

**THE INFLUENCE OF ROUND TABLE TECHNIQUE TOWARDS  
STUDENTS' NARRATIVE WRITING ABILITY AT THE  
FIRST SEMESTER OF THE TENTH GRADE OF  
SMA MUHAMMADIYAH GISTING  
2018/2019 ACADEMIC YEAR**



**A Thesis**

**Submitted as a Partial Fulfillment of  
The Requirements S-1 Degree**

**By :**

**DEWI PRIMAWATI  
NPM. 1411040040**

**Study Program : English Education**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY  
RADEN INTAN LAMPUNG  
2019**

**THE INFLUENCE OF ROUND TABLE TECHNIQUE TOWARDS  
STUDENTS' NARRATIVE WRITING ABILITY AT THE  
FIRST SEMESTER OF THE TENTH GRADE OF  
SMA MUHAMMADIYAH GISTING  
2018/2019 ACADEMIC YEAR**

**A Thesis**

**Submitted as a Partial Fulfillment of  
The Requirements S-1 Degree**

**By :**

**DEWI PRIMAWATI  
NPM. 1411040040**

**Study Program : English Education**

**Advisor : Prof. Dr. Idham Kholid, M.Ag**

**Co – Advisor : Nurul Puspita, M.Pd**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY  
RADEN INTAN LAMPUNG  
2019**

## ABSTRACT

### THE INFLUENCE OF ROUND TABLE TECHNIQUE TOWARDS STUDENTS' NARRATIVE WRITING ABILITY AT THE FIRST SEMESTER OF THE TENTH GRADE OF SMA MUHAMMADIYAH GISTING ON 2018/2019 ACADEMIC YEAR

By: DEWI PRIMAWATI

Writing is one of the most difficult skills in English for students.. Most of the students in SMA Muhammadiyah Gisting especially in tenth grade were still have difficulty to writing in English. The problems were they not interested in the writing, they were feel monotonous with the technique, and also they have found difficult to put their ideas into writing. The objective of this research was to find out whether there was a significant influence of roundtable technique that had been applied and to measure the extent of the influence of this technique on students after it was applied to the students' writing ability in narrative texts.

Quasi Experimental design had been used. The two classes were selected using Cluster Random Sampling to determine the control class and experimental class. From 157 students as population, 27 students were selected in the X.IPA2 as the experimental class and 27 students in the X.IPS1 as the control class. In order to collect the data, this research used writing test as the instrument. There were pre-test which was held before they were given treatment in experimental class and post-test was held after given the treatment. After collecting the data, researcher used SPSS V.21 to analyze the data.

From the data analysis, it was found that the results obtained in the independent sample t-test, that the value significant generated  $Sig.(P_{value}) = 0.026 < \alpha=0.05$ . It means that the  $H_a$  is accepted and there is was significant influence of using Round Table Technique toward students' writing ability in narrative text at the first semester of the tenth grade at SMA Muhammdiyah Gisting in the academic year of 2018/2019.

**Keywords:** *Writing Ability, Round Table Technique, Narrative Text, Quasi Experimental Design*



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG**  
**FAKULTAS TARBİYAH DAN KEGURUAN**

Alamat : Jl. Letkol H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289

**APPROVAL**

**Title : THE INFLUENCE OF ROUND TABLE  
TECHNIQUE TOWARDS STUDENTS'  
NARRATIVE WRITING ABILITY AT THE FIRST  
SEMESTER OF THE TENTH GRADE OF SMA  
MUHAMMADIYAH GISTING 2018/2019  
ACADEMIC YEAR**

**Student's Name : DEWI PRIMAWATI**  
**Student's Number : 1411040040**  
**Study Program : English Education**  
**Faculty : Tarbiyah and Teacher Training**

**APPROVED**

To be tested and defended in the examination session  
at Tarbiyah and Teacher Training Faculty, State Islamic University,  
Raden Intan Lampung

**Advisor**

**Prof. Dr. Idham Kholid, M.Ag**  
**NIP. 196010201988031005**

**Co-Advisor**

**Nurul Puspita, M.Pd**  
**NIP. 198907172015032004**

**The Chairperson,  
of English Education Study Program**

**Meisuri, M.Pd**  
**NIP. 198005152003122004**



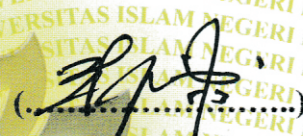
**KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN**


Alamat: Jln. Letkol H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703260

**ADMISSION**

A thesis entitled: **“THE INFLUENCE OF ROUNDTABLE TECHNIQUE TOWARDS STUDENT’S NARRATIVE WRITING ABILITY AT THE FIRST SEMESTER OF THE TENTH GRADE OF SMA MUHAMMADIYAH GISTING 2018/2019 ACADEMIC YEAR”**, By: **DEWI PRIMAWATI, NPM: 1411040040**, Study Program: **English Education**, was tested and defended in the examination held on: **Tuesday, February 26<sup>th</sup> 2019**.

**Board of Examiner:**

**Chairperson** : Iwan Kurniawan, M.Pd 

**The Secretary** : Istiqomah Nur R, M.Pd 

**The Primary Examiner** : Satria Adi Pradana, M.Pd 

**The Second Co-Examiner** : Nurul Puspita, M.Pd 

**The Dean of**

**Tarbiyah and Teacher Training Faculty**



**Prof. Dr. H. Chairul Anwar, M.Pd**

**NIP. 10560810 198703 100 1**

## DECLARATION

Hereby, I stated that this thesis entitled **“The Influence Of Round Table Technique Towards Students’ Narrative Writing Ability at The First Semester of The Tenth Grade of SMA Muhammadiyah Gisting 2018/2019 Academic Year”** is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.

Bandar Lampung, Desember 2018  
The Researcher,

Dewi Primawati  
NPM. 1411040040

## MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ

“Nun. By the pen and by the (record) which (men) write.” (Q.S. Al-Qalam :1)<sup>1</sup>

---

<sup>1</sup> *Al-Quran 3 bahasa: Arab, Indonesia, Inggris*, Depok: Al-Huda Kelompok Gem Islami), Al Qolam: 1, p.1219

## **DEDICATION**

I would like to dedicate this thesis to all my beloved people:

1. My parents, Mr. Suyitno and Ms. Warsini who have always prayed and supported for my success and advised me wisely.
2. My sister: Ria Karunia, S.Ak, who always give love and support for me.
3. My best friend: Nuansa Fajar Islami, who always help and give support for me.
4. My friends who always give contribution to accomplish this thesis. They are: Dhebi, Azka, Anggita, Tiya, Rosa, Meme, Kokom, Umi, Tias, Alpine, and for all members of English Education A Class thanks for your help and motivation that given to the researcher.
5. My almamater UIN Raden Intan Lampung.



## **CURRICULUM VITAE**

Dewi Primawati was born in Gisting on March 17<sup>th</sup>, 1996. She is the last child of two children of Mr. Suyitno and Ms. Warsini. She has only one sister her name is Ria Karunia. She lives in Gisting Permai Blok 21 Kec. Gisting, Kab. Tanggamus.

She began her study at TK PKK Gisting and graduated in 2002. She continued her study at SD N 2 Gisting Atas in 2002 and graduated in 2008. Then, she studied at SMPN 1 Gisting and graduated in 2011. Afterwards, she continued her study in SMAN 1 Talang Padang and graduated in 2014. After finishing SMAN 1 Talang Padang, she decided to study in English Education Study Program of Tarbiya and Teacher Training Faculty Raden Intan State Islamic University of Lampung.

## ACKNOWLEDGEMENT

Praise to be Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. Peace and salutation is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled “The Influence Of Round Table Technique Towards Students’ Narrative Writing Ability at The First Semester of The Tenth Grade of SMA Muhammadiyah Gisting 2018/2019 Academic Year” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

1. Prof. Dr. H. Chairul Anwar, M.Pd., the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with his personel, who has given an opportunity and forbearance to the researcher when on going the study until the accomplishment of this thesis.
2. Meisuri, M.Pd, the Chairperson of English Education Study Program of UIN Raden Intan Lampung.
3. Prof. Dr. Idham Kholid, M.Ag, the advisor, who has patiently guided and directed the researcher until the completion of this thesis as well.
4. Nurul Puspita, M.Pd, the co-advisor, who has always patiently guided, helped, supervision especially in correcting and given countless time for the researcher to finish this thesis as well.

5. All lecturers of English Department of UIN Raden Intan Lampung who have taught the researcher since the first of her study.
6. Soleh Fahrurroji, S.Pd, the Headmaster of SMA Muhammadiyah Gisting for allowing the researcher conducting the research; to English teacher of SMA Muhammadiyah Gisting, Aniswatu Rohmah, S.Pd for being helpful during the research process and giving suggestion during the research.

Finally, it has to be admitted that nobody is perfect and researcher is fully aware that there are still many weakness in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the reader generally, especially for those who are involved in English teaching profession.

Bandar Lampung, November 2018  
The Researcher,

Dewi Primawati  
NPM. 1411040040

## TABLE OF CONTENTS

	<i>pages</i>
<b>COVER .....</b>	<b>i</b>
<b>ABSTRACT .....</b>	<b>ii</b>
<b>APPROVAL .....</b>	<b>iii</b>
<b>ADMISSION.....</b>	<b>iv</b>
<b>DECLARATION.....</b>	<b>v</b>
<b>MOTTO .....</b>	<b>vi</b>
<b>DEDICATION.....</b>	<b>vii</b>
<b>CURRICULUM VITAE.....</b>	<b>viii</b>
<b>ACKNOWLEDGMENT .....</b>	<b>ix</b>
<b>TABLE OF CONTENTS.....</b>	<b>xi</b>
<b>LIST OF TABLES .....</b>	<b>xv</b>
<b>LIST OF APPENDICES .....</b>	<b>xvi</b>

### **CHAPTER I INTRODUCTION**

A. Background of the Problem .....	1
B. Identification of the Problem .....	7
C. Limitation of the Problem .....	7
D. Formulation of the Problem .....	7
E. Objective of the Research .....	8
F. Scope of the Research .....	8

### **CHAPTER II REVIEW OF LITERATURE**

A. Concept of TEFL.....	9
B. Concept of Writing.....	10
1. Definition of Writing.....	10
2. Process of Writing.....	13

C. Aspect of Writing Ability.....	15
D. Student’s Writing Ability .....	16
E. Types of Text .....	17
F. Narrative Text .....	19
1. Definition of Narrative Text.....	19
2. Purpose and Generic Structure of Narrative Text .....	20
3. Language Features of Narrative Text.....	21
4. Kinds of Narrative Text .....	21
G. Concept of Round Table Technique .....	27
1. Definition of Round Table Technique .....	27
2. Steps of Round Table Technique .....	29
3. The Advantages of Round Table Technique .....	30
4. The Disadvantages of Round Table Technique .....	31
H. Lecturing Technique .....	32
1. Definition of Lecturing Technique.....	32
2. Steps of Lecturing Technique .....	33
3. The Advantages of Lecturing technique .....	34
4. The Disadvantages of Round Table Technique .....	35
I. Frame of Thinking.....	35
J. Hypothesis.....	36

### **CHAPTER III RESEARCH METHODOLOGY**

A. Research Design.....	38
B. Variable of the Research .....	39
C. Operational Definition of Variable .....	40
D. Population .....	39
E. Sample.....	41
F. Sampling Technique.....	41
G. Data Collecting Technique.....	42
H. Instrument of The Research .....	43
I. Research Procedure .....	44

J. Criteria for Evaluating Student’s Writing .....	44
K. Validity Test.....	45
a. Content Validity .....	45
b. Construct Validity.....	46
L. Readability of the Test.....	46
M. Reliability of the Test.....	47
N. Data Analysis.....	49
a. Normality test.....	49
b. Homogeneity Test .....	49
c. Hypothetical Test .....	50

#### **CHAPTER IV RESULT AND DISCUSSION**

A. Description of Treatment .....	52
1. Description of the First Treatment .....	52
2. Description of the Second Treatment.....	53
B. Result of Test .....	53
1. Result of Pre-Test.....	53
2. Result of Post-Test .....	55
C. Result of Data Analysis.....	57
a. Fulfillment of Assumption .....	57
b. Result of Reliability Test .....	57
c. Result of Normality Test.....	57
d. Result of Homogeneity Test.....	58
e. Result of Hypothetical Test.....	59
D. Discussion .....	60

#### **CHAPTER V CONCLUSION AND SUGGESTION**

A. Conclusion .....	65
B. Suggestion.....	66
1. Suggestion to Teacher .....	66
2. Suggestion to Students .....	67

3. Suggestion to Future Research.....	67
<b>REFERENCES</b> .....	68
<b>APPENDICES</b> .....	71

## LIST OF TABLES

<i>Table</i>	<i>pages</i>
Table 1 (Students' Writing Score) .....	4
Table 2 (Population of the Research).....	41
Table 3 (Criteria for Evaluating Students' Writing) .....	44
Table 4 (Test of Normality) .....	57
Table 5 (Test of Homogeneity) .....	58
Table 6 (Independent Sample T-test).....	59



## LIST OF APPENDICES

<i>Appendices</i>	<i>pages</i>
1. Appendix 1 Students Score .....	72
2. Appendix 2 Interview for the Teacher .....	78
3. Appendix 3 Interview for the Students .....	80
4. Appendix 4 Syllabus .....	83
5. Appendix 5 RPP Experimental class .....	89
6. Appendix 6 RPP control Class.....	113
7. Appendix 7 Instrument of Pre-test .....	137
8. Appendix 8 Instrument of Post-test .....	138
9. Appendix 9 Validation Form of Writing Test.....	139
10. Appendix 10 Instrument for Readability Test.....	140
11. Appendix 11 Result of Readability Test .....	141
12. Appendix 12 Name of Students in Experimental Class.....	142
13. Appendix 13 Name of Students in Control Class .....	143
14. Appendix 14 Pre-Test Score of Students in Experimental Class.....	144
15. Appendix 15 Pre-Test Score of Students in Control Class .....	145
16. Appendix 16 Post-Test Score of Students in Experimental Class .....	146
17. Appendix 17 Pre-Test Score of Students in Control Class .....	147
18. Appendix 18 Result of Reliability .....	148
19. Appendix 19 Result of Normality Test .....	150
20. Appendix 20 Result of Homogeneity Test.....	151
21. Appendix 21 Result of Hypothetical Test.....	152
22. Appendix 22 Analysis Students Score of Pre-Test in Experimental .....	153
23. Appendix 23 Analysis Students Score of Post-Test in Experimental .....	154
24. Appendix 24 Analysis Students' Score of Pre-Test in Control Class .....	155
25. Appendix 25 Analysis Students' Score of Post-Test in Control Class.....	156

## CHAPTER I

### INTRODUCTION

#### A. Background of The Research

Writing is one skill in English besides listening, speaking, reading, and most often used skills by the teachers in teaching English at all levels of education. Writing is also a skill that must be mastered given our ability in pouring ideas or thoughts in the form of text. In writing, everything needs to be neatly arranged in order to get good results. Meyers states that writing is an action, a process of discovering and organizing our ideas, putting them on the paper and reshaping also revising them<sup>1</sup>. When we find a word, a sentence, or an idea, then that's where the beginning of the writing begins, which then makes us think again about an idea of what we have found for then we pour on a paper in the form of symbols in the form of letters which then form a sentence or ideas of what we think.

According to Raimes, writing is the effort to express ideas and the constant use of eye, hand and brain<sup>2</sup>. It's means writing is a process whereby when we start to pour an idea or mind in the form of writing, then at that moment our eyes, hands and brain play a compact role to be able to produce a writing that is in accordance with what we expect with good results and can be understood. In writing the need for a balance between thinking brain, eyes

---

<sup>1</sup> Alan Meyers, *Gateways to Academic Writing: Effective Sentences, Paragraph, and Essay*, (New York: Pearson Education, 2005), p. 215

<sup>2</sup> Ann Raimes, *How to Teach Writing*, (New York : Oxford University Press, 1938), p. 3

that see how the text is formed and the letters that can form a compiled word and a good sentence. Because writing not only takes ideas in written form, it is necessary to have cohesiveness between our eyes, hands and our brain in composing good and correct sentence forms.

Meanwhile, Harmer states that writing is a way to produce language and express ideas, feelings, and opinions<sup>3</sup>. This means that by writing we can pour ideas or ideas that exist in our mind in a form of text through the letters are assembled properly and correctly so as to form words and language in accordance with the ideas or opinions we want to express. By writing we can also train in composing and making sentences well and correctly, pouring ideas and ideas and hone our skills in determining how to create a composed and orderly writing so as to produce a good and correct language.

Writing is the most difficult skill to learn and to master, because writing is an active or productive skill so that students who are learning writing have to learn how to find ideas, and express them into writing. Richards and Renandya state that “There is no doubt that writing is the most difficult skill for learners to master<sup>4</sup>. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable texts. In fact many students who still difficult to write because students are less mastering grammar and lack of vocabulary.

---

<sup>3</sup> Jeremy Harmer, *How to Teach Writing*. (Longman: Pearson Education Limited, 2004), p.31.

<sup>4</sup> Richards, J.C, Renandya, *Methodology in Language Teaching, An Anthology of Current Practice* (Cambridge: Cambridge University Press), h.303

According to Aniswatun Rohmah S.Pd, students' difficulties in writing lies in the mastery of grammar and understanding tenses are still very lacking<sup>5</sup>. Students also seem less interested when learning to write because the techniques taught by teachers feel monotonous and unattractive. Students will only write what they want to write regardless of the order of words and sentence patterns. Besides, from the results of interview with the students, it was found that most of the students found in mastering writing because they find it difficult to pour ideas and felt bored of monotonous techniques<sup>6</sup>. Sometimes, they understand the ideas that exist in his/her mind, but difficult to pour his idea in writing because of lack of understanding of grammar<sup>7</sup>. They often copied texts from the students who were good at English subject. Sometimes they just rearranged jumbled sentences given by the teacher or taken from the textbooks.

Based on the observation in a school in Gisting, that is SMA Muhammadiyah Gisting grade tenth, it seemed that the students were rarely taught to write in English. It can be seen on the table below:

---

<sup>5</sup> Aniswatun Romah, English Teacher, at SMA Muhammadiyah Gisting on February 17, 2018. An interview, unpublished.

<sup>6</sup> Fadhil Rahma Doni, the tenth grade students of SMA Muhammadiyah Gisting on February 17, 2018. An interview, unpublished.

<sup>7</sup> Jessika Anggiana, the tenth grade students of SMA Muhammadiyah Gisting on February 17, 2018. An interview, unpublished.

**Table 1**  
**The Student's Writing Score at the Second semester of the Ten Grade of**  
**SMA Muhammadiyah Gisting in 2017/2018 Academic Year**

No	Student's Score	Number of Students	Percentage
1	$\leq 70$	110	73.33%
2	$> 70$	40	26.67%
<b>TOTAL</b>		<b>150</b>	<b>100%</b>

*Source : Document of Student's score for English test at the ten grade students of SMA Muhammadiyah Gisting.*

Based on the Table 1, it can be seen that there are 100 out of 157 students or 63.70% than those who got scores above the criteria of minimum mastery, as 57 students or 36.30%. From the result of interview with the teacher, it was found that they just did the assignment and discussed the answers together. When the students were asked to write, they were reluctant to write even a very simple text, and the products of their writings were far from the expectation. Actually students were expected to be able to write a good text with good content and coherence, but in fact, they could not do it well. Students did not have any ideas to write. In other words, they had blank minds when they were asked to write a text, for example a narrative text.

Considering the importance of mastering writing skills to produce Narrative text, the teacher should improve the teaching of writing comprehension especially in teaching narrative text. One way to improve it, teacher can use an interesting and successfull technique. The method is Cooperative Learning Technique. The use of cooperative learning in teaching can motivate the student to be more active during the teaching and learning process. According to David Nunan, the work in cooperative learning teams is structured so that there is positive interdependence among the members in

group: the learners feel that they are work together for mutual benefit<sup>8</sup>. In cooperative learning, the students can share the information and knowledge to each other. Besides that, they also learn how to work together in team and try to give their contribution for the success of their team. Then, cooperative learning will promote more positive peers relationships, social support, and academic achievement.

There are many different techniques in cooperative learning method that can be used by the teacher in teaching and learning process, especially in writing. One of them is roundtable technique. In this technique, the students are divided into some groups. Each group consists of four-five students. Each person writes one idea for an issue or task and then passes their paper to the person on the right. The paper circulates around the entire group at least once. Each time a person receives the paper, they should write a different task. Then, whole class discussion should follow. Therefore, all of students will participate in teaching learning process.

Based on previous research by Anisa Husni Alkaromah from Islamic University of Raden Intan Lampung at the eighth grade of SMPN 3 Bandar Lampung on 2017 by using Roundtable Technique could improve students' speaking skill. She said that there are many students have difficulty to speak English. Those factors are lack of vocabulary, limitation of practice to speak English and psychological factors such as being nervous and fear to speak English. After looking at the problem, she tried using roundtable technique to

---

<sup>8</sup> David Nunan, *Collaborative Language Learning and Teaching*, (New York: Cambridge University Press, 2003), p.34

improve students' speaking ability and according to the results of research using roundtable technique can improve students' speaking ability. This is supported by the student score obtained after the technique is applied to the students.

As the result previous research above has different between the researcher. The different is in the skill. Previous research used this technique to improve speaking ability, but the researcher will use this technique to see the influence of roundtable technique towards students' writing ability. This technique is successfully used to increase speaking ability and it is possible to improve the writing ability of students because this technique will form a group that can facilitate students in pouring the idea of writing. From the above explanation, it can be concluded that Round Table technique is a suitable technique to be accepted and influential towards students writing skill.

Based on the statement above the researcher would like to do a research regarding to the teaching technique used by the teacher that can support his teaching of English especially for teaching writing to the students because, she never used this technique in the class before. Thus, the researcher will be conducted a research entitled "The Influence of Roundtable Technique towards students Narrative Writing Ability at the First Semester of the Tenth Grade of SMA Muhammadiyah Gisting in 2018/2019 Academic Year."

## **B. Identification of Problem**

Based on the background of the problem above the researcher identified the problem as follows :

1. The students had problem in writing.
2. The students have found difficult to put their ideas into writing.
3. The technique used in teaching learning process was monotonous.
4. The students were lack mastery on vocabulary.

## **C. Limitation of Problem**

Based on the background of the problem, the researcher focusing of using roundtable technique and students' narrative writing ability at the first semester of the tenth grade of SMA Muhammadiyah Gisting in 2018/2019 Academic Year.”

## **D. Formulation of the Problem**

Problem is very difficulty that takes the human's interest to solve it. Based on the identification and limitation of the problem above, the researcher formulates the problems as follows:

“Is there any significant influence using Roundtable Technique towards students Narrative writing ability at the First Semester of the tenth grade of SMA Muhammadiyah Gisting in 2018/2019 academic year”

## **E. Object of the Research**



Based on the formulation of the problem, the objective of this research is to know the significant influence using Round Table Technique towards students narrative writing ability at the First Semester of the tenth grade of SMA Muhammadiyah Gisting in 2018/2019 academic year.

#### **F. Scope of the Research**

The scope of the research was as follows:

##### a. Subject of the Research

The subject of the research was two for five classes of the tenth grade SMA Muhammadiyah Gisting in 2018/2019 academic year.

##### b. Object of the Research

The object of the research was the influence of Roundtable technique towards students' narrative writing ability.

##### c. Place of the Research

The researcher was conducted at SMA Muhammadiyah Gisting.

##### d. Time of the Research

The researcher was conducted at the first semester in the academic year of 2018/2019.

## CHAPTER II

### FRAME OF THEORIES

#### A. Concept of Teaching English as Foreign Language

Teaching is one of activities in the classroom. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. The aim is so the students can understand the teacher's explanation. Teaching is systematic activity that has many components and all of them relate each others. It means that, teaching is a process for the learners to gain information from their learning activity. According to Harmer, teaching mean to give (someone) knowledge or to instruct or to train (someone).<sup>1</sup> For this reason, by teaching or being a teacher, someone transfers knowledge, guides and coach other people in learning process.

According to Setiyadi, "people should learn English in the condition where the language is use for communication in their daily life".<sup>2</sup> So then English as the international language make all people in the world should be master to communication in their daily life.

Setiyadi said that English is learnt in Indonesia by talking about grammatical rules of English and errors are always corrected. In Indonesia English is learned at schools and people do not speak the language in the

---

<sup>1</sup> Jeremy Harmer, *How to Teach English*, (New York: Longman, 2002), p.56

<sup>2</sup> Bambang Setiyadi, *Teaching English as Foreign Language*, (Yogyakarta : Graha Ilmu, 2006), p.20

society.<sup>3</sup> Consequently, In Indonesia, many people think that English is difficult because they are do not practice to use it in their daily life. the students only have changed to practice English in the school and instruction.

English is really a foreign language for language learners in Indonesia English as foreign language is generally taken to apply the students who are studying general English at school and institution in their own country or as transitory visitor in a target language country. It means that the students only have changed to practice English in the school and instruction. The teachers are also demanded to encourage students to practice English every time in their activities.

Based on the explanation before, it can be concluded that teaching English as foreign language is transferring knowledge from the teacher for the students to study general language or target language but not their mother tongue. Many students are not good in English because they just practice it in their school or institution. In this case, the teacher's ability in creating effective and good way in teaching English is very important to make the students more interested in learning English.

## **B. Concept of Writing**

### **1. Definition Of Writing**

According to Palmer, writing is recursive. It goes back and forth we plan a little, put words on paper, stop to plan when we want to say next, go

---

<sup>3</sup> *Ibid*, p.22

back and change a sentence, or change our minds altogether.<sup>4</sup> As a result, writing is an activity that produces something from mind become meaningful a text of the sentence. To make a good writing we can arrange sequence sentence. Shortly, writing skills are special abilities that help writers put their thoughts into words in meaningful form when sentences are written in sequence and embody a meaning of the author's own thoughts.

According to Hartley writing is one characterized as a hierarchically organized, goal-directed, problem solving process.<sup>5</sup> Writing is a recursive process. Therefore, writing is an activity that must be done rapidly appropriate the writing process. Writing is as a process to produce written product that will be used for readers.

From the definitions above we can conclude that writing is a way to produce language that comes from our thought. The processes of making writing are from thinking and organizing, rethinking, and reorganizing. At the end of the writing process, writing as a process to produce written product that will be used for readers. It will be as the form of an essay, a paper or a story.

There is the another definition of writing from Byrne. Writing is also one of the ways to communicate the writer's thought or ideas to the others. Writing is a tool for indirect communication between the writers with the

---

<sup>4</sup> Barbara C. Palmer, *Developing Cultural Literacy Through the Writing Praces*, (Loongwood Profesional Book: USA, 1994), p. 5

<sup>5</sup> James Hartley, *Academic for Writing and Publishing: Practical Handbook*, (New York: Routledge, 2008), p. 10

readers.<sup>6</sup> This means that by writing we can communicate with other people the reader and not communicate directly but through the writings that have been made by the author. such as books, newspapers, or letters. through some of it, the reader can communicate and know the purpose or the mind of the author.

The aim of writing is to give information from the writer to the reader. Writing has been characterized as written thinking to convey message and as a communication indirectly. The writer should be able to communicate the idea or thought in written language clearly in order the reader can understand what are the writer ideas or thoughts and the writer can attain the purpose of her/his written text. In addition, Brown states that written products are often the result convention of thinking drafting, and revising procedures<sup>7</sup>. Based on the statement above can be concluded that writing is a process to deliver the writers' idea into written form that need some procedures include think the topic, drafting, and the final revising.

In other definition is given by Raimes, writing is the effort to express ideas and the constant use of eye, hand and brain<sup>8</sup>. When we write, indirectly the brain come to think about the idea or idea that we will write, then the idea or idea is delivered in the form of words, which then the word is arranged in sentence form by hand to form a text, so that we can provide information or inform the reader of our idea or idea.

---

<sup>6</sup> Donn Byrne, *Teaching Writing Skills*, (London: Longman, 2002), p.4

<sup>7</sup> H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (2<sup>nd</sup> Edition), (San Fransisco: Longman, 2007) p. 335

<sup>8</sup> Ann Raimes, *How to Teach Writing*, (London : Oxford University Press, 1938), p. 3

Furthermore, Harmer states that writing is away to produce language and express idea, feeling and opinion.<sup>9</sup> By writing, we can express our idea or idea into a sentence with the use of good and correct language so that the reader can understand the purpose and purpose of what we have written.

From all the statements above, it can be concluded that writing is an activity of thinking after which it is expressed into graphic symbols, in a communicative written language. In expressing the thought into a written language, feeling plays an important role as well, so that the products will be easily understood and enjoyed by the readers. To do so, of course, it needs a good and interesting language. In other words, writing is closely related with the thought, feeling, and ability in using a language. In this case, a communicative language is completely needed.

## **2. Process of Writing**

The writing process is about how the stages of writing applied by the writer. As stated in the nature of writing, there are four stages in writing process. Those a planning, drafting, editing and final draft. The writer should think the topic that they want to write down on a paper. Harmer explains the some stages of the writing process. The stages are presented as follows:

### **1. Planning**

In this stage, the students make a list of ideas related to the topic. They plan are going to write in the first draft. In this stage, they have to consider

---

<sup>9</sup> Jeremy Harmer, *How to Teach Writing*, (London: Pearson Education Limited, 2004), p.31

three main issues. The issues are the purpose of the writing, the audience they are writing for and the content structure to sequence the fact, ideas or arguments.

## 2. Drafting

After the students have a list of ideas related to the topic, it is the stages for the students to start writing the first draft. They write the ideas which they are going to write without paying attention to making mistakes.

## 3. Editing

In this stage, students should re-write their first draft after finishing. Its purpose is to see where it works and where it does not. The process of editing may be taken from oral or written feedback by peers and teachers. The feedback will help students to make revision of their writing. The revision shows what has been written. It means that this step is important to check the Ext coherence and to stimulate further ideas. Not only that, it also encourages students to find and correct their mistakes in writing.

## 4. Final Version

In this stage, the students re-write their draft after revising with peers and teachers. The students have a good written text in the final product since they do the editing process before.<sup>10</sup>

Furthermore, Brown describes that writing process tend to be framed in three stages of writing. Those are pre-writing, drafting and revising. The pre-writing is aimed to generate ideas, which can happen in numerous ways;

---

<sup>10</sup> Jeremy Harmer, *Op. Cit*, p. 4-6

reading (extensively) a passage, skimming or scanning a passage, conducting some outside research, brainstorming, listing, clustering, discussing a topic or question, instructor initiated question, and free writing. Then, the drafting and revising stages are the core processes of writing in traditional approaches to writing instruction<sup>11</sup>.

### C. Aspect of Writing Ability

Siahaan states that writing is the skill of a writer to communicate information to a reader or group of readers.<sup>12</sup> It means that writing is the writer's skill to give the information to the readers in written form. In writing, there are five aspect which have to fulfill. The five aspect of writing are as the criteria of good writing:

1. Content (the ability to think creatively and develop thoughts)
2. Organization (the ability to write in appropriate manner)
3. Vocabulary (the ability to use of word/idiom)
4. Language use (the ability to write in appropriate structure)
5. Mechanics (the ability to use punctuation, capitalization, spelling and layout correctly)<sup>13</sup>

Writing ability is one of the most important skills that must be mastered. If we are able to write well, it means we are able to communicate effectively. The reader can get the information from the writer about

---

<sup>11</sup> H. Douglas Brown, *Op. Cit*, p. 348

<sup>12</sup> Sanggam Siahaan, *Issues in Linguistic*, (Yogyakarta: Graha Ilmu, 2008), p. 2

<sup>13</sup> Cristoper Tribble, *Language Teaching Writing*, (New York, Oxford University Press, 1996), p. 130



something explained through writing. Based on the explanation above, it can be concluded that writing ability is an ability to communicate or express idea and thoughts on written form which fulfills five aspects of writing including, content, organization, vocabulary, language use, and mechanics.

#### **D. Student's Writing Ability**

Writing is a way to train students to put ideas into good language. Writing teaches students to be able to put words into sentences and be a good paragraph. In addition to communicating, writing is another way to develop and change ideas in writing like doing a test. Write stories, and write letters. Without the ability to write, learners will not be able to communicate their ideas in written form. According to brown, writing is a transaction with words whereby you free yourself from what you presently think, feel, and perceive.<sup>14</sup> It means that by practicing writing, students are able to explore their ideas s much as they can in form of written.

To be successful in writing, students should require more attentions on their writing. According Brown, a writer has to master the components of language, namely: spelling, vocabulary, punctuation, and grammar to make a good writing All of the components above will influence the writer to create good sentences.<sup>15</sup> According Harmer, states that if we want our students to be a good writers in English we need to teach them how to use punctuation

---

<sup>14</sup> H. Douglas Brown, *Op Cit*, p. 362

<sup>15</sup> *Ibid*, p. 365

conventions correctly.<sup>16</sup> It means that using punctuation correctly is important. Because it make the students' writing good and they can be a good writers. Based on the statements above, it can be concluded that to have ability in writing and to make a good writer, the students has to master the component of language such as spelling, vocabulary punctuation, and grammar.

### **E. Types of Text**

According to English syllabus for senior high school, there are many kinds of text that are taught in senior high school. They are, recount, procedure, descriptive and narrative text.

#### **1. Recount**

Recount text is a piece of text that retells past event usually in order in which they happened The gen structure is orientation, record of event and reorientation. While its language features are focus on participants, uses time connective and conjunction, uses past tense, and uses adverb and adverb phrase.

#### **2. Procedure**

Procedure text is instruction how to do and how to make something through a sequence of step. The purpose of procedure text is to describe how something is accomplished through a series of action or steps. The generic structure of this text is goal, material and steps, The language feature of procedure agents, use simple present tense, often text are focus

---

<sup>16</sup> Jeremy Harmer, *Op Cit*, p. 49

on general human imperative, use mainly of temporal conjunction or numbering to indicate sequence and use mainly or material process. The examples of procedure text are: how to make noodle. how to make a cup of coffee, how to make an omelet, etc.

### 3. Descriptive

Descriptive text is the text to describe person, place or thing. Generic structures of descriptive text are identification and description. Identification identifies phenomenon to be described, and description describes parts qualities and characteristics. The language feature of descriptive text is focus on specific participants, use of adjectives and adverb and use of simple present tense. The example of descriptive text such as describes about people (an artist, teacher, best friend) Place, such as Borobudur and Prambanan Temple, Thing such as plant, for example Raflessia Arnoldi.

### 4. Narrative

Narrative text is a piece of text which tells a story to entertain and inform the reader and listener. The generic structures of narrative text are orientation, complication, evaluation, and resolution. While the language feature as follows focuses on specific participant, uses past tense, uses time connective and conjunction uses saying verb. The examples of narrative text are Cinderella, Mouse Deer and Crocodile, Malin Kundang, etc.

Based on the explanations above, it can be concluded that there are many kinds in teaching writing for student of high school and each senior student must be able to understand the generic structure and language feature of the texts. In this research the researcher will focus on narrative text. Because this text is thought at the first semester of SMA Muhammadiyah Gisting.

## **F. Narrative Text**

### **1. Definition of Narrative Text**

Narrative is kinds of text which is learned in Junior High School in Second semester. According to Oshima, narrative is the kind of writing that you do when you tell a story.<sup>17</sup> Use time order words and phrases to show when each part of the story happens. In other definition, narrative is an account or description of events in the past which entails following a time sequence or chronological order.<sup>18</sup> Narrative gives the readers or listeners a moral value in every story. It is differentiate with other kind passages. The purpose behind a story can give motive for readers or listeners. The purpose of narrative is very important because the purpose of narrative determine appropriateness of the narrative. It is easy to tell a good story, though some people have a something special for telling entertaining anecdotes or shorts story.

---

<sup>17</sup> Alice Oshima, Ann Hogue, *Introduction to Academic Writing*, (New York: Pearson Education, 2007), p.35

<sup>18</sup> R. R. Jordan, *Academic Writing Course "Study Skills in English"*, 3<sup>rd</sup> Edition, (Edinburgh: Longman, 1999), p.27

From the above definition, it can be concluded that the narrative text is a kind of text that tells of a story based on some event or experience. a text that contains a story in which there is a problem until how the end of the problem or how the problem can be solved. a text that has stories and contains values that we can learn from the text.

## **2. Purpose and Generic Structure of Narrative Text**

The purpose of narrative text is to present a view the world that entertains or informs the reader or listener. The rhetorical structures are the parts of the text. Each part has its own function. In other words, rhetorical structures are the elements existing in the text. Siahaan stated the generic structures of narrative text are:

a. Orientation

Set of the scene and introduces the participants

b. Evaluation

A stepping back evaluate the plight

c. Complications

Describing the rising crises which the participants have to do with

d. Resolution

The crises is resolved or better or for worse.<sup>19</sup>

---

<sup>19</sup> Sanggam Siahaan, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p. 73

### 3. Language Features of Narrative Text

Narrative text is a story that tell the reader about something which happen in the past and in sequence of time, so that the text must be written in some following features of language:

- a. The use of noun phrases (a beautiful princess, a huge a temple).
- b. The use of connective (first, before that, then, finally).
- c. The use of adverbial phrases of time and place (once upon a time, in the garden, two days ago).
- d. The use of simple past tense (he walked away from the village).
- e. The use of action verbs (said, told, asked)
- f. The use of thinking verbs, feeling verbs, verbs of senses (she felt hungry, she thought she was clever, she smelt something burning)<sup>20</sup>

From the explanation it can be concluded that in writing narrative text the author must use some rules of language that characterizes that the narrative text is a text that contains a story that happened in the past.

### 4. Kinds of Narrative Text

Narrative is kind of text that contains of story which has a problem, climax, and solution as the end of the story. It means that in narrative there is a conflict that will reach the solution in the end of story. There are many kinds of narrative text, they are:

---

<sup>20</sup> *Ibid*, p.74

- a. Fabel is a story that teaches a lesson, often using animal characters that behave like people.

Example :

#### The Wolf and Stork

A long time ago, the wolf and the stork were friends. One day, the wolf asked the stork to come to his house to eat. When the stork arrived at the wolf's house, The wolf put two bowls of soup on the table.

The wolf ate his bowl of soup so quickly. When he finished, he asked the stork, "did you like my soup?" But the stork was angry because he couldn't eat the soup. His beak was too long! When the stork went home, he was still hungry. The wolf laughed and laughed. Then, the stork had an idea. He asked the wolf to come to dinner. He filled two tall pitchers with good soup. They began to eat. When the stork finished eating, he asked the wolf if he wanted more to eat.

But the wolf was angry. His mouth was so big that he couldn't get it into the pitcher. The wolf went home hungry and the stork laughed and laughed. The wolf and stork have never been friends ever since.<sup>21</sup>

- b. Fairy Tale is a humorous story that tells about impossible happenings, exaggerating the accomplishment of the hero.

Example :

---

<sup>21</sup> Kumpulan Fabel [Availavle online at : <https://annafimuja.wordpress.com/2013/06/01/kumpulan-fabel-dalam-bahasa-inggris-beserta-terjemahannya/>, accessed on 12<sup>th</sup> May 2018]

## Snow White

Once upon a time there lived a little, named Snow White. She lived with her aunt and uncle because her parents were died.

One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn't have enough money to take Snow White with them. Snow White didn't want her uncle and aunt to do this. So she decided to run away.

The next morning she run away from home when her aunt and uncle were having breakfast, she run away into the wood. In the wood she felt very tired and hungry. Then she saw this cottage. She knocked but no one answered so she went inside and felt asleep.

Meanwhile seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said; "What is your name?" Snow White said; "My name is Snow White". One of the dwarfs said; "If you wish, you may live here with us". Snow White told the whole story about her. Then Snow white and the seven dwarfs lived happily ever after.<sup>22</sup>

- c. Legend is a story that based on fact but often includes exaggerations about the hero.

Example :

---

<sup>22</sup> British Course [Available online at: <http://britishcourse.com/snow-white-contoh-fairytales-narrative-text.php>, accessed on 12<sup>th</sup> May 2018]



### The Legend of Toba Lake

In one village of North Sumatera, there lived a poor farmer named Toba. One day, he went fishing. Luckily, he got a beautiful goldfish. He carried it home and planned to cook it. When he got home, the fish turned into a beautiful woman.

The woman told that she was cursed. She asked Toba to keep it as a secret. Toba agreed it only with one condition that the woman would marry him. Then they got married and soon had one child named Samosir. This boy liked to eat much food.

One day, his mother asked Samosir to bring lunch to his father. On the way to the ricefield, he stopped and ate most of the food. After that, he gave the rest of the lunch to his father. Toba was very angry and shouted at Samosir “You, the fish kid, you are so greedy!” Samosir cried and ran toward his mother. He asked his mother why his father called him the fish kid.

The woman was really upset that Toba broke his promise. The woman and his son disappeared. Soon there were springs that caused a vast lake. It's called Toba Lake. The land in the middle of the lake is called Samosir Island.<sup>23</sup>

- d. Folk tales, an old story that reveals the custom of a culture.

---

<sup>23</sup> Narrative Text Legend Populer di Indonesia [Available online at : <https://englishcoo.com/contoh-narrative-text-legend/>, accessed on 12<sup>th</sup> May 2018

Example :

### Timun Emas

Long time ago in the Island of Java, Indonesia, lived a couple of farmer. They had married for some years but they had no children. So they prayed to a monster called buta Ijo to give them children. Buta Ijo was a ferocious and powerful monster. He granted their wish on one condition. When their children had grown up, they had to sacrifice them to Buta Ijo. He liked eating fresh meat of human being. The farmers agreed to his condition. Several months later the wife was pregnant.

She gave birth to a beautiful baby girl. They named her Timun Emas. The farmers were happy. Timun Emas was very healthy and a very smart girl. She was also very diligent. When she was a teenager Buta Ijo came to their house. Timun Emas was frightened so she ran away to hide. The farmers then told Buta Ijo that Timun Emas was still a child. They asked him to postpone. Buta Ijo agreed. He promised to come again. The following year Buta Ijo came again. But again and again their parents said that Timun Emas was still a child.

When the third time Buta Ijo came their parents had prepared something for him. They gave Timun Emas several bamboo needles, seeds of cucumber, dressing and salt. “Timun, take these things” “What are these things?” “These are your weapons. Buta Ijo will chase you. He will eat

you alive. So run as fast as you can. And if he will catch you spread this to the ground. Now go!”

Timun Emas was scared so she ran as quickly as she could. When Buta Ijo arrived she was far from home. He was very angry when he realized that his prey had left. So he ran to chase her. He had a sharp nose so he knew what direction his prey ran.

Timun Emas was just a girl while Buta Ijo was a monster so he could easily catch her up. When he was just several steps behind Timun Emas quickly spread the seeds of cucumber. In seconds they turned into many vines of cucumber. The exhausted Buta Ijo was very thirsty so he grabbed and ate them. When Buta Ijo was busy eating cucumber, Timun Emas could run away.

But soon Buta Ijo realized and started running again. When he was just several steps behind Timun Emas threw her bamboo needles. Soon they turned into dense bamboo trees. Buta Ijo found it hard to pass. It took him some time to break the dense bamboo forest. Meanwhile Timun Emas could run farther.

Buta Ijo chased her again. When he almost catch her again and again Timun Emas threw her dressing. This time it turned into a lake. Buta Ijo was busy to save himself so Timun Emas ran way. But Buta Ijo could overcome it and continued chasing her.

Finally when Timun Emas was almost caught she threw her salt. Soon the land where Buta Ijo stood turned into ocean. Buta Ijo was drowned and died instantly. Timun Emas was thankful to god and came back to her home.<sup>24</sup>

In this research, the researchers focused on the kind of narrative text in the form of fables, legends, and fairy tales. The reason researchers chose this topic was because this topic was considered more familiar to students than other topics in the kind of narrative text.

## **G. Concept of Round Table Technique**

### **1. Definition of Round Table Technique**

Round Table Technique is cooperative learning technique where the students take turn generating responses, solving problems, or making a contribution to project and sit in a round table<sup>25</sup>. In line with Kagan, Mccafferty cited by Ratnasari argues that Round Table Technique is learning technique that applies to appoint each member of the group to participate in the group by taking turns to form a round table or sit in circle<sup>26</sup>.

---

<sup>24</sup> Narrative Text Folktale Dalam dan Luar Negeri [Available Online at : <https://englishadmin.com/2015/11/6-contoh-narrative-text-folktale-dalam.html>, accessed on 12<sup>th</sup> May 2018]

<sup>25</sup> Spencer Kagan & Kagan Miguel, *Kagan Cooperative Learning*. (San Clemente: Kagan Publishing, 1994), p. 6.34

<sup>26</sup> Sekar Chandra Ratnasari, *Effectifitas Model Pembelajaran Kooperatif Tipe Round Table Dalam Meningkatkan Ketrampilan Menulis Siswa*. (Jakarta: UPI. Skripsi Retrieved. 2016, Wednesday 11 December 11 Perpustakaan.upi.edu) p. 5

In her book, Barkley says that Round Table is the technique that makes students take turns responding to a prompt by writing one or two words or phrases before passing the paper along to others who do the same.<sup>27</sup> Round Table also ensures equal participation among group members and exposes students to multiple viewpoints and idea. By using a round table, students will be made in groups and have their respective roles in performing the tasks assigned to each group. Each student is asked to respond to a given task by writing some of the thoughts of a text that is part of their task, it is done also by other friends in the group which then collected into one so as to form a text in the form of a story.

Suprijono argues that Round Table Technique is one of cooperative learning technique which led the students to work together in a small group by taking turns in a round table. Cooperative learning itself defines as broader concept covering all types of group work including group work that led or directed by the teacher.

From all the explanation above we can conclude that Round Table is a technique designed with a round table form that divides the students in groups with their respective tasks and allows students to work or solve problems by working together in which each member in the group has each task and then the results obtained from the task they have done will be collected and solved simultaneously.

---

<sup>27</sup> Elizabeth F. Brakley, *Collaborative Learning Techniques: a handbook for college faculty*, (New York: Jossey Bass, 2005), p. 241

## 2. Steps of Round Table Technique

Round Table Technique is a technique that focused to teach writing<sup>28</sup>, although in reality today, this technique can be applied to teach all kinds of subjects and skills.

According to Elizabeth F. Barkley the steps of Round Table are :

- a. Form groups of four students and tell groups the prompt or distribute the handout.
- b. Identify (or have students identify) which group member will begin and inform students that they will circulate the paper clockwise.
- c. Ask the first student to write his or her words, phrases, or sentences as rapidly as possible and then read the response aloud so that other students have an opportunity to think about and build upon each other's responses.
- d. Ask the student to pass the paper to the next student, who follows the same steps.
- e. Inform students when time is up, or tell them in your instructions that the process is complete when all members have participated and all ideas are on the paper<sup>29</sup>.

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

- a. Each group consist of 4-6 persons.

---

<sup>28</sup> Elizabeth F. Brakley, *Collaborative Learning Techniques: a handbook for college faculty*, (New York: Jossey Bass, 2005), p.x

<sup>29</sup> *Ibid*, p. 241-242

- b. The teacher provides a task to which there are multiple possible responses, and provides think time.
- c. Students take turns passing a paper and pencil or a team project, each writing one answer or making a contribution.<sup>30</sup>

Based on the explanation above it can be conclude that the steps Round Table Technique to teaching writing are:

- a. The teacher will shape the students in some groups. And each groups consists of 4-6 students.
- b. Each students sits with their group in small circle and round table.
- c. The teacher gives one narrative text in each group.
- d. Every student reads the story.
- e. Each member rewrote a paragraph containing the story he or she has read
- f. Finally, all members of the groups discuss and compiles into the correct story according to the story line that the teacher has given in the form of the whole.

By applying this technique students are expected to be able to work together in completing the task and able to build good communication among fellow members in the group.

### **3. The Advantages of Round Table Technique**

Roundtable is one technique that is considered able to improve students' learning ability by applying in the classroom by forming a discussion group. As one of the learning techniques that can be applied in all

---

<sup>30</sup> Spencer Kagan & Kagan Miguel, *Op. Cit*, p. 6.34

skills, roundtable has some advantages according to Barkley cited by Fifi Noviasari, roundtable has the following advantages:

- a. Helping focus attention on students
- b. Participation and interaction between students
- c. Encourage all students for poured out ideas and opinions
- d. Students learn critically and active<sup>31</sup>.

In the end, Fifi concluded that the implementation of cooperative learning model of Round Table technique can improve students' learning motivation. Co-operative technique Round Table provide good benefits in improving students' learning motivation which means the maximum use of cooperative learning model technique Round Table will be the better in improving motivation to learn<sup>32</sup>.

#### **4. The Disadvantages of Round Table Technique**

The Disadvantages of Round Table Technique According to Barkley cited by Fifi Noviasari are:

- a. Spent a lot time.
- b. The student's spirit may be confused as yet get used to treatment<sup>33</sup>.

Meanwhile, Muarivah said the disadvantages of Round Table Technique are:

- a. It is time consuming.

---

<sup>31</sup> Fifi Noviasari, *Penerapan Model Kooperatif Teknik Round Table untuk Meningkatkan Motivasi Belajar Sejarah Siswa*, (FKIP Unila, 2017), p. 5

<sup>32</sup> *Ibid*, p. 11

<sup>33</sup> *Ibid*, p. 5



- b. When team members pass ideas around the room, they might hold back simply because they know that the person next to them will see what they have written. This is one of disadvantages of roundtable technique. It is because when they write their idea, their friend who sit next to them are able to see the answer or ideas.<sup>34</sup>

## H. Lecturing Technique

### 1. Definition of Lecturing Technique

Lecturing technique is the most common technique of teaching in higher education and it is clearly an important activity for both staff and students. The purpose of lectures are different from those of small groups and laboratory sessions in that lectures are usually delivered to a large audience and are designed for specific purposes.

Lecturing technique is oral presentation intended to present information or people about a particular subject, for example by a university or college teacher.<sup>35</sup> In other words, lecturing technique is teaching technique where an instructor as a central focus of information transfers. It means that lecturing technique is the way of delivering and the knowledge which do by the teacher by oral explanation directly the students.

In this research, the writer used lecturing technique to teach in the control class. Lecturing technique is a technique which used as the tool of

---

<sup>34</sup> Titik Murviah, *The Use of Round Table and Think Pair Share Technique to Improve Students' Reading Comprehension*, (Salatiga IAIN: Salatiga, 2015), p. 25

<sup>35</sup> Marine McGuire, *Teaching Technique*, 2005, [Available Online <http://712educators.about.com/learningstyle/p/auditory-learn.html>, accessed on 1<sup>st</sup> May 2018]

oral communication between the teacher and the students to present information in teaching learning process.

## 2. Steps of Lecturing Technique

Based on an explanation of the lecturing techniques already discussed, it can be inferred here are some steps of lecturing technique as follows:

- a. Presenting information
- b. clarifying topics and issues
- c. encouraging students to think about the topic
- d. creating interest
- e. providing students with the opportunity to benefit from the lecturer's experience and scholarship.<sup>36</sup>

Based on the explanation above it can be concluded that the step Lecturing Technique to teaching writing are:

- a. Plan the material.

The introductory should cover the goal for the students.

- b. Provide example.

The teacher gives examples of the text to make the students more clear.

- c. Summarize.

Students take notes during the teacher presented the materials. In order to understand what the teacher is saying.

---

<sup>36</sup> Ken Stafford, *An Introduction to Lecturing*, (Canada: University of Canada, 1993), p.1

d. The teacher assigns students the task of making a text as has been exemplified.

e. Check for understanding.

Make sure that the students understand about the materials and then ask to the students about the concepts presented.<sup>37</sup>

The purpose of this step is to make sure that the students understand about the materials and after that ask to the students about the concepts presented after this technhik is used.

### 3. The Advantages of Using Lecturing Technique

As one of the techniques used to teach, lecturing technique of course has several advantages, they are:

a. Facilitates large-class communication.

b. Can complement and clarify text material.

c. Can be used to make grow the students' interest in a subject.

d. Allows the teacher to precisely determine the goal of presentation.<sup>38</sup>

Therefore, the writer will use this technique to teach in the control class because this technique is good enough to teach there. This technique can be used to arise the students' interest in a subject and also allows the teacher to precisely determine the goal of presentation.

---

<sup>37</sup> *Teaching and Learning Center*, [Available online at: <http://oshu.edu/xd/education/teaching-and-learning-center/for-faculty/lecture-strategies.cfm>, accessed on 1<sup>st</sup> May 2018]

<sup>38</sup> *Lecturing: Advantages and Disadvantages of Traditional Technique*, [available Online at <http://cirtl.net/node/2570>, accessed on 1<sup>st</sup> May 2018]

#### **4. The Disadvantages of using Lecturing Technique**

Every technique used in the classes, there must be advantages and disadvantages in the technique. They are the disadvantages of the lecturing technique:

- a. The students are more passive than be active in class.
- b. Requires the teacher to have or to learn effective grammar skill.
- c. Encourages one-way communication.<sup>39</sup>

Therefore, to avoid the disadvantages above, teacher asked the students to make a group and every students of a group must make a note about the subject in order to the students are not passive in the class. The teacher also must apply communications so the class will be more active. The teacher can use language as communication Language is a means of communication human being uses language to express idea, feeling and opinion.

#### **I. Frame of Thinking**

Writing is a process of pouring ideas, thoughts or ideas where it lasts, our hands, eyes and brain play a role in it. Based on preliminary research, it was found that students had difficulties when they learned to write. In other words, it can be said that they are unmotivated and bored during the writing class, whereas writing is an important skill that must be mastered by students in school. In writing, it takes a situation and also a good feeling because if

---

<sup>39</sup> *Ibid.*

not, writing will become boring even what we write does not match with what we think. Currently many students in schools have low writing ability. This happens because one factor is less interesting techniques used by teachers in teaching writing. See the problems that exist in school then the need for a technique that can improve students' writing ability. Round Table is a technique that can be used in teaching writing, roundtable is a fun learning technique because it involves cooperation in a group that can facilitate students in completing the task and students will not feel burdened with the usual tasks are individual.

Based on the benefits of round tables and problems at school it can be assumed that roundtables can improve writing skills in the classroom. Even Round table is now often used to teach other skills such as speaking. Then, round table technique is a technique that considers teamwork, so when students practice it, they are not afraid to improve their writing skills because they are together (with groups and friends). Therefore to achieve the goal in teaching writing, especially in writing narrative texts, researchers assume that roundtable techniques can provide new things that have a positive effect in improving students' writing skills.

## **J. Hypothesis**

The hypothesis in this research as follows:

1. Alternative Hypothesis (Ha)

In this research the alternative hypothesis ( $H_a$ ) said that Round Table Technique can significantly influence students' narrative writing ability.

2. Nol Hypothesis ( $H_0$ )

In this research the nol hypothesis ( $H_0$ ) said that Round Table Technique can not significantly influence students' narrative writing ability.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

In this research, experimental design had been used. Experimental design is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusion about the effect of the experimental treatment on the dependent variable.<sup>1</sup> The kinds of experimental design are Pre-experimental Design, True Experimental Design, and Quasi Experimental Design.<sup>2</sup>

In Experimental Design, it will be used Quasi Experimental Design. According to Sugiyono, the quasi experimental design is a study which is aimed at discovering the influence of particular treatment. This design covers quantitative data and statistical technique in analyzing the data.<sup>3</sup> In this case, the Quasi Experimental Pretest - Posttest Group Design will be used. Then, it compares the influence of the treatment towards an experimental class. The research design in this research can be seen below:

---

<sup>1</sup> Donald Ary. Et.al. *Introduction to Research in Education English Edition* (Canada: Wadsworth Learning, 2010), p.316

<sup>2</sup> Sugiyono. *Metode Penelitian pendidikan Kuantitatif Kualitatif dan R&D*. (Bandung: Alfabeta, 2009), p. 109

<sup>3</sup> Donald Ary, et.al; op.Cit. p.317

$$\mathbf{G1 = T1 X T2}$$

$$\mathbf{G2 = T1 0 T2}$$

G1 : Experimental class

G2 : Control class

T1 : Pre-test

T2 : Post-test

X : Treatment for experimental class, writing through Round Table Technique

0 : Teaching writing using Lecturing Technique.<sup>4</sup>

## B. Variable of the Research

A variable could be classified according to how they are measured and their functions in the research. Thus, it had been classified as dependent variable and independent variable. In this research, there are two variables, they are, dependent variable and independent variable.<sup>5</sup> Dependent variable is variables whose change the researcher wishes to explain. Whereas independent variable is variables that help explain to change in the dependent variable.<sup>6</sup>

---

<sup>4</sup> Ag, Bambang Setiyadi, *Metode Peneliuiian tintuk Pengujaran Bahasa Asing Pendekatan Kualitatif*. (Yogyakarta Graha Ilmu, 2006), p.142

<sup>5</sup> *Ibid*, p. 141

<sup>6</sup> Patel Parima. *Introducian to Quantitative Methods*, (Cambridge: Harvard University, 2009), p. 2



Based on the explanation above, variables of the research can be seen that:

1. Round Table Technique with (X) as Independent Variable of the research.
2. Student's writing skill with (Y) as Dependent Variable of the research.

### **C. Operational Definition of Variable**

The Operational variables in this research are follows:

1. Round Table Technique is one of cooperative learning technique which designed with a round table form that divides and divides the students into groups with each tasks and helps students to work or solve problems by working together in which each member in the group has each task and then the results obtained from the task that has been they do will be collected and solved simultaneously.
2. Students' narrative writing ability is the ability of the students in writing narrative text with attention to several aspects in order to get a good writing that is content, vocabulary, organization, language use, and mechanics.

### **D. Population**

According to Arikunto population is all the individuals of that group.<sup>7</sup>

In this research, the population is the tenth grade students of SMA

---

<sup>7</sup> Arikunto Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praltik*, (Jakarta: Rincka Cipta,

Muhammadiyah Gisting in academic year 2016/2017. A number of students are 157 students in 5 classes. The distribution of the students of the research can be seen in the following table;

**Table 3**  
**The Population of Research**

No	Class	Gender		Total
		Male	Female	
1	X.IPA1	17	17	34
2	X.IPA2	11	16	27
3	X.IPS1	13	14	27
4	X.IPS2	12	20	32
5	X.IPS3	24	6	30
Total		77	73	150

*Source : Documents of SMA Muhammadiyah Gisting*

### **E. Sample**

According to Arikunto sample is part of population being researched.<sup>8</sup> Therefore, sample in this research is taken from population. Thus, in this research, it was took two of five classes as the sample classes. The two classes were the first as control class and the second one as experimental class.

### **F. Sampling Technique**

Cluster random sampling technique had been used to determine the experimental class and the control class. If the total area of interest happens to be a big one, a convenient may in which a sample could be taken is to divide the area into a number of smaller non-overlapping areas and then to randomly select a number of these smaller areas (usually called clusters), with the

---

2002), p. 108

<sup>8</sup> *Ibid*, p. 109

ultimate sample consisting of all (or sample of units in these small areas or cluster.<sup>9</sup>

Here are steps in determining sample by using cluster random sampling technique:

1. First, the researcher made a kind of lottery
2. Second, the researcher provided 5 pieces of small paper in which each piece will have the name of each class then the researcher was them up and put them into a glass
3. Third, the researcher shake the glass and took a piece of the paper
4. Next, the glass was shaken until the first rolled-paper comes out of it and then this rolled-paper would be determined as the experimental class is X IPA2
5. The Last, glass was shaken again until rolled-paper comes out and it would be determined as the control class is X IPS1

### **G. Data Collecting Technique**

Data collecting technique had been used to find out the research. In this research, quasi experimental pretest-posttest group will be used to design analyze the data.

---

<sup>9</sup> *Ibid*, p.65

## H. Instrument of the Research

In this research, the instrument is test. It will in form of written test. Students were asked to make a Narrative paragraph minimally 75 words and 90 minutes for time allocation related to the technique they have learned. After that the writer took the score to measure the students' ability in making Narrative paragraph. Indeed, there were two instruments in this research. They were pre-test and post test. The paragraph was in past tense form and the writer gave some topics that must be chosen by students.

### 1. Pre-Test Instrument

Pre-test will be conducted before presenting the special treatment. The test was did orally. The topics were:

- a. Mouse Deer and Snake
- b. The Legend of Banyuwangi
- c. Snow White

### 2. Post-Test Instrument

Post-test will be given after conducting the treatment. It will be given to know the students' improvement after they get the treatment. The post-test had been given to the control class and experimental class. The topics were:

- a. Mouse Deer and Mr. Crocodile
- b. The Legend of Toba Lake
- c. Cinderella.

### 3. Research Procedure

The procedures of the research are:

1. Determining the subject
2. Determining the population and sample
3. Presenting the pre-test and finding out the result of the test
4. Analyzing the data gotten through the pre-test.
5. Giving the treatment, the writer taught the class three times through dream auction technique
6. Giving the post-test and score the result
7. Analyzing the result of the test.
8. Testing the hypothesis and making the conclusion
9. Reporting the result of the research.

### 4. Criteria for Evaluating Students' Writing

In teaching writing, there are some aspects that must be used to measure the result of students' score. They are: content, organization, vocabulary, language use, and mechanics. The following were some criteria student for evaluating writing proposed by Tribble.<sup>10</sup>

**Table 4**  
**Criteria for Evaluating Students' Writing**

No	Component	Range	Description
1	Content	20-17 16-12 11-8 7-5	<b>Excellent to very good:</b> related ideas <b>Good:</b> Occasionally unrelated ideas <b>Fair to poor:</b> very often unrelated ideas <b>Very poor:</b> irrelevant ideas
2	Organization	20-17	<b>Excellent to very good:</b> Effective and well organized

<sup>10</sup> Christopher Tribble, *Writing*, (New York oxford University Press, 1996), p.133

		16-12 11-8 7-5	<b>Good:</b> Occasionally ineffective, weak transition <b>Fair to Poor:</b> Lack Organization <b>Very Poor:</b> Little or no Organization
3	Vocabulary	20-17 16-12 11-8 7-5	<b>Excellent to very Good:</b> Effective Word choice <b>Good:</b> Mostly effective word choice <b>Fair to poor:</b> Frequently <b>Very Poor:</b> Mostly ineffective word choice
4	Language use	30-24 23-18 17-10 9-6	<b>Excellent to very Good:</b> Grammatically correct <b>Good:</b> Mostly Grammatically Correct <b>Fair to Poor:</b> frequently Error in Grammar <b>Very Poor:</b> very often Error in Grammar
5	Mechanics	10-8  7-5  4-2  1-0	<b>Excellent To Very Good:</b> Few Errors n Spelling, punctuation, capitalization, Paragraphing. <b>Good:</b> occasionally Errors in Spell punctuation, capitalization, Paragraphing. <b>Fair to Poor:</b> Frequent Errors in Spelling, punctuation, capitalization, Paragraphing <b>Very poor:</b> Dominated by Errors in Spelling, punctuation, capitalization, Paragraphing.
	Total Score	100	

## 5. Validity Test

Validity is a matter of relevance. It means that to measure what is claimed to be measured.<sup>11</sup> A test is valid if the test can be really test what needs to be tested correctly. In another word it had high accuracy to measure the aspect that is needed to be measured. In this research there are several aspects in measuring validity of the test. They are:

### a. Content validity

Content validity concerns whether the test are good reflection of the materials that needs to be tested. Content validity refers to instruments that are parallel with matter that had been measured. Because in this research the test had been intended to measure students writing skill of the tenth grade of senior high school, the test would be given to the students is the

<sup>11</sup> Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D* (Bandung Alfabeta, 2014), p. 172

test that could measure students' mastery about writing which based on what they have learnt before on the curriculum. In this case, the instrument had agreement with the objective of the learning in the school which was based on the syllabus.

#### b. Construct Validity

Construct validity refers to assumptions, shows the measurement uses to contain correct operational definition, which is based on the theoretical concept, in another word, construct validity is just like a concept, both of the generalization that need to be defined so clearly that can be measured and be examined. We may think construct validity as labelling issue. Construct validity focuses on the kind of the test that is used to measures the ability. In other words, the test can measure what needs to be measured. In this research, the researcher administered a writing test. The scoring covers five aspects of speaking that are adapted from Hughes. They are; content, organization, vocabulary, language, and mechanics. To make sure the researcher discussed the instrument to the English teacher.

#### 6. **Readability of the Test**

Readability tests are indicators that measure how easy a document is to read and understand. For evaluators, readability statistic can be solid predictors of the language difficulty level of particular documents. The

essential information evaluation document should be easily understandable.<sup>12</sup> To know readability of the narrative text writing ability test instrument, the researcher follows Kouame's research. The participants ask to evaluate instructions and the understandability of each item on a scale of 1 to 10, where, 1 describes an item that is easy to read and 10 describes an item that is difficult to read.<sup>13</sup> The question will be tested individually and the questionnaire for readability is attached.

Based on the finding of Kouame's research, if the mean of all items of the instrument text has under 4.46, the instrument is quite readable and understandable by the readers or test takers.<sup>14</sup> Thus, based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers of test takers.

## 7. Reliability of The Test

Frankel and Wallen stated that reliability refers to consistency of the scores obtained how consistent they are for each individual from one

---

<sup>12</sup> Julie B. Kouame, *Journal of Multi Disciplinart Evaluation* Vol. VI No. 14 August 2010: *Using Readability Test to Improve the accuracy of Evaluation Documents Intended for Low-Literate Participants*, (Michigan: Western Michigan University), p. 133

<sup>13</sup> *Ibid*, p. 133

<sup>14</sup> Julie B. Kouame, *Journal of Multi Disciplinart Evaluation* Vol. VI No. 14 August 2010: *Using Readability Test to Improve the accuracy of Evaluation Documents Intended for Low-Literate Participants*, (*Journal of Multi Disciplinary Evaluation*, Volume 6 (14), 2010), p.133 available on journals.sfu.ca (Accesed on April 30<sup>th</sup>, 2018)



administration of an instrument to another and from one set of item to another.<sup>15</sup> Beside having high validity, a good test must have high reliability.

To get the reliability of the test, inter-rater reliability had been used. Inter-rater reliability counts level of the reliability based on two series of score that are gotten by two raters, they are an English teacher and the researcher. To estimate the reliability of the test, the researcher used rank order correlation as follows:

$$p = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

Note:

p = the number of rank order correlation (Rho)

6 & 1 = constant number

D = different of rank correlation (D= R1- R2)

N = number of students

Then, the researcher also will use the criteria of reliability as follows:

Reliability coefficient 0.800-1.000 is very high

Reliability coefficient 0.60-0.800 is high

Reliability coefficient 0.400-0.600 is fair

Reliability coefficient 0.200-0.400 is low

Reliability coefficient 0.000-0.200 is very low

---

<sup>15</sup> Jack R. Fraenkel and Narmin E. Wallen, *How to Design and Evaluate Research and education* (San Fransisco: Beth Mejia, 2008), p. 154

## 8. Data Analysis

To analyze the result of the data from pre-test and post-test, it will be used the following steps:

### a. Normality test

In this research n test had been used. Normality test is used to know whether the data have a normal distribution or not.<sup>16</sup> In this research, the statistical computation by using SPSS (Statistical Package For Social Science) had been used for normality. The tests are of normality employed Kolmogorov - Smirnov and Shapiro Wilk. The hypotheses for the normality test were formulated as follows:

H<sub>0</sub>: The data have normal distribution

H<sub>a</sub>: The data do not have normal distribution.

While the criteria of acceptance or rejection of hypotheses for normality test are as follows:

H<sub>0</sub> is accepted if Sig. >  $\alpha = 0.05$

H<sub>a</sub> is accepted if Sig. <  $\alpha = 0.05$

### b. Homogeneity test

Homogeneity test had been used know whether the data in experimental class and control class are homogeneous or not. In this research, the statistical computation by using SPSS (Statistical Package for the Social Science) had

---

<sup>16</sup> Sudjana, *Metode Statistika*, (Bandung: Tarsito, edisi 6, 2006), p. 466

been used for homogeneity of test. The test of homogeneity employing Levene statistic test.

The hypotheses for the homogeneity tests are formulated as follows:

$H_0$  = the variances of the data are homogenous.

$H_a$  = the variances of the data are not homogenous.

While the criteria of acceptance or rejection of homogeneity test are as follow:

$H_0$  is accepted if Sig. >  $\alpha = 0.05$

$H_a$  is accepted if Sig, <  $\alpha = 0.05$

c. Hypothetical test

The data of this research had been analyzed statistically. If the fulfillment of the assumptions normally test and homogeneity test wore fulfilled, in this research it had been used independent sample t-test. In this case, the statistical computation by using SPSS (Statistical Package for Social Science) had been used for hypothetical of test. The purpose of using SPSS in this case would to practicality and efficiency in the study.

The hypotheses are:

$H_a$  : There is significant influence of using Round Table Technique towards students' narrative writing ability

$H_0$  : There is no significant influence of using Round Table Technique towards students' narrative writing ability

While the criteria of the test are:

$H_a$  is accepted, if  $\text{Sig.} < \alpha = 0,05$

$H_o$  is accepted if  $\text{Sig.} > \alpha = 0,05$

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Description of Treatments**

Treatment is carried out from October 26<sup>th</sup> to November 9<sup>th</sup>, 2018. This research has been carried out through 3 steps. First they did the pretest, then continued with 2 treatments and the posttest to find out the influence of using the Round Table Technique. This study identified several results, they were: student scores after treatment, differences between students who are thought by Round Table Techniques and those thought by Lecturing Technique.

##### **1. Description of the First Treatment**

The lesson starts with praying together and giving greetings. Then check the attendance list. Stimulate students by asking what stories they have known. After stimulating by giving questions and getting answers from students, the subject matter of narrative texts in local story topics is explained for example the legend of Toba Lake and Banyuwangi. Then, form students into 5 groups. After students complete the group, the Round Table procedure is explained. After making sure that the students understand the Round Table, the group is given one story. Then, each group member must understand and retell after discussing the story. After that, students begin to pour ideas from the stories they have read by writing them on paper and doing them in turns with their fellow group members.

## 2. Description the Second Treatment

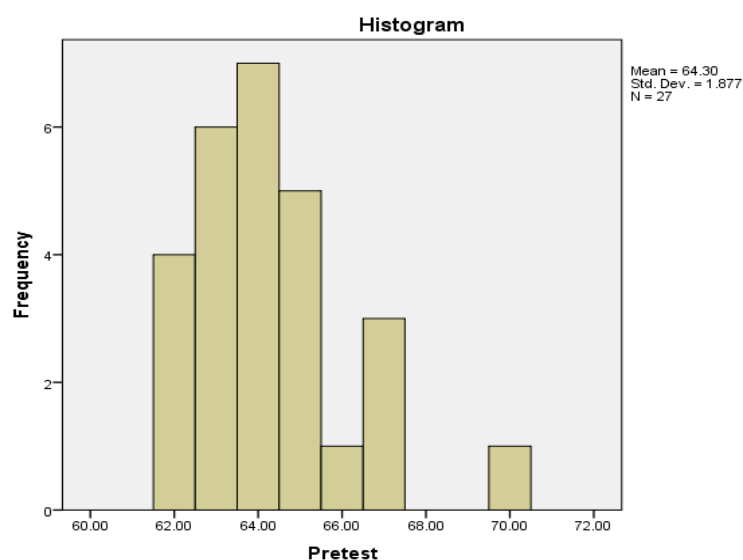
Students are taught through other topics namely foreign stories such as Cinderella and snow white using Round Table. In this section the students are divided into groups as in the previous meeting. Then each group is given one story. Then the students must retell the story by writing it alternately like the previous meeting too.

### B. Result of Test

#### 1. Result of Pre Test

Pre-tests are conducted to determine students' writing skills before the treatment is given. This can be seen from the value of the pre-test of students' writing ability in the control class and the experimental class.

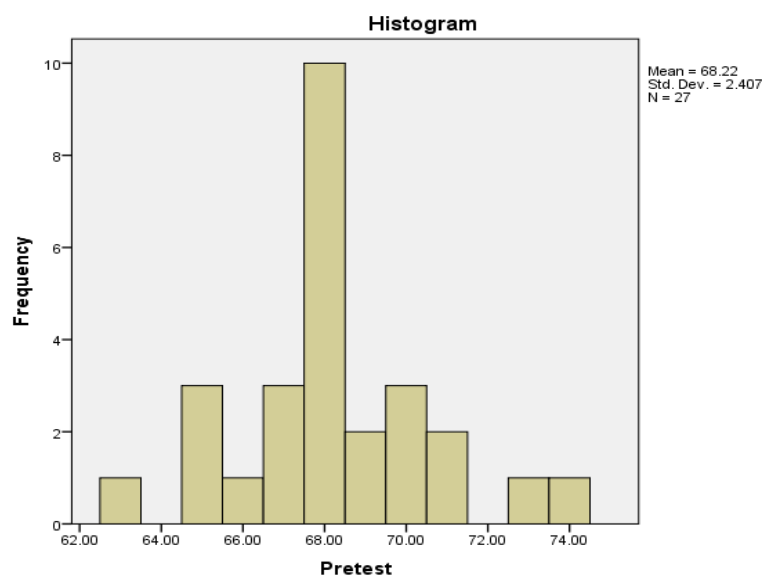
**Figure 1**  
**The Result of Pre-Test in Control Class**



Based on the Figure 1, it could be seen that there were 4 students who got 62 score, 6 student who got 63 score, 7 students who got 64 score, 5 students

who got 65 score, 1 student who got 66 score, 3 students who got 67 score, and 1 students who got 70 score. It can be seen that highest of pre-test of control class was 70 and the lowest score was 62, the mean of pre-test in control class is 64.30, standard deviation = 1.87729, N = 27, median = 64.0000, mode = 64.00, variance = 3.524, minimum score = 62, maximum = 70. It showed students writing ability before they got treatments in control class.

**Figure 2**  
**The Result of Pre-Test in Experimental Class**



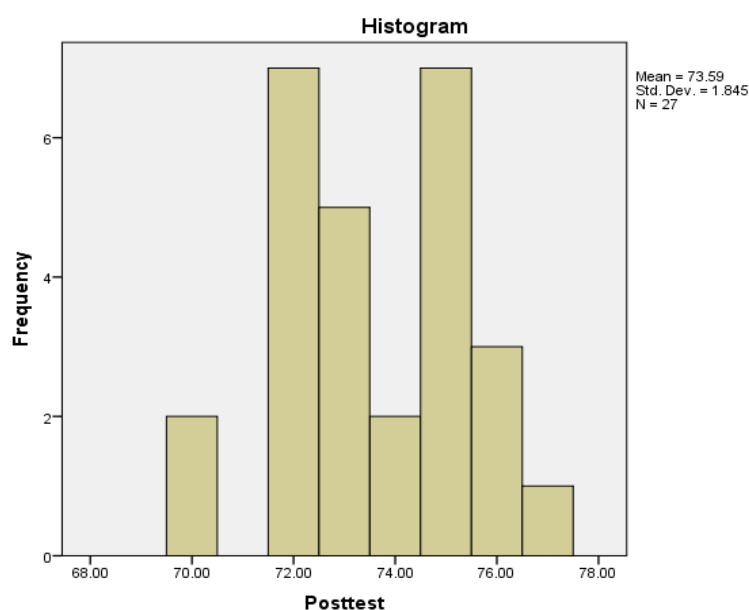
Based on the Figure 2, it could be seen that there were 1 students who got 63 score, 3 student who got 65 score, 1 student who got 66, 3 student who got 67, 10 students who got 68, 2 students who got 69 score, 3 students who got 70 score, 2 student who got 71 score, 1 students who got 73 score, and 1 students who got 74 score. It can be seen that highest of pre-test of experimental class was 74 and the lowest score was 63, the mean of pre-test in experimental

class is 68.2222, standard deviation 2.40725,  $N = 27$ , median = 68.0000, mode = 68.00, variance = 5.795, minimum score = 63, maximum = 74. It showed students' writing ability before they got treatments in experimental class.

## 2. Result of Post Test

The post-test was administrated in order to know students' writing ability after the treatments given. It can be seen from the post-test score of students' writing ability in the control class and experimental class.

**Figure 3**  
**The Result of Post Test in Control Class**

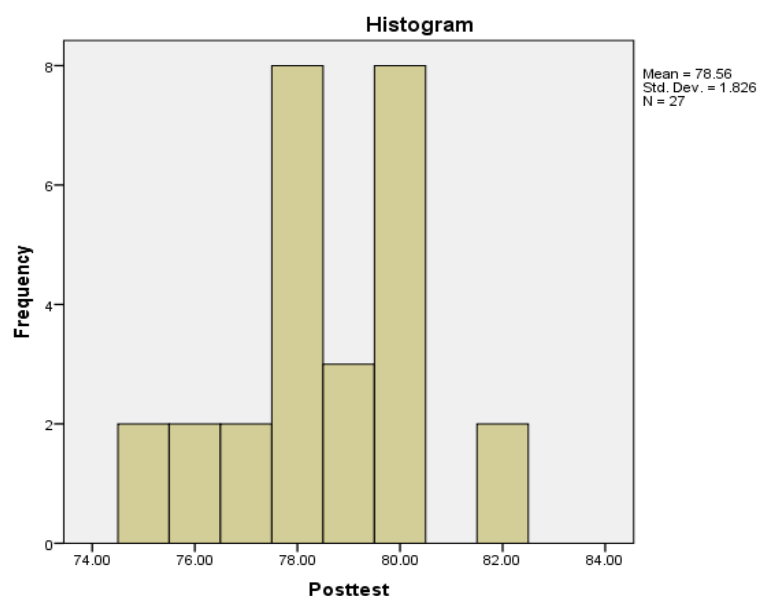


Based on the figure 3, it could be seen that there were two students who got 70 score, 7 students who got 72 score, 5 students who got 73 score, 2 students who got 74 score, 7 student who got 75 score, 3 students who got 76 score, and 1 students who got 77 score. It can be seen that highest of pre-test of



control class was 77 and the lowest score was 70, the mean of post-test in control class is 73.5926, standard deviation = 1.845, N = 27, median = 73.00, mode = 72.00, variance = 3.405, minimum score 70, maximum 77. It showed students' writing ability after they got the treatments.

**Figure 4**  
**The Result of Post Test in Experimental Class**



Based on the figure 4, it could be seen that there were 2 students who got 75 score, 2 students who got 76 score, 2 students who got 77 score, 8 students who got 78 score, 3 students who got 79 score, 8 students who got 80 score and 2 student who got 82 score. It can be seen that highest of experiment class was 82 and the lowest score was 75, the mean of post-test in experimental class is 78.56, standard deviation = 1.826, N = 27, median = 78.0000, mode = 78.00, variance = 3.33, minimum score = 75, maximum = 82. It showed students' writing ability after they got treatments.

## C. Result of Data Analysis

### 1. Fullfilment of Assumption

#### a. Result of Reliability

Reliability shows that the instrument can be believed to be used as a tool of data collecting when the instrument good enough. From the calculation above, the result of pre-test (0.824) and the result of post-test (0.839). It means that the instrument has very high reliability.

#### b. Result of Normality Test

Normality test was done to know whether the data has normal distribution or not. The hypothesis for the normality test is formulated as follows:

##### a) The hypotheses are:

$H_0$  : the data are normally distributed

$H_a$  : the data are not normally distributed

##### b) The test criteria

If the value (p) > significant ( $\alpha = 0.05$ ) it means that,  $H_0$  was accepted

If the value (p) < significant ( $\alpha = 0.05$ ) it means that,  $H_a$  was accepted

**Tabel 4**  
**Tests of Normality**

	Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
gain_score	Expeimental Class	.149	27	.130	.933	27	.082
	Control Class	.201	27	.007	.932	27	.077

Lilliefors Significance Correction

Based on Table above, it can be seen that Pvalue (Sig.) for experimental class was 0.082 and Pvalue (Sig.) for control class was 0.077. Because *Sig.* (Pvalue) of experimental class  $> \alpha$  0.05, So  $H_0$  is accepted and *Sig.* (Pvalue) for the control class  $> \alpha$  0.05, So,  $H_a$  is rejected. The conclusion was that the data in the experimental class and control class had normal distribution.

c. Result of Homogeneity

Homogeneity test was to know whether the variance of the data is homogeneous or not. The hypotheses for the homogeneity test are formulated as follows

a) The hypotheses are:

$H_a$  : The variance of the data is not homogeneous

$H_0$  : The variance of the data is homogeneous

b) The criteria of the test are follows

$H_0$  is accepted if  $\text{sig} > \alpha = 0.05$

$H_a$  is accepted if  $\text{sig} < \alpha = 0.05$

**Tabel 5**  
**Test of Homogeneity of Variances**

Levene Statistic	df1	df2	Sig.
3.209	1	52	.079

Based on the results obtained in the test of homogeneity of variances in column, it could be seen that *Sig.*(Pvalue) = 0.079  $> \alpha$  = 0.05. It demonstrated

that  $H_0$  was accepted because  $Sig.(Pvalue) > \alpha = 0.05$ . It means that the variance of the data was homogenous.

d. Result of Hypothetical test

Based on the previous explanation that the normality and homogeneity test were satisfied. Therefore, the researcher used the hypothetical test using SPSS (*Statistical Program for Social Science*), independent sample t-test.

The hypothesis formulas are:

The criteria of acceptance or rejection of the hypothesis for hypothetical test were:

$H_0$  is accepted if  $Sig. (Pvalue) > \alpha = 0.05$

$H_a$  is accepted if  $Sig. (Pvalue) < \alpha = 0.05$

$H_a$  : There is significant influence of using RTT to improve students' writing ability

$H_0$  : There is no significant influence of using RTT to improve students' writing ability

While the criteria of the test:

$H_0$  is refused, if the score of  $t_{observed} < t\text{-critical}$ , in other case

$H_a$  is accepted, if the score of  $t_{observed} > t\text{-critical}$ , with  $\alpha = 0.05$  (5%)

**Table 6**  
**Independent Samples Test**

	Levene's Test for Equality of Variances	t-test for Equality of Means
--	---	------------------------------

	F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
gain_score	3.2 09	.079	2.28 4	52	.026	1.07407	.47017	.13061	2.0175 4
			2.28 4	46.89 8	.027	1.07407	.47017	.12816	2.0199 9

Based on the results obtained in the independent sample t-test in Table, that the value of significant generated  $Sig.(Pvalue) = 0.026 < \alpha = 0.05$ . So,  $H_a$  is accepted and  $H_0$  is rejected. Based on the computation, it can be concluded that there was a significant influence of using Round Table Technique towards students' writing ability at the first semester of the tenth grade of SMA Muhammadiyah Gisting in the academic year 2018/2019.

#### D. Discussion

Based on the research findings, it was found that students who were taught using the Round Table Technique had succeeded in increasing their writing skills, because in Round Table Techniques students were very involved in the thinking process, because they had to explore their skills in putting ideas into writing after understanding a story. Round Table Technique effective to be implemented in teaching writing. It has been revealed by previous research conducted by Anisa Alkaromah entitled The Use of Round

Table Techniques to improve students' speaking skill.<sup>1</sup> Therefore students' writing skills are one of the productive skills for sharing ideas and information through the use of the ability to put ideas into writing in using English with good grammar, vocabulary, and understanding.

There are some problems students in writing. The first problem is the students find difficulties to express their ideas at the time of writing. It is caused students have difficulties to understand a text that is quite long and a little complicated, students have difficulty in understanding the stories in a text because their ability to master vocabulary and grammar is quite low. Then, researcher applied this technique to students who have problems in writing, and after researchers applied this technique by giving treatment to students in several times, students are considered to able be better in writing, this is because roundtable techniques are techniques that invite students to work together in solving a problem by forming a group and involving each student to try to put their ideas into writing. Each student has responsibility to determine the part of a story that has been given, and after all students have poured their ideas, they jointly discuss to arrange the story in the right order. This also proves that Round Table Technique can increase students' self-confidence, improve students' thinking skills and create students' freedom in expressing their ideas.<sup>2</sup>

---

<sup>1</sup> Anisa Husni Alkaramah, *The Use of Round Table Technique to Improve Students, Speaking Skill*, (Bandar Lampung: UIN Raden Intan Lampung, 2017)

<sup>2</sup> *Ibid*, p. 68

The second problem experienced by students in writing is the technique that used by teachers are monotonous. Students feel bored with the lecturing technique used by the teacher to teach writing. Because of the monotonous technique students become lazy and not interested in learning writing. Then, the researcher applied a roundtable technique for students during the writing lesson. By applying this technique, Students are expected to be more interested in learning writing and of course able to be better in writing. Basically round table technique is a technique that invites students to be more active, encourages students to express their ideas, and builds interaction between students in a group.<sup>3</sup> Round Table techniques are also considered as a technique that enjoy for learning because in completing a task students can work together. This has succeeded in influencing students with evidence of increasing student scores during the post test. With a value that is better than the pretest, this proves that the roundtable technique has a significant influence after being applied to students.

Round Table Techniques create a sense of relationship through the community because each group learns and shares their ideas together. The application of this technique allows students to communicate together with group members and develop relationships in the classroom. In this study, Round Table Technique created cooperatives to be more likely to feel comfortable practicing their writing skills. Through Round Table Technique

---

<sup>3</sup> Fifi Noviasari, *Penerapan Model Kooperatif Teknik Round Table untuk Meningkatkan Motivasi Belajar Siswa*, (FKIP Unila, 2017), p.5

students can develop reading and writing simultaneously. Every student in the group actively participates by taking a turn to share their ideas and opinions. Round Table Techniques also help students build self-confidence and fluency. The results of this study prove that after getting treatment using the Round Table Technique the experimental group students get a very good score after getting treatment using Round Table Technique, Implementing Round Table Technique in the classroom especially in writing classes, can help teachers use time effectively.

However, implementing round table technique in class is not easy. Harms and Mayers also argue that "Implementing Round Table Techniques may seem complicated at first, but with careful introduction and explanation the teacher can implement it with great success."<sup>4</sup> The statement above proved true in this experiment. The author found difficulties in implementing the Round Table Technique for the first time. Students are still confused and do not understand their roles and what they have to do, but with clear explanations and examples students can understand their role.

After Round Table Technique was implemented, students writing ability in narrative text was better than before. After getting the treatments and post-test was conducted, it found that there were significant differences between the experimental class and the control class where the post-test score of the experimental class was higher. It could be seen from the mean in pre-

---

<sup>4</sup> Harms, Emily and Mayers, *Empowering Students Through Speaking Round Tables*. (Journal of Language Education in Asia Volume 4. Japan Tokyo University, 2013), p. 44



test score of control class was 64.30 and in the post-test was 73.59. While the mean of pre-test score of experimental class was 68.22 and in the post-test was 78.56. It means that the most improvement was in the experimental class.

Based on the calculations and analysis above, it can be concluded that students in the experimental group had higher writing ability after being given treatment through the Round Table Technique of students in the control group who were taught using Lecturing Techniques. It can be said that the Round Table Technique is better than the Lecture Technique to help students improve their writing ability in tenth grade students of SMA Muhammadiyah Gisting.

## CHAPTER V

### CONCLUSION AND SUGGESTION

After conducting the research, presenting the data, analyzing the data and discussing the result, in this chapter the conclusion and suggestion would like to present which is entitled "The Influence of Round Table Technique towards Students' Narrative writing Ability at the First Semester of The Tenth Grade of SMA Muhammdiyah Gisting 2018/2019 Academic Year".

#### A. Conclusion

After presenting and analyzing data in the previous chapter, the writer accomplishes to the conclusion as follows:

There is a significant influence of using Round Table Technique towards students' narrative writing ability. Because by seeing the result of the data calculation in the previous chapter where null hypothesis ( $H_0$ ) was rejected, and alternative hypothesis ( $H_a$ ) was accepted, it means that the researcher's assumption is true, that is, Round Table technique can give a significant influence towards students writing ability. It was supported by the scores achieved by the students in which prove got higher scores after gave the treatment. Round Table as a technique for they teaching writing. The significant can be seen from Sig (2-tailed) of the equal variance assumed in the independent sample t-test table where the Sig (2-tailed) is 0.026. It is lower than  $\alpha = 0.05$  and its mean  $H_0$  is rejected and  $H_a$  is accepted.

It can be revealed from the hypothetical test, where alternative hypothesis is accepted and null hypothesis is rejected.

## **B. Suggestions**

After conducting the experiment, analyzing the data and discussing the result, the researcher gives some suggestions to those who might be benefited to the result of this research; they are English teacher and future researcher.

### **1. Suggestions for English Teacher**

To make Round Table Technique successfully to be implemented in the classroom, the writer recommends several suggestions to be taken into consideration by English teacher. Those suggestions are:

- a. The implementation of Round Table Technique is suitable for elementary or intermediate level especially junior or senior high school students. The discussions" topic should be appropriated to the age of the students and interesting for them in order to get a maximum result.
- b. The teacher should be patient in giving clear instruction to the students before implementing Round Table Technique because this technique is confusing for the students in the beginning. The teacher should give clear explanation about what the students should do while Round Table Technique applied, so that they can understand their role. Clear and well-organized instruction will help the students to perform and understand more easily.

- c. The teacher must carefully set the time allocation and the member of the groups. If the time allocation is not appropriate and the member of the group is too large, it is difficult to handle.

## **2. Suggestions to The Students**

- a. Students must learn and be more serious in learning English to develop their skills, especially in writing skills.
- b. Students must be skilled in memorizing vocabulary so that it can be easier when writing practice.

## **3. Suggestion to Future Researcher**

For other researchers in the future, it is recommended that they develop this technique to teach other skills, such as: speaking, listening and reading; or use this technique to teach junior high school in different skills.

## REFERENCES

- Alkaromah, Husni. Anisa. *The Use of Round Table Technique to Improve Students Speaking Skill*. Bandar Lampung: UIN Raden Intan Lampung.
- Arikunto, Suharsimi. 2002. *Prosedur Penelitian suatu Pendekatan Praltik*. Jakarta: Rincka Cipta,
- Ary, Donald. et.al. 2010. *Introduction to Research in Education English Edition* Canada: Wadswort Learning, 2010.
- Brakley, F. Elizabeth. 2005. *Collaborative Learning Techniques: a handbook for college faculty*. New York: Jossey Bass.
- Brown, H. Douglas. 2007. *Teaching by Principles An Interactive Approach to Language Pendagogy*. San Fransisco: Longman. Second Edition
- Byrne, Donn. 2002. *Teaching Writing Skills*. London: Longman.
- Palmer, C. Barbara. 1994. *Developing Cultural Literacy Through the Writing Process*. Loongwood Profesional Book: New York.
- Harmer, Jeremy. 2002. *How to Teach English*. New York: Longman.
- Fraenkel, R. Jack and Wallen E. Narmin. 2008. *How to Design and Evaluate Researchand education*. San Fransisco: Beth Mejia.
- James, Hartley. 2008. *Academic for Writing and Publishing: Practical Handbook*, New York: Routledge.
- Jeremy Harmer. 2004. *How to Teach Writing*. Longman: Pearson Education Limited.
- Jordan, R. R. 1999. *Academic Writing Course "Study Skills in English*. Edimburgh: Longman. Third edition
- Kagan, Spencer & Kagan, Miguel. 2009. *Kagan Cooperative Learning*. San Clemente: Kagan Publishing.
- Kouame, B. Julie. *Journal of Multi Disciplinart Evaluation* Vol. VI No. 14 August 2010: *Using Readability Test to Improve the accuracy of Evaluation Documents Intended for Low-Literate Participants*. Michigan: Western Michigan University.

- Lecturing: *Advantages and Disadvantages of Traditional Technique*, [available Online at <http://cirtl.net/node/2570>, accessed on 1<sup>st</sup> May 2018]
- Marine McGuire, *Teaching Technique*, 2005, [Available Online <http://712educators.about.com/learningstyle/p/auditory-learn.html>, accessed on 1<sup>st</sup> May 2018]
- Meyers, Alan. 2005. *Gateways to Academic Writing: Effective Sentences, Paragraph, and Essay*. New York: Pearson Education.
- Murviah, Titik. 2015. *The Use of Round Table and Think Pair Share Technique to Improve Students' Reading Comprehension*. Salatiga IAIN: Salatiga.
- Noviasari, Fifi. 2017. *Penerapan Model Kooperatif Teknik Round Table untuk Meningkatkan Motivasi Belajar Sejarah Siswa*. Bandar Lampung: FKIP Unila.
- Nunan, D. 2003. *Collaborative Language Learning and Teaching*. New York: Cambridge University Press.
- Oshima, Alice & Ann Hogue. 2007. *Introduction to Academic Writing*. New York: Pearson Education.
- Parima, Patel. 2009. *Introduction to Quantitative Methods*. Cambridge: Harvard University.
- Raimes, Ann. 1938. *How to Teach Writing*. New York : Oxford University Press.
- Ratnasari, Sekar Chandra. 2016. *Effectifitas Model Pembelajaran Kooperatif Tipe Round Table Dalam Meningkatkan Keterampilan Menulis Siswa*. Jakarta: UPI.
- Richards, C. Jack and Willy A. Renandya. 2002. *Methodology in Language Teaching, An Anthology of Current Practice*. Cambridge: Cambridge University Press.
- Setiyadi, Bambang. 2006. *Metode Penelitian tuntut Pengujian Bahasa Asing Pendekatan Kualitatif*. Yogyakarta Graha Ilmu.
- Setiyadi, Bambang. 2006. *Teaching English as Foreign Language*. Yogyakarta : Graha Ilmu.
- Siahaan, Sanggam. 2008. *Generic Text Structure*. Yogyakarta: Graha Ilmu.
- Siahaan, Sanggam. 2008. *Issues in Linguistic*. Yogyakarta: Graha Ilmu, 2008.

Stafford, Ken. 1993. *An Introduction to Lecturing*. Canada: University of Canada.

Sudjana. 2006. *Metode Statistika*. Bandung: Tarsito. Sixth Edition.

Sugiyono. 2014. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.

Tribble, Cristoper. 1996. *Language Teaching Writing*. New York: Oxford University Press.