

**THE IMPLEMENTATION OF ROUNDTABLE DISCUSSION
TECHNIQUE IN IMPROVING STUDENT'S WRITING OF
DESCRIPTIVE TEXT AT THE FIRST YEAR OF SMAN 9 BANDAR
LAMPUNG**

(A Script)

**By
Hasty Putri Utami**



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2018**

ABSTRACT

THE IMPLEMENTATION OF ROUNDTABLE DISCUSSION TECHNIQUE IN IMPROVING STUDENTS' WRITING OF DESCRIPTIVE TEXT AT FIRST GRADE OF SMAN 9 BANDAR LAMPUNG

By

Hasty Putri Utami

Writing is one of the productive skills students of senior high school need to master. It is because writing skill has significances in improving a communicative competence of learning the language. However, the capability of students' writing ability is regarded as being low. This could be due to an appropriate technique of English teacher used. The roundtable discussion technique is one of the techniques that can be used to contribute in improving students' writing ability.

This research was a quantitative research. The aim of this quantitative research was to find out the improvement of students' descriptive writing ability after the implementation of roundtable technique in teaching descriptive writing. The writing tests to collect the forms of descriptive text were used to collect the data. The subjects of this study were 29 students of the first grade of SMAN 9 Bandar Lampung in academic year 2017/2018. The current research employed the pretest and the posttest design. The tests were given to see how far the students improve their descriptive writing ability after the treatment. The data were analyzed using SPSS version 17.0.

The result showed that there was statistically significant improvement of the students' writing ability after the implementation of roundtable discussion technique with the significant level 0.05. This suggests that roundtable discussion technique facilitates the students to improve their writing ability. Therefore the hypothesis of the research which stated that there is positive effect of roundtable discussion technique in improving students' writing ability was accepted. The mean score of pretest was 63.83 and the mean score of posttest was 74.21. It means that the students' mean score improved about 10.38. From each aspect of writing, the aspect that improve the most was content from 19.13 to 22.96 which means the score improved about 3.83 or 36%. Based on the findings, it can be concluded that roundtable discussion technique can improve students' writing ability. And, the aspect of writing which improve the most was content.

Keywords: aspect of writing, writing, roundtable discussion technique

**THE IMPLEMENTATION OF ROUNDTABLE DISCUSSION
TECHNIQUE IN IMPROVING STUDENT'S WRITING OF
DESCRIPTIVE TEXT AT THE FIRST YEAR OF SMAN 9 BANDAR
LAMPUNG**

**By:
Hasty Putri Utami**

**A Script
Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree
In
The Language and Arts Education Department of
The Faculty of Teacher and Education**



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2018**

Research Title : **THE IMPLEMENTATION OF ROUNDTABLE
DISCUSSION TECHNIQUE IN IMPROVING
STUDENT'S WRITING OF DESCRIPTIVE TEXT AT
THE FIRST YEAR OF SMAN 9 BANDAR LAMPUNG**

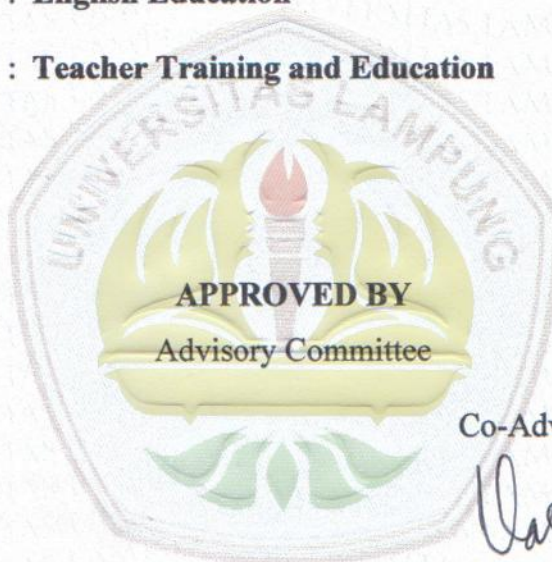
Student's Name : **Hasty Putri Utami**

Student's Number : **1413042028**

Department : **Language and Arts Education**

Study Program : **English Education**

Faculty : **Teacher Training and Education**



Advisor

Prof. Dr. Patuan Raja, M.Pd.
NIP 19620804 198905 1 001

Co-Advisor

Mahpul, M.A., Ph.D.
NIP 19650706 199403 1 002

The Chairperson of
The Department of Language and Arts Education

Dr. Mulyanto Widodo, M.Pd.
NIP 19620203 198811 1 001

ADMITTED BY

1. Examination Committee

Chairperson : **Prof. Dr. Patuan Raja, M.Pd.**

Sm

Examiner : **Drs. Sudirman, M.Pd.**

Jad

Secretary : **Mahpul, M.A., Ph.D.**

Mahpul

2. The Dean of Teacher Training and Education Faculty



Dr. H. Muhammad Fuad, M.Hum.

19590722 198603 1 003

Graduated on : May 11th, 2018

SURAT PERNYATAAN

Sebagai civitas akademik Universitas Lampung, saya yang bertanda tangan dibawah ini:

Nama : Hasty Putri Utami

NPM : 1413042028

Judul skripsi : The Implementation of Roundtable Technique in
Improving Students' Writing of Descriptive Text at First Grade
of SMAN 9 Bandar Lampung

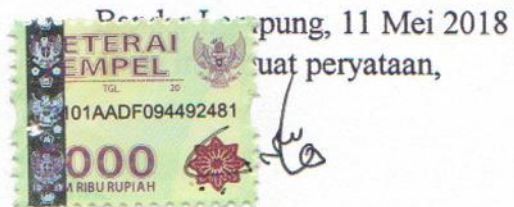
Program studi : Pendidikan Bahasa Inggris

Jurusan : Pendidikan Bahasa dan Seni

Fakultas : Keguruan dan Ilmu Pendidikan

Dengan ini menyatakan bahwa

1. Karya tulis ini bukan saduran atau terjemahan, murni gagasan, rumusan, dan pelaksanaan penelitian/implementasi saya sendiri tanpa bantuan dari pihak manapun kecuali arahan pembimbing akademik dan narasumber di organisasi tempat riset.
2. Dalam karya tulis ini terdapat karya atau pendapat yang telah ditulis atau dipublikasikan orang lain kecuali secara tertulis dengan dicantumkan sebagai acuan dalam naskah dengan disebutkan nama pengarang dan dicantumkan dalam daftar pustaka.
3. Pernyataan ini saya buat dengan sesungguhnya dan apabila dikemudian hari terdapat penyimpangan dan ketidak benaran dalam pernyataan ini, maka saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah diperoleh karena karya tulis ini, serta sanksi lainnya sesuai dengan norma yang berlaku di Universitas Lampung.



Hasty Putri Utami
NPM 1413042028

CURRICULUM VITAE

Hasty Putri Utami was born in Bandar Lampung on November 27th, 1995 as the only daughter of couple Hasni Rusdi and Titin Dwi Pagayani and she has two older brothers, Endi Pratama and Randika Saputra.

TK Trisula II was her place for seeking pleasure in her early-stage-learning. She continued to SDN 2 Palapa in 2002. She completed the study 6 years later in 2008. Then, she enrolled in Junior High School 1 Bandar Lampung and she finished her junior high school in 2011. She continued her study to SMAN 9 Bandar Lampung. During her study, she joined Niners English Club in the senior high school. She graduated in 2014. In the same year, she successfully passed SNMPTN program and was accepted as a student of English Education Study Program of the University of Lampung.

During her time in the University of Lampung, she was actively involved in UKM-U Eso (English Society). From August to September 2017, she did KKN in Baradatu, Way Kanan and she conducted PPL at Junior High School 1 Baradatu. To complete her study, she undertook a research related to students' writing ability through Roundtable technique at Senior High School 9 Bandar Lampung in January 2nd 2018.

DEDICATION

*This writing-work is fully dedicated to My Beloved Mother,
Father, and my older brothers who always keep on praying for my life
and always support me in accomplishing this script.*

MOTTO

Just do it.

-Nike

ACKNOWLEDGEMENT

Praise is only for Allah SWT, The Almighty God, for blessing the writer with health and determination to finish this script. This script, entitled “The Implementation of Roundtable Technique in Improving Students’ Writing of Descriptive Text at First Grade of SMAN 9 Bandar Lampung”, is presented to the Language and Arts Education Department of Teacher Training and Education Faculty of Lampung University as partial fulfillment of the requirements for S-1 degree. Among many individuals who gave generous suggestions for improving this script, first of all the writer would like to express her sincere gratitude and respect to:

1. Prof. Dr. Patuan Raja, M. Pd., as her first advisor, for his patience, encouragement, and who has been willing to spend his time to assist me in accomplishing this script.
2. Mahpul, M.A. Ph.D., as her second advisor, who has contributed and given his evaluations, comments, suggestions during the completion of this script.
3. Drs. Sudirman, M. Pd., as her examiner, for his encouragement and contribution during the seminar until this script is finished.
4. My lecturers and administration staffs of Language and Arts Department.
5. My beloved parents, Hasni Rusdi and Titin Dwi Pagayani. Thank you so much for your loves, supports, prayers, spirit, and everything that they give to me till this time.
6. My older brothers, Endi Pratama and Randika Saputra. Thank you for the kindness, support, prayers and loves.
7. My best friends Nadia Muthiati, Aisyah Aridhanisa, and Lolita Falina for your support and so many beautiful moments we have had since junior high school.
8. My best friend, Vivien who always gives me support, pray, and guidance. Thank you for always listening and helping me in difficult situation.

9. My CECEMAN, “Rafika, Widaty, Kamilia Nday, Retanisa, Nabilla, Nurul, Nyoman, Nana, Octa, Desy, Gia, Haifa, Arnoi, Ratu”. Thank you for making my college life feels easier and amazing.
10. My seniors and juniors in English Department, thank you for your greatest motivation, kindness, and helps.
11. My best friends and all friends of English Department 14. Thank you for the beautiful moments which had been experienced together. Anyone who cannot be mentioned directly who has contributed in finishing this script.
12. All the students of X1 SMAN 9 academic year 2017/2018, thank you for your help to be very cooperative students.

Finally, the writer believes that her writing is still far from perfection. There might be weaknesses in this research. Thus, comments, critics, and suggestions are always open for better research. Somehow, the writer hopes this research would give a positive contribution to the educational development, the readers and to those who want to conduct further research.

Bandar Lampung, Mei 2018

The writer,

Hasty Putri Utami

CONTENTS

TITLE	i
ABSTRACT	ii
CURRICULUM VITAE	iii
DEDICATION	iv
MOTTO	v
ACKNOWLEDGEMENTS	vi
CONTENTS	vii
LIST OF TABLES AND FIGURE	viii
LIST OF APPENDICES	ix
 I. INTRODUCTION	
1.1. Background	1
1.2. Research Question	9
1.3. Objective.....	10
1.4. Uses	10
1.5. Scope	10
1.6. Definition of Terms	10
 II. LITERATURE REVIEW	
2.1. Writing	13
2.2. Teaching Writing	18
2.3. Techniques in Teaching Writing	20
2.4. Descriptive Text	23
2.5. Roundtable Discussion Technique	25
2.6. Roundtable Discussion Technique in Teaching Writing	26
2.7. Procedure of Applying Roundtable Discussion Technique in Teaching Descriptive Text	29
2.8. Advantages and Disadvantages	31
2.8.1. Advantages of Roundtable Technique	31
2.8.2. Disadvantages of Roundtable Technique	32
2.9. Theoretical Assumption	32
2.10. Hypotheses	33
 III. METHODS	
3.1. Design	35
3.2. Population and Sample	36
3.3. Variable	36
3.4. Data Collecting Technique	37
3.5. Procedure of Data Collecting Technique	38
3.6. Scoring Criteria	39

3.7. Instrument	41
3.8. Validity	42
3.9. Reliability	43
3.10. Data Treatment	45
3.11. Hypothesis Testing	46
 IV. RESULTS AND DISCUSSION	
4.1. Implementation	49
4.2. Results	51
4.3. The Students' Writing Ability of Aspects of Writing	54
4.4. Discussion	55
 V. CONCLUSION AND SUGGESTION	
5.1. Conclusion	58
5.2. Suggestion	59
 REFERENCES	61
APPENDICES	63

LIST OF TABLES AND FIGURE

Table 3.1.	The Scoring Criteria	39
Table 4.1.	The Difference of Students' Writing Mean Score in Descriptive Text in the Pretest and Posttest	52
Table 4.2.	Frequency Distribution of Students' Writing Score of Pretest and Posttest	52
Table 4.3.	T-Test Result of Pretest and Posttest	52
Table 4.4.	The Increase of Aspects in Writing of Students' Writing Ability of Descriptive Text	54
Figure 4.1.	Improvement of Aspects in Writing of Students' Writing Ability	54

LIST OF APPENDICES

Appendix 1	Lesson Plan	63
Appendix 2	Research Instrument of Pretest	81
Appendix 3	Research Instrument of Posttest	82
Appendix 4	The Students' Score of Pretest in Each Component of Writing	83
Appendix 5	The Students' Score of Posttest in Each Component of Writing	84
Appendix 6	Reliability of the Score in the Pretest	85
Appendix 7	Reliability of the Score in the Posttest	86
Appendix 8	The Result of Reliability of the Score in the Pretest	87
Appendix 9	The Result of Reliability of the Score in the Posttest	88
Appendix 10	Distribution of Students' Pretest Score	89
Appendix 11	Distribution of Students' Posttest Score	90
Appendix 12	Distribution of Students' Score of Content Aspect in Pretest	91
Appendix 13	Distribution of Students' Score of Organization Aspect in Pretest	92
Appendix 14	Distribution of Students' Score of Vocabulary Aspect in Pretest	93
Appendix 15	Distribution of Students' Score of Language Use Aspect in Pretest ...	94
Appendix 16	Distribution of Students' Score of Mechanics Aspect in Pretest	95
Appendix 17	Distribution of Students' Score of Content Aspect in Posttest	96
Appendix 18	Distribution of Students' Score of Organization Aspect in Posttest	97
Appendix 19	Distribution of Students' Score of Vocabulary Aspect in Posttest	98
Appendix 20	Distribution of Students' Score of Language Use Aspect in Posttest ...	99
Appendix 21	Distribution of Students' Score of Mechanics Aspect in Posttest	100
Appendix 22	T-Table	101

I. INTRODUCTION

This chapter is concerned with the background of the current study. It also includes research questions, objectives, uses, scope, and the definition of terms in order to provide a brief insight and justification of the research.

1.1. Background

There are four skills in English that students need to acquire; listening, speaking, reading, and writing. In communication itself, there are two macro skills of language; they are receptive and productive skills. Writing is one of the productive skills students of senior high school need to master. Writing skills have significant contribution in improving a communicative competence of learning the language. The process of writing refers to the act when we gather the ideas and make it until the text can be presented to the reader. According to Chaffee (1999:10), writing represents our thoughts, feelings, and experiences; and there is a purpose in every act of writing. Having a good writing skill helps students achieve their purpose in the future; apply for jobs, write academic writings, and formal letters. It is supported by Carroll (1990) that the most important invention in human history is writing. It provides a relatively permanent record of information, opinions, beliefs, feelings, arguments, explanations, theories, etc. it is the official element for the development of printed document, book, and internet. In addition, in our lives, we sometimes need to make official texts, for the purposes of communication or other business. Such cases, writing skill is the best supportive tool for us. It plays an important role in our lives.

Students should be taught of how to make a good composition since it is needed whether for their school life or in the future for their working world. It is needed to form trusting relationships, close business deals, conduct interviews, draw in customers and retain clientele. In examining the aforementioned reasons that communication is important, one may look more deeply and understand how each can be accomplished, in part, through effective writing, whether in emails, letters, social media posts, memos, newsletter, and so on. They may also want to consider how each opportunity like closing business deals or drawing in customers, can be tarnished with bad writing. For example, a badly worded email, or a letter, with spelling mistakes, miss communicated ideas, and careless grammatical errors are enough for a potential client to lose interest in a business deal or an investment; likewise, a business contract written infallible, ambiguous language can ruin a good relationship any day.

In line with the purpose of teaching English in curriculum 2013, the teachers have to: (1) develop the ability of communication in oral and written. These capabilities include in listening, speaking, reading, and writing; (2) grow awareness of the importance of English as a foreign language to become a major tool of learning. Thus, according to Educational Unit Curriculum (K13), English is one of language skill that should be mastered by students. In writing aspect, the competence that students should be mastered in understanding the various meanings (interpersonal, ideational, textual) in a variety of written texts interactional and monologue especially in the forms of descriptive, narrative, spoof/recount, procedures, reports, news items, anecdotes, exposition, explanation, discussion, commentary, and reviews is needed.

However, the capability of students writing achievement regarding to the fact is low. This is because one of which factors, that is the technique of teaching writing. Dealing with writing for EFL students, writing is regarded as a language

skill that is not easy for the students to be achieved. Even if the students are asked to produce text in their mother tongue still seems something difficult to do. It is strengthened by Byrne (1988:4) who says that writing is difficult for most people both in mother tongue and in a foreign language. Most of the students have difficulty in producing a good writing. It is supported by Hall (1999) and Harris *et al.* (1998) in Waldron *et al.* (2005:25) who say that writing is perhaps the most complex of all the language skills that students must learn because there are many components to produce a piece of good writing. The components are vocabulary, grammar, mechanic, content and, organization. Therefore, The students need the ability to use vocabulary, making sentences which are grammatically correct, using mechanics appropriately, and arranging the sentences well in order to make the readers understand and gain about what they write. Students did know what they were going to write but they did not know how to put them into words. When their teacher asked the students to make a composition, they were confused about expressing their ideas in written form (Wahyudin, 2012:2).

Idrus (2003:3) states that although English has been learnt for many years, we still find that senior high school graduates cannot understand and use English well both in spoken and written form. Many students complain that they have the idea what is going to write but they do not know how to put them into a paragraph coherently. They cannot link several sentences into one coherent idea. Also, Rianto (2010:51) has found that most students did not compose in a well-organized composition and also they made it in a poor language use.

After conducting the pre-observation at SMAN 9 Bandar Lampung, several problems were found too. The researcher choose SMAN 9 Bandar Lampung to be the school for the research because the researcher has done pre-observation there, this school is well-known as one of favorite school in Lampung but the fact is the

students' achievement in writing of English text is still low. It is seen from the students' writing test and the interview with the English teacher. First, students have difficulty in comprehending the text and giving ideas to create paragraphs. According to the teacher, in teaching learning process especially when they were studying about writing texts, the teacher usually used DWA (Direct Writing Activity). This technique was commonly used by most teachers. They asked the students to read the whole paragraph, after that they are asked to consult their dictionary for difficult words. When the students understand the text they are asked to create their own text based on the selected topic. So there were no special techniques to attract the students to write. On the other side, according to the students, writing section was most difficult in a test. The students had some reasons about it, such as they were not able to give their ideas and organize it, they did not know how to spell the words, and they did not have a lot of vocabulary and proper grammar. All the problems came because the students did not get the effective techniques so that they were not interested in writing activity. Therefore, the researcher is curious about this phenomena and want to do a research in that school.

In addition, based on the writers' experiences during the three years of senior high school, the problem is related to the teachers' technique of teaching reading. The technique which is used by the teachers is not quite attractive. In teaching writing skill, the teacher usually tends to ask the students to do writing individually, so that it will create a competitive atmosphere in the classroom in which the students compete with each other to gain the highest score. In addition, the routine learning makes the students do not have a work together ideas in other students. Meanwhile, the students are able to produce a piece of a good writing individually if they have gotten feedback from about their writing, about the vocabulary,

grammar, and spelling. The feedback itself can be gained when the students work together and share ideas with the other students.

According to Olsen and Kagan (in Richard and Rogers, 2001:198) Roundtable technique is a technique in which there is a piece of paper and a pen or pencil for each group. The students give responses to the questions or problems given by writing the answers on a piece of paper given in turns within a group. Since we want to give the students an understanding of writing and want to improve the aspects of writing the teacher will divide into two cycles. Students will write the answers based on what it is asked during the process. The first cycle will be how the students answer by writing a word, a phrase, or even a sentence with correct vocabulary, grammar and punctuation, and the second cycle will be focus on the content and organization or coherence. Kagan and Kagan (2009) also stated that by using Roundtable, there were two thinking skills fostered: categorization (selecting and identify the category or broader topic into specific) and evaluation.

Kagan and Kagan as cited in Jacobs (2006: 42) mentioned that in this activity, each group member has one piece of paper. Each writes an idea or paragraph, on the group's topic and then passes her or his paper to another group member who reads it and comments on the idea, continuing the story based on the questions or problems in the cycle. Roundtable technique can be used in teaching writing since this technique tends to facilitate the students to write different answers. By implementing this technique students write the text in correct grammar and punctuation in the first cycle. Then, in the second cycle, the students write the text not only in correct grammar and organization but also in correct content, mechanics, and word choice. Besides, it also gives the students equal participation in solving a problem cooperatively, in this case, writing. Jolliffe (2007:3) adds

that cooperative learning allows students to work together in small groups to support each other to improve their own learning and the others. Cooperative learning will create cooperative atmosphere and allows high achievers to help the low achievers in order to achieve the goal. Therefore, the learning will be more effective and not monotonous.

Furthermore, According to Barkley, Cross, and Major (2005:241), “Students take turns responding to a prompt by writing one or two words or phrase before passing the paper along to others who do the same”. Each of them has to give their ideas in a paper before the paper is given to their friends according to what the teacher asks for. Barkley (2005:241) also states that Roundtable also ensures equal participation among group members and exposes students to multiple viewpoints and ideas. The procedures of round table technique in teaching writing are: (1) Grouping-the teacher asks the students to sit in a group of four students; (2) Preparing-the teacher gives the groups similar theme; (3) Brainstorming-the teacher asks the member of the groups to write words, phrases, or sentence related to the theme; (4) Writing-the group writes a text using the words/phrases written; (5) Presenting-each group presents their writing; (6) Evaluating-the teacher asks each group to make correction; (7) Revising-each group revises their work/writing.

Roundtable technique helps students to write with five aspects needed in writing. This technique makes the students list some ideas with respect to the object, making the composition have a good content. They will select which words to be the top priority and the less matter to be put into their paragraph for the logical organization of the content or coherence. Students can enrich their vocabulary since during the process they are asked to write a word or a phrase regarding the person being described, and they can look up to their dictionary. After they write

and list the words, they compose the paragraph together so they have a chance to share ideas and to correct their friends' work. Therefore, they have feedback from their friends about their writing, for instance, language use and mechanic. Also, when the teacher asks the students to write a word, a phrase, or a sentence with correct grammar and punctuation it helps them to understand grammar and mechanic.

In order to overcome that problem, there are many techniques for teaching writing that can help the teacher to teach English especially writing skill easier. The application of technique will help the teacher in giving materials. Some kinds of technique that might help them to deliver the materials are writing in the here and now, mind mapping, outline, and plan and write.

In this research, the researcher tried to use kind of collaborative technique called roundtable technique, in order to help students in improving their writing ability. Roundtable is one of the techniques in teaching that can be applied in teaching writing because roundtable is one of the potential activities that students can aim to reach a conclusion, share ideas about an event, or find the solution in this activity. Therefore, roundtable is a way to make students be more professional in writing English.

There are several previous studies about the effect of roundtable technique in teaching writing. The first study is conducted by Ambarawati (2013). She conducted quantitative research using narrative text in order to know the difference between lecturing and roundtable technique to the writing skill of eight grade students of SMPN 1 Amlapura in academic year 2013/2014. It was found that there is an improvement of students' writing skill after being taught through roundtable technique.

The second previous study is conducted by Hapsari (2011) the subject of this research is the second grade students of SMA Negeri 1 Batang in the academic year 2010/2011. She conducted qualitative research to find out how well roundtable technique gives a contribution to improve students' achievement in writing hortatory exposition text. The findings of her study conclude that roundtable technique would improve students' achievement in writing hortatory exposition text.

The third previous study is conducted by Sartika (2013) the subjects are the first grade students of SMA N 3 Salatiga in academic year of 2013/2014. The objective of the research is to find out how effective the implementation of roundtable technique toward students' speaking skill. The result of this research is there is a significant effectiveness between the students who are taught using roundtable technique.

From those previous studies, the researcher was curious in conducting a research on the same topic "the implementation of roundtable technique to improve students' writing skill". The researcher conducted a research using roundtable technique for writing of descriptive text. The researcher chose the students of the first grade of SMA N 9 Bandar Lampung. Thus, the researcher chose roundtable technique that could help the students to be more discipline by following the roles given by the teacher toward roundtable roles. Additionally, the researcher wanted the students to work together among them to produce a better writing through this technique.

The researcher chose Roundtable technique because besides this technique has been successfully applied in some schools, the process could trigger students'

creativity. Students could help each other within the group in giving ideas. Through roundtable technique, students learned writing by having fun, but still in a role. Most of the activities in the class were based on the interaction between one student to the others students and the teacher acted as the facilitator who gave the students a media and a certain topic that was answered or discussed by the students. They could share and get the feedback about writing as it has been mention before. Thus, the researcher wanted to analyze whether teaching writing by using roundtable technique can improve students' writing ability.

Based on the result of those researchers, it can be inferred that roundtable technique is good to be implemented in teaching writing, especially in helping the students improve their writing achievement. The difference between those researches and this research is that this research does only focus on finding out students' writing achievement but also finding out whether roundtable technique significantly improve every single aspect of writing.

1.2. Research Questions

The research questions of this study are:

- 1) Is there any improvement of students' writing ability in descriptive text after the implementation of roundtable technique at the first grade of SMAN 9 Bandar Lampung?
- 2) What aspect of writing improves the most after the implementation of roundtable technique at the first grade of SMAN 9 Bandar Lampung?

1.3. Objective

The purpose of the study is:

- 1) To investigate whether there is an improvement of the students' writing ability in descriptive text after the implementation of roundtable technique.
- 2) To investigate what aspect of writing that improves the most after the implementation of roundtable technique.

1.4. Uses

- 1) Theoretically, it may support theories that roundtable technique can be applied in teaching English, especially in teaching writing.
- 2) Practically, it would be useful for English teachers as the reference to administering the treatments in improving student's writing ability in the class by using roundtable as the technique.

1.5. Scope

This research is a quantitative one and focuses on teaching writing. The researcher used roundtable discussion technique for writing as a cooperative structure and interactive activity to practice vocabulary, grammar, organization, or even content. The researcher chose descriptive text for the material and the students at the first grade of senior high school in the second semester for the subject. In the descriptive text, the researcher limits the category of something being described that was a person who is close.

1.6. Definition of term

There are some terms used by the researcher in order to make them clear, the researcher gives the definition as follows:

- 1) Writing

Writing is a medium of human communication that represents language and emotion with signs and symbols

2) Teaching Writing

Teaching writing is the way on how the teacher makes the process of learning can help the students express their ideas, communicative needs, and produce a text.

3) Roundtable Discussion

Roundtable discussion is an information sharing technique that is used to generate multiple answers to a question posed by the teacher. It is a technique of cooperative structure and interactive activity to practice vocabulary, grammar, or even content. In writing activity students pass a paper around, adding an item according to the criteria which have been designed. In roundtable, each student writes a response on the page and passes it on.

4) Descriptive Text

Descriptive text is a text or written form which says how a person or a thing is like in detail.

5) Improvement

Improvement is the process of a thing moving from one state to a state considered to be better, usually through some action intended to bring about that better state.

6) Ability

Ability is possession of power or skill to do something, talent, skill, or proficiency in a particular area.

This chapter has discussed the background, research questions, objectives, uses, scope as well as the definition of key terms.

II. LITERATURE REVIEW

This chapter reviews the theories that will be described in a framework based on the objectives that have been stated in the previous chapter. The framework in this chapter consists of writing, teaching writing, technique in writing, descriptive text, the roundtable discussion technique, roundtable discussion technique in teaching writing, advantages and disadvantages, procedure of teaching writing by using roundtable discussion technique, theoretical assumption, and hypothesis.

2.1. Writing

According to Raimes (1983: 11) writing is an activity with some stages or steps. He said that writing essay is what you will be doing in this class is similar in several ways to build a cabin the use of pictures in teaching writing is able to support the students to study. Moreover, Crimmon (1983:3) states that writing is the skill of arranging words to form sentences and paragraph in the larger units so that those ideas, facts, and impression may be communicated to others.

Writing is one of four language skills that has to be learned by students at school. Writing is the last stage that students have to learn after they are able to listen, speak, and read. Writing is an important skill that helps students to communicate in the form of writing. As stated by Brown (2001: 3) education (including numeracy and literacy) is desirable for the whole population, not only for the efficient running of society but also for fulfillment and advancement of individuals. Due to this reason, it is important for students to have a good writing

ability. However, writing is not as simple as writing symbols and words but writing is a more complex activity. Writing is different from speaking which can be naturally acquired as it gets a lot of exposure. Grabowski (1996) in Weigle (2002) states that writing, as compared to speaking, can be seen as a more standardized system which must be acquired through special instruction. On the other hand, writing has to be learned consciously because there are many aspects that have to be considered and paid attention to make a good piece of writing.

Writing is described to be the skill in which we express the ideas, feelings, and thoughts arranged in words, sentences, and paragraph using eyes, brain, and hand (Raimes, 1983). When someone is writing, he or she creates a frozen dialogue with the reader so that the reader will get what the writer's means. According to Harmer (2001:79), writing is a form of communication to deliver through or to express feeling through written form. Though people likely use speaking skill to deliver their thought, but in writing people more successfully expressing their ideas. In writing, people are more structured and prepared the content systematically, while in listening or reading is such a different field; which is not producing ideas but rather receiving information.

By writing, people can deliberately put their thoughts in written form and other people can get the meaning by reading it. We as a modern people must have interaction with other people from anywhere but sometimes time and place are not supported. In giving a solution to that case, people have to write something as a means of indirect communication. Although the process is just writing anything that the writer has in their mind there should be some aspects must be paid attention to, so that the reader will not confront ambiguities since writing is an indirect communication. Being aware that writing is important for English learners, it is essential for English teachers to encourage the student to write.

Writing belongs to the productive skill as it produces language to communicate. Spratt et.al. (2005: 26) state that writing and speaking belong to productive skill because speaking and writing produce language rather than receives it. Therefore, writing is a product that can be one of the indicators whether the students have achieved the goal of the teaching and learning process or not.

Besides, writing is also both a mental activity and physical activity. Nunan (2003: 88) states that the nature of writing can be defined as both mental and physical activities that are aimed to express and impress. Writing is a mental activity because the writer has to be able to commit the idea and it is a physical activity because the writer has to be able to express and organize the idea into a readable text. Brown (2001: 335) also states that written products are the result of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise the text for clearer meaning and how to edit the text for appropriate grammar and how to produce a final product. It can be assumed that writing contains both physical activities where students are expected to know how to arrange the words and mental activity where the students have to be able to invent and express the ideas. Therefore, in order to make a good piece of writing, a writer has to be able to know how to generate the idea, organize it into a cohesive writing, and has good knowledge in some aspects of writing such as grammar, punctuation, and vocabulary.

Hayes in Weigle (2002: 20) has another definition of writing where writing is not simply learning about grammar and vocabulary. He states that writing is also social because it carries out in a social setting. The content, the way the writer writes, and to whom the writer writes is shaped by the history of social

interaction. In learning writing, it is also important to learn the culture of the native speakers in order to make the writing understandable and acceptable. It can be assumed that teachers also have to teach the students the culture in order to be able to deliver the exact message of writing.

Hayes in Weigle (2002: 25-26) also states that the process of writing involves three main cognitive activities, involving text interpretation, reflection, and text production. Text interpretation is the process of creating internal representations derived from linguistics and graphics input. Reflection is a process of creating new internal representations from the existing representations. Text production is the last process in which new written linguistics forms or graphics outputs are produced from the internal representations. Therefore, to produce a writing there are some processes that the writer has to go through.

In order to write well, there are several aspects which should be considered by students. A writer will be said successful in writing if their writing contains some aspects of writing. First, from Harris (1979:68), he proposes five aspects of writing, namely grammar, form, vocabulary, mechanic, and style. Second, According to Byrne in Roza (2011), there are five components that should be considered in writing, those are organizing idea, grammar, vocabulary, mechanics, spelling, and content. Another expert, Heaton (1997: 138) the following analysis attempt to group the many and varied skill necessary for writing good process into four main ideas, those are grammatical skill, stylistic skill, mechanical skill, and judgment skill.

The last, according to Jacobs (1981: 90) there are five aspects of writing:

- 1) Content refers to the substance of writing, the experience of the main idea (unity), i.e., groups of related statements that a writer presents as a unit in developing a subject. Content paragraph does the work of conveying ideas rather than fulfilling a special function of transition, restatement, and emphasis.
- 2) Organization refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentence and ideas.
- 3) Vocabulary refers to the selection of words that are suitable for the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he can. As a general rule, clarity should be his prime objective. Choosing words that express his meaning precisely rather than skew it or blur it.
- 4) Language Use refers to the use of a correct grammatical form of a syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.
- 5) Mechanics refers to the use of graphic conventional of the language, i.e., the steps arranging letter, words, sentences, paragraphs by using knowledge of the structure and some others related to one another.

By seeing the statements above, it can be said that writing is varied and there are several aspects of writing that have to be paid attention in writing. I prefer to Jacobs et al's (2001:357) opinion that aspects of writing are content, organization, vocabulary, language use, and mechanic. By considering those aspects, students can compose a perfect writing and understandable by the reader.

In short, writing comprises five important elements namely content, organization, vocabulary, language use, and mechanics. In this research, the writer will apply those aspects of writing in evaluating the students writing score because it provides a well-defined standard and interpretive framework for evaluating compositions' students' communications effectiveness which is suggested to be used in evaluating students' writing (Jacobss, 2001: 357)

Based on the theories of writing above, it can be concluded that writing is a productive skill which is an activity of inventing ideas and feeling, organizing it, and expressing it with the right words into a good piece of writing.

2.2. Teaching Writing

Generally, teaching is not only transferring knowledge to the student, yet it is guiding the students in order that they are able to succeed. The process of teaching has three main components, the components are teacher competency, students who accept the knowledge, and the last is material or knowledge itself, which is taught. Meanwhile, Brown (2000: 7) stated that teaching is a guiding and facilitating learning, enabling the learner to learn to get the condition for learning.

The process of teaching English writing will be successful if it is supported by some factors such as a qualified teacher, supplementary materials, teaching method and teaching aids. Each of those factors must have a function in teaching learning process. The function of teaching aids is for helping to teach to deliver their idea or knowledge in order that it can be understood by students easily.

Teaching writing is to teach the students how to express the idea or imagination in written form. In order to be successful in writing, the material presented is should

be relevant to their needs, interest, capacities, and ages until they are able to make a composition with a view or even no error (Finnochiaro, 1964: 129). In other words, it is clear that the teacher should guide the students to write or how to express the ideas in written form. In this research, the researcher chooses descriptive text to be the material, and the researcher will limit the topic of the text which is about a person.

In relation to teaching writing, Harmer (1984: 40) points out that there is a certain particular consideration that needs to be taken into accounts, such as sentence organization, paragraph arrangement, and coherence. Teaching writing requires the element of writing including grammar, sentence organization, vocabulary, and mechanics (Madsen, 1989: 120) quoted by Idrus (2003). It can be said that teaching writing should guide the students not only to write a sentence but also to organize their ideas into written form. Then, the teacher must give the appropriate guidance in which the students are able to express their ideas in written form properly. In practicing their writing, the students have to follow the steps to make their writing more effective.

In writing, students cannot only focus on their final output. They should pay attention to the processes or steps in writing to produce a good writing. A good writing means good in terms of language, content, purpose, and referred reader. Hyland (2004: 10) illustrates the stages of writing to give students clear understanding that writing process is significant to produce a good writing. The stages are selection of topic, prewriting, composing or drafting, response or revision, proofreading and editing, evaluation, publishing, and follow-up. In another book that is related to steps of writing, Mapper (2000) offers a simpler process of writing, pre-writing, drafting, revising, and editing. Teaching writing

involves these steps in order to build a good paragraph. Therefore, the teacher can conduct the class applying these steps.

2.3. Techniques in Teaching Writing

The ultimate goal of writing is the students can put their ideas into meaningful form. The teacher should guide students important technique to improve the students' ability. Technique in writing can help students improve their academic needs especially resulting in a good text or paragraph. In order to achieve it, the teacher needs to implement writing technique.

For many years, the teaching method was the most widely used instructional techniques in classrooms (Cashin, 1990). There are several ways in teaching writing text using some technique. The techniques are used to create so that it can help the students achieve the goal of having a good paragraph. Here are the several ways in teaching writing text using some techniques:

1) Outline

Nehiley (2010) mentions that using an outline allows the students to write rapidly and fluently. He also adds that an outline can improve the quality of the writing by providing a skeleton of the writing, serving as a roadmap, stimulating new ideas, and ensuring the unity of topic. An outline is usually in the form of a list divided into headings and subheadings that distinguish main points from supporting points. Most word processors contain an outlining feature that allows writers to format outlines automatically. An outline allows a writer to categorize the main points, to organize the paragraphs into an order that makes sense, and to make sure that each paragraph/idea can be fully developed. Essentially, an outline helps prevent a writer from getting stuck when performing the actual writing of the essay. An outline provides a map of where to go with the essay. A well-developed

outline will show what the thesis of the essay is, what the main idea of each body paragraph is, and the evidence/support that will be offered in each paragraph to substantiate the main points.

2) Think pair share

The Think-Pair-Share method is frequently attributed to Frank Lyman (1981). Think-Pair-Share (TPS) is a collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned reading. This technique requires students to (1) think individually about a topic or answer a question; and (2) share ideas with classmates. Discussing an answer with a partner serves to maximize participation, focus attention and engage students in comprehending the reading material. This is an excellent method for promoting critical thinking and articulate communication in the classroom.

3) Jigsaw

The jigsaw classroom is a research-based cooperative learning technique invented and developed in by Aronson (1970). Jigsaw is a strategy that emphasizes cooperative learning by providing students with an opportunity to actively help each other build comprehension. It is a method of organizing classroom activity that makes students dependent on each other to succeed. Each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team. It breaks classes into groups and breaks assignments into pieces that the group assembles to complete the (jigsaw) puzzle. It was designed by social psychologist Elliot Aronson to help to weaken racial cliques in forcibly integrated schools.

4) Mind Mapping

Mind mapping technique was first used by Buzan (2007). Graphical technique for visualizing connections between several ideas or pieces of information. Each idea or fact is written down and then linked by lines or curves to its major or minor (or following or previous) idea or fact, those creating a web of relationship.

5) Roundtable discussion technique

According to Kagan and Kagan (1998:7), Round Table discussion technique is an information sharing technique that is used to generate multiple answers to a question posed by the teacher. Students are divided into at least one group consist of four and will be given a theme or a title. Students respond in writing to a question that requires factual answers rather than conceptual or controversial responses. In teams, students take turns generating written responses, solving problems, or making a contribution to the team project, one student writes one word or phrase related to the theme or title. Do this until they cannot find any word or phrase related to the theme or title. After they think the words or phrases are sufficient, ask the group to write a text using the words or phrases they collected. Round Table discussion technique, the students can easily brainstorm their ideas or their thoughts about the topic. Then, they review it in a group. It makes them can improve their writing skill in the language. Round Table discussion technique is also an active learning strategy.

In this research, the researcher uses Roundtable discussion technique since writing is a fundamental skill that students should master. However the fact is students are lack of knowledge of how making a good writing due to several reasons, the main reason is the content or ideas. In Roundtable discussion technique, the ideas are shared by the members of the group. Moreover, this technique has not been used

in Lampung and the researcher is curious about the result if this technique is applied to the students in Lampung.

2.4. Descriptive Text

Stanley (1988) mentions that description presents the appearance of things that occupy space, whether they are objects, people, buildings or cities. In this kind of text, the students are required to list the characteristics of something and usually deal with the physical appearance of the described thing (Smalley et. al., 2001). In other words, a particular person, place or thing is described in details in this composition. The description tells the object as the way it is without being affected by the writers' personal opinion. Before telling what they have caught through their sensory system, a mental activity is involved. They firstly identify certain imagery or real object which is located somewhere. Through the words, then they describe the thing they have in mind. In short, writing a descriptive text is a way of picturing images verbally in speech or writing and of arranging those images in some kind of logical or association pattern (D'Angelo, 1980).

Meanwhile, according to Corbett (1983) that descriptive text is one of the expository writing. The description draws a picture, tries to convey the sound, taste, and smell of things or objects. Tompkins (1994) and Stanley (1988) defined descriptive text as painting pictures with words. By reading a descriptive text, readers feel that they see the description just like they see pictures. Descriptive text has the purpose to describe an object or a person that the writer is interested in. Thus, in writing a descriptive text the writers should know well what they want to describe. They describe their ideas and thought vividly based on what they see, hear, taste, smell, or touch. Anderson and Anderson (2003) add that descriptive text is different from information reports because they described a specific subject rather than a general group.

In addition, Temple, et al. (1998) states description is a discourse that helps us visualize. It focuses upon the appearance or the nature of an object. In the description, we see vividly and concretely, we perceive the object with a kind of fullness for which exposition does not strive. In Library of Congress (2008), it is stated that we use descriptive text to describe a person, place or thing. For example, we might want to describe what a crab looks like, or how he moves. Be sure to include details that describe sounds, color, smells, setting and so on. According to Friedman (2010), descriptive details mean to grab the reader's attention.

A descriptive text is considered as the simplest and easiest writing form compared to the narrative, recount, or procedure, particularly for the beginning writers (Ellis et. al., 1989). In addition, it allows students to share interesting impressions of a person, a place, or an object surrounding them (Troyka, 1987).

The purpose of writing description is to describe a person, place, or thing in such vivid detail that the reader can easily form a precise mental picture of what is being written about, or can feel that they are part of the experience (KangGuru in the Classroom: Teacher's Guide SMA Package, 2005). Stanley (1988) asserts that the aim of description is to convey to the reader what something looks like. Furthermore, Johnston and Morrow (1981) state that the purpose of descriptive text is to describe objects or persons in which the writer is interested. Therefore, the writer should know well what he wants to describe, starts by observing the objects carefully to take the significant details and brings a clear picture to the readers and avoid ambiguities.

Wardiman, et. al. (2008) specify the generic structure of descriptive text into two parts, that is 1) introduction is the part of the paragraph that introduces the character; and 2) description is the part of the paragraph that describes the

character. This indicates that a descriptive text has two elements – an element to identify phenomenon (*identification*) and another one (*description*) to portray parts, qualities, or characteristics. In terms of significant lexicon grammatical features, the text focuses on specific participants, contains attribute and identifying process, comprises epithets and classifiers in nominal groups as well as uses simple present tense (Sutardi and Sukhrian, 2004).

2.5. Roundtable Discussion Technique

There are many kinds of technique that could be used in teaching and learning writing in the classroom. This kind of technique would be described to the area of its appropriateness for teaching activity, namely Roundtable discussion technique. Roundtable discussion technique could be used as a support to teach writing since it can motivate students in making composition and brought a different situation and a new variation of teaching and learning activity in the classroom.

Cooperative or collaborative learning essentially involves students learning from each other in groups. In order, it is not the group configuration that makes cooperative learning distinctive; it is the way that students and teachers work together. As we have just seen, with learning strategy training, the teacher helps students learn how to learn more effectively. In cooperative learning, teachers teach students collaborative or social skills so that they can work together more effectively. Indeed, cooperation is not only a way of learning, but also a theme to be communicated about and studied (Jacobs in Freeman, 2000:92)

Based on Gillies et al. (2003:54) say cooperative learning was designed and implemented to develop social strategies and acceptable social attitudes in students and to improve social relations within and between groups. In addition,

there is a large cluster of co-operative learning models aimed at cognitive development. Sometimes co-operative learning is directed at both the social and the cognitive side of human development. There is yet a third, more comprehensive perspective, one that is not necessarily in contrast to the social and the cognitive aims of co-operative learning.

Roundtable discussion technique is one technique of cooperative learning. Roundtable discussion technique focuses on the discussion. Kagan (1998) recommends using roundtable discussion technique to improve the interpersonal skill like team building and social skill, however, also academic skill like knowledge building and thinking skills. In the other hand, roundtable discussion technique discussion technique also recommended improving communication skills, procedure learning, and processing info. In roundtable discussion technique discussion the students take turns generating written responses, solving the problem or making a contribution to a project.

The rules of roundtable discussion technique are the teacher will provide a task for which there are multiple possible responses and provides think time. Students take turns passing a paper and pencil or a team project, each writing one answer or making a contribution to this project. After the time is finished, the students and the teacher will discuss it together.

Based on those theories, the researcher believes that roundtable discussion technique can be an effective way to be applied in teaching and learning of writing. It helps students to share their ideas and write optimally. Besides, roundtable discussion technique also can attract students' attention and increase their enthusiasm in writing.

2.6. Roundtable Discussion Technique in Teaching Writing

A creative teacher usually uses a lot of technique in teaching to help her in delivering the message while teaching. The teacher believes that it is better to use an appropriate technique to attract the students' attention and to make them understand the material easier. One of kinds of the technique is Roundtable discussion technique. Roundtable discussion technique is related to students' discussion in a circle. This technique can help students in giving ideas to what the students are about to write. Therefore, students can produce the text without having difficulties to search for the ideas.

There are several previous studies about the effect of roundtable discussion technique in teaching writing. The first study is conducted by Ambarawati (2013) she conducted quantitative research using narrative text in order to know the difference of lecturing and roundtable discussion technique to the writing skill of eight grade students of SMPN 1 Amlapura in academic year 2013/2014. It was found that there is an improvement of students' writing skill after being taught through roundtable discussion technique.

The second previous study is conducted by Hapsari (2010) the subject of this research is the second grade students of SMA Negeri 1 Batang in the academic year 2010/2011. She conducted qualitative research to find out how well roundtable discussion technique gives a contribution to improve students' achievement in writing hortatory exposition text. The findings of her study conclude that roundtable discussion technique would improve students' achievement in writing hortatory exposition text.

The third previous study is conducted by Sartika (2013) the subjects are the first grade students of SMA N 3 Salatiga in academic year of 2013/2014. The objective

of the research is to find out how effective the implementation of roundtable discussion technique toward students' speaking skill. The result of this research is there is a significant effectiveness between the students who are taught using roundtable discussion technique.

From those previous researches, the researcher was curious in conducting a research on the same topic the implementation of roundtable technique in improving student's writing of descriptive text. The researcher chooses roundtable discussion technique that can help the students to be more discipline by following the roles given by the teacher toward roundtable discussion technique roles. Thus, besides helping the students to be more creative in writing, this technique also can teach the students to be more discipline and carrying their friends toward collaborative work.

The researcher chooses Roundtable discussion technique because besides this technique has been successfully applied in some schools; the process can trigger students' creativity. Students can help each other within the group in giving ideas. Through roundtable discussion technique, students may learn writing by having fun, but still in a role. Most of the activities in the class will be based on the interaction between one student to the others students and the teacher will act as the facilitator who gives the students a media and a certain topic that will be answered or discussed by the students.

There is also no research yet in Lampung which observes or analyze the use of roundtable discussion technique in teaching writing. Hence, this study the researcher wants to examine "the implementation of roundtable discussion technique to improve students' writing skill in descriptive text". Thus, the

researcher wants to analyze whether teaching writing by using roundtable discussion technique can improve students' writing ability.

There are many kinds of text in writing; one of them is descriptive text. The researcher chooses descriptive text because it enables the students to give their ideas in describing a person or a thing by observing the object, hence it is quite simple and fun. If the students like the type of the text it can make them willing to study the text. Additionally, it makes easier to understand the content of the text itself, therefore the students can write or produce a text by exploring their ideas.

Those previous studies above will be used as references for the writer in conducting this study also as the comparison between those relevant studies with the study conducted by the writer this time.

2.7. Procedures of Applying Roundtable discussion technique in Teaching Descriptive Text

In practicing writing by using roundtable discussion technique, the researcher follows the following procedure (Mappe, 2000):

1) Prewriting

Prewriting activity gives warming up to the brain to gather the ideas to write about. Begin the teaching and learning process by explaining the material which will be the topic of discussion a bit to the students so that they have prior knowledge about the topic they will discuss. Also, the teacher gives a brief explanation of the content, the generic structure of the text and the language feature. Introduce the students to the process of applying roundtable discussion technique. Explain step-by-step the procedures of the implementation of roundtable discussion technique in writing descriptive text. Make sure that the

explanation is understandable for them. After that, the students will be divided into several groups. Each group comprises four or five students.

2) Writing

Teacher apply roundtable discussion technique in this activity. The teacher gives certain topic or theme to each group of the students. And then, the teacher gives a blank paper and let the students discuss the topic for a second. The students discuss the person who is being described, the generic structure, and language feature like what they have been explained by the teacher in pre-writing. In addition, they are asked to answer some questions related to the content of the text in simple present tense. The students should write the ideas or content in sentences in positive, negative, or interrogative form depends on the command. The paper passes the students like a clockwise. The students give answers as many as possible until the time is due. They can consult their dictionary if they do not know the word. The teacher can change the command by adding another aspect, such as the students should write by using conjunctions or transition words, adjective, or noun until finally the students understand how to write the text they are ready to compose the paragraph within the group.

3) Revising

In this stage, students focus on the clarity of their message such as organizing ideas and selecting more precise vocabulary. In editing, the students do proofreading to correct errors in spelling, punctuation, capitalization, and usage. Graham (2003) writes about the importance of feedback regarding the process of writing. Since students will learn further about what should be written beside they have a chance to be adventurous with the target language.

4) Editing

In this stage, the students have checked their mistakes and also make a revision. After that, the students do editing that is the students make finalization or smoothen their text into a good text.

The writing process may seem long and tiresome, but it is a guaranteed path to success. The more it is used, the sooner will realize how we could not do without it.

2.8. Advantages and Disadvantages

Kagan (1990: 21) has the opinion “Roundtable discussion technique will achieve some advantages in terms of academic and social point of view”. The advantages of Roundtable discussion technique are:

2.8.1. Advantages of Roundtable discussion technique:

- 1) First, through roundtable discussion technique, the students realize the importance of preparation before coming to class as they know they will be required to participate in the discussion.
- 2) Second, the Roundtable discussion technique encourages students to communicate with one another and help them to begin to work in teams. Students learn important communication and social skills, such as how to include others who are often quiet in the discussion, the value of hearing everyone's ideas, and the need to respect others.
- 3) Third, the Roundtable discussion technique helps students to focus their attention in the study, gives students quiet time to think about their responses, and provides a cumulative record.

- 4) Fourth, the roundtable discussion technique ensures equal participation among group members and exposes students to multiple viewpoints and ideas in creating a good text.
- 5) Fifth, by Roundtable discussion technique, students can create an active learning environment and they also can develop their ideas and opinions in developing the topic given by the teacher in order to create good text because everyone has the opportunity to participate and they can also discuss it with other friends in the group

Those are the advantages of roundtable discussion technique for students' writing.

2.8.2. Disadvantages of Roundtable discussion technique

- 1) Sometimes, it consumes much time to build the ideas since it gathers from the members of the group.
- 2) Some students are still difficult to express their idea within the group so that they tend to depend on the other members.

Even though roundtable discussion technique has several advantages, still there are a few disadvantages of this technique.

2.9. Theoretical Assumption

Roundtable discussion technique is an effective method to be used in teaching paragraph writing like descriptive text since it gives the students chance to share their ideas and questions toward topic within their group which consists of four students. Roundtable discussion technique is also really serviceable for teaching writing for this kind of technique help students to complete ideas and stimulate their imagination powers.

Based on the explanation above of roundtable discussion technique, the researcher believes that there is an improvement in students' writing ability of descriptive text. The reason is that Roundtable discussion technique can be used in teaching writing since this technique tends to facilitate the students to write different answers. By implementing this technique students write the text in correct grammar and punctuation in the first cycle. Then, in the second cycle, the students write the text not only in correct grammar and organization but also in correct content, mechanics, and word choice. Besides, it also gives the students equal participation in solving a problem cooperatively, in this case, writing. Cooperative learning allows students to work together in small groups to support each other to improve their own learning and the others. Cooperative learning will create cooperative atmosphere and allows high achievers to help the low achievers in order to achieve the goal. Therefore, the learning will be more effective and not monotonous.

Based on the statement above, the researcher assumes that there is an improvement in students' writing ability descriptive text after being taught using roundtable discussion technique.

2.9. Hypothesis

Based on the theoretical assumption, the researcher proposes the following hypothesis: “there is an improvement of the students’ writing ability in descriptive text after the implementation of roundtable discussion technique discussion technique.”

Those all that the researcher covers in this chapter, such as: writing, writing, teaching writing, descriptive text, the roundtable discussion technique, roundtable discussion technique in teaching writing, advantages and disadvantages,

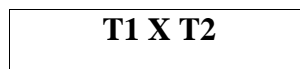
procedure of teaching writing by using roundtable discussion technique, theoretical assumption, and hypothesis.

III. METHODS

The design of this research is organized in a manner that allows composition between pretest and posttest result. This chapter discusses research design, population and sample, variable, data collecting technique, research procedure, scoring criteria, instrument, validity, reliability, data analysis, data treatment, and hypothesis testing.

3.1. Design

This research is a quantitative study which is intended to see the students' descriptive writing ability improvement after the implementation of roundtable technique especially about someone who is close to them. The design of this research is *One Group Pretest-Posttest Design* (Setiyadi, 2006). The design compared the students' ability in pretest and posttest after the treatment is given. It could be illustrated as follows



T1 : Pretest

T2 : Posttest

X : Treatment by the researcher (teaching writing descriptive text using Roundtable technique)

(Setiyadi, 2006:143)

3.2. Population and Sample

The population of this study was the first grade of students in the second semester of SMAN 9 Bandar Lampung in academic year of 2017/2018. There were nine classes of tenth class. A class was taken as the sample of this research for the experimental class. In determining the experimental class, the researcher used simple probability by using lottery. There are nine classes were written in pieces of paper and the researcher took one out of nine, so that those all the first year classes in the school got the same chance to be the sample.

3.3. Variable

Variable is a noun that stands for variation within a class of object, such as gender, eye color, achievement, motivation, or running speed, R. Fraenkel (1996:51). Variable can be classified in several ways. Two other terms for variable that are frequently mentioned in the literature are independent variable and dependent variable.

- 1) Independent variable (X) is variable that consequence of or upon antecedent variables. One independent variable must be the treatment variable. One or more groups receive the experimental manipulation or treatments. The independent variable in this research is teaching writing by using Roundtable Technique.
- 2) Dependent variable (Y) is the response or the criterion variable that in presumed to be caused by or influenced by the independent treatment condition and any other independent variables. The dependent variable in this research is students' achievement in descriptive text writing ability.

3.4. Data Collecting Technique

The aim of this research was to gain the data on the students' descriptive writing ability score before the treatment (pretest) and after the treatment (posttest). The text was descriptive text concerning five aspects of writing: content, organization, language use, vocabulary, and mechanics. Pretest and posttest were conducted to see whether there was a significant improvement on students' score after the implementation of roundtable technique. The data was gained from:

1) Pre-test

The pre-test was administered before the students were taught by using roundtable technique or before treatment process. Pre-test was given in order to find out how far the students' ability of descriptive writing before being taught by using roundtable discussion technique. This test was in written form of descriptive paragraph. The students should write at least 80-150 words or 10-20 sentences, and at least 5-10 adjectives.

2) Post-test

The post-test was administered after the students were taught by using roundtable discussion technique or after treatment process. Post-test was given in order to measure their improvement in writing ability after being taught by using roundtable discussion technique. The test of post-test was similar with pre-test. The difference of pre-test and post-test is only about the person who is being described.

On the other hand, to collect the appropriate data for answering what aspect improves the most, the researcher used the specification of aspect of writing skill by Jacob (1981) to analyze in detail about the aspect that stands out more.

3.5. Procedure of Data Collecting Technique

In collecting the data, this study uses the following steps:

1) Selecting materials for treatment

In selecting materials for treatment, the researcher selected and adapted some samples of descriptive text from English books.

2) Determining the population and selecting sample

The population of this research was the first year of SMAN 9 Bandar Lampung. The researcher chose one class as the experimental class randomly by using lottery, since every class has the same opportunity to be chosen.

3) Administering the pretest

The pretest was conducted to measure students' preliminary ability before treatment. Here, students in experimental class were assigned to write a descriptive text. The topic was about someone who is close to them. The time allocation was 90 minutes.

4) Conducting the treatment

After giving the pretest to the students, the experimental class was given treatment by using Roundtable technique. The treatment was conducted in 90 minutes, based on the time allocation in the syllabus of the second grade of SMA. The treatment was conducted in three meetings. In those three meetings the students were guided to write a descriptive text. After the treatment was given, the posttest was given to the students to be evaluated after the implementation of roundtable technique.

5) Administering the posttest

In order to see the improvement of students' writing ability, the posttest was conducted in the experimental class after they were given the treatment. The test was in form of writing. The students were asked to develop their descriptive text writing based on the steps provided based on the topic about someone who is close to them in their family. The posttest was conducted in 90 minutes.

6) Analyzing the test result (pretest and posttest)

After scoring pretest and posttest, the data was analyzed by using SPSS version 17.0 software program. It was used to find out the means of pretest and posttest and how significant the improvement is.

Those are the procedure of how the researcher conducted the research to gather the data to be tested for the research.

3.6. Scoring Criteria

The consideration of criteria for evaluating the students' descriptive text writing ability was based on the ESL Composition Profile by Jacob (1981). There are five aspects to be tested: content, organization, vocabulary, language use, and mechanics.

The criteria of scoring system were based on the rating sheet from Jacob (1981) as can be seen below:

Table 3.1. The Scoring Criteria

Aspects of writing	Score	Criteria
	30-27	Excellent to very good: knowledgeable, substantive, through development of thesis, relevant to assigned topic

Content	26-22	Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	21-17	Fair to poor: limited knowledge of subject, little substance, inadequate development to topic
	16-13	Very poor: does not show knowledge of subject, non-substantive, not pertinent or not enough to evaluate
Organization	20-18	Excellent to very good: fluent expression, ideas clearly stated or supported, succinct, well-organized, logical sequence, cohesive
	17-14	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	Fair to poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	9-7	Very poor: does not communicate, no organization or not Enough to evaluate
Vocabulary	20-18	Excellent to very good: sophisticated range, effective word or idiom choice and usage, word from mastery, appropriate register
	17-14	Good to average: adequate range, occasional errors of word or idiom form, choice, usage but meaning not obscured
	13-10	Fair to poor: limited range; frequent error of word or Idiom form, choice ,usage, meaning confused or obscured
	9-7	Very poor: essentially translation; little knowledge of English vocabulary, idioms, word for not enough to evaluate
Language use	25-22	Excellent to very good: effective complex construction; Few errors of agreement, tense, number, word order or function, articles, pronouns, prepositions.
	21-18	Good to average : effective but simple construction ;minor Problem in complex construction; several errors of agreement, tense ,number, word order or function ,articles, pronouns, prepositions but meanings obscured
	17-11	Fair to poor: major problem in simple or complex constructions; frequents errors of negation, agreement, tense, number, word order or function articles, pronouns, prepositions, and or fragments run-ons, deletions ;meaning confused or obscured
	10-5	Very poor: virtually no mastery of sentence construction Rules ,dominated by errors, does not communicate or not Enough to evaluate
	5	Excellent to very good: demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured

Mechanics	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured
	2	Very poor: no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible or not to evaluate
Total score		

3.7. Instrument

The instruments used for this research were writing tests to reveal the students' writing ability. They were provided two writing tests. The first writing test was given in the very beginning meeting before conducting the treatment, and the same writing test after they were given the treatment. It means that the result of writing test showed how far the students' ability in writing showed by their score. The writing test was done as the product of the teaching learning process. The text used was descriptive text where the students were required to make a descriptive paragraph. The improvements of students' skill could be obtained by their result of the test.

The major mistakes from the students were content and grammar. Students were confused when they asked to describe someone, and they mostly wrote unnecessary information about the topic. Also, even they were senior high school students they were still confused about simple grammar in descriptive text. For example, in the first paragraph some of the students introducing themselves instead of writing the identification of their topic. It can be seen as follows.

Hello everybody, my name is radyen banta. You can call me raden. I attended school at SMA 9 B. Lampung. I have a bestfriend, his is agung prayoga, we are chairmates, actually we are classmates.

The students' grammar was still low, they still made many mistakes for simple tenses. For example, when the students describe a person they used simple past tense for current time and they omit the *to be*. Their mistakes are as follows.

she was the third of four children. she hair was black short, weight 63 kg, slightly sharp nose.

In the real experiment the researcher tried to give solution to the problems mentioned above, the researcher asked the students to write a list of words based on the structure in different time. For the first round the students were asked to list words according to the general information and the second round they were asked to list words according to the description and conclusion. It helped the students significantly; they were more focus for each paragraph.

The second problem was the grammar, the researcher more detailed in explaining about the grammar especially for the students' major mistakes. Additionally, the researcher gave the students feedback about the grammar to their draft to be edited first before they submitted the draft.

After the researcher finished with the experiment both in trial and real one, the researched did a posttest. In order to measure the test is good, the tests were analyzed as follows:

3.8. Validity

According to Hatch and Farhady (1982:281) there are two basic types of validity; content validity and construct validity. In order to measure whether the test has a good validity, those two types of validity are analyzed.

Content validity is the degree to which a test measures an intended content area (Gay, 1992:156). This research, the test has content validity because the researcher makes this test based on the course objectives in syllabus of first graders students at SMAN 9 Bandar Lampung.

The type of the text is descriptive text. The topics are the representative of writing materials of Curriculum 2013 as a matter of tailoring the lesson to students' need.

To know whether the test has a good content validity, the instruction of the test discussed with the English teacher of Senior High School 9 Bandar Lampung.

Construct validity is concerned with whether the test is actually based on theory of which it means to find out the language that is being measured. Construct validity is capable of measuring certain specific characteristics in accordance with a theory of language behavior and learning. Brown (2004:25) has mentioned that a construct is any theory, hypothesis, or model that attempts to explain observed phenomena in our universe of perception. In this research, the researcher asked the students to write a descriptive text to measure the students' writing ability. The researcher classified the score using writing descriptive scoring rubric by Jacob (1981). The technique of scoring is based on five aspects. They are content, organization, vocabulary, grammar, and mechanic.

3.9. Reliability

According to Heaton (1989:162) reliability is necessary characteristic of any good test for it to be valid at all, a test must first be reliable as a measuring instrument. The reliability of the test is its consistency. Thus, reliability is a measure of accuracy, consistency, dependability, or fairness of scores resulting from administration of particular examination.

Reliability concerns with the consistency of the gained score from a test or instrument (Setiyadi, 2006). In order to achieve the reliability of the writing of the students, *interrater reliability* was used in this study. In this study, the first rater was the researcher based on the scoring criteria (Jacobs, 1981); the second rater was the English teacher in the school. The first and the second rater at first discussed how to rate the data and analyze them. The researcher also used

statistical formula in order to achieve the reliability.

The formula used in this study:

$$R = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

R = Reliability

N = Number of students

D = the different of rank correlation

1-6 = Constant number

After finding the coefficient between raters, the researcher analyzed the coefficient of reliability with the standard of reliability below:

- a) A very low reliability (range from 0.00 to 0.19)
- b) A low reliability (range from 0.20 to 0.39)
- c) An average reliability (range from 0.40 to 0.59)
- d) A high reliability (range from 0.60 to 0.79)
- e) A very high reliability (range from 0.80 to 0.100)

(Arikunto, 1998:260)

Based on the standard of reliability above, it can be concluded that the writing tests will be considered reliable if the tests reach the range of 0.60-0.79 (high reliability). The reliability of this research could be seen on the explanation below:

1) Result of Reliability of the Score in Pretest

$$P = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

$$P = 1 - \frac{6.202,5}{29(841-1)}$$

$$P = 1 - \frac{1215}{24360}$$

$$P = 1 - 0,04987685$$

$$P = 0.95012315 \text{ (Very High Reliability)}$$

2) Result of Reliability of the Score in Posttest

$$P = 1 - \frac{6. \Sigma d^2}{(N^2 - 1)}$$

$$P = 1 - \frac{6.563}{29(841-1)}$$

$$P = 1 - \frac{3378}{24360}$$

$$P = 1 - 0,03866995$$

$$P = 0.96133005 \text{ (Very High Reliability)}$$

3.10. Data Treatment

According to Setiyadi (2006: 168-169), using T-Test for hypothesis testing has three basic assumptions that can be described as follows:

- a) The data is an interval.
- b) The data is taken from random sample in population.

The researcher chose the class randomly since every student has the same capability.

- c) The data is distributed normally.

The test is used to measure whether the data is normally distributed or not. The data was tested by *One-sample Kolmogorov-Smirnov* formula. The criteria or normal distribution are:

H_0 : the distribution of the data is normal

H_1 : the distribution of the data is not normal

The hypothesis will be accepted if the result of the normality test is higher than 0.05 (sign >). In this case, the researcher used the level of significance of 0.05.

To find out whether the data is distributed normally or not test of normality was used as follows:

Table 3.1. Result of Normality Test in the Pre-Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.145	29	.121	.957	29	.270

a. Lilliefors Significance Correction

Table 3.2. Result of Normality test in Post-Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Posttest	.128	29	.200*	.971	29	.596

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

From Table 3.1. the value of test normality in pre-test (0.270) and Table 3.2. the value of normality test in post-test (0.596) was higher than 0.05. It could be concluded that H_0 was accepted and H_1 was rejected. In other words, the data of pre-test and post-test were distributed normally.

3.11. Hypothesis Testing

The hypotheses are stated as below:

H₀: “There is no positive effect of roundtable technique in improving students’ ability in terms of: content, organization, vocabulary, language use, and mechanics”.

$$H_0: X_1 = X_2$$

H₁: “There is positive effect of roundtable technique in improving students’ ability in terms of: content, organization, vocabulary, language use, and mechanics”.

$$H_1: X_1 > X_2$$

Repeated Measured t-test (Paired Sample T-test) is used to test the hypothesis.

The formulation is:

1) Paired Sample t-test

$$t = \frac{M_d}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

and

$$\sum x^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

M_d = mean from the differences pretest and posttest (posttest – pretest)

X_d = Deviation of each subject (d - m_d)

$\sum x^2 d$ = total of quadratic deviation

N = Subjects on sample

(Arikunto, 2010: 349 -350)

The analysis was computed using SPSS version 17.0. The hypothesis was analyzed at significant level of 0.05 (p<0.05) in which H₀ would be approved if Sign > . It means that the probability of error in the hypothesis is only about 5%; and H₁ would be approved if Sign < (<0.05).

V. CONCLUSIONS AND SUGGESTIONS

This final chapter presents the conclusion of the research findings and suggestions for English teachers who want to try to use roundtable technique as a technique in teaching writing and for those who want to conduct similar research.

5.1 Conclusions

The objective of this research is to find out whether there is an improvement of students' writing in writing descriptive text after the implementation of roundtable technique. In relation to the results of the study, it was concluded that:

- 1) The implementation of roundtable discussion technique can significantly improve students' writing ability in all aspects of writing. Students need the process of writing a text where they are guided step by step that cover each aspect of writing. This happened because roundtable technique guide the students to trigger their ideas and express it properly. It is proved from the statistical result in the previous chapter it can be seen that t-value (11.611) was higher than t-table (2.045) and the significant value (0.00) lower than 0.05.
- 2) Roundtable technique is very useful to improve students' writing of descriptive text especially in content aspect. Students often lack of ideas, such as: thesis statement, topic sentence, and supporting ideas therefore they tend to omit the aspect of writing especially the aspect of content. However, this technique can solve the problem, it is proved by the mean score was improved from 19.14 (pretest) to 22.97 (posttest).

5.2. Suggestions

In reference with the conclusion above, the writer gives some suggestions as follow:

1) Suggestions for English Teachers

- 1) English teachers may start using roundtable technique by focusing on certain aspect of writing to increase. It is done in order to ease students to improve their writing ability step by step.
- 2) When the students are asked to write on the board step, English teachers are better to limit the question not only based on grammar but also the structure of the text.
- 3) The mechanic aspect was the lowest achievement among the other aspects of writing. For this reason, the teacher should apply effective strategies for improving this aspect, for example when the students write the sentences on the white board the teacher correct the writing more deeply whether the students make mistakes or not. Also, when the teachers can give deeper correction to the students' writing when giving the feedback.

2) Suggestions for Further Research

- 1) This study asked the students to write or to list words, further researcher can try to ask the student to write one short paragraph for each student in given amount of time.
- 2) In the step of writing the text further researcher can give extra special time for selecting the words from the list first,

according to the structure of the text so the students are easier to create the text based on the words they have selected.

- 3) Obviously, the students' scores were still low in mechanics aspect. Thus, the further researcher is suggested to find out another strategy to improve students' writing particularly in terms of mechanics.

Those are the conclusion of this study after the research using roundtable technique, also the suggestions for both English teachers and further research in using roundtable technique.

REFERENCES

- Ambarawati, N. K. 2013. The application of roundtable technnique in teaching writing. Denpasar University: Unpublished Script.
- Arikunto, S. 1998. Dasar- dasar evaluasi pendidikan. Jakarta: Bumi Aksara.
- Barkley, E. F., and Major, C. H. 2005. Collaborative learning techniques. Jossey Bass: Wiley Imprint.
- Biddle, M., and Badham, S. 2000. King arthur's roundtable. Boydell and Brewer: Oxford University Press
- Brown, H. D. 2000. Principles of language learning and teaching. (4th ed). New York: Longman. (pp. 7-11)
- Brown, H. D. 2001. Teaching by principles: an interactive approach to language pedagogy. (2nd ed). San Fransisco: Addison Wesley Longmann, Inc.
- Byrne, D. 1988. Teaching writing skill. London: Longman Group UK Ltd.
- Caroll, R. T. 1990. Students' success guide – writing skilss. Accessed 23rd October 2017. Available from World Wide Web:
<http://www.skepdic.com/refuge/writingskilss.pdf>
- Chaffe, J. 1999. Critical thinking: thoughtful writing a rhetoric with readings. New York: Houghton Mifflin Company.
- Crimmon. 1983. Writing with purposes. New Jersey: Houghton Mifflin Company.
- Finocchiaro, M. 1964. English as a second language: from theory to practice. New York: Simon and Schuster.
- Freeman, D. L. 2000. Technique and principles in language teaching. NewYork: Oxford University Press.
- Gillies, R.M., Ashman., and Adrian. 2003. Co-operative learning: the social and intellectual outcomes of learning in groups. NewYork: Routledge Falmer.

- Graham, S. 2003. Approaches to process writing. British Council Teaching English. Available online at http://www.Teachingenglish.org.uk/thing/write/process_write.shtml Accessed on 21st October 2017.
- Hapsari, A.S. 2011. The use of roundtable technique to improve students' achievement in writing hortatory exposition text. Semarang State University: Unpublished Script.
- Harmer, J. 1984. How to teach writing: effective sentences, paragraph, and essay. New York: Longman.
- Harmer, J. 2004. How to teach writing. Essex: Pearson Education Limited.
- Hyland, K. 2004. Genre and second language writing. Michigan: University of Michigan.
- Idrus, N. 2003. Improving students writing ability through pictures. Unila: Unpublished Script.
- Jacobs, H., Zinkgraf, S., Wormuth, D., Hartfiel, V., and Hughey, J. 1981. Testing esl composition: a practical approach. Rowley, MA: Newbury House.
- Jolliffe, W. 2007. Cooperative learning in the classroom. London: Paul Chapman Publishing.
- Kagan, S. 1990. The structural approach to cooperative learning. San Clemente: Resources for Teachers.
- Kagan, S., and Kagan. 1998. Cooperative learning and technology. Available at: <http://www.teachervision.fen.com/group-work/cooperative-learning/48538.html>
- Kagan, S., and Kagan, M 2009. Cooperative Learning. San Clemente: Kagan Publishing.
- Mappe, S. 2000. A comparative study of the teaching of writing to indonesian university students under two instructional modes. Singapore: Dissertation. SEAMEO Regional Language Centre>
- Nunan, D. 2003. Practical English language teaching. New York: McGraw Hill.
- Nehiley, J.M. 1998. Outline that make writing easy. Available at: <http://www>.

Okcareertech.org/cimc/titles/lifeskills-comm/resource/commUnit4/Flowriteoutline.pdf . Accessed on October 23rd 2017.

- Raimes, A. 1983. Techniques in teaching writing. New York: McGraw Hill.
- Rianto, S. 2010. Indirect feedback in writing. Padang: STKIP PGRI Sumatra Barat.
- Richard, J.K., and Rogers, T.S. 2001. Approaches and methods in language teaching. New York: Cambridge University Press.
- Sartika, E. 2013. The effectiveness of roundtable technique to improve student' speaking skill. STAIN Salatiga: Unpublished Script.
- Setiyadi, Ag. B. 2006. Metode penelitian untuk pengajaran bahasa asing. Yogyakarta: Graha Ilmu.
- Spratt, M., Pulverness, A., and Williams, M. 2005. The tkt course. Cambridge: Cambridge University Press.
- Sujiono, A. 2006. Pengantar statistik pendidikan. Jakarta: PT. Grafindo.
- Wahyudin, A. Y. 2012. Improving students writing ability through outlining strategy. Unila: Unpublished Script.
- Waldron, K.M. Martella, R.C., and Martella, N.E. 2005. Direct instruction language program. New York: The McGraw-Hill Companies.
- Weigle, S. C. 2002. Assessing writing. Cambridge: Cambridge University Press.