **SANDRA PUJI LESTARI**
NPM : 1901051058
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : THE USE OF ROUNDTABLE TECHNIQUE TO INCREASE
DESCRIPTIVE PARAGRAPH WRITING SKILL AMONG THE
EIGHT GRADE OF SMP N 1 BATANGHARI

untuk melakukan prasurvey di SMP N 1 BATANGHARI, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 28 Juli 2022
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004

Response letter of Pre-survey



PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 1 BATANGHARI

Jl. Kapten Harun 46 Banarjojo Kec. Batanghari Telp (0725) 46892 Email : smpn1bth@yahoo.co.id



SURAT IZIN PRA SURVEY

NOMOR : 422/075/02/SMPN.1/2022

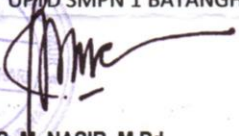
Yang bertanda tangan dibawah ini kepala UPTD SMP NEGERI 1 Batanghari Kabupaten Lampung Timur, menanggapi surat ini dari INSTITUT AGAMA ISLAM NEGERI METRO FAKULTAS TARBIYAH DAN ILMU KEGURUAN dengan nomor : B-3704/In.28/J/FL.01/07/2022, Hal : Izin Prasurvey, dengan ini memberi izin kepada :

No	Nama Mahasiswa	NPM	Program Studi
1	SANDRA PUJI LESTARI	1901051058	Tadris Bahasa Inggris

Untuk mengadakan Pra Survey dalam rangka penulisan proposal dalam rangka penyelesaian Tugas Akhir/Skripsi.

Demikian Surat Izin ini diberikan untuk dapat dipergunakan sebagai mestinya.

Batanghari, 02 Agustus 2022
 PLT UPTD SMPN 1 BATANGHARI



DRS. N. NASIR, M.Pd
 NIP : 19640819 199102 1 002

Permit of Research



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Nomor : B-2200/In.28/D.1/TL.00/05/2023
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA SMP NEGERI 1
BATANGHARI
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2201/In.28/D.1/TL.01/05/2023, tanggal 12 Mei 2023 atas nama saudara:

Nama : SANDRA PUJI LESTARI
NPM : 1901051058
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP NEGERI 1 BATANGHARI, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF ROUNDTABLE TECHNIQUE TO INCREASE THE STUDENTS DESCRIPTIVE PARAGRAPH WRITING SKILL AT SMP N 1 BATANGHARI".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 12 Mei 2023
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Response Letter of Research



PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 1 BATANGHARI
Jl. Kapten Harun 46 Banjarjaya Kec. Batanghari Telp (0725) 46892 Email : smpn1bth@yahoo.co.id



SURAT IZIN RESEARCH

NOMOR : 422/079/02/SMPN.1/2023

Yang bertanda tangan dibawah ini kepala UPTD SMP NEGERI 1 Batanghari Kabupaten Lampung Timur, menanggapi surat ini dari INSTITUT AGAMA ISLAM NEGERI METRO FAKULTAS TARBIYAH DAN ILMU KEGURUAN dengan nomor : B-2200/In.28/D.1/TL.00/05/2023, Hal : Izin Research, dengan ini memberi izin kepada :

No	Nama Mahasiswa	NPM	Program Studi
1	SANDRA PUJI LESTARI	1901051058	Tadris Bahasa Inggris

Untuk mengadakan Research/Survey dalam rangka penulisan proposal dalam rangka penyelesaian Tugas Akhir/Skripsi dengan judul : "THE USE OF ROUNDTABLE TECHNIQUE TO INCREASE THE STUDENTS DESCRIPTIVE PARAGRAPH WRITING SKILL AT SMP N 1 BATANGHARI".

Demikian Surat Izin ini diberikan untuk dapat dipergunakan sebagai mestinya.

Batanghari, 15 Mei 2023
 Kepala Sekolah,

Ahmad Saidi, S.Pd, M.M
 NIP. 19670617 200701 1 041



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INSTITUT AGAMA ISLAM NEGERI METRO
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SURAT TUGAS

Nomor: B-2201/In.28/D.1/TL.01/05/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : SANDRA PUJI LESTARI
NPM : 1901051058
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

- Untuk:
1. Mengadakan observasi/survey di SMP NEGERI 1 BATANGHARI, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF ROUNDTABLE TECHNIQUE TO INCREASE THE STUDENTS DESCRIPTIVE PARAGRAPH WRITING SKILL AT SMP N 1 BATANGHARI".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 12 Mei 2023

Mengetahui,
Pejabat Setempat



Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

THE USE OF ROUNDTABLE TECHNIQUE TO INCREASE THE STUDENTS' DESCRIPTIVE PARAGRAPH WRITING SKILL AT SMP N 1 BATANGHARI

by Sandra Puji Lestari 1901051058

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CURRICULUM VITAE



The writer was born in Banarjoyo, on Februari 03,2001. She is the daughter of Mr. Slamet and Mrs. Wiwik Setyawati. She lives in Banarjoyo, Batanghari East Lampung. She began her study at Elementary School at SD N 02 Banarjoyo, on 2007-2013 and Junior High School at SMP N 1 Batanghari, on 2013-2016. Furthermore, in period of 2016-2019 she continued her study at Senior High School at SMA N 1 Batanghari. After she graduated from Senior High School, she chose IAIN Metro to continue her education. She was registered as student of S1 English Education Study Program of State Institute for Islamic Studies Metro.