CHAPTER IV
FINDING AND DISCUSSION

This chapter is consists of the finding and discussion from the result of data analysis. The data of this research is interview, observation sheet, and the test of students that conducted in VII grade of MTs. Nahdlatul Ulama Sidayu Gresik.

A. Improving Student's Writing Descriptive Text Using Video as Media Through Round Robin

1. Preliminary Study

Preliminary Study was conducted on 13 April 2018. In this preliminary study, the researcher identified the problem in writing descriptive text. The process of identifying this problem could be explained as follows:

The researcher wanted to know the real score from students by asking the teacher. The teacher gave the students exercise to write descriptive text about their parents. From the exercise that teacher gave, researcher analyzed the student's score to find out the real score and the students' problem in writing.

The result of analyzing students' score was very low. They still did not write the language structure properly, lack in vocabulary, and they still did not understand the descriptive text well. So, it made the students difficult in writing, because the teacher only focused on the students' English book.

Furthermore, the researcher prepared the observation sheet and interview to observe the material and media that given by the teacher to the students, also the activity of teacher and student in English class. At the time of the activity, the researcher took the photo as documentation. Then, the researcher interviewed one of the VII class English teachers on the problems or students' difficulties of writing in particular descriptive texts. English teacher interview was conducted on April 13, 2018. The results of interviews showed that students were very weak in English lesson, one of them was on writing. The students were not used to writing a text because the teacher only taught refers to the textbook without training students to write well. So,

students could not write properly. Teachers never taught English using the media and techniques which is interesting. The teacher only explained the lesson by using the book. Then, the researcher together with English teacher entered the classroom VII MTs. Nahdlatul Ulama Sidayu Gresik and teachers informed that the research will be conducted on descriptive text writing using video and round robin techniques that require VII class as the object of research.

After the researcher entered the classroom, researcher observed the teacher's activities. It can be concluded that teacher first greet the students before starting the teaching and learning activities. Then, teacher checked the attendance of the students, he continued with explained what would be learn on that day and the teacher gave the material about the descriptive text. After the teacher explained the material to the students, the teacher distributed questions about descriptive text. The latter teacher with students concluded the lessons they had learned and the teacher delivered the lesson plan that are appropriate to those made by researcher and teacher.

In addition, researcher also observed the student's learning activities in the classroom. The results of the observations could be concluded that students arrived on time. But, during the lesson there are some students who interrupted the process of learning activities such as chatting with friends, annoying their friends and playing with their friend. So, it caused noise in the classroom. When students did the exercises that given by the teacher, some students worked by themselves and some others discussed with their peers, so it caused noise when the process of doing the exercise. After completion, the closing activity was reviewing the material that had been submitted by the teacher and the concluded the lesson. However, there were some students pay attention and some others did not pay attention

.

2. **First Cycle Analysis**

Researcher conducted the first cycle research in VII class of MTs. Nahdlatul Ulama Sidayu Gresik was conducted in May. In this first cycle researcher and teacher needed two meetings in this writing activity. At the

first meeting held on Thursday 17 May 2018 and the second meeting held on Saturday 19 May 2018. In each meeting required a time allocation of 2x40 minutes. In this first cycle, researcher focused on Round Robin activities using video media in descriptive text writing. The first cycle process can be explained below:

a. Plan

Researcher with English teacher discussed about the lesson plan to teach writing that made with including techniques and media descriptive person that conducted in research based on the syllabus and curriculum that school used. The lesson plan that used had been discussed with the English teacher before it is applied in Classroom action Research. Then, researcher prepared the media such as some descriptive videos which were taken on YouTube about someone as teaching materials.

Researcher also applied two instruments of observation sheets and field notes to monitor student's learning activities and teacher about student responses to applications used during the learning process takes place.

b. Action

The Researcher conducted the action of this cycle is two meetings. The teacher began to apply the media video and round robin technique in teaching descriptive text.

1) First meeting

The researcher started her research on 17 May 2018. English teacher with the researcher entered into the room and the researcher greeted the students and introduced the researcher to all students of VII grade MTs. Nahdatul Ulama Sidayu Gresik. Then the researcher invited the teacher to play the video for the simulation and explain the material using video and power point. The teacher taught the student how to identify and describe a person, such as the part of body, the figure, hobbies, live, color, etc. and give them example.

After explaining the material and purpose of descriptive text, the teacher divided the students into small groups and played the video and asked students to identify the person in the video. Teacher gave the students some

guided question to lead the students and he also applied round robin technique in descriptive text writing exercises where the students were asked to make some sentences about the person on the video with their groups. Besides that, the researcher sat at behind to monitor and observe the teacher and students learning activities.

2) Second meeting

The second meeting was conducted n 19 May 2018. The researcher and English teacher entered the class and open the class. The teacher greeted the students, checked the attendance list of students, and continued with reviewing the previous material of descriptive text. Teacher also always giving the students motivations before beginning the lesson.

Then, the teacher played the video about someone and example of descriptive text related to the video. Students read together the text on the screen as the instruction from the teacher. After that, teacher gave the chance to the students to ask something that they did not understand yet about the generic structure or vocabularies in descriptive text. The teacher explained again more about descriptive text such as the adjective and the tense that used.

After the students understand enough about the lesson, teacher asked the students to sit with their group and watched the video that teacher played. The teacher gave them exercise to make paragraph about an Indonesian singer on the video with using round robin technique and guided question to make students easier arranging descriptive text. The students enthusiastic to doing the exercise because there are students admire the singer, although there are many students still confused to arrange the sentence and choose the right words. So, the teacher guided them to make good sentence by giving example and help them choosing the words.

When the students were done about the exercise, teacher with the students corrected their text together. Teacher showed the mistakes from the text and corrected them. Before teacher closed the lesson, teacher concluded the material together with students and delivered the lesson material for the next meeting.

c. Observation

1) First meeting

Researcher observed the students and teacher activities using observation sheet and field notes that had been made by the researcher during applying video and round robin technique in learning process. Teacher taught in appropriately with the lesson plan that has been made. First, the teacher greeted the students and checked the attendance of the students. Teacher also motivated students to make the classroom atmosphere motivated in learning. After doing opening activity, the teacher explained the basic competence that would be studied. At the first meeting, the teacher explained the descriptive text along with the generic structures, objectives, and language patterns used in descriptive writing. The teacher made a descriptive text example of one of the students in the class to be easily understood by the students. The teacher also asked some questions to the students about the descriptive text. Teacher and students discussed each other. First, the teacher asked about the descriptive of the text. Two of the students answered the question, while others were shy and silent. Then the teacher explained again more clearly about the descriptive text which is a text that describes something objects such as objects, places, animals, and people. Then the teacher asked students about what the teacher has explained as the purpose of the descriptive text. Then, students started to answer them one by one with their simple answers. Then, the teacher explained how to describe a particular object person by playing the video. Teacher explained that descriptive text which has three stages namely; identification that contains the identification or identity of the object (name, occupation, shape, etc), an explanation that contains detailed explanations of the object and conclusion containing the summarize of explanation of the object which aims as the closing of the description text. Then, teacher gave the example how to write descriptive text from identification to conclusion and students paid attention to the teacher. After that, teacher asked the students to make example about describing people. Students still felt insecure to make oral descriptions, so the teacher asked them one by one who can make a verbal description example. One student

could make descriptive verbally even though she was not fluent yet to compile words correctly. Then, the teacher asked the other students to make a description of the students who had answered the question and one of the students answered the teacher's question by making a description of the student starting from the name to her characteristics. After that, the teachers and students together reviewed again about the material that had been learned, but only few students who responded to the review.

Seen from the situation above, it can be concluded that some students already understood about the descriptive text then the teacher asked again about the definition, purpose, structure and language features which used. After that, the teacher played a video about what was prepared by the researcher with titled description about Taylor Swift. Before the video was playing, the teacher asked the students to pay attention and listen to the video. After the video had finished playing, the teacher divided them into small groups according to the absence order. The students gathered with their respective groups and identified who the group leader was. After the group was finished, the teacher gave some questions that the student will answer using a simple sentence related to the video. The teacher gave instructions that they must answer the questions in sequence starting from the group leader. The activity was run noisy enough, because many students were asking the teacher about words translation from Bahasa Indonesia to English and how they arrange sentence into English. They were lazy to bring and open the dictionary to find the correct words, because they prefer to ask somebody about the meaning of words and how to make the sentences. After doing the exercises, teacher asked the students to collect their task and get it back at the next meeting. Besides that, the researcher and the teacher discussed about how to solve the problem of student's in writing and improve writing in descriptive text.

2) Second meeting

In the second meeting, students were divided into 4 groups according to teacher instruction. Each group consists of 5 students who had been formed at the previous meeting. After the students get together with their own group,

the teacher plays the video and tells the students to focus on the video. The video contains a description of one of the singer from Indonesia that is commonly known to students, making it easier for students to describe it. During the video playback, the student is very interested and interested in the video while discussing with a fellow group member about someone in the video. After the video finished, the teacher asked the author to explain the actual round robin technique that used in this study. Then, the researcher explained how to write text using round robin technique where the teacher asked each group to prepare a piece of paper and stationery, then writing activity started from group leader and continued by other group member. Each member is given three minutes to write down descriptive sentences so on until the paragraphs are finished and the whole group participates in the writing. Students understood with explanations from researcher. The teacher gave time to discuss and start writing activities in accordance with the teacher's instructions. He asked students to write descriptive paragraphs in accordance with the generic structure of identification, explanation, and conclusion. After students do their work, the teacher asked the students to collect the tasks of each group because the given time is up. Then the teacher together with the students corrected their work and gave an evaluation of the exercises at the second and previous meetings. After which teacher and students concluded the material that has been studied together. Teacher gave feedback and explained the learning activities that would be done at the next meeting.

In addition, researcher also observed student activities in the first cycle. In student observations made during the first cycle can be concluded that students are noisy in the class and less attention to teacher explanation. In the second meeting, the students began to be little organized and listen to the teacher's explanation but they still did not quite understand what the teacher is saying. When teacher provide descriptive writing assignments, students did not know how to write using English because they did not master English vocabularies and lazy to search in the dictionary. They just hang a friend to

translate the meaning of Indonesian to English. In writing the English word was also still doing a lot of error, so it was difficult to understand.

d. Reflection

Based on the implementation of the action and observations conducted in cycle I, the researcher analyzed the effect of round robin technique and video as the media on students' writing ability. During the first cycle, teaching and learning activities appear more active and enjoyable because of the use of media and techniques given to students.

1) First meeting

At the first meeting, students were given the task of making simple sentences according to the video with their group using round robin techniques. Researcher conducted the round robin technique since in the first meeting to make students easier doing the exercises. Students felt helped by the media that suggested by the researcher, so they can do the exercises given by the teacher. But, only some students which answer the questions clearly, and the rest was doing mistakes. The obstacles in the first meeting were learning activity ran noisy during video was played, many students chatted with their friends during the lesson and only few students who paid attention to the teacher.

2) Second meeting

At the second meeting, the students were asked to create a simple paragraph based on the video using round robin techniques. The influence of the use of round robin techniques for students is very good in the writing lesson, because students are also facilitated to arrange the text by using round robin techniques because they help each other in the preparation of ideas that will be used as a descriptive text.

The obstacles from the second meeting were half from whole groups were making complete paragraph, and the rest were not. At the last minutes before closing activity, teacher and students were discussing about the text that they have made, such as the error of language feature and generic structure. It can be concluded that the students still not understand well about

30

writing descriptive text because most of them only explain the characteristic of the person in the video.

Based on the process in first cycle, the writing skill of students increased enough, because the teacher implemented interesting media and technique to teach English. However, the students seem confused how to write correctly and arranged the sentence. They usually write in wrong structure, wrong words and they did not put the right punctuation in their text. The teacher helped them to revise their writing in order to make students understand about the material and improve their writing. Therefore, the researcher decided to conduct the second cycle to overcome problem which still appear in first cycle.

3. **Second Cycle Analysis**

On the results of the first cycle, researcher and teacher were not satisfied with the work of students, because students still could not create descriptive text even in the form of paragraphs. Therefore, researcher and teacher continued research on the second cycle on 24 and 26 May 2018. In the second cycle, researcher focused on improving student writing in descriptive texts through round robin techniques and video as media. This is the process of the second cycle:

a. Revising Plan

Based on the previous cycle, researcher made some improvement of student's writing skill, however there are some problems from students. There are wrong spelling of vocabulary, putting punctuation, use of noun phrase, organizing sentences, and generic structure of descriptive text. Researcher designed a second lesson plan with an English teacher grade VII MTs. Nahdlatul Ulama Sidayu Gresik. The researcher prepared video as the material of lesson such as conversation video and exercise that was fill the blank, teacher explain more the generic structure of descriptive text, communicative function, how to choose the right vocabularies, using noun phrase, and arranging good sentences become paragraph. Teacher also gave the interesting teaching using round robin to engage with students in order to

involved in learning process. it used to improve students' writing skills in descriptive texts. The researcher also documented student activities by taking pictures.

b. Action

1) First meeting

In the first meeting of second cycle which conducted on 24 May 2018, the teacher and researcher entered the classroom and greet the students on the opening action. After researcher observed the activities of teacher and students during the lesson, teacher reviewed the material about descriptive texts and play videos that have been prepared by researchers.

As the brainstorming activity, teacher showed the conversation video about dialog of description person and asked the students to write the points or informations that they get from the video. Then, teacher gave students questions fill the blank related to the video individually. After students done with their task, teacher instructed the students to correct their answer. The teacher gave the student chance to asked the questions about something that they had not understand well about descriptive text. To answer the students' questions, teacher explain more clearly about the generic structure of descriptive text, communicative function, how to choose the right vocabularies, using noun phrase, and arranging good sentences become paragraph.

The next stage was dividing students into small group as the previous meeting. The teacher asked the each group to prepare a piece of paper and pen. Then teacher showed the video about someone and gave the students time to discuss together. When the time of discussion done, teacher asked each group to make descriptive person more than one paragraph by using round robin technique. After they were done, teacher asked students to collect the tasks to him.

Before the closing activity, teacher gave the reflection or conclusion about the lesson. Teacher asked the students to help students giving the reflection towards the learning activity. And finally teacher closed the activity.

2) Second meeting

For the second meeting of second cycle that was conducted on 26 May 2018. The researcher and the teacher entered the class, greeted the students, and checked student's attendance list as usual. The teacher delivered the purpose and standard competition which students can pass. Teacher motivated students to be more enthusiastic in learning English especially descriptive text.

As the brainstorming activity, teacher showed the monolog video about describing person. Teacher gave the students questions as many as possible towards something in the video. Students answered the questions confidently and enthusiastic although there were some mistakes of their answer. After that, teacher gave the students chance to ask the question about the lesson. Some students asked the questions and the rest did not ask. To answer their questions, teacher re explain about the lesson to remind the students about the structure and functions of descriptive text.

The next stage was asked the students sit around their group that had made before and prepared the paper also pen. The teacher played the video about the president of AS that everybody had known. So, it made the students easier to make descriptive text because the students knew about the person on the video. Then, teacher gave some minutes for discussing with their group. After that, they were asked to make the long descriptive text about person on video by using round robin technique.

Students were doing the exercises enthusiastic and begun to write the descriptive text better. However, the class was little bit noisy because there were some students asked teacher and researcher about the meaning of word in English.

As usual, teacher gave the reflection before close the activity. Teacher and students concluded the lesson that they had learned and closed the activity with salam.

c. Observation

In this observation stage, researcher observed the teachers in teaching descriptive text and students' learning activities.

1) First meeting

As in previous meetings, teacher greeted students, checked student attendance lists, and motivated students in learning. After that, the teacher conveyed the basic competencies to be discussed. At the first meeting on 24 May 2018, the teacher played the video and gave the students tasks in the form of descriptive text in accordance with the generic structure and language features. He asked the students to come together with the group that had been made at the previous meeting and do it using round robin techniques.

2) Second meeting

At the second meeting of the second cycle, the activities carried out are the same. It's just that the teacher asked students to make more descriptive text so that teachers and researcher could find out the improvement of students' writing skills.

The researcher also observed student activities in the second cycle. It can be concluded that in this cycle students has become interested in descriptive video that played and listen to teacher explanation. Students began to be enthusiastic in making descriptive texts and arrange them appropriately according to the generic structure. Although there were still some errors in the writing and selection of words, but they had started to write descriptive text correctly.

d. Reflection

In the second cycle, the researcher analyzed the result of action and observation. The learning proses of cycle II were run well than cycle I, because the students began to understand about descriptive text. In the first meeting of second cycle, the teacher played a prepared video. He assigned students the task of writing descriptive texts. The exercise was done in groups that had been made before and do it using round robin technique. Students find it is more difficult because they are instructed to write longer texts of paragraphs. So that when time is up, some students protest because they had not finished their writing yet. The obstacle of the first meeting is the duration of making descriptive text. They need more time to finish their task.

34

For the last meeting, the teacher asked the students to make a longer descriptive text from the previous meeting using round robin. Teacher was also instructed to choose the right word and the correct the placement of capital letters. Students began to understand how to write descriptive text correctly in accordance with the generic structure and language features, such as the placement of identification, explanation and conclusion, as well as the correct use of tense.

The round robin technique and video as media of learning was very successfully in increasing the students' writing. From the exercises that student done, it can be seen that the students were began to understand the material easily and construct the sentences in text well. It makes the students' score increased than the cycle I, because the teacher gave them exercises in every meeting and students also felt enthusiastic with the media and round robin technique during teaching and learning process.

B. The Improvement of Student's Writing Descriptive text using Video as media through Round Robin

Before the researcher conducted the action at VII grade of MTs. Nahdlatul Ulama Sidayu Gresik, researcher asked the English teacher about the writing score of students to know the students' ability in writing. The assessment writing paragraphs based on Oshima and Hogue that there are several aspects of writing format, punctuation and mechanics, content, organization and, grammar. The students were given the exercise by the teacher which asked them to make descriptive text about their parents at least one paragraph. The researcher and teacher analyze the results of student grades, the following results is:

Table 4.1 score of pre-activity.

No.	Name	Format writing (5)	Punctuation & mechanics (5)	Content (20)	Organizations (35)	Grammar & sentence structure (35)	Total
1	S1	2	1	7	10	5	25
2	S2	2	2	7	5	7	23
3	S3	1	3	10	10	15	39
4	S4	1	2	6	7	10	26
5	S5	2	3	6	5	15	31
6	S6	1	2	5	6	15	29
7	S7	1	1	3	3	5	13
8	S8	3	2	6	7	10	28
9	S9	2	2	8	10	8	30
10	S10	3	3	7	10	15	38
11	S11	1	1	5	5	5	17
12	S12	2	3	5	10	15	35
13	S13	1	2	7	10	10	30
14	S14	4	3	10	10	15	42
15	S15	3	3	7	10	15	38
16	S16	3	3	10	10	15	41
17	S17	2	4	10	20	20	56
18	S18	2	3	8	17	15	45
19	S19	2	2	7	10	15	36
20	S20	2	3	10	7	10	32
Total		40	48	144	182	240	654
Average		2	2.4	7.2	9.1	12	32.7

From the table above, it can be seen that the score of students was very low. The average of score was 32.7. The writing text of student was very short and there were many errors of words and sentences. From the format of writing, the average is 2. They mostly did not write the title and did not use double space in first paragraph. For the punctuation and mechanics is 2.4, means that students did not use capital letters properly, use the wrong words and correct spelling word, and also they did not put the punctuation correctly. The content score is 7.2, means that the students did not use main idea, supporting idea to make the good text. For the organization and grammar were 9.1 and 12, it can be seen that the students did not use controlling idea to support their text and conclusion, only some students use the conclusion to end of the text.

The researcher found problems in English class VII students MTs. Nahdlatul Ulama was difficulties in writing paragraphs or texts especially in

descriptive texts such as lack of vocabulary mastery, error of word selection or writing, and compilation of sentences. So, researcher wanted to solve this problem using round robin and video as a medium to improve students' writing skills. The researcher used two cycles to enable students' writing skills to increase. The researcher was aware of improving students' writing skills. The researcher asked the teacher to give exercise at each meeting in each cycle so that the researcher knew the improvement of student writing skill.

At the last meeting from first cycle, teacher asked the researcher to give the permission of giving students exercises using English Book "When English Rings a Bell" for VII grade. He said that the English book of VII can be used in this meeting. The content of the exercises was consisted of three conversations which describe the different person. The teacher asked students to read and observed those conversations first, then asked them to explain what the person looks like in those conversations.

Because the time was not enough for making descriptive text, the teacher gave permit to students to continue their task in home. So, I can be seen the result of the students' task in first cycle in below.

Score first cycle:

Table 4.2 individual score of first cycle.

No.	Name	Score					Total
		Format writing (5)	Punctuation & mechanics (5)	Content (20)	Organizations (35)	Grammar & sentence structure (35)	
1	S1	3	4	10	20	15	52
2	S2	3	4	15	15	15	52
3	S3	3	5	10	13	17	48
4	S4	2	3	10	11	15	41
5	S5	2	3	8	10	20	43
6	S6	2	4	10	14	17	47
7	S7	2	3	7	10	8	30
8	S8	3	4	10	13	16	46
9	S9	3	4	13	16	20	56
10	S10	3	3	10	14	15	45
11	S11	2	4	8	8	13	35
12	S12	3	3	8	10	15	39
13	S13	3	4	15	16	18	56
14	S14	4	5	14	20	20	63

No.	Name	Score					Total
		Format writing (5)	Punctuation & mechanics (5)	Content (20)	Organizations (35)	Grammar & sentence structure (35)	
15	S15	3	4	7	10	15	39
16	S16	4	4	17	12	20	57
17	S17	4	4	15	20	22	65
18	S18	3	3	11	16	18	51
19	S19	2	4	7	14	15	42
20	S20	3	5	16	10	18	52
Total		57	77	221	272	332	959
Average		2.85	3.85	11.05	13.6	16.6	47.95

From the first cycle, the score of students of writing descriptive text with their group using round robin technique still low that was 47.95, although the students were taught by the teacher using video and round robin, but students still do not understand the descriptive text and its writing. For the format writing is 2.85, it means that there were some students still forgot to put the tittle on the top of text and also use double space in every first sentence of paragraph. The punctuation and mechanics score is 3.85 which mean that they usually write incorrect words because they don't memorize many vocabularies. They were doing error in grammar, whereas the teacher had explained the structure and grammar that is used in descriptive text, it can be seen on the grammar score which is 16.6. The students still find it difficult to compose paragraph ideas and did not arrange paragraphs completely, it can be seen at the organization score which is 13.6. For the content of writing score is 11.05, the researchers and teacher find it difficult to understand the intent of the student's writing because it's a jumping idea. They also make many mistakes in the use of capital letters and punctuation. So, it can be concluded that the ability of students in writing descriptive paragraphs is still very weak because they are not accustomed to write and memorize English vocabulary so that there are many errors in writing the text description. For that, the researcher asks the teacher to give the same exercise on the next cycle so that the student's ability can increase compared with the first cycle.

To know the improving of students' writing, the researcher gave the students final test. The test was about making a descriptive text of their favorite idol. They should write completely about their idol in detail based on the generic structure of descriptive text start from identification, explanation, until conclusion. It can be seen in table below.

Result of final test of final score of students' task in second cycle:
Table 4.3 individual score of second cycle.

No.	Name	Score					Total
		Format writing (5)	Punctuation & mechanics (5)	Content (20)	Organizations (35)	Grammar & sentence structure (35)	
1	S1	3	5	15	23	24	70
2	S2	3	4	15	15	25	62
3	S3	4	5	10	15	20	54
4	S4	3	3	16	18	18	58
5	S5	4	5	18	22	25	74
6	S6	2	4	15	20	26	67
7	S7	3	4	14	23	20	64
8	S8	4	5	17	24	30	80
9	S9	4	4	15	25	27	75
10	S10	3	4	16	21	25	69
11	S11	3	4	13	15	22	57
12	S12	3	3	10	13	18	47
13	S13	3	4	18	24	30	79
14	S14	4	5	17	26	28	80
15	S15	3	4	16	19	26	68
16	S16	4	5	17	23	27	76
17	S17	4	5	19	27	30	85
18	S18	4	4	18	20	22	68
19	S19	3	4	16	22	20	65
20	S20	4	5	16	22	25	72
Total		68	86	311	417	488	1370
Average		3.4	4.3	15.55	20.85	24.4	68.5

According to the table above, it can be concluded that the students' ability to write grade VII students of MTs. Nahdlatul Ulama Sidayu Gresik especially in writing descriptive text began to increase at the end of second cycle. The average score of students reached 68.5, which states if students begin to understand and enthusiastic to listen to the video played by the teacher, even though some students were not paying attention to the video for chatting with their friends. For the average of format score is 3.4, it means that students had understand to put the

tittle on the top of text and first sentence of paragraph was double spaced. In columns punctuation and mechanics is 4.3, it seen that students have an increase in writing punctuation and letters but there were still students who made mistakes on writing words such as spelling words and capital letters. The content score is 15.55, means that the contents of text was interesting to read than the previous text. For grammar and structure sentences is 24.4, the sentence is also quite increased so that the researcher and teacher can understand the text that the students write. In organization scores is 20.85, students had begun to understand how to write, but there are still some errors in the preparation of generic descriptive text structure. Students only explained without giving conclusions to end the paragraph, so their paragraphs were incomplete. Based on the above explanation, the researcher can conclude that the ability and the condition of the class have started to increase because at each meeting, the teacher gives explanation and also the exercise aimed to improve the students' descriptive writing skill.

Based on the background of school that does not have the minimum score (KKM) for writing and any other skills because the school and also teacher only uses English book to assess the students. So that, the researcher only focused on the improvement of students score and it did not depend on the standard of minimum score.

Therefore, it can be said that the improvement of students was increased then the pre activity test and first cycle test. This technique and method is effective in VII grade of MTs. Nahdlatul Ulama Gresik because the improvement was very good from their most bad score become better score. It is enough in second cycle, because it had seen that the writing skill of students increased because the teacher always provided students with a good explanation and always gave exercises at each meeting so that students are accustomed to practice writing text in English.

C. Discussion

In this study, researcher focused on the method that used, namely round robin technique. To know the score of students, researcher used scoring

rubric of Oshima and Hogue which has five aspects of assessment that includes writing format, punctuation and mechanics, organization, and grammar or sentence structure. In the first cycle, the result of the student score is bad. This is because students have not understood the descriptive text and how to write it. Many students made mistakes like punctuation, capitalization, spelling of words, and inappropriate sentence structure. Thus, researcher and teacher continued to provide descriptive text exercises at each meeting using round robin techniques so students can work together to channel their ideas without embarrassment, as they do it with their own friends.

Based on the results of the second cycle, students already had progress in writing descriptive text. They could already compose text easily because they are already familiar with what they had learned during the two cycles using round robin techniques and video as a media in writing descriptive text. So, it can be said that the method that researcher used round robin can help students write paragraphs and text correctly and correctly.