

**IMPROVING THE SEVENTH GRADERS' WRITING ABILITY OF  
DESCRIPTIVE TEXT THROUGH "ROUNDTABLE DISCUSSION OF  
VIDEO" AT SMPN 3 SAWOO PONOROGO**

**THESIS**



**By  
UMUL MUKMINATI ROSYIDA  
NIM. 210914036**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**

**2018**

## ABSTRACT

**ROSYIDA, UMUL MUKMINATI.** 2018. *Improving The Seventh Graders' Writing Ability of Descriptive Text Through "Roundtable Discussion of Video" at SMPN 3 Sawoo Ponorogo.* Thesis, English Education Department, Tarbiyah and Teacher Training Faculty. The State Institute of Islamic Studies Ponorogo, Advisor Dr. Ahmadi, M.Ag.

**Key Words: Roundtable, Video, Writing, Descriptive Text.**

Teaching writing is one of the challenges that often be faced by teacher. Grammar and vocabulary are important in the teaching writing. The teacher have to use the correct grammar and vocabulary, apply the writing skills that have learnt, and incorporate these knowledge with previous experience on the topic given when writing. Besides, there are two things that become the center of problems in teaching writing. The first problem is students' interest in writing and the second problem lies in the students' own ability to write.

The objective of this research is to solve the students' writing problems especially for writing descriptive text by using Roundtable discussion of video in the seventh grade students of SMPN 3 Sawoo Ponorogo.

This research was a classroom action research which aimed to explain the extent to which Roundtable discussion of video can improve students' ability in writing a descriptive text at the seventh grade of SMPN 3 Sawoo Ponorogo. The subject of this research was class VII B which consisted of 22 students.

This study was held into two cycles. In the first cycle, the average score of the students reach 74.09 which the minimum score is 75. If on percentage, there is 31.82% students who have passed and 68.18% students who have failed. Besides that, the students who are active only 27.27%, and 72.73% students are passive. This result is still far from the writer's expectations as the researcher of this study. Those still require some improvements which are presented in the reflection section, and continue into the second cycle. There are some improvements in the second cycle, such as rearranging the distribution of the student group and selecting again the instruments. It is very influential in the performance of students in the group. In this cycle, the students reach 79.68 for the average score. This result has exceeded the minimum score, and it is higher then the first score result. For the percentage, 86.36% students are passed and only 13.64% students are failed, then 77.27% students are active and the passive student are only 22.73%. The percentage in this cycle is more than 50% enough, so it means that the number of students' activeness and students who passed have increased.

From the explanation above, it can be concluded that Roundtable discussion of video can improve the students' writing ability of descriptive text at grade VII B of SMPN 3 Sawoo Ponorogo.

## APPROVAL SHEET


This is to certify that the *sarjana's* thesis of :

Name : Umul Mukminat Rosyida  
Student Number : 210914036  
Faculty : Tarbiyah and Teacher Training  
Department : English Education  
Title : Improving The Seventh Graders' Writing Ability of  
Descriptive Text Through "Roundtable Discussion of Video"  
at SMPN 3 Sawoo Ponorogo

Has been approved by the advisor and it is recommended for approval and acceptance.

Ponorogo, 22 Nov. 2018

Advisor  
  
Dr. Ahmadi, M.Ag  
NIP. 19651217997031003

Acknowledged by  
Head of English Education Department of  
Tarbiyah and Teacher Training Faculty  
State Institute of Islamic Studies  
Ponorogo  
  
Prilya Rochmahwati, M.Pd  
NIP. 198103162011012003



**MINISTRY OF RELIGIOUS AFFAIRS  
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**

**RATIFICATION**

This is to certify that thesis of :

Name : Umul Mukminati Rosyida  
Student Number : 210914036  
Faculty : Tarbiyah and Teacher Training  
Department : English Education  
Title : Improving The Seventh Graders' Writing Ability of  
Descriptive Text Through "Roundtable Discussion of  
Video" at SMPN 3 Sawoo Ponorogo


Has been approved by the board of examiners on:

Day : Wednesday  
Date : 12<sup>th</sup> December 2018




and has been accepted as the requirement for the degree of *sarjana* in English  
Education on:

Day :  
Date :

Ponorogo, December 2018  
Certified by,  
The Dean of Tarbiyah and Teacher Training  
State Institute of Islamic Studies Ponorogo

  
Dr. Ahmadi, M. Ag  
NIP. 19651217997031003

**Board of Examiners**

1. Chairman : Kharisul Wathoni, M.Pd.I (  )  
2. Examiner I : Dr. Harjali, M.Pd (  )  
3. Examiner II : Dr. Ahmadi, M. Ag (  )

# CHAPTER I

## INTRODUCTION

### **A. Background of The Study**

In teaching English there are four skills, such as speaking, listening, reading, and writing. These skills have their own character and difficulty level. Based on the characteristic of skill, they are divided into two kinds. The first is comprehension skills, such as listening and reading, and the second is productive skills, such as speaking and writing. Whereas the difficulty level of these four skills depends on how the teaching approaches are used during the lesson.

Teaching writing is one of the challenges that have to be faced by teacher. Writing has difficulty level which it is equivalent to speaking. Writing and speaking require good mastery of grammar and vocabulary. In this case, grammar and vocabulary are important in teaching writing. Both are not hard to deal by native learners, but not for foreign learners. They find writing to be difficult because they have to use the correct grammar and vocabulary, apply the writing skills they have learnt, and incorporate these knowledge with their previous experience on the topic given when writing.

There are two things that become the center of problems in teaching writing. The first problem is students' interest in writing. It is very important, because it can be a motivation for students to write well. The second problem lies



in the students' own ability to write. This latter problem is very common, because it needs many time to deal.

Indonesia is one of the countries whose citizens have low interest in reading and writing. This is proven in the survey of "Most Literate Nations in The World" by Central Connecticut State University that Indonesia is ranked 60th out of 63 countries. Based on statistic of UNESCO in 2012, Indonesian interest index in reading is very worrying. It only reached 0.001 percent.<sup>1</sup> Because of the interest in reading is very low, then it also affects to the interest of writing. The data of Scientific American Survey shows the annual contribution of Indonesian Scientist and Scholars to knowledge, science and technology is only 0.012 percent.<sup>2</sup> Furthermore, Webometrics mention that the number of international journal documents generated are only around 13 thousand. It's far left behind from other countries, such as US (5.32 million documents), China (1.85 million documents), Japan (1.46 million documents), Singapore (109 thousand documents), and Malaysia (55 thousand documents).<sup>3</sup>

Some problems of teaching writing found by Maya Irmalia in her research "Indonesian Interference in Students' Writing" are being representative of the problems that often experienced by Indonesian EFL learners. First,

---

<sup>1</sup> Anonim, "Tingkat Membaca dan Menulis Masyarakat Indonesia Rendah", palugadanews.com, 14<sup>th</sup> April 2016, Online: <http://www.palugadanews.com/2016/04/tingkat-membaca-dan-menulis-indonesia-rendah/>

<sup>2</sup> Satria, "Minat Menulis Jurnal Ilmiah di Indonesia Rendah", Universitas Gajah Mada, 22<sup>nd</sup> April 2014, Online: <https://ugm.ac.id/id/berita/8905-minat-menulis-jurnal-ilmiah-di-indonesia-rendah>

<sup>3</sup> Atep Afia Hidayat, "Budaya Menulis di Kampus Indonesia Sangat Rendah", kompasiana, 24<sup>th</sup> February 2012, Online: [https://www.kompasiana.com/atep\\_afia/budaya-menulis-di-kampus-indonesia-sangat-rendah\\_550e1851813311c02cbc6266](https://www.kompasiana.com/atep_afia/budaya-menulis-di-kampus-indonesia-sangat-rendah_550e1851813311c02cbc6266)

students often make Indonesian grammatical interference errors when they write compositions in English. The last, the fact that most of the students didn't practice English in the classroom, and they didn't spend their spare time effectively doing something useful to improve their English outside of school hours. The way the students generated their ideas word for word from their Indonesian language to their English was also became a major factor that caused them to make interference errors.<sup>4</sup>

Also in her research, Maya has found the most errors in students' writing. The highest problem is located in students' gramatical. There are five categories of errors gramatical that have been find, they are: 54% found in verb tenses, 0.8% found in use of passive voice, 27% found in possessive articles, 8% found in word order, and 10% found in singular or plural nouns.<sup>5</sup>

Iriyanti also argued the same problems of Indonesian students in English writing. Summarily, grammar becomes one of the biggest problems for them. Moreover, the tense usage in English is kind of complex, so it makes Indonesian students pay less attention to the area of writing. In other words, Indonesian students try to find their own way to express English sentences in the same meaning. Last, the way people communicate in expressing sentences in written form reflects the uniqueness of the use of language which is originated from a certain area. That is why the production of English writing by Indonesian

---

<sup>4</sup> Maya Irmalia, "Indonesian Interference in Students' Writing", *English Education Journal (EEJ)*, 7(4) (October, 2016), 506.

<sup>5</sup> *Ibid.*, 504.

students is still awkward in terms of voices and sounds even though the sentences they make correct grammatically.<sup>6</sup>

Concern with the teaching of writing goes back thousands of years. However, up until the early twentieth century, writing instruction was based on somewhat rigid set of assumptions. The assumptions are good writing was done from a set off rules and principles, the teachers' duty was to relate these rules, and students then wrote in response to selected written texts, following the rules of good writing. A student essay was the graded for its grammatical accuracy and correct organization as well as content.<sup>7</sup>

In class, students spent a great deal of time in copying models rather than expressing their own ideas creatively. Writing was used to show that students had mastered a particular grammatical rule, rather than had a good idea about subject matter.<sup>8</sup> Therefore, the students are less independent in developing their writing. They rely heavily on the given models.

Writing is an activity in producing written communication language. Byrne states that writing is the organization of setences into a text, into a coherent whole which is as explicit as possible and complete in itself, that be able

---

<sup>6</sup> Ariyanti, "The Teaching of EFL Writing in Indonesia", *Journal of Dinamika Ilmu*, 2 (2016), 273-274.

<sup>7</sup> David Nunan, *Practical English Language Teaching* (New York: McGraw Hill, 2003), 89.

<sup>8</sup> *Ibid.*



to communicate successfully with the readers.<sup>9</sup> So, writing is very important to learn and to take hold in the classroom.

In the process teaching, Dalton suggests three processes of assistance. First, the teacher must access the students' learning zone through joint activity in order to stimulate the learning process. Second, the teacher must assist the student within activity to identify what the student knows or needs to know, as a hook for the unfamiliar and unknown. The teacher identifies a hook when students reveal something they already know that will serve a link to new information, or the teacher uses a hook that all students can understand to serve a bridge to new information. Finally, the teacher and student must work together to expand the students' understanding for use in new situations.<sup>10</sup> This is why teaching should be fresh every time. The students not only need to be clever, but also comfort in learning.

Traditionally, in curriculum practice, a distinction has been drawn between the activities of the syllabus designer, which have been focused on products, and the activities of the methodologist, which have been focused on processes. So, there are two approaches, Product-oriented Approach and Process Approach. In teaching writing, Product-oriented Approach focuses on the end result of the learning process that the students is engaged in imitating, copying and transforming models of correct language. Otherwise, Process Approach

---

<sup>9</sup> Donn Byrne, *Teaching Writing Skills* (England: Longman Group UK Limited, 1988), 2.

<sup>10</sup> Stephanie Stoll Dalton, *Five Standards for Effective Teaching: How to Succeed with All Learners* (Jossey-Bass: San Francisco, 2008), 7.

focuses more on the various classroom activities which are believed to promote the development of writing skill. This approach encourages collaborative group work between learners as a way of enhancing motivation and developing positive attitudes towards writing.<sup>11</sup> If both approaches are done simultaneously, then this will be interesting.

In overcoming the existing problems of teaching writing, these approaches can be applied. The students need to be good writers and comfort in the writing activities, so these are major factors. In this case, “Roundtable discussion of video” - a technique that will be discussed in this study - be representative of both approaches.

Roundtable discussion of video is a combination of Roundtable discussion as a technique and video as a media. Roundtable is one of techniques of cooperative learning. It is a form of academic discussion. This technique is useful for brainstorming, reviewing, or practicing a skill.<sup>12</sup> The teacher asks students to collaborate in small groups on a specific prompt that can generate multiple responses. Students share a single piece of paper that gets passed around their circle rapidly. The goal is to generate as many responses as possible from all members of the group in a defined period of time.<sup>13</sup>

---

<sup>11</sup> David Nunan, *Language Teaching Methodology: A Text book for a Teacher* (New york: Prentice Hall, 1991), 86-87.

<sup>12</sup>Jette Stenlev and Peter Siemund, “Roundtable as Cooperative Learning Technique,” *Journal of English Language and Linguistics*, 1 (march, 2011), 40-45.

<sup>13</sup> Barbara Lom, “Classroom Activities: Simple Strategies to Incorporate Student-centered Activities within Undergraduate Science Lectures,” *Journal of Undergraduate Neuroscience Education*, 1 (October, 2012), A64-A71.

Moreover, video can help students to get some ideas while writing activity. Video also can help students to re-visit and review the material. Bransford, Brown, & Cocking discuss video use in the classroom and the importance of interactivity in helping students to learn by being able to re-visit and review the material. They emphasize the potential of technology to help learning, but only if it is used properly.<sup>14</sup> According to Franssen the use of video in the classroom as a media learning can play a part at many levels of E-learning and can be used for distributing information, creating interaction within the learning process and as a part of the collaborative process.<sup>15</sup>

In pursuance of data obtained by writer from the results of interview with some seventh graders in SMPN 3 Sawoo Ponorogo, the students are still confused in writing. The main factors that be a problem in their confusion are the use of vocabulary and grammar in writing. In the data, they said that they didn't like memorizing and translating activity. These activities are too hard and bored.<sup>16</sup> Thus if this problem persists then their writing activity will be hampered as well.

Based on observations made by the writer, the students at seventh grade in SMPN 3 Sawoo Ponorogo are passive in the class. The students feel bored during the lesson. It could be the technique that be given by teacher is

---

<sup>14</sup> Cited by ZacWoolfitt, *The effective use of Video in Higher Education*, Lectorat Teaching, Learning and Technology (Rotterdam: Inholland University of Applied Sciences, 2015), 5.

<sup>15</sup> *Ibid.*, 21.

<sup>16</sup> The result of interview is retrieved on Monday, 11<sup>th</sup> December 2017 at SMPN 3 Sawoo Ponorogo.

monotone, or the students are not interesting with the learning activity. So, to solve these problems, the writer use Roundtable discussion of video as the best way.

Hopefully this study will enrich the reference of teaching English especially the use of Roundtable discussions of video for teaching writing. Then, the result of this study can be used by English teachers in teaching, to motivate students in writing and to suggest the school authority to give the recommendation to the teachers in other to use the appropriate techniques and affective strategies in teaching writing.

#### **B. Identification and Limitation of The Problems**

From the interview with some students of seventh grade of SMPN 3 Sawoo Ponorogo, most of them are still confused in writing English. The main factors that be a problem in their confusion are the use of vocabulary and grammar in writing. In the data, they said that they didn't like memorizing and translating activity. These activities are too hard and bored. Moreover, the teachers still use the old method or the lecture method in teaching English. It becomes ineffective. According to this statement, it can be concluded in identification of the problems as follows:

1. The students are confused to apply vocabulary and grammar on writing English
2. The students feel hard and bored while writing activity
3. The students didn't like memorizing and translating activity

4. The teachers still use the old method or the lecture method in teaching English especially for writing

Based on the problems, the writer limits the study of this research on Roundtable discussion of videos to teach writing descriptive texts. The description is more specific on animal and person. In this research, the writer uses Roundtable technique and video as a media learning to become a solution of the students' problems.

### **C. Statement of The Problems**

There are some problems that have explained previously. One of the problems is that the students can't write easily because their confusion on vocabulary and grammar. To solve the problem, the writer use "Roundtable discussions of video" technique in writing descriptive text. So, the writer gets the statement of the problems as follows:

1. How is the model of lesson plan about Roundtable discussion of video to improve students' writing ability of descriptive text for the seventh-grade students of SMPN 3 Sawoo Ponorogo?
2. Is Roundtable discussion of video effective to improve students' writing ability of descriptive text for the seventh-grade students of SMPN 3 Sawoo Ponorogo?



#### **D. Objectives of The Study**

Based on the statement of the problem, this study has objective described as follows:

1. Can explain the model of lesson plan about Roundtable discussions of video to improve students' writing ability of descriptive text for the seventh-grade students of SMPN 3 Sawoo Ponorogo.
2. Roundtable discussions of video is effective to improve students' writing ability of descriptive text for the seventh-grade students of SMPN 3 Sawoo Ponorogo.

#### **E. Significance of The Study**

This study will help teachers to find the new strategies for teaching writing on descriptive text, so they are able to teach writing with the new strategy in this study, "Roundtable discussion of video", in the class. This study also be beneficial to the students in their process on writing descriptive text. The students are able to feel more be enjoying and get a motivation to more be loving in writing. Besides, the students are able to be easier to write a descriptive text.

#### **F. Organization of The Thesis**

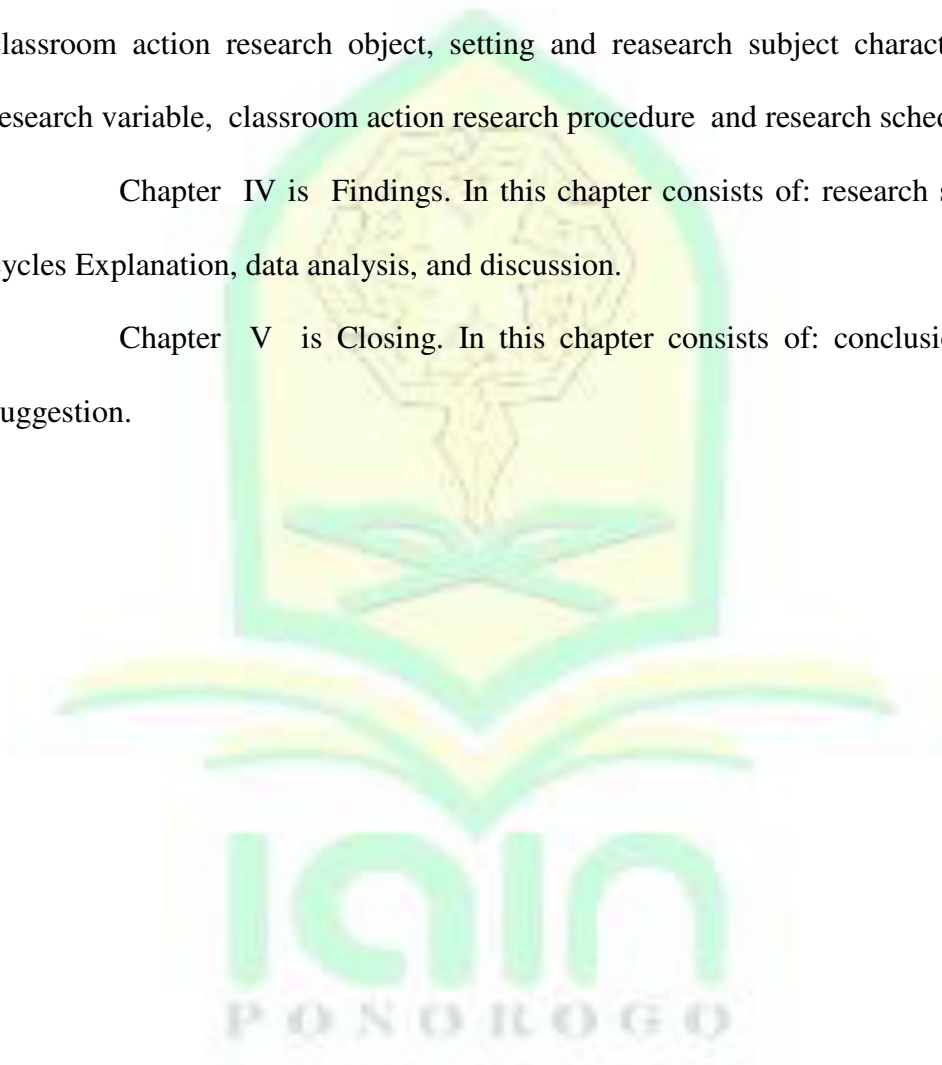
Chapter I is Introduction. In this chapter consists of: background of study, identification and limitation of the problem, statement of the problems, objectives of the study, significance of the study, and organization of the thesis.

Chapter II is Previous Research Findings, Theoretical Background, Theoretical Framework, And Hypothesis. In this chapter consists of: previous research findings, theoretical background, theoretical framework, and hypothesis.

Chapter III is Research Method. In this chapter consists of: classroom action research object, setting and reasearch subject characteristic, research variable, classroom action research procedure and research schedule.

Chapter IV is Findings. In this chapter consists of: research setting, cycles Explanation, data analysis, and discussion.

Chapter V is Closing. In this chapter consists of: conclusion and suggestion.



## CHAPTER II

### PREVIOUS RESEARCH FINDINGS, THEORETICAL BACKGROUND, THEORETICAL FRAMEWORK, AND HYPOTHESIS

#### A. Previous Research Findings

To support this study, the writer appends some previous studies related to the variable of this thesis. The writer selects the previous research findings as follows:

1. The Effectiveness of Roundtable Technique for Teaching Descriptive Writing (An Experimental Research at The Seventh Grade Students of SMP Negeri 1 Kedungreja, Cilacap in Academic Year 2014/2015) written by Setiyaningsih. The result of this research is  $t\text{-test} = 4.48$  while the  $t\text{-table}$  value at the level of significance 0.05 for degree of freedom (df) 58 is 1.6715. It means that the  $t\text{-test}$  is higher than  $t\text{-table}$  ( $4.48 > 1.6715$ ), so Roundtable is effective for teaching descriptive writing at the seventh grade students of Junior High School.<sup>1</sup>The similarity from this study is using Roundtable technique to teach descriptive writing. Whereas the difference lies on the media used. The writer will use video as media teaching in this study.

---

<sup>1</sup>Setiyaningsih, "The Effectiveness of Roundtable Technique for Teaching Descriptive Writing (An Experimental Research at The Seventh Grade Students of SMP Negeri 1 Kedungreja, Cilacap in Academic Year 2014/2015)," (Thesis, UMP, Purwakarta, 2015)

2. The Effectiveness of Using Video on Students' Writing Ability in Teaching Descriptive Text (A Case Study At Tenth Grade of SMK Pasundan 1 Kota Serang) written by ItaMiftahussaidahRivai et al. The result of this research shows that the value of  $t_o$  is higher than  $t_t$ , so the Research Hypothesis ( $H_a$ ) is accepted and the Null Hypothesis ( $H_o$ ) is rejected, so it can be concluded that the effect of video on students' writing ability descriptive text is successful in improving students' ability.<sup>2</sup>The similarity from this study lies on video as media teaching to teach descriptive writing. While the difference is on the strategy used. The writer will use Roundtable technique as strategy learning this study.

## B. Theoretical Background

### 1. Teaching Writing

#### a. Diagnosis of needs

The educational needs of student have been mentioned in *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Pasal 12 (1b)* about the rights of student that is "Every student is entitled to receive an educational service which appropriate to his or her talent,

---

<sup>2</sup>Ita Miftahussaidah Rivai et al., "The Effectiveness of Using Video on Students' Writing Ability in Teaching Descriptive Text (A Case Study At Tenth Grade of SMK Pasundan 1 Kota Serang)," *Journal of English Language Studies*, 2 (Sept, 2017), 155.

interest and ability”.<sup>3</sup> From the statement can be concluded that the students have learning needs which appropriate to their field.

According to Byrne, the needs of the learners are presented in the form of guidelines for a writing programme. There are ten things that should be considered by the teacher to supply the students’ needs in the writing class.<sup>4</sup>

- 1) Teach the learners how to write
  - 2) Provide adequate and relevant experience of the written language
  - 3) Show the learners how the written language functions as a system of communication
  - 4) Teach The learners how to write texts
  - 5) Teach the learners how to write different kinds of texts
  - 6) Make writing tasks realistic and relevant
  - 7) Integrate writing with other skill
  - 8) Use a variety of techniques and practice formats
  - 9) Provide appropriate support
  - 10) Be sympathetic!
- b. Formulating specific objectives

According to Henson, there are three criterias that must be considered in the preparation of curriculum objectives, such as: 1)

---

<sup>3</sup> Undang-Undang Republik Indonesia [http://kelembagaan.ristekdikti.go.id/wp-content/uploads/2016/08/UU\\_no\\_20\\_th\\_2003.pdf](http://kelembagaan.ristekdikti.go.id/wp-content/uploads/2016/08/UU_no_20_th_2003.pdf) searched at 9.33 AM on March 25, 2018

<sup>4</sup> Donn Byrne, *Teaching Writing Skills* ..... 27-29.



Objectives must be stated in terms of expected student behavior (not teacher behavior); 2) Objectives must specify the conditions under which the students are expected to perform; and 3) Objectives must specify the minimum acceptable level of performance.<sup>5</sup> These criterias can be a good reference in determining learning objectives.

From his book “Teaching Writing Skill”, Byrne explain about the purpose of teaching writing that serves a variety of pedagogical purpose.<sup>6</sup>

- 1) The introduction and practice of some form of writing enables the teacher to provide for different learning styles and needs. Some learners, especially those who do not learn easily through oral practice alone, feel more secure if they are allowed to read and write in the language. For such students, writing is likely to be an aid to retention, if only because they feel more at ease and relaxed.
- 2) Written work serves to provide the learners with some tangible evidence that they are making progress in the language. It is not likely to be a true index of their attainment, but once again it satisfies a psychological need.

---

<sup>5</sup> Ahmadi, *Manajemen Kurikulum: Pendidikan Kecakapan Hidup* (Yogyakarta: Pustaka Ifada, 2013), 146.

<sup>6</sup> Donn Byrne, *Teaching Writing Skills* ..... 6-7.

- 3) Exposure to the foreign language through more than one medium, especially if skills are properly integrated, appears to be more effective than relying on a single medium alone. Even at an elementary level there are many opportunities for activities that effectively integrate skills.
  - 4) Writing provides variety in classroom activities, serving as a break from oral work (and is therefore a quieter and more relaxed time for both students and teacher). At the same time, it increases the amount of language contact through work that can be set out of class.
  - 5) Writing is often needed for formal and informal testing. Although in general oral ability should be measured through oral tests, in practice we are often obliged by circumstances, such as the amount of time we have at our disposal and the number of students there are in the class, to use some form of written test. In some cases, of course, a written test may even be appropriated for example, making notes while listening.
- c. Selecting and organizing content

The selection of the right contents in the curriculum is very important and should be done carefully by the teacher. The content is the necessary information and it is packed into a material. It can be said that the material has a link between information, content and

knowledge.<sup>7</sup> While, organizing content is the next step after selecting content. Usually the content organization begins with a simple topic which then develops at a higher level.<sup>8</sup>

The following is the scope of materials for junior high school based on Permendikbud Th. 2016 No. 021.<sup>9</sup>

**Table 2.1**  
The Scope of Materials

Grade	The scope of materials
VII - IX	Label names, lists of items, instructions, signs, warning signs, personal invites, congratulations, recounts, announcements, narratives, descriptive, and songs.
	Factual reports, scientific, procedure, narrative, and advertising
	Notice, recount, narrative, song, factual report, scientific, procedure, invitation, personal letter, analytical exposition, and biography.
	Song, captions, factual reports, scientific, news items, and procedure.

#### d. Selecting and organizing activities

The selection of activities supports the functions of achievement of the learning objectives although sometimes one activity can achieve various learning objectives. Such activities can help learners to recognize, discover, and develop and even connect

<sup>7</sup> Ahmadi, *Manajemen Kurikulum* ..... 147.

<sup>8</sup> *Ibid.*

<sup>9</sup> Permendikbud Th. 2016 No. 021, 162

with past and future experiences.<sup>10</sup> Byrne suggests some good criterias of writing activities in teaching writing.<sup>11</sup>

- 1) Writing activities should satisfy immediate needs by providing the learners with opportunities for handling, through the medium of writing, language which they have learned orally.
- 2) Writing activities should also be forward-looking by beginning to familiarise the learners with patterns of language typical of the written medium: in particular, some of the devices needed for linking and sequencing sentences.
- 3) Writing activities should also give the learners opportunities to communicate through writing and, equally important, simply to enjoy writing.

e. Evaluation

Evaluation is commonly associated with assessing achievement againts clearly defined objectives or conducting norm-referenced testing. Committee states that “evaluation is the systematic assessment of the worth or merit of an object”.<sup>12</sup> There are four

---

<sup>10</sup> Ahmadi, *Manajemen Kurikulum* ..... 149.

<sup>11</sup> Donn Byrne, *Teaching Writing Skills* ..... 32

<sup>12</sup> Stufflebeam and Coryn, *Evaluation Theory, Models, and Aplications (Second Edition)* (Jossey-Bass: San Francisco, 2014), 6-8.

categories of designing assessment task in teaching writing.<sup>13</sup> They are:

1) Imitative

To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system.

2) Intensive

Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence.

3) Responsive

The learners do written performance at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs.

---

<sup>13</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (New York : Longman, 2004), 220-221.



#### 4) Extensive

Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis.

The ultimate criterion of writing assessment procedure is divided into two kinds, they are micro- and macro-skills. The micro-skills apply more appropriately to imitative and intensive writing, while the macro-skills are essential for the successful mastery of responsive and extensive writing.<sup>14</sup>

##### 1) Micro-skills

- a) Produce graphemes and orthographic patterns of English.
- b) Produce writing at an efficient rate of speed to suit the purpose.
- c) Produce an acceptable core of words and use appropriate word order patterns.
- d) Use acceptable grammatical systems, patterns, and rules.
- e) Express a particular meaning in different grammatical forms.
- f) Use cohesive devices in written discourse.

##### 2) Macro-skills

- a) Use the rhetorical forms and conventions of written discourse.

---

<sup>14</sup>*Ibid.*

- b) Appropriately accomplish the communicative functions of written texts according to form and purpose.
  - c) Convey links and connections between events, and communicative such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
  - d) Distinguish between literal and implied meanings when writing.
  - e) Correctly convey culturally specific references in the context of the written text.
  - f) Develop and use a battery of writing strategies, such as accurately assessing the audiences' interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.
- f. Balance and sequence

The last is checking balance and sequence. The ideal learning should be balance between the content of curriculum and the real

activities. To know this, it needs some questions to be tool for checking balance and sequence. The questions as follows:<sup>15</sup>

- 1) Do the activities provided allow learners to learn?
- 2) Is there a sequence in the flow of content?
- 3) Is there a balance between a document and an applicative curriculum?
- 4) Are school organizational structures already supportive and flexible in the learning activities?
- 5) Do the learners feel free to express their ideas?
- 6) Does the school climate support the contents and the activities of the curriculum?

## 2. Descriptive text

Descriptive text is one of types of text to describe things. According to Stanley, descriptive text is a type of paragraph to describe the appearance of things that occupy space, whether they are objects, people, buildings or cities. The description can be shown in the form of the sound, taste, and smell of things or object. The characteristics of something or object to be described usually deals with the physical appearance of the object being described.<sup>16</sup>

---

<sup>15</sup> Ahmadi, *Manajemen Kurikulum* ..... 151.

<sup>16</sup> DolarYuwono, *Writing 1 from Practice to Theory: Getting Smart and Creative to Write* (Yogyakarta: PustakaFelicha, 2015), 66.

The structure of the text is as follows: (1) identification: introduces the person, thing or place that will be introduced; (2) description: pictures the characters of person, thing or place that is being talked about. Mostly, a description uses simple present tense but sometimes it uses simple past tense when the person, thing or place is talked about no longer exists.<sup>17</sup>

### 3. Roundtable discussion of video

Roundtable discussion of video is a combination of Roundtable discussion as a technique and video as a teaching media.

#### a. Roundtable discussion as a technique

Roundtable is a form of academic discussion where the participants agree on a specific topic to discuss and debate. This technique requires each student in a group to have input. Generally, Roundtable is a technique useful for brainstorming, reviewing, or practicing a skill. The students use a single sheet of paper and pen for each group. They respond in turn to a question or problem by stating their ideas aloud as they write them on the paper. This technique is most effective when used in a carefully sequenced series of activities.

---

<sup>17</sup>Boycod Kurniawan, "Generic Structure and Language Features of Descriptive Text Written by Junior High School Students of SMP Islam Kalibaru," (Thesis, UNJ, Jember, 2015), 8.

The brainstorming can reinforce ideas from the readings or can be used to set the stage for upcoming discussions.<sup>18</sup>

Roundtable discussion is one of a small group discussion. The students are allowed to express their knowledge, understanding, and opinions on a topic. It is a student-centered strategy in which teachers assume the role of facilitator, and students become interactive participants. Student participation promotes active learning and greater student accountability because students must share their knowledge.<sup>19</sup>

Furthermore, Roundtable discussion is part of Cooperative learning strategy. This group formation includes the students of mixed abilities, ethnicities, and genders. The groups share a common goal of learning preselected material, working interdependently to attain mastery, and making sure that all group members successfully achieve the group goal.<sup>20</sup>

---

<sup>18</sup>Jette Stenlev and Peter Siemund, "Roundtable as Cooperative Learning Technique," ..... 40-45.

<sup>19</sup>Joyce McLeod, et al., *The Key Elements of Classroom Management: Managing Time and Space, Student Behavior, and Instructional Strategies*, (USA: Association for Supervision and Curriculum Development, 2003),132.

<sup>20</sup> Ibid, 147.



b. Video as a teaching media

Video is a digital recording of an image or set of images, such as a movie or animation.<sup>21</sup> Video also can be referred to any electronic media format that employs “motion pictures” to present a message.<sup>22</sup> According to Gardner, video is a superior tool that can be used to engage verbal (or linguistic), visual (or spatial), and musical (or rhythmic) intelligences. Moreover, video can also be used as a tool for engaging both hemispheres of the brain (the left logical or analytical brain and the nonverbal or creative brain). It effectively stimulates the whole brain through dialogue, plot, visual images, sound and relationship.<sup>23</sup>

Video has long been used as media teaching in the classroom. Berk suggests that the use of video as a teaching tool is not new. According to him, there are four fundamental changes impacting the use of video as a teaching tool<sup>24</sup>, they are:

- 1) There is a wider variety of video formats available to instructors.
- 2) The ease with which technology can facilitate video application in the classroom has increased.

---

<sup>21</sup><https://www.merriam-webster.com/dictionary/video> , accessed at 1.00 PM on 03 January 2018

<sup>22</sup> Robert Heinich, et al., *Instructional Media and Technologies for Learning* Seventh Edition (New Jersey: Pearson Education, 2002), 192.

<sup>23</sup>Errin M. Steffes and Philippe Duverger, “Edutainment with Videos and its positive Effect on Long Term Memory,” *Journal of Advancement of Marketing Education*, 1 (Spring or Maret - June, 2012) 1.

<sup>24</sup>*Ibid.*, 2.

- 3) The number of video techniques an instructor can use has increased.
- 4) The body of academic literature providing theoretical and empirical support of the use of video as an effective teaching tool has increased.

There are strengths of video as a teaching media in the classroom, such as: (1) video can present visual information that is difficult to convey in other ways; (2) not only videos allow students to 'travel' to different places, they permit travel through time as well; (3) Video can be used to demonstrate specific manual skills or physical processes, either at normal speed, in slow motion, or speeded up to reveal relationships, principles, or practices; (4) video can be used to model positive behaviour and to motivate students; (5) video can provide messages about issues critical to the lives of learners, or to the topic under consideration; and (6) video can help to promote learning in students with high visual orientation in their learning styles.<sup>25</sup>

---

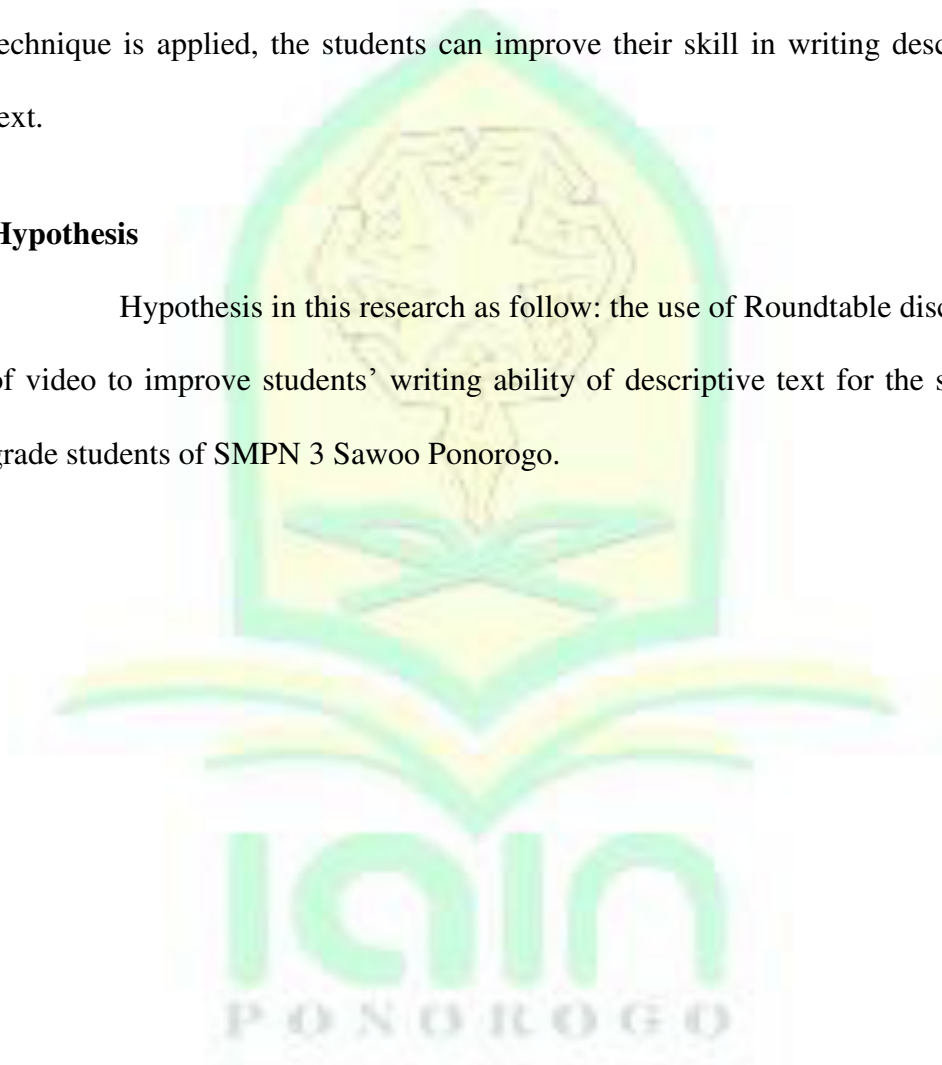
<sup>25</sup>David Denning, *Video in Theory and Practice: Issues from Classroom Use and Teacher Video Evaluation* (University of Victoria, (no date)), 1-2.

### **C. Theoretical Framework**

The technique in this research refers to cooperative learning. The writer use “Roundtable discussion of video” to stimulate the students’ skill in writing descriptive text. The students can be active and enjoy in the class. If this technique is applied, the students can improve their skill in writing descriptive text.

### **D. Hypothesis**

Hypothesis in this research as follow: the use of Roundtable discussion of video to improve students’ writing ability of descriptive text for the seventh grade students of SMPN 3 Sawoo Ponorogo.



## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Classroom Action Research Object**

The study in this classroom action research was focused on the use of Roundtable discussion of video to improve students' ability in writing descriptive text on the seventh graders of SMPN 3 Sawoo Ponorogo.

#### **B. Setting and Research Subject Characteristic**

This research was aimed to seventh grader students of SMPN 3 Sawoo Ponorogo. The writer as the reseacher applied this Classroom Action Research in class VII B which consisted of 22 students.

#### **C. Research Variable**

The writer as the reseacher was focused to observe several things that be research variable in this study. There were two kinds of research variable. They were the process of variable and the result of variable. These research variables could be explained as follows:

1. The students' achievement in teaching learning process by using Roundtable discussions of video.
2. The students' activeness in writing descriptive texts by using Roundtable discussions of video.

#### **D. Classroom Action Research Procedure**

There were three things that must be noticed in this classroom action research procedure, such as model of classroom action research, technique of collecting data, technique of analysis data, and indicator of success.

##### **1. Model of classroom action research**

The writer preferred model of classroom action research that be used by Kemmis and McTaggart. According to them, the process of action research is only poorly described in terms of a mechanical sequence of steps. They described the spiral of self-reflection in terms of a spiral of self-reflective cycles of: planning a change, acting and observing the process and consequences of the change, reflecting of these processes and consequences, and then re-planning, acting and observing, reflecting and so on.<sup>1</sup> This model was development of the concept basic introduced by Kurt Lewind I. Said so, because in one cycle consisted of four parts, they were planning, acting, observing, and reflecting.

##### **a. Planning**

In this step, the writer as the researcher prepared all things related to the lesson. The first, the writer wrote a lesson plan based on the curriculum K-13 and the syllabus of Junior High School of seventh grader in the second semester, and it was comformed with Roundtable

---

<sup>1</sup>Kemmis, et al., *The Action Research Planner: Doing Critical Participatory Action Research* (Singapore: Springer Science+Business Media, 2014), 18.

discussion of video strategy's step. The next was the writer selected some descriptive texts and the animated video that match with the students' level. Then, the writer prepared the test for the students. The last, the writer prepared observation and field notes sheet that filled up by the observer, the writer itself, while the teacher implementing Roundtable discussion of video in the classroom.

b. Acting

In the action step, the teacher taught the students about the descriptive text. First of all, the teacher explain about the objective of the lesson. Then, the teacher explain about descriptive text and gave them examples of descriptive text. The teacher introduced the Roundtable discussion of video strategy. The next, the teacher asked the students to make a group that consisted of five or six students and let them sit with their group. Furthermore, the teacher re-explained the Roundtable discussion of video strategy steps and roles to make sure that the students understood about the strategy. Finally, the teacher asked students to write a descriptive text by using Roundtable discussion of video strategy.

c. Observing

The third step was observing. In this step the writer as the researcher observed the process of teaching and learning writing of descriptive text in the classroom that taught by teacher. It was done together with the implementation of the Roundtable discussion of video



strategy in action step. The writer observe the processes of teaching and learning by using the observation checklist and field notes.

d. Reflecting

In this step, the writer as the researcher analyzed all of the data; Preliminary data, test and observation checklist and field notes. From the data, the researcher can find out about the result of the cycle 1; it is successful, less successful, less success, or failed to achieve the indicator of success. The result of this reflection was used as a consideration to plan the next action for next cycle and to determine whether or not the next cycle is needed. If the cycle 1 was not successful or failed, the researcher identified the causes that make this strategy was not success. Then, the researcher planned cycle 2 to repair the unsuccessful thing in cycle 1.

2. Techniques of collecting the data

The data of this research were collected in quantitative and qualitative data. Quantitative data was writing test. Meanwhile, qualitative data were observation checklist, field notes and interview.

a. Quantitative data

The quantitative data of this research was taken from the test. The purpose of the test was measuring the students' improvement in writing descriptive text before and after the implementation of

Roundtable discussion of video strategy. The test was the teacher asked the students to make a descriptive text. It was done at the end of the cycle.

b. Qualitative data

The qualitative data in this research was taken from observation checklist, field notes and interview. The first was observation checklist and field notes. The researcher observed the process of teaching and learning writing of descriptive text by using the observation checklist and field notes in every meeting, and collected it in each cycle. The second was interview. The interview used to complete the qualitative data. The researcher interviewed some of the students. The interview was done at the end of the cycle.

3. Techniques of analysis the data

The data from the test was analyzed by using calculating the mean.

The formula was:<sup>2</sup>

$$Mx = \frac{\sum fx}{N}$$

Notes:

Mx = Mean

$\sum$  = Sum of the score

f = Frequency

x = Total score

---

<sup>2</sup> Retno Widyaningrum, *Statistik Pendidikan* (Ponorogo: STAIN PO PRESS, 2007), 20-49.

$N$  = Number of students

It was also analyzed by using percentage method, it was follows:

$$P = \frac{fi}{N} \times 100\%$$

Notes :

$P$  = Percentage

$fi$  = Frequency of answer

$N$  = Total number of respondent

Moreover, the data from the observation checklist was analyzed by using percentage method. Then, the writer concluded the result of it.

#### 4. Indicator of Success

The following were indicators form an action this classroom action research:

##### a. The students' achievement

The standard score of SMPN 3 Sawoo was 75. Therefore, this research was successful if Roundtable discussion of video strategy improves students' score in writing descriptive text skill. It was  $\geq 75$ , or in the percentage there were  $\geq 50\%$  the passed students.

##### b. The students' activeness

The factors that change the students' writing skill are found. Which are proven by the data from the observation checklist, field notes

and interview. Furthermore, this research was successful if the percentage of the active students was higher than the passive students.

### E. Research Schedule

**Table 3.1**  
Research Schedule

No	Activity	Date
1	Preliminary observation : Interview with several students at seventh graders in SMPN 3 Sawoo	December 7 <sup>th</sup> , 2017
2	Research proposal	December 1 <sup>st</sup> , 2017 – January 18 <sup>th</sup> , 2018
3	Acting research	Cycle 1 : May 2 <sup>nd</sup> – 3 <sup>rd</sup> , 2018 Cycle 2 : May 9 <sup>th</sup> , 2018
4	Analysis of the research	Cycle 1 : May 4 <sup>th</sup> – 7 <sup>th</sup> , 2018 Cycle 2 : May 11 <sup>th</sup> , 2018
5	Reporting research	May 14 <sup>th</sup> , 2018

## **CHAPTER IV**

### **RESEARCH FINDING**

This chapter presents the result of preliminary study and action cycle that had been done for about two weeks in SMPN 3 Sawoo Ponorogo. Those two headings were discussed respectively as follow; Research setting, cycle explanation, cycle analysis, and discussion.

#### **A. Research Setting**

The research was conducted at SMPN 3 Sawoo Ponorogo, which is located at Jl. Raya Ponorogo-Trenggalek Km 32 Ds Pangkal Kec. Sawoo Kab. Ponorogo.

The research subject was 22 students of VII B class of SMPN 3 Sawoo Ponorogo. There were 11 male and 11 female students. The research was done in two cycles, in every cycles has four stages: planning, acting, observing and reflecting.

#### **B. Cycle Explanation**

##### **1. Cycle 1**

The first cycle was conducted on May 3<sup>rd</sup>, 2018. In this cycle the researcher did two days meeting done in 2x40 minutes for each day.

a. Planning

In this step, the writer as the researcher planned the needed of the research. Based on the observation and the information which are gotten from the English teacher of SMPN 3 Sawoo Ponorogo previously, the researcher prepared the treatment to improve students' writing descriptive text ability.

For the first cycle the teacher did teaching learning process done in two days. The teaching and learning process was using Roundtable discussion of video technique. The cycle hold on the classroom action research procedure that already planned by the researcher, such as the following:

1) Preparing the teaching plan

The writer as the researcher prepared the teaching plan for teaching writing descriptive text at seventh graders in SMPN 3 Sawoo Ponorogo. There were six things that have to be prepared in the teaching plan, they were diagnosis of the needs, formulating the specific objectives, selecting and organizing the content, selecting and organizing the activities, evaluation, and balance and sequence. The researcher found the diagnosis of needs for the seventh graders in learning writing descriptive text based on *Permendikbud no 24 Thn 2016* in the Curriculum 2013. The researcher also made the indicators of teaching writing descriptive text and formulated the specific



objectives. For more details, all of them could be seen in the appendix

1. In addition, the researcher summarized them in the table as follows:

**Table 4.1**  
The Summary of the Teaching Writing Plan in Cycle 1

<b>No</b>	<b>The aspect of the teaching writing plan</b>	<b>Explanation</b>
1	Diagnosis of needs	The students need learning how to write a short descriptive text about animal well
2	Formulating the specific objectives	The students can write a short descriptive text about animal well
3	Selecting and organizing the content	<ul style="list-style-type: none"> <li>- A short explanation about descriptive text of animal</li> <li>- The example of descriptive text about animal titled 'panda'</li> </ul> (For more details, please look at Appendix 1)
4	Selecting and organizing the activities	The learning strategy used Roundtable discussion of video (For more details, please look at Appendix 1)
5	Evaluation	The instrument for evaluation used essay test (For more details, please look at Appendix 1)
6	Balance and sequence	<ul style="list-style-type: none"> <li>- The learning activities used Roundtable discussion of video technique allow the students to learn writing descriptive text</li> <li>- The school organizational structures in SMPN 3 Sawoo are already supportive and flexible in the learning activities</li> <li>- The school climate in SMPN 3 Sawoo support the content and the activities of the curriculum</li> <li>- There is a sequence in the flow of content</li> <li>- The students feel free to express their ideas in writing descriptive text</li> </ul>

## 2) Preparing the material

The researcher prepared the material while selecting and organizing the content of the teaching plan. The material has been

adjusted based on the needs of the seventh-grade students and the objectives of teaching writing descriptive text at the seventh graders. The material has been selected by the researcher from Internet, such as a text and a animated video about animal description. For more details, it could be seen in the appendix 1.

### 3) Preparing the instrument

For the evaluation, the researcher made writing test based on indicators in the teaching plan. The test included knowledge and writing descriptive text skill aspect, in the Curriculum 2013 named KI 3 and KI 4, about the animal. Furthermore, the assessment of the instrument was available in the teaching plan. The researcher also made observation checklist sheet for rate the students' activeness while the teaching and learning process in the classroom. For more details, it could be seen in the appendix 1.

### b. Acting

The writer as the researcher and the teacher did the session on Wednesday-Thursday, 2<sup>nd</sup>-3<sup>rd</sup> May 2018. The usage of Roundtable discussion of video in improving writing descriptive text ability stated the teaching plan. The steps of the teaching plan were:

#### 1) Pre Activity

The teacher gave explanation about descriptive text of animal and the benefits for study it. The next, the teacher gave the examples

of descriptive text about animal titled 'Panda' in sheets of paper and distributed to students. Then, the teacher gave students the opportunity to ask questions about the things students want to know based on a sample of descriptive text about animal titled 'Panda' that has been observed.

## 2) Whilst Activity

The teacher asked students to form group. One group consisted of 4-5 students. The procedure of group must with circular formations, with one table in front of them. Then, the teacher asked students to write simple descriptive text of animal according to animated video in group. The procedure such as: a) The students observed animal animation video; b) The students discussed the description of each animal in the video; and c) The students wrote the animal description text according to the video where each student is required to write at least one sentence in turn. The last, the teacher asked students to convey and present their result of group discussion in the form of animal description text in front of the class.

## 3) Post Activity

The teacher and students did reflection and discussed the benefits of the teaching learning process using Roundtable discussion of video. The teacher and the student made feedback of the lesson. the teacher closed the teaching session.

c. Observing

In this phase the writer as the observer, the observer observed all the aspect in the teaching learning process. The observer used observation sheet to observe students' activeness by seeing their attitude while the teaching and learning process happening. The students' activeness measured from how they involved the learning process and how they followed the instructions. Below is record of the students' activeness during the teaching learning process in the first cycle.

**Table 4.2**  
The record of the students' activeness of cycle 1

No	Students' name	KI 1 Score (max 6)	KI 2 Score (max 9)	Explanation
1	Aan Rivai	2	4	Passive
2	Agus Dwi Setiawan	2	5	Passive
3	Ahmat Jaenuri	3	5	Passive
4	Alkha Maulana Yusuf K.	2	4	Passive
5	Aprilia Novita Sari	6	8	Active
6	Bambang Dwi Saputra	3	4	Passive
7	Denny Wahyu N.	4	6	Active
8	Dicky Adittia Pratama	2	8	Active
9	Dwi Shahrul S. M.	2	4	Passive
10	Erlangga Brilian N.	5	4	Passive
11	Erik Aditias P. S.	3	5	Passive
12	Fadzilah	2	4	Passive
13	Jerry Anto Uguh S.	5	6	Active
14	Kholifatu Rohmad	2	6	Passive
15	Leny Ayu Andila Sari	6	7	Active

16	Prima Yuannita S.	2	6	Passive
17	Qusnul Qotimah	3	6	Passive
18	Rian Aldi Nur Suswanto	2	4	Passive
19	Riza Puspita Ningrum	4	4	Passive
20	Sri Siti Hadiyati R.	6	7	Active
21	Wahyu Safitri	2	4	Passive
22	Zeyka Fransisco	2	5	Passive

Beside activeness, the teacher tested students' achievement, especially in improving students' writing descriptive text ability. The teacher had already taught the material using Roundtable discussion of video, and the observer needed to know the result of the test after the strategy applied. Moreover, the result of the scores showed in the table below:

**Table 4.3**  
The record of the students' achievement of cycle 1

No	Students' name	KKM	Score	Notify
1	Aan Rivai	75	69	Failed
2	Agus Dwi Setiawan	75	67	Failed
3	Ahmat Jaenuri	75	74	Failed
4	Alkha Maulana Yusuf K.	75	70	Failed
5	Aprilia Novita Sari	75	88	Passed
6	Bambang Dwi Saputra	75	74	Failed
7	Denny Wahyu N.	75	77	Passed
8	Dicky Adittia Pratama	75	72	Failed
9	Dwi Shahrul S. M.	75	70	Failed
10	Erlangga Brilian N.	75	77	Passed

11	Erik Aditiyas P. S.	75	74	Failed
12	Fadzilah	75	72	Failed
13	Jerry Anto Uguh S.	75	77	Passed
14	Kholifatu Rohmad	75	72	Failed
15	Leny Ayu Andila Sari	75	84	Passed
16	Prima Yuannita S.	75	72	Failed
17	Qusnul Qotimah	75	74	Failed
18	Rian Aldi Nur Suswanto	75	71	Failed
19	Riza Puspita Ningrum	75	75	Passed
20	Sri Siti Hadiyati R.	75	78	Passed
21	Wahyu Safitri	75	72	Failed
22	Zeyka Fransisco	75	71	Failed

From the table above only 7 students passed the test, and the rest failed, even though there was progress in the cycle 1.

#### d. Reflecting

From the acting and the observing stages, there were strengths and weaknesses in the using Roundtable discussion of video as a technique for teach writing descriptive text.

From the observation above, it can be concluded that:

- 1) Still found many passive students rather than active students.
- 2) A lot of student did not pass the minimum score (KKM) which was 75.
- 3) There were the passive groups during writing class of Rountable discussion of video because of uneven distribution of students.



Based on the reflection above, the researcher decided to continue the research to cycle 2 and the problems in the cycle 1 would be solved in the next cycle.

## 2. Cycle 2

The cycle 2 was conducted on Mey 9<sup>th</sup> 2018. The steps of Classroom Action Research in cycle 2 were:

### a. Panning

The cycle 2 of this classroom action research was conducted based on the result of observation and reflection in the cycle 1. Here, the researcher revised the teaching plan, the material and the instrument. The activities in this stage were as follows:

#### 1) Preparing the teaching plan

In the second cycle, the researcher made a revised teaching plan. The procedure to make the teaching plan was still same with the first cycle. It was still using the six factors to prepare the revised teaching plan, they were diagnosis of the needs, formulating the specific objectives, selecting and organizing the content, selecting and organizing the activities, evaluation, and balance and sequence. For more details, the revised teaching plan could be seen in the appendix 2. The table below was the summary of them.

**Table 4.4**  
The Summary of the Revised Teaching Writing Plan in Cycle 2

<b>No</b>	<b>The aspect of the teaching writing plan</b>	<b>Explanation</b>
1	Diagnosis of needs	The students need learning how to write a short descriptive text about person well
2	Formulating the specific objectives	The students can write a short descriptive text about person well
3	Selecting and organizing the content	<ul style="list-style-type: none"> <li>- A short explanation about descriptive text of person</li> <li>- The example of descriptive text about person titled 'Michael Douglas'</li> </ul> (For more details, please look at Appendix 2)
4	Selecting and organizing the activities	The learning strategy used Roundtable discussion of video (For more details, please look at Appendix 2)
5	Evaluation	The instrument for evaluation used essay test (For more details, please look at Appendix 2)
6	Balance and sequence	<ul style="list-style-type: none"> <li>- The learning activities used Roundtable discussion of video technique allow the students to learn writing descriptive text</li> <li>- The school organizational structures in SMPN 3 Sawoo are already supportive and flexible in the learning activities</li> <li>- The school climate in SMPN 3 Sawoo support the content and the activities of the curriculum</li> <li>- There is a sequence in the flow of content</li> <li>- The students feel free to express their ideas in writing descriptive text</li> </ul>

## 2) Preparing the material

The writer as the researcher used the different material in cycle 2. The material such us; the example of descriptive text titled 'Michael Douglas' and the people animated video picked from Youtube. The researcher chose 'Upin Ipin' for the video.

### 3) Preparing the instrument

The writer as the researcher made writing test based on indicators in the teaching plan. The writing test in cycle 2 had different topic from cycle 1, so the researcher made the different questions for the test in this cycle 2. However, the activeness checklist sheet still was same.

### 4) Acting

The writer as the researcher and the teacher did the session on Wednesday, 9 May 2018. The usage of Roundtable discussion of video in improving writing descriptive text ability stated the teaching plan. The steps of the teaching plan were:

#### 1) Pre Activity

The teacher gave explanation about descriptive text of person and the benefits for study it. The next, the teacher gave the examples of descriptive text about person titled 'Michael Douglas' in sheets of paper and distributed to students. Then, the teacher gave students the opportunity to ask questions about the things students want to know based on a sample of descriptive text about person titled 'Michael Douglas' that has been observed.

#### 2) Whilst Activity

The teacher asked students to form group. One group consisted of 4-5 students. The procedure of group must with circular

formations, with one table in front of them. Then, the teacher asked students to write simple descriptive text of person according to animated video in group. The procedure such as: a) The students observed people animation video 'Upin Ipin'; b) The students discussed the description of each person in the video; and c) The students wrote the person description text according to the video where each student is required to write at least one sentence in turn. The last, the teacher asked students to convey and present their result of group discussion in the form of person description text in front of the class.

### 3) Post Activity

The teacher and students did reflection and discussed the benefits of the teaching learning process using Roundtable discussion of video. The teacher and the student made feedback of the lesson. the teacher closed the teaching session.

### 4) Observing

In the cycle 2 the writer still as the observer, the aspects those were observing still the same, the activeness and the achievement of the students. Here is the record of the students' activeness in the second cycle

.

**Table 4.5**  
The record of the students' activeness of cycle 2

No	Students' name	KI 1 Score (max 6)	KI 2 Score (max 9)	Explanation
1	Aan Rivai	5	7	Active
2	Agus Dwi Setiawan	2	7	Passive
3	Ahmat Jaenuri	5	6	Active
4	Alkha Maulana Yusuf K.	2	5	Passive
5	Aprilia Novita Sari	6	9	Active
6	Bambang Dwi Saputra	4	6	Active
7	Denny Wahyu N.	5	8	Active
8	Dicky Adittia Pratama	5	9	Active
9	Dwi Shahrul S. M.	6	7	Active
10	Erlangga Brilian N.	6	7	Active
11	Erik Aditias P. S.	3	6	Passive
12	Fadzilah	3	6	Passive
13	Jerry Anto Uguh S.	4	7	Active
14	Kholifatu Rohmad	5	7	Active
15	Leny Ayu Andila Sari	6	8	Active
16	Prima Yuannita S.	5	7	Active
17	Qusnul Qotimah	6	7	Active
18	Rian Aldi Nur Suswanto	3	5	Passive
19	Riza Puspita Ningrum	5	6	Active
20	Sri Siti Hadiyati R.	6	9	Active
21	Wahyu Safitri	4	7	Active
22	Zeyka Fransisco	5	7	Active

The observer also analyzed the students' result from the tests that given for knowing the students' achievement. Here was the scores result.

**Table 4.6**  
The record of the students' achievement of cycle 2

No	Students' name	KKM	Score	Notify
1	Aan Rivai	75	78	Passed
2	Agus Dwi Setiawan	75	75	Passed
3	Ahmat Jaenuri	75	78	Passed
4	Alkha Maulana Yusuf K.	75	72	Failed
5	Aprilia Novita Sari	75	94	Passed
6	Bambang Dwi Saputra	75	78	Passed
7	Denny Wahyu N.	75	81	Passed
8	Dicky Adittia Pratama	75	81	Passed
9	Dwi Shahrul S. M.	75	78	Passed
10	Erlangga Brilian N.	75	80	Passed
11	Erik Aditias P. S.	75	77	Passed
12	Fadzilah	75	72	Failed
13	Jerry Anto Uguh S.	75	84	Passed
14	Kholifatu Rohmad	75	81	Passed
15	Leny Ayu Andila Sari	75	88	Passed
16	Prima Yuannita S.	75	81	Passed
17	Qusnul Qotimah	75	82	Passed
18	Rian Aldi Nur Suswanto	75	72	Failed
19	Riza Puspita Ningrum	75	78	Passed
20	Sri Siti Hadiyati R.	75	84	Passed
21	Wahyu Safitri	75	78	Passed
22	Zeyka Fransisco	75	81	Passed

From the table above, there were 19 students passed the test and only 3 students failed.



### 5) Reflecting

In the cycle 2 the students were more serious in doing the assignment and more active in following the instructions in the teaching learning process. They enjoyed the strategy and had fun in the learning writing descriptive text. It means the cycle 2 was successful. It was proven from 22 students, the 19 students could write a short descriptive text well. There was significance improvement in achievement of students' writing descriptive text ability by using Roundtable discussion of video from cycle 1 and cycle 2. From this result can be concluded that improving students' writing descriptive text ability by using Roundtable discussion of video; students at SMPN 3 Sawoo Pnorogo had succeed.

### C. Cycle Analysis

This research had two cycles which every cycle has showed good improvement. Process of data analysis as the results of classroom action research includes the students' understanding the materials and activeness in learning English especially in learning writing descriptive text used Roundtable discussion of video, it was going to showed below:

#### 1. Cycle 1

During the teaching learning process the writer as the researcher observed the students activeness as well. Based on the table 4.1 it can be seen that the students' activeness are as:

**Table 4.7**  
The finding of the students' activeness in the cycle 1

Aspect	Criteria	
	Passive	Active
Activeness	16	6

From the amount above, it can be stated in percentage by formula below:

$$P = \frac{f_i}{N} \times 100\%$$

Notes :

P = Percentage

f<sub>i</sub> = Frequency of answer

N = Total number of respondent

Here is the calculating of the observation data of the students' activeness:

$$\begin{aligned} \text{a. Passive Students} &= \frac{f_i}{N} \times 100\% \\ &= \frac{16}{22} \times 100\% \\ &= 72.73\% \end{aligned}$$

$$\begin{aligned} \text{b. Active Students} &= \frac{f_i}{N} \times 100\% \\ &= \frac{6}{22} \times 100\% \\ &= 27.27\% \end{aligned}$$

Therefore, the observation results of students' activeness as follows:

**Table 4.8**  
The percentage of the students' activeness in the cycle 1

Aspect	Criteria	
	Passive	Active
Activeness	72.73%	27.27%

The observation sheets showed that the students' activeness had low qualification of activeness concerning the percentage above.

The researcher also observed the students' achievement result. It could be seen that the passed students the assignment was lower than the failed students based on table 4.2. Also, the observer measured the average mark of the class. It could be taken the average mark as follows:

**Table 4.9**  
The result of the students' writing test in the cycle 1

No	Students' name	KKM	The students' score in the Cycle 1
1	Aan Rivai	75	69
2	Agus Dwi Setiawan	75	67
3	Ahmat Jaenuri	75	74
4	Alkha Maulana Yusuf K.	75	70
5	Aprilia Novita Sari	75	88
6	Bambang Dwi Saputra	75	74
7	Denny Wahyu N.	75	77
8	Dicky Adittia Pratama	75	72
9	Dwi Shahrul S. M.	75	70
10	Erlangga Brilian N.	75	77
11	Erik Aditiyas P. S.	75	74
12	Fadzilah	75	72

13	Jerry Anto Uguh S.	75	77
14	Kholifatu Rohmad	75	72
15	Leny Ayu Andila Sari	75	84
16	Prima Yuannita S.	75	72
17	Qusnul Qotimah	75	74
18	Rian Aldi Nur Suswanto	75	71
19	Riza Puspita Ningrum	75	75
20	Sri Siti Hadiyati R.	75	78
21	Wahyu Safitri	75	72
22	Zeyka Fransisco	75	71

Cycle 1

$$M_x = \frac{\sum_{i=1}^n X_i}{n}$$

$$M_x = \frac{1630}{22}$$

$$M_x = 74.09$$

Based on the table 4.2 the percentage of passed failed students as follows:

$$P = \frac{f_i}{N} \times 100\%$$

Percentage of passed students is:

$$P = \frac{f_i}{N} \times 100\%$$

$$P = \frac{7}{22} \times 100\% = 31.82\%$$

Percentage of failed students is:

$$P = \frac{f_i}{N} \times 100\%$$

$$P = \frac{15}{22} \times 100\% = 68.18\%$$

**Table 4.10**  
The percentage of passed and failed students in the cycle 1

Cycle 1	Result	
	Passed	Failed
Total Students	7	15
Percentage	31.82%	68.18%

From the table above, the result of the first cycle showed that students could reach the standard of minimal were less than 50 %. The standard of Mastery Minimum Criteria Score for English subject at SMPN 3 Sawoo Ponorogo was 75. Therefore, improving students' writing descriptive text by using Roundtable discussion of video technique at VII B grade at SMPN 3 Sawoo Ponorogo in the first cycle should be continued in the second cycle.

## 2. Cycle 2

In the second cycle, the writer still as the observer observed as well. The writer showed the result of the students' activeness based on table 4.3, could be seen as follows:

**Table 4.11**  
The finding of the students' activeness in the cycle 2

Aspect	Criteria	
	Passive	Active
Activeness	5	17

From the amount above, it can be stated in percentage by formula below:

$$P = \frac{fi}{N} \times 100\%$$

Notes :

P = Percentage

fi = Frequency of answer

N = Total number of respondent

Here is the calculating of the observation data of the students' activeness:

$$\begin{aligned} \text{a. Passive Students} &= \frac{fi}{N} \times 100\% \\ &= \frac{5}{22} \times 100\% \\ &= 22.73\% \\ \text{b. Active Students} &= \frac{fi}{N} \times 100\% \\ &= \frac{17}{28} \times 100\% \\ &= 77.27\% \end{aligned}$$

Therefore, the observation results of students' activeness as follows:

**Table 4.12**

The percentage of the students' activeness in the cycle 2

Aspect	Criteria	
	Passive	Active
Activeness	22.73%	77.27%

The observation sheets show that the students' activeness had higher qualification of activeness concerning the percentage above, better than the cycle 1.



The researcher also observed the students' achievement result. It could be seen that the passed students the assignment was lower than the failed students based on table 4.2. Also, the observer measured the average mark of the class. It could be taken the average mark as follows:

**Table 4.13**  
The result of the students' writing test in the cycle 2

No	Students' name	KKM	The students' score in the cycle 2
1	Aan Rivai	75	78
2	Agus Dwi Setiawan	75	75
3	Ahmat Jaenuri	75	78
4	Alkha Maulana Yusuf K.	75	72
5	Aprilia Novita Sari	75	94
6	Bambang Dwi Saputra	75	78
7	Denny Wahyu N.	75	81
8	Dicky Adittia Pratama	75	81
9	Dwi Shahrul S. M.	75	78
10	Erlangga Brilian N.	75	80
11	Erik Aditiyas P. S.	75	77
12	Fadzilah	75	72
13	Jerry Anto Uguh S.	75	84
14	Kholifatu Rohmad	75	81
15	Leny Ayu Andila Sari	75	88
16	Prima Yuannita S.	75	81
17	Qusnul Qotimah	75	82
18	Rian Aldi Nur Suswanto	75	72
19	Riza Puspita Ningrum	75	78
20	Sri Siti Hadiyati R.	75	84
21	Wahyu Safitri	75	78

22	Zeyka Fransisco	75	81
----	-----------------	----	----

Cycle 1

$$M_x = \frac{\sum_{i=1}^n X_i}{n}$$

$$M_x = \frac{1753}{22}$$

$$M_x = 79.68$$

Based on the table 4.4 the percentage of passed failed students as follows:

$$P = \frac{f_i}{N} \times 100\%$$

Percentage of passed students is:

$$P = \frac{f_i}{N} \times 100\%$$

$$P = \frac{19}{22} \times 100\% = 86.36\%$$

Percentage of failed students is:

$$P = \frac{f_i}{N} \times 100\%$$

$$P = \frac{3}{22} \times 100\% = 13.64\%$$

**Table 4.14**

The percentage of passed and failed students in the cycle 2

Cycle 1	Result	
	Passed	Failed
Total Students	19	3
Percentage	86.36%	13.64%

From the table above, the result of the second cycle showed that students could reach the standard of minimal were more than 50 %. The

standard of Mastery Minimum Criteria Score for English subject at SMPN 3 Sawoo Ponorogo was 75. Therefore, improving students' writing descriptive text by using Roundtable discussion of video technique at VII B grade at SMPN 3 Sawoo Ponorogo in the in the second cycle had succeed, did not need the next cycle.

#### **D. Discussion**

This research is conducted to solve the students' writing problems especially for writing descriptive text by using Roundtable discussion of video for the seventh grade. It has been examined that Roundtable discussion of video can solve the students' problems in writing descriptive text, and it is one of the effective technique which can be applied in teaching and learning process. This discussion of this research explains that the use of Roundtable discussion of video is effective to solve the students' problems, especially for the seventh grade, in writing descriptive text.

Roundtable discussion of video is a combination of Roundtable discussion as a technique and video as a media. Roundtable is one of techniques of cooperative learning. It is a form of academic discussion. This technique is useful for brainstorming, reviewing, or practicing a skill.<sup>1</sup> The teacher asks students to collaborate in small groups on a specific prompt that can generate multiple responses. Students share a single piece of paper that gets passed around

---

<sup>1</sup>Jette Stenlev and Peter Siemund, "Roundtable as Cooperative Learning Technique," ..... , 40-45.

their circle rapidly. The goal is to generate as many responses as possible from all members of the group in a defined period of time.<sup>2</sup>

Moreover, video can help students to get some ideas while writing activity. Video also can help students to re-visit and review the material. Bransford, Brown, & Cocking discuss video use in the classroom and the importance of interactivity in helping students to learn by being able to re-visit and review the material. They emphasize the potential of technology to help learning, but only if it is used properly.<sup>3</sup> According to Fransen the use of video in the classroom as a media learning can play a part at many levels of E-learning and can be used for distributing information, creating interaction within the learning process and as a part of the collaborative process.<sup>4</sup>

The result of this research showed that the students' activeness involved the learning process in improving students' writing descriptive text ability by using Roundtable discussion of video and it was showing the improvement of the students' achievement in the process English learning as the foreign language. The writer as the researcher has found the strategy which could solve the problem at SMPN 3 Sawoo Ponorogo like as the teacher expected. The comparison of the cycles could be analyzed in these charts below:

---

<sup>2</sup> Barbara Lom, "Classroom Activities: Simple Strategies to Incorporate Student-centered ..... A64-A71.

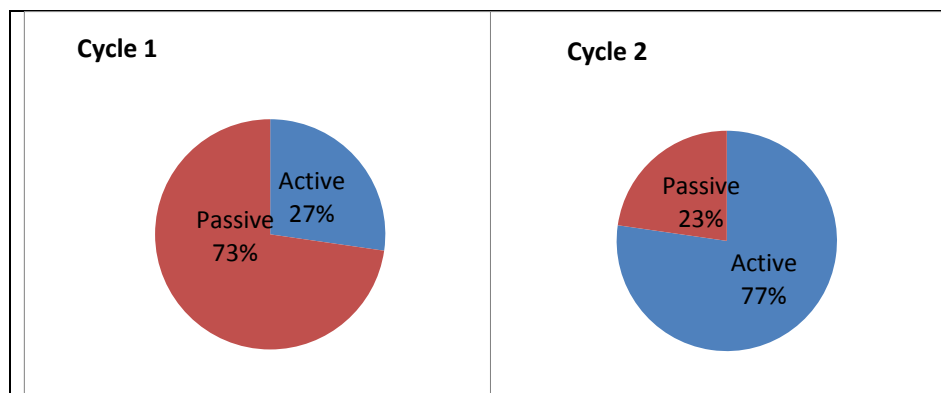
<sup>3</sup> Cited by ZacWoolfitt, *The effective use of Video in Higher Education*, ..... 5.

<sup>4</sup> *Ibid.*, 21.

## 1. The Students' activeness

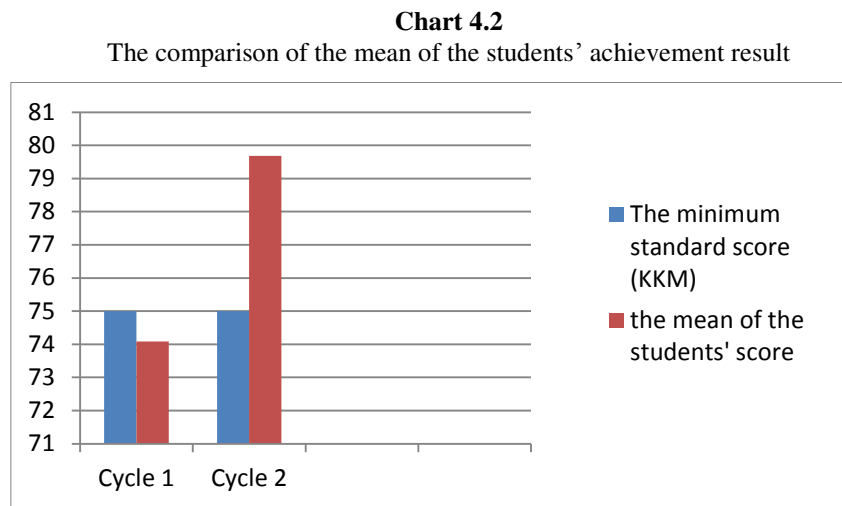
**Chart 4.1**

The comparison of the results of the records students' activeness



Based on the charts, it could be seen that the students' activeness in the first cycle and the second cycle had specific differences. In the first cycle the teaching learning process only had 27% who were active and 73% students were passive. It happened because the technique, Roundtable discussion of video, was new thing for the students. The teacher never applied yet this technique previously, so the students were still adapting to this technique. Then, in the right chart, it could be seen that the active students was more than the passive students. There were decreasing more than 50% for the students who were active, it was 77%, and the percentage of passive students only was 23%.

## 2. The students' achievement



Based on the chart, in the first cycle, it could be seen that the red graphic was lower than the blue graphic. It signified that the mean of the students' score in the cycle 1 was lower than the minimum standard score. This result proved that the learning proses by using Roundtable discussion of video to improve the students' achievement in the writing descriptive text ability was not be successful yet. So the cycle 2 was held.

In the second cycle, the red graphic was higher than the blue graphic. It signified that the mean of the students' score reached the minimum standard score already. This result proved that the learning process by using Roundtable discussion of video to improve the students' achievement in the writing descriptive text ability was be successful.



## CHAPTER V

### CLOSING

This chapter presents conclusion and recommendation. The conclusion is from the findings and discussions on chapter IV. On the basic of those findings, the recommendation then could be made.

#### A. Conclusion

Based on the result and the discussion in chapter IV can be concluded that Roundtable discussion of video is able to improve students' writing ability of descriptive text for the seventh-grade students of SMPN 3 Sawoo Ponorogo. Moreover, Roundtable discussion of video is effective to be used by the teacher to teach writing descriptive text at the seventh-grade class, and also it is effective to improve students' writing ability of descriptive text.

This study was held into two cycles. In the first cycle, the average score of the students reach 74.09 which the minimum score is 75. If on percentage, there is 31.82% students who have passed and 68.18% students who have failed. Besides that, the students who are active only 27.27%, and 72.73% students are passive. This result is still far from the writer's expectations as the researcher of this study. Those still require some improvements which are presented in the reflection section, and continue into the second cycle.

There are some improvements in the second cycle, such as rearranging the distribution of the student group and selecting again the instruments. It is

very influential in the performance of students in the group. In this cycle, the students reach 79.68 for the average score. This result has exceeded the minimum score, and it is higher than the first score result. For the percentage, 86.36% students are passed and only 13.64% students are failed, then 77.27% students are active and the passive student are only 22.73%. The percentage in this cycle is more than 50% enough, so it means that the number of students' activeness and students who passed have increased.

## **B. Recommendation**

Based on conclusion above, it can be delivered some recommendations that might be useful for English teachers of Seventh-grade, students and other researchers as follows:

### 1. For the English teachers of the Seventh-grade

The researcher recommends to the English teachers of the Seventh-grade that they should give the motivation to the students. So, the students will be more interested in teaching learning process. The researcher also recommends the teachers to use the various techniques such as Roundtable discussion of video for teaching writing descriptive text in order to make the students easier understand and create a short descriptive text, and also they will not bored while teaching and learning process.

2. For the students of the Seventh-grade

After getting material by using Roundtable discussion of video technique, the students hopefully can improve their achievement in writing ability of the descriptive text. Besides that, the students should be more active to answer the questions that given by their teacher. So, the students are expected to be more interested in teaching process by using various techniques.

3. For the other researchers

The researcher knows that this research is far for being perfect. The researcher hopes this research will be used for the other researchers to conduct the research in similar technique especially using Roundtable discussion of video in the different skill, such as listening, speaking or reading skills. This research is expected to give more knowledge about the use of Roundtable discussion of video technique.

## BLIBIOGRAPHY

- Ahmadi. *Manajemen Kurikulum: Pendidikan Kecakapan Hidup*. Yogyakarta: Pustaka Ifada, 2013.
- Anonim. *Tingkat Membaca dan Menulis Masyarakat Indonesia Rendah*. Palugadanews.com, 2016, (Online), (<http://www.palugadanews.com/2016/04/tingkat-membaca-dan-menulis-indonesia-rendah/>, accessed on February 25<sup>th</sup>, 2018)
- Ariyanti. "The Teaching of EFL Writing in Indonesia". *Journal of Dinamika Ilmu*, 2. 2016: 273-274.
- Brown, H. Douglas. *Language Assessment: Principles and Classroom Practices*. New York : Longman, 2004.
- Byrne, Donn. *Teaching Writing Skills*. England: Longman Group UK Limited, 1988.
- Dalton, Stephanie Stoll. *Five Standards for Effective Teaching: How to Succeed with All Learners*. Jossey-Bass: San Francisco, 2008.
- Denning, David. *Video in Theory and Practice: Issues from Classroom Use and Teacher Video Evaluation*. University of Victoria, (No date).
- Hidayat, Atep Afia. *Budaya Menulis di Kampus Indonesia Sangat Rendah*. Kompasiana, 2012, (Online), ([https://www.kompasiana.com/atep\\_afia/budaya-menulis-di-kampus-indonesia-sangat-rendah\\_550e1851813311c02cbc6266](https://www.kompasiana.com/atep_afia/budaya-menulis-di-kampus-indonesia-sangat-rendah_550e1851813311c02cbc6266), accessed on February 25<sup>th</sup>, 2018)
- Heinich, Robert , et al. *Instructional Media and Technologies for Learning Seventh Edition*. New Jersey: Pearson Education, 2002.
- Irmalia, Maya. "Indonesian Interference in Students' Writing", *English Education Journal (EEJ)*. 2016: 504-506.

- Kemmis, et al. *The Action Research Planner: Doing Critical Participatory Action Research*. Singapore: Springer Science+Business Media, 2014.
- Kurniawan, Boycod . “Generic Structure and Language Features of Descriptive Text Written by Junior High School Students of SMP Islam Kalibaru” . Thesis, UNJ, Jember, 2015.
- Lom, Barbara. “Classroom Activities: Simple Strategies to Incorporate Student-centered Activities within Undergraduate Science Lectures.” *Journal of Undergraduate Neuroscience Education*, 2012: A64-A71.
- Meriam Webster. (Online), (<https://www.merriam-webster.com/dictionary/video> , accessed on January 3<sup>rd</sup>, 2018)
- McLeod,Joyce, et al. *The Key Elements of Classroom Management: Managing Time and Space, Student Behavior, and Instructional Strategies*. USA: Association for Supervision and Curriculum Development. 2003.
- Nunan, David. *Language Teaching Methodology: A Text book for a Teacher*. New york: Prentice Hall, 1991.
- . *Practical English Language Teaching*. New York: McGraw Hill. 2003.
- Permendikbud No 021 Year of 2016 about Standard Content of Primary and Secondary Education.
- Rivai, Ita Miftahussaidah et al. “The Effectiveness of Using Video on Students’ Writing Ability in Teaching Descriptive Text (A Case Study At Tenth Grade of SMK Pasundan 1 Kota Serang),” *Journal of English Language Studies*, 2017: 155.
- Satria. “Minat Menulis Jurnal Ilmiah di Indonesia Rendah”, Universitas Gajah Mada, 2014, (Online), (<https://ugm.ac.id/id/berita/8905-minat.menulis.jurnal.ilmiah.di.indonesia.rendah>, accessed on February 25<sup>th</sup>, 2018)

Setyaningsih, "The Effectiveness of Roundtable Technique for Teaching Descriptive Writing (An Experimental Research at The Seventh Grade Students of SMP Negeri 1 Kedungreja, Cilacap in Academic Year 2014/2015)." Thesis, UMP, Purwakarta, 2015.

Steffe, Errin M., and Philippe Duverger, "Edutainment with Videos and its positive Effect on Long Term Memory," *Journal of Advancement of Marketing Education*, 2012: 6-8.

Stenlev, Jette, and Peter Siemund, "Roundtable as Cooperative Learning Technique," *Journal of English Language and Linguistics*, 2011: 40-45.

Stufflebeam, and Coryn. *Evaluation Theory, Models, and Applications (Second Edition)*. Jossey-Bass: San Francisco, 2014.

Undang-Undang Republik Indonesia No 20 year of 2003, (Online), ([http://kelembagaan.ristekdikti.go.id/wp-content/uploads/2016/08/UU\\_no\\_20\\_th\\_2003.pdf](http://kelembagaan.ristekdikti.go.id/wp-content/uploads/2016/08/UU_no_20_th_2003.pdf) searched at 9.33 AM on March 25<sup>th</sup>, 2018)

Widyaningrum, Retno. *Statistik Pendidikan*. Ponorogo: Stain Po Press, 2007.

Woolfitt, Zac. *The effective use of Video in Higher Education*, Lectorat Teaching, Learning and Technology. Rotterdam: Inholland University of Applied Sciences, 2015: 5.

Yuwono, Dolar. *Writing I from Practice to Theory: Getting Smart and Creative to Write*. Yogyakarta: PustakaFelicha, 2015.