



Improving Writing Skill on Report Text by Using RCG Strategy with PPT for Students of Senior High School

Dessy Ayu Ardini⁽¹⁾, Herlina Rahmawati⁽²⁾, Wiratno⁽³⁾

Universitas PGRI Adi Buana Kampus Blitar, Indonesia

E-mail: ⁽¹⁾dessyardini@gmail.com, ⁽²⁾herlinarahmawati007@gmail.com, ⁽³⁾wiratnoray@gmail.com

Received: 17 April 2022; Revised: 20 May 2022; Accepted: 25 May 2022

Abstract

In writing Report text, students need not only correction but also guidance in making the written product better. Overcoming this problem, the researchers used Responding, Correcting and Guiding (RCG) Strategy with Power Point (PPT) to solve it. The researchers designed the research problem as follows: How can RCG Strategy with PPT improve writing skill on report text for senior high school students? After applying RCG Strategy in cycle I, the students' average score result in this cycle was 72.5%. This result was still not satisfying. 55.33% or 8 students could not reach the mean score target of 75. Therefore, the research should continue to the next cycle. In cycle II, the students' average score was 82.33%. There were only 13.33% or 2 students who got bad scores, it meant that the criteria success had been met and this cycle should be discontinued. Based on the findings, the English teachers were recommended to use RCG for enhancing students' writing skill by applying all the ways in this strategy, they were: Reacting to the Students' Work, Correcting to the Students' Work, Responding to the Students Work, Peer Review, Training Students to Self-Edit and Self-Correct and Making Homework Successful.

Keywords: Improving, RCG Strategy, Writing, Report Text

Introduction

English is being taught in Indonesian curriculum since Junior High School until Senior High School to prepare the students facing the globalization era. In these levels, the students learn Basic English skills namely listening, speaking, reading, and writing.

Writing is an essential skill as a productive skill that deals with the way to organize the ideas. According to Bereiter and Scardamalia in (Teaching Academic, n.d.) stated that writing is telling and transforming knowledge. They explained that knowledge telling is about personal experiences or opinions and knowledge transforming necessitates telling about a theme, finding the material needed for analysis and modifying one's thinking. From the statements of language expert above the researchers concludes that writing is a process of brainstorming and

forming the ideas, writing it on a piece paper, revising, and editing them.

According to Cox in (Nawawi, 2011), she categorizes the objective of writing into four categories, namely to inform, to persuade, to amuse, and to satirize. The researchers think that writing requires a long process that is not easy and good ability to build creativity as well as organizing ideas. Therefore, some experts describe the writing process into several parts. (Harmer, 2004) explained there are four elements in writing process; they are Planning, Drafting, Editing (Reflecting and Revising) and Final version.

In writing, there are genres of text and each of them has different function. Based on the syllabus, for the second grade students of Senior high school, the students will learn about Report Texts. The aims of this material are the students can identify the language features, ge-

neric structure and purpose of the text to differentiate one kind of texts with other texts to compose a Report Text. Report text tries to explain the detail of things as they are (Saifullah, n.d.). The generic structures of report text are general classification and description. In addition, the language features are presenting participant in general, implementing conditional logical conjunction, applying simple present tense, ignoring sequence conjunctions, using nouns and noun phrases, using technical or scientific terms, applying linking verbs, using action verbs, and completing the report with photographs, diagrams, maps, etc.

From the researchers' observation result, the students' difficulty in writing is their knowledge about genre of text is less. Many of them do not know about the differences of Descriptive Text and Report Text. Only a few students know and are able to distinguish them. This is because there is no clear explanation from their teacher. Besides that, the students felt so bored; they are not interested in writing because the teacher uses conventional strategy. In several moments, teacher dominates the class, whereas the students are placed as the passive learners. This condition might cause the difficulty in learning. In addition to the various problems of students, the researchers also describe the teacher's obstacle in teaching writing. The main problem of the teacher is the teacher needs additional media, such as LCD projector. LCD projector is very essential in classroom activities. It can help students focus, because they will be more interested in learning.

The fact, from English score in preliminary study, the mean scores of writing is lower than Minimum Mastery Level (MML) of Senior high school that is 75. From the data, 66.67% of the students get low score, 26.67% get medium score, and 6.66% get high score. To overcome these problems, the researchers think there are mistakes in applying a learning strategy in the classroom. The teacher should use interesting learning strategy to attract the students interest in learning writing. Teacher may use the Responding, Correcting, and Guiding Strategy with PPT to develop the students' writing skill on Report Text. Responding, Correcting and Guiding (RCG) is one of strategy which is published by (Harmer, 2004). The main principles in which the Responding, Correcting, and Guiding strategy are this strategy focus in students' idea and perception especially in writing class.

To teach writing report using RCG, consider the following strategies: how to react to students' work, how to correct the students' writing, how to respond to students' writing, how to apply peer review, how to train the students to do self-edit and self-correct, and how to do homework carefully. According to the researchers' opinion, this strategy can make students' motivation in learning writing better. It is very appropriate to teach writing. Moreover, this strategy is also combined with teaching using Microsoft Power Point. The purpose is to make students interested with the lesson. They will be active and creative learners.

Materials and Method

Research Design

The research design was Classroom Action Research (CAR). The researchers used this research design because the researchers found several problems in the class that should be investigated. According to (Troudi & Nunan, 1995) "Research in English learning was a scientific activity that aimed at investigating the rules that worked in the process of English Learning". Observing, describing, analyzing, and explaining were the stages in English learning research activities. The nature of the data and the objective of the research were the determiners how the stages were done. To solve the English teaching learning problem in the classroom, the teacher can conduct CAR. It was conducted in a cycle; the cycle will be continued when the result is not satisfaction. The next cycle will be done after revising the lesson plan. Each cycle begun with lesson planning, implementing the plan, observing the implementation and reflecting or evaluating the process and the result of implementation. Based on the explanation of the language expert above the researchers concluded that CAR was an approach for English teachers to collect data systematically and reflect on their works and make improvement in their English classroom activities and it was appropriate ways to know problems that found in the class. CAR was practical studies which were intended to improve classroom activities. This research was one of the efforts from researchers to create various activities to enhance the quality of learning in the classroom.

Research Procedure

In this Classroom Action Research, the researchers used the spiral model with the steps as follows:

Identification of the Problem

Pre-Test

The identification of the problem was started by observing and recording the technique applied by the English teacher in presenting material. The researchers gave English Pre-test and Questionnaire for the students.

Questionnaire

Finishing the observation and interview with the teacher about the teaching learning process that had been done, the researchers found that the classroom activities was ineffective because the technique did not run well so that it cannot raise the learning motivation of the students which caused the writing skill score was low.

From the questionnaire, the researchers knew that the students had bad motivation, concentration and interaction with their friends. They felt bored when the teacher explained the material. They want the learning process could be fun and interesting.

Planning

In the planning stage the researchers designed the lesson plan, prepared the research instrument, and prepared the criteria of success. In this activity the researchers prepared RCG Strategy for improving the students' motivation and students' writing skills, especially to write Report Text.

Designing Lesson Plan

The researchers formulated the lesson plan referring to the current curriculum. The standard competence in the second semester was to respond the meaning and rhetorical steps accurately, fluently, and mutually with the nearest environment in the form of Report Text.

Preparing Research Instrument

Before doing the research, the researchers arranged some instruments. They were a model of Report Text; RCG layout, students' presence and evaluation sheet.

Preparing Criteria of Success

To determine whether the teaching process was successful or not, the researchers had standards of success. The standards successes in this study were described below:

a) The students became active learners. It was indicated by asking the teacher actively

- b) The average score of daily test and post test was greater than or equal to 75.
- c) The students could work collaboratively with the teacher and their friends.
- d) The students could develop their idea and creativity in writing.

Acting

In this phase the researchers started to apply and to develop the students writing ability through RCG Strategy on Report Text based on action scenario.

Observing

In the observing phase, the researchers collected and observed the data about many aspects or events that happened during the action implementation. The researchers used observation to collect the data. The qualitative data was obtained from the field notes and questionnaire. It included the attitude, interest and creativity of the students to learn English. The direct interview among the researchers, the teacher and the students supported the data. Then the data were analyzed descriptively. The quantitative data was obtained from the students' scores in writing test.

Reflecting

After completing observation stage, the researchers analyzed the data to determine whether the Minimum Mastery Level (MML) had been reached or not. If the MML had not been reached, the cycle continued to the next.

Mastery Learning

The target MML was reached if the student's writing scores was greater than or equal to 75. It was based on the standard of mastery learning from Senior high school. The researchers determined the students' score into qualitative way by classifying them into categories of very good, good, enough, and bad. It was to measure the students' mastery in learning a subject, especially in learning English. The four categories were described as follows:

1. Very Good, if the students could master all of the subject matter well. (91% to 100% or score of 96-100)
2. Good, if the students mastered almost all the subject matter. (81% to 90% or score 86-95)
3. Enough, if the students mastered the subject matter only. (71% to 80% or score 75-85)
4. Bad, if the students mastered the lesson less

than (61-70% or score 0-74)

To determine whether the cycle succeeded or not, the researchers had prepared the following criteria. The students were able to achieve the average score in their final writing, which would be analyzed by using the scoring rubric which suggested by (Brown, 2004).

Results and Discussion

Acting

The implementation of the CAR in writing Report Text by using RCG Strategy for cycle I was done in three meetings. In this research, the first researcher became the teacher. In the last meeting, the researchers held test in cycle I. Time allotment was 2 X 45 minutes.

Observing

The second and third researchers became the observers in this step. In the observing phase, the researchers collected and observed the data about many aspects or events that happened during the action implementation in Cycle I. The data were obtained from the field notes and writing test. He collected both of qualitative and quantitative data. The qualitative data were from field notes and it included of the attitude, interest and creativity of the students to learn English. The direct interview among the researchers, the teacher and the students supported the data. The data were gathered and analyzed descriptively. Then, the quantitative data were collected from students' score in writing test.

Observer Field Notes

Based on the researchers' field notes, the implementation of RCG Strategy in the class could run passably. At the beginning, the students were fascinated with the method. The students could follow the lesson properly. When they did not comprehend about the lesson, some students asked the researchers to get the clear explanation. They focused on the subject. It meant that teaching by using RCG Strategy with PPT could make students enjoy the lesson. But the different condition happened when the teacher asked them for writing. Here, the researchers found several problems. There were students who kept talking with their friends. They did not focus. It caused the condition in the class became noisy. Moreover, the students felt difficult to increase their idea. Most of them felt confused to translate their sentences into English.

Quantitative Data

The researchers got the qualitative data from students' score in cycle I, then the researchers classified the students' scores into four categories; they were very good, good, enough, bad. The percentage was used to measure the frequency of the students' scores into percentage. Then, based on the test, the researchers analyzed the result of the students' learning achievement on first cycle. There were 53.33% students got bad score (0-74), 33.33% students got enough score (75-85), 13.34% students got good score (86-95), and 0% students got very good score (91-100). The English Minimum Mastery (MML) Level in Senior high school was 75. The researchers found there were 8 students got score 0-74, 5 students got score 75-85, 2 students got score 86-95, and there was no students got 91-100. Based on those categories, 8 students (53.33%) did not pass the MML and 7 students (46.67%) passed the MML. The students' average score in first cycle test was 72.5%. It showed that average score was in enough categories.

Reflecting

After applying this Strategy, the student's score in writing was better than previous score in preliminary test. Table 1 below shows the score. But, it was still not enough, the researchers still found many problems in teaching and learning activities. Some students could not focus to the lesson, so they did not adsorb the material which taught by the teacher. The researchers also found several mistakes in students' work. They could not organize their idea in writing. The outcome of observation in first cycle presented 55.33% of the students got bad score. There were 8 students did not passed MML of Senior high school. So this cycle could not reach the criteria success. It meant that teaching learning process in cycle I was not satisfying enough and should be continued in the next cycle. From the data above, the teacher and the researchers had a good plan which would be done in cycle II. The teacher would motivate the students more so the students felt more confident to do their writing. The researchers also learned about the students' mistakes in writing and he would support to overcome their problems, so that the student would not fail again.

Cycle II Re-Planning

From the problem in cycle I, the researchers should plan some alternative ways to over-

come the issue that happened in first cycle. In first cycle, there were so many students made mistakes in their writing like a mistake in word order, a mistake in subject and verb agreement, and a mistake in verb tense. The researchers found so many sentences that its meaning was unclear. The picture below shows the example of students work.

Table 1. Students' score in Pre-test and after Cycle 1

Score	Category	Number of Students			
		Pre - test	percent	Cy- cle 1	Per- cent
<75	Bad	10	66.67	8	53.33
75 – 85	Enough Good	4	%	5	%
86 – 95	Very good	1	26.67	2	33.33
95 – 100	good	0	%	0	%
			6.66%		13.34
			0%		0%

They were still confused to organize their idea. They also found problems for translating their sentence into English. Because of these problems, the researchers should explain again about the language features of Report Text. Besides that, he also gave some ways in writing for the students so that they would not feel difficult to translate their sentences and they could write easier. The researchers had arranged the strategy that would be applied in teaching and learning process of writing by implementing RCG Strategy in the cycle II. He had prepared the material well. He also used lesson plan to improve the students' activities and participations. Before the action was implemented in the class, the researcher explained again the learning strategy to the students. The researcher motivated all the students to do their best because their result of previous test was unsatisfactory.

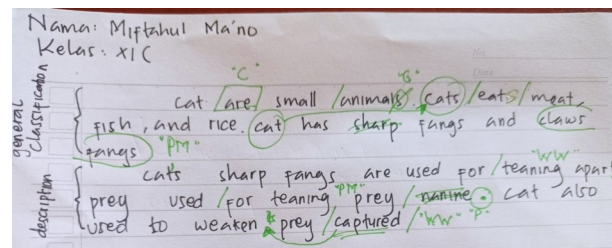
Acting

The implementation of the CAR by using RCG Strategy for cycle II was done in three meetings. In the last meeting, the researchers held test in cycle 2. Time allotment was 2 X 45 minutes.

Observing

In the observing phase, the researchers collected and observed the data about many aspects or events that happened during the action implementation in cycle II. The data were obtained from the

questionnaire that obtained after implementation, field notes and writing test. The data of field notes included of the attitude, interest and creativity of the students to learn English. The direct interview among the researchers, the teacher and the students supported the data.



Picture 1. Example of student's work

Observer Data Questionnaire

After applying RCG Strategy, the researchers distributed questionnaire to the students. The table below shows the result of the questionnaire. The result from the questionnaire, this English major is delivered as English for general purposes (EGP), not in specific purposes as what mechanical engineering students needs (95%). In short, the questionnaire found that 100% students agreed that it is necessary to develop ESP book for them.

In addition, Principal of Mechanical Engineering Major UNU Blitar explained that students in mechanical engineering should have ability about English mastery. In this way, they will need English mastery to do *Job Search Skills*. Beside, in the field of technique and industry instruction, students will discover *function* and *ability* in the English language. Most of instruments in laboratory and workshop use English language, also with the identification of the materials and compositions.

Production Manager of PT. SANMAS DWIKA ABADI was also stated that the use of English in their company is uncontested. This company always recruits employee who have mastered English language due to most of the working process in this area needs English mastery in writing, listening, speaking and reading, for example, to arrange Certificate of Analysis (COA), Material Safety Data Sheet (MSDS) and Quality Control (QC). Also, working procedure whether in the process of how the machine works or how to operate the engine panel, all of them are written and explained in English language. In

addition, the customers who come from other countries require the employee especially for the engineer to have English speaking ability to make the communication process easier. Based on the need analysis result above, it was concluded that the development of ESP supplementary book for mechanical engineering students was necessary.

Net, there found three process of development, those were (1) product arrangement; (2) product testing; and (3) product revision. Consid-

students' motivation in learning English.

Observer Field Notes

The researchers observed the teaching learning process in cycle II. Over all, the situation and condition in the class was better than cycle I. The students and the researchers could work collaboratively. It could be seen that

Table 2. Students' questionnaire result

No.	Question	Result
1.	<i>Apakah kalian menyukai pelajaran Bahasa Inggris setelah guru mengajar menggunakan RCG Strategy?</i>	13 students said liked 2 students said disliked
2.	<i>Menurut kalian, bagaimana pelajaran writing menggunakan RCG Strategy?</i>	11 students said it's easy 4 students said it's difficult
3.	<i>Apakah kalian suka pelajaran setelah penerapan strategi belajar ini?</i>	11 students said they liked 2 students said less liked 2 students said disliked
4.	<i>Bagaimana menurut kalian tentang pelajaran menulis, setelah menggunakan strategi belajar ini?</i>	8 students said easy 4 students said difficult 3 students said very difficult
5.	<i>Kesulitan apa yang kalian jumpai saat menulis berbahasa Inggris?</i>	10 students said it's difficult to translate sentences 5 students said it's difficult to translate sentences because they lacked of vocabulary
6.	<i>Apakah kalian menyukai cara mengajar guru bahasa Inggris kalian di kelas khususnya menulis?</i>	11 students said like their teacher 3 students said very like their teacher 1 student dislike their teacher
7.	<i>Bagaimana cara mengajar guru di kelas khususnya dalam pelajaran menulis menggunakan RCG strategi?</i>	10 students said interesting 3 students said uninteresting 2 student said monotone
8.	<i>Bagaimana menurut kalian, mengajar menggunakan Power Point?</i>	13 students said interesting 2 students said uninteresting
9.	<i>Apakah kalian menganggap pelajaran menulis bermanfaat?</i>	12 students said useful 3 students said useless
10.	<i>Apa yang seharusnya dilakukan oleh guru bahasa Inggris untuk meningkatkan pembelajaran menulis agar lebih menarik?</i>	All students said that the teacher should use media in teaching learning activity and make the classroom situation joyful and interesting

Having the result, it could be concluded that the students' motivation in learning English was better than before implementation this strategy. The students became more interested with English. They focused on the lesson which taught by the teacher. They also became active learners. They would ask the teacher if they got problems. It meant that teaching writing by using this strategy could improve the

there was no student who made the condition of the class became noisy. All of the students focused on the material. The researchers showed that he could growth the students' motivation in writing. The students would like to get a better score in second tests. The students could work maximally.

Quantitative Data

The researchers got the qualitative data from students' score in second cycle, then the researchers classified the students' scores into four categories; they were very good, good, enough, bad. The percentage was used to measure the frequency of the students' scores into percentage. Then, based on the test that had been done, the researchers analyzed the outcome of the students' learning accomplishment on second cycle. Based on the data, there were 13.33% students got bad score, 46.67% students got enough score, 26.67% students got good score and 13.33% students got very good score.

The English MML in Senior high school was 75. The chart above showed the score of post-test II. There were 2 students who got bad score (0-74), 7 students got enough score (75-85), 4 students got good score (86-95) and 2 students got very good score (96-100). Based on those categories, 2 students (13.33%) did not pass MML and 13 students (86.67%) passed MML. The students' average score in test cycle II was 82.33%. It showed that average score was in good categories.

Reflecting

From the result of observation in second cycle, the students' learning achievement increased well. The table below shows the score. They focused on the lesson which taught by researchers. They became active learner. They could develop their idea in writing. The researchers found only few students who felt difficult to organize their

Table 3. Students' score in Cycle 1 and Cycle 2

Score	Category	Number of Students			
		Cycle 1	Percent	Cycle 2	Percent
<75	Bad	8	53.33	2	13.33
75 – 85	Enough	5	%	7	%
86 – 95	Good	2	33.33	4	46.67
96 – 100	Very good	0	%	2	%
			13.34		26.67
			%		%
			0%		13.33
					%

sentence. Besides that, the result of the students' score in cycle II was very satisfying. The students' score in cycle II showed 13.33% of the students got bad score. It meant that there were only two students who did not pass MML of Senior high school. After applying this strategy in second cy-

cle, the progress of the students in mastering the material was better than cycle I. This condition happened because the researchers added some motivation to the students so that they were not lazy to study. He always guided his students in the process of writing. The teaching learning process could be done well because there was good collaboration among student, teacher, and reseacher. The leader in the class always helped him to control the class. Not only that, the teacher gave motivation and suggestion for him so that he could teach well. The teacher also gave several ways to manage the class condition when there were some students who made the class condition became noisy.

Discussion

Based on the data above, the researchers felt satisfied with the CAR. The outcome of the RCG Strategy implementation in the first and the second cycle indicated that this could develop students' writing skill of second year students at Senior high school. There were several points to be noticed as indication of the progress from the students. After being treated with RCG Strategy, the students could improve their writing skill on Report Text. It was indicated from their writing score. The students' score increased in every cycle. It was shown by the average score from first and second cycle. The students' score in cycle II was higher than cycle I. There were only a few students who needed more motivation and guidance from the researchers so that they could master the lesson. It meant that by using RCG Strategy in teaching learning activities, the students' writing skill on Report Text could be improved. It was proved by the students' accomplishment in first and second cycle.

Here are the comparison students' score in Preliminary study, first cycle and second cycle II. In preliminary study there were only 33.33% or five students who passed MML. Whereas in the post-test I there were so many students got score less than 50% and a few students got score in enough and good category. On the other hand, in second cycle there were 86.67% students got high score. They passed MML of senior high school. Furthermore, the researchers took a qualitative data from the students by asking them directly about applying RCG Strategy in classroom activities. Most of them said that they were

interested with this strategy, because by using this strategy made them understand the lesson easily. They had begun understanding the strategy which applied by the researchers in teaching writing. Besides that, the activity of teaching and learning process in the classroom in cycle II was better than in cycle I. It was more enjoyable, joyful and effective because this was also supported by appropriate steps in implementing this strategy. It could increase the students' motivation in learning writing. There were six steps that used by the researchers to develop the students' writing skill. The first step was Reacting to Students' Writing, The second step was Correcting to Students' Work, the third step was Responding to Students' Work, the fourth step was Peer Writing, the fifth steps was Training Students to Self- Edit and Self-Correct, and the last step was Making Homework Successful. All of those steps had been implemented in first cycle and second cycle.

The classroom activities were also influenced by the rules of the teacher in teaching activities. In this strategy the reseacher also playing different roles in teaching his students. When the researchers gave feedback, he was called examiner, when the researchers gave respond the students' ideas and perceptions, he became audience. The researchers was called assistant when the researchers helped the students; the teacher also became resource, evaluator and editor. It meant he was not only a reseacher but also the teacher who always guiding his students in process of writing. Over all, RCG Strategy was an suitable method in teaching learning process particularly in writing. Because the criteria of success had been met in the cycle 2, this research was ended.

Conclusion

From the statement of the issue in the study stated that "How can RCG Strategy with PPT improve writing skill on report text for students of Senior high school?" The researchers get some findings. He finds problems that happen before implementation of RCG Strategy in classroom activities. The students' issues in writing are the students cannot focus with the lesson. Their motivation in learning English is less. It causes the students do another activity like chatting with their friends while the teaching and learning activities are running. This condition makes the students cannot understand the material well. It gives bad influence to the

students' learning achievement. It can be concluded in the result of the students' score in preliminary study. From the data 66.67% of the students do not pass MML. It means that many students do not absorb the material well. They cannot master the material which they have learned, especially on writing Report Text. On the other hand, the researchers still find mistakes in students' writing such as a mistake in word order, a mistake in subject and verb agreement, and a mistake in verb tense. The researchers find so many sentences that its meaning is unclear.

RCG Strategy is one strategy in teaching writing. In this strategy has six ways to improve the students writing. They are Reacting to the Students' work, Correcting to the Students' Work, Responding to the Students' work, Peer Review, Training Students to Self-Edit and Self-Correct and Making Homework Successful.

After being treated with RCG Strategy, the teaching and learning activities are better than before. The students can focus to the lesson. They can improve their skill in writing Report Text. It is indicated from their writing score. The students' score increases. It can be seen by the average score from first and second cycles that are 72% in first cycle and 82% in second cycle. The reseacher finds that from 15 students there are only 2 who got <75 or do not pass MML. On the other hand, there are 7 students or 46.67% of total students get 75-85. There are 4 students or 26.67% of total students get 86-95, and there are 2 students or 13.33% of total students who get 96-100. It means that they can master writing by using this strategy.

The RCG Strategy can develop students' learning motivation in writing. It can be proved by amount of the students who are brave to discuss material and ask questions to their teacher if they find problems in writing. The students are motivated in answering the questions from the teacher and they are motivated in Writing Report Text by applying RCG method. The activities in the class should be effective. Over all, RCG is an appropriate strategy in classroom process particularly in writing.

SUGGESTION

For the English Teacher

The teacher should use RCG Strategy for teaching writing Report Text. The teacher is able to teach the students with the steps in RCG Strategy. The first way is reacting to the Students' Work, the second way is correcting to the Stu-

dents' Work, the third way is Responding to the Students Work, the fourth way is Peer Review, the fifth way is Training Students to Self-Edit and Self-Correct and the last way is Making Homework Successful. Moreover, the roles of the teacher in the class are very important. Thus, if the teacher uses RCG Strategy in teaching the students, the teacher should play different role; as examiner, audience, assistant, resource, evaluator and editor.

For the Students

The students need more exercise to develop their writing ability, because to get good result of writing needed process. They should learn to develop their ideas and understand how to organize their sentences in writing. If they want to get a good achievement in learning English, they have to study hard and do not give up when they find problems. They should memorize their mistakes well in order to do not do the same mistakes again. Besides that, the students should give attention to the teacher's explanation when the lesson is running. So there is no student who keeps talking with their friends. In teaching and learning activities, the researchers find some students who do not bring English dictionary whereas; it is very useful to learn English. Therefore, they should bring English dictionary during the English class, because it will help them to find the difficult meaning. Furthermore, the students should active in the class; do not only keep silent and listen to the teacher's explanation. For the student who gets high score should help and motivate the other.

For the Further Reseacher

Based on the problems that faced by researchers in this study, it is advisable for the further researchers can learn from these problems. So, they can conduct better research. The further researchers may carry out the other Classroom Action Research by using RCG Strategy with PPT to the different level of students to improve their skill especially in writing. Next, future reseachers are advised to hold a similar study in other schools and other ability to increase classroom activities to be better in the future.

References

- Brown, H. D. (2004). Language Testing Book: Principles and Classroom Practice. *Pearson Longman*, 324.
- Harmer, J. (2004). *How to Teach Writing* (p.

162).

- Nawawi, M. B. (2011). *Improving Students' Writing Skill of Descriptive Text Through Guided by Faculty of Tarbiyah and Teachers Training*. https://scholar.google.com/scholar?hl=id&as_sdt=0%2C5&q=mohammad+bagus+nawawi+improving+students+writing+skill&btnG=%0A%0A
- Saifullah, A. (n.d.). (58) *13 Basic Types of Texts in English Full.pdf* | Agus Saifullah - Academia.edu. Retrieved April 6, 2022, from https://www.academia.edu/29926452/13_Basic_Types_of_Texts_in_English_Full_pdf
- Teaching Academic*. (n.d.).
- Troudi, S., & Nunan, D. (1995). Research Methods in Language Learning. *TESOL Quarterly*, 29(3), 601. <https://doi.org/10.2307/3588081>