

**TEACHING WRITING RECOUNT TEXT THROUGH COOPERATIVE  
LEARNING BY USING ROUNDTABLE TECHNIQUE AT THE FIRST  
GRADE OF SMAN 1 PASIR SAKTI**

**(A Script)**

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## **ABSTRACT**

### **TEACHING WRITING RECOUNT TEXT THROUGH COOPERATIVE LEARNING BY USING ROUNDTABLE TECHNIQUE AT THE FIRST GRADE OF SMAN 1 PASIR SAKTI**

**By**

**Hikma Patricia**

Writing is the act of elaborating, creating ideas in written form, the message that you write must be comprehensible to readers because you have only words and punctuation when you produce writing. However, many students find writing as one of the difficult skills in English. It is difficult for them to elaborate their ideas in writing a recount paragraph with appropriate grammar, vocabulary, mechanics and organization.

The approach of the research was quantitative. The aim of this research was to find out the improvement of students' writing ability after the implementation of roundtable technique in teaching writing recount text. The researcher used pretest and posttest as the design of this research. The research was conducted at the first grade of SMA N 1 Pasir Sakti in the second semester of academic year 2018/2019. The research took one class as the sample it was X IPA 3 which consisted of 34 students. The writing tests consisted of pretest and posttest were administered to collect the data. The tests were given to see how far the students improve their recount writing ability after the treatment. The data were analyzed by using SPSS version 17.0.

The result of this research showed that the t-value (13.833) was higher than t-table (2.032) and the value of significant level was  $0.000 < 0.05$ . It meant that there was a significant improvement of students' writing ability in recount text after the implementation of roundtable technique. Therefore, the hypothesis of the research was accepted. The mean score of the pretest was 57.40 and the mean score of the posttest was 73.21. It meant that the students' mean score improved about 15.63. On the other hand, the aspect of writing that improve the most was language use since the percentage of language use aspect improved up to 18.32%. Based on the result, it could be concluded that roundtable technique gives a significant improvement of students' writing ability in recount text. And, the aspect of writing which improved the most was language use.

**Keywords:** aspect of writing, writing, roundtable technique

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Hikma Patricia**

**A Script**

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Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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## **CURRICULUM VITAE**

Hikma Patricia was born in Purworejo, on December 28th, 1996. She is the last daughter of a great couple, Mr. Mustamin and Mrs. Hanisa. She has one brother and two sisters, they are; Irwan, Shanty Mustika, and Meity Amelia.

She did not go to kindergarten, yet her parents taught her everyday for every subject she needed to know as if kindergarten student. Then, she continued her study at SD Negeri 1 Purworejo. After she graduated from elementary school in 2009, she continued her study at SMP Negeri 1 Pasir Sakti and graduated in 2012. Then, she continued to senior high school at SMA Negeri 1 Pasir Sakti and graduated in 2015.

In 2015, she passed *SNMPTN* program at English Education Study Program of Language and Arts Education, Faculty of Teacher Training and Education, University of Lampung. From August to September 2018, she did KKN in Pasir Sakti, Lampung Timur and she conducted PPL at SMK PGRI Pasir Sakti. To complete her study, she undertook a research related to students' writing ability through Roundtable technique at Senior High School 1 Pasir Sakti in January 9th 2019.

## **DEDICATION**

This script is entirely dedicated to:

My beloved parents

Mustamin and Hanisa

My brother and sisters

Irwan, Shanty Mustika, and Meity Amelia

My fabulous friends in English Department 2015

My lovely almamater

Lampung University



## **MOTTO**

And know that victory comes with patience, relief with affliction, and hardship  
with ease

(HR. Tirmidzi)

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

Bandar Lampung, May 2019  
The writer,

Hikma Patricia

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## **I. INTRODUCTION**

This chapter presents background of the problem, formulation of the problem, objective of the research, uses of the research, scope of the research, and definition of terms clarified like the following.

### **1.1. Background of the Problem**

Writing is skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas (Morris, Rupperd, and Hurried, 1999:22). Writing as one of language skills plays an important role in the formal communication. Sometimes written word is the only acceptable way in communication, for example in formal letter like application letter. 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 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 activity for most people, both in mother tongue and in a foreign language.

Here are several reasons why writing is considered as a difficult and complex skill. First, a writer does not have a direct contact with his or her reader so he or she cannot show what he or she means. Furthermore, there is a little opportunity for the readers to ask the writer directly if they do not understand the writing. This is in line with Beaugrande's statement (1985: 2) that a writer does not have a contact with the readers. In other words, the writer has to be careful in deciding what to write, otherwise, the reader will find difficulty in following the writer's ideas in his or her writing. Second, writing is a skill that requires us to take account of some elements such as content, organization, language use, vocabulary, and mechanic Jacobs (1981: 90). The next reason is that for creating a well-organized writing, someone must be able to use his rational thinking. Rational thinking or commonly called as logic has predominant role in attempting

to write well Levin (1982: 1). Logic guides a writer how to be consistent in his/her thinking and writing. It can also teach him or her how to see the implications in statements and how to test the relevance of arguments and evidence to a central idea. In other words, logic enables the writer to be consistent and help him/her to identify the relevance in his/her writing. As we know, relevance and consistency are the significant characteristic for all good writing.

Meanwhile, viewing the language teaching based on Curriculum 2013 of senior high school, especially for first grade students, writing is one of the language skills presented in the teaching learning process of English. One of the writing forms that should be mastered by them is recount text. It is a text aims to tell something in the past. Its text organization/generic structure are orientation, events and re-orientation. Therefore, the students are expected to be able to understand and create a recount text coherently based on the social function, language use, and generic structure of the text.

In fact, there are many students who still could not express their idea in written form since they found writing is difficult to learn. Even though they have been given the topic to write, it did not automatically help students to start writing. In addition, Harsyaf, Nurmaini, and Izmi (2009: 1) mention that most L2 learners might agree when we say that writing is the most difficult skill for them to master.

To solve the writing problems, the writer conducted cooperative learning in her research. Cooperative learning refers to the instructional use of small groups so that students work together to maximize their own and each other's learning. 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. Writing is usually easier, better and more successful when talking, drafting, revising, reading, and editing.

Meanwhile, in order to activate the students during the teaching writing process, the writer conducted roundtable technique. 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. 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.

To strengthen this research, the researcher provides four previous researches that are related to this research. Hapsari (2011) who conducted a research in the second grade students of SMA Negeri 1 Batang 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.

Previous study by Alkaromah (2017) who investigated the implementation of roundtable technique in teaching speaking for junior high school students and based on the finding of the research, it was found that the roundtable technique is effective to be implemented in teaching learning speaking. Students who were taught by using roundtable technique have improved their speaking skill. Since in the previous research, roundtable technique was applied in teaching speaking, the researcher will try to apply it in teaching writing.

Chayanti (2015) who conducted a research at the Second grade of Junior High School to find out the improvement of the students' writing ability and students'

active participation through roundtable technique. The finding showed that roundtable technique improved students' writing ability and build students' active participation. As the result, the researcher will try to conduct further research in senior high school level.

In line with the research above, Rezki (2017) which focused on the effect the use of roundtable technique on students' writing skill of narrative text at eleventh grade in senior high school 1 South Polongbangkeng. The finding showed that the use of roundtable technique improved the students' writing ability in narrative text. She found that roundtable technique was effective to be used to improve students' writing skill because there was a significant difference between the progress in writing skill of the students after applying roundtable technique and before applying roundtable technique.

Based on the facts above, it can be seen that all researches prove that roundtable technique is good to be implemented by the teacher. Therefore, the researcher will try to apply roundtable technique because it is suitable for writing class. In this technique, the teachers' role is as a facilitator who helps the students' problems and also as the time keeper who set the process of teaching and learning in exact time. To justify the research question of this research, the researcher used those previous studies as a turning point for a better research. The difference between this research and those previous studies lies on focus. Based on the statements above, the researcher was interested in investigating the study to apply roundtable as a technique of teaching writing aim at improving students' achievement in writing recount text at the first grade students of senior high school.

## **1.2. Research Questions**

In reference to the background of the problem above, the writer formulates two main research questions to be addressed. They are listed as follows:

1. Is there a significant increase of the students' writing score in recount text after the students have been taught by using roundtable technique?
2. Which aspect of writing will increase the most after the students have been taught by using roundtable technique?

### **1.3. Objectives of the Research**

With reference to the background above, the objectives of the researcher are:

1. To find out whether there is an significant increase of the students' writing score in recount text after the students have been taught by using roundtable technique.
2. To find out what aspect of writing that increases the most after the students have been taught by using roundtable technique.

### **1.4. Uses of the Research**

It is expected that the research can have the following uses:

1. Theoretically, the result of this research is expected to support the previous study and to use as a reference for further research.
2. Practically, to inform readers, English teacher, language researcher, and other practitioners the improvement of the students' writing ability by using roundtable technique in order to develop English teaching method further. Hopefully, this study can activate the students in learning process so that the ability in writing text will increase.

### 1.5. Scope of the Research

This research was characterized by quantitative research and it was conducted at the first grade of SMAN 1 Pasir Sakti. In this case, this study only used one class. She chose the first year students with assumption that they have learnt and have enough knowledge about recount text at the junior high school. In her research, she tried to find out whether roundtable technique can increase students' writing ability in recount text about personal recount. So, she focused on the using of roundtable technique in teaching and learning process. Meanwhile, the writing tests are the instruments to measure students' writing ability. These tests were writing pretest and writing posttest.

### F. Definition of Terms

There are some terms that are used by the writer to give the basic understanding that related to the concept, they are stated below:

1. *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.
2. *Writing* is Writing is a medium of human communication that represents language and emotion with signs and symbols.
3. *Recount text* is a text that begins by telling the reader who was involved, what happened, where this event took place and when it happened.
4. *Cooperative learning* has been defined as "small groups of learners working together as a team to solve a problem, complete a task, or accomplish a common goal".
5. *Roundtable* 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.

This chapter has discussed about background of the problem, formulation of the problem, objectives of the research, uses of the research, scope of the research, and definition of terms.



## **II. LITERATURE REVIEW**

This chapter contains explanation of related theories used in this research; notion of writing, aspects of writing, teaching of writing, technique in teaching writing, cooperative learning, roundtable technique, previous research of roundtable technique in teaching writing, advantages and disadvantages of roundtable technique, procedures of teaching writing through roundtable technique, theoretical assumption and hypotheses.

### **2.1. Notion of Writing**

Writing as one of the important skills in learning english that has various definitions. According to Raimes (1983: 76), writing is a skill in which we express ideas, feeling and thought which is to be arranged in words, sentences, and paragraph. Writing also reinforces the use of the sentence's structure and tenses, idiom, and vocabulary correctly. It means that when we write, we compose or create meaning with words. In writing, a writer has to consider the way to convey his/her ideas with the purpose that the readers could easily grasp them. It is significant because between the readers and the writers there is no space to discuss. In order to make the readers reach the writer's ideas; they need to create a good writing.

Moreover, Hoffman (1990:1) says that writing is a way of thinking. It means that while you get things down in writing, it helps you examine experiences, sort

through information, and analyze ideas in order to understand and make better sense of the world. He also says that writing is an act of communication. Writing takes a greater importance when you begin to see it as a way to make yourself heard, to persuade people to see something your way, to argue for ideas you believe in, and to change things.

Concerning about writing, Gould (1989:30) in his book states that writing is an effort to create a dialogue with readers, and it involves exploring our relationship to our readers in much the same way that we explore our relationship to people whom we talk to. Writing is not private; it is always a form of social dialogue, a way of talking to someone. From the explanation above the researcher summarizes that writing is an activity of thinking after which it is expressed into graphic symbols, in a communicative written language or putting words into paper or other media as one way to communicate to others.

### **Aspects of Writing**

Conceivably, there are principles in writing in order to write. They include what to say (content), how to sequence what to say (organization and mechanic), and how to express what is said (language use and vocabulary). It can be said that a writer is successful if his writing contains the aspects of writing. Jacob et al (1981:90) and Hosseinpour (2014:4) state that there are five aspects of writing as follows:

#### *1. Content*

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 unit in developing a subject. This term is related with the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis. Unity can be identified

by seeing the topic sentence and the controlling idea. Each sentence in a paragraph should relate to the topic and develop the controlling idea. If a sentence does not relate to the idea, it should be omitted. In addition, Hosseinpour (2014:4) states that content includes knowledge of subject, development of thesis, converge of topic, relevance of details, substance, and quality of details of writing.

## *2. Organization*

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 sentences and ideas. While smooth flow refers to how well one idea or sentence leads into another. Organization concerns with fluency of expression, clarity in the statement of ideas, support, organization of ideas, sequencing and development of ideas (Hosseinpour, 2014:4).

## *3. Vocabulary*

Vocabulary refers to the selection of words which are suitable with the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he or she can. A general rule, clarity should be the primary objective. The selections of words that express the meaning correctly is considered much. Furthermore, Hosseinpour (2014:4) says that vocabulary concerns with range, accuracy of word or idiom choice, mastery of word forms, appropriateness of register, effectiveness in the transmission of meaning.

## *4. Language use or grammar*

Language use refers to the use of correct grammatical and syntactic pattern or separating, combining, and grouping ideas in words phrases, clauses, and sentences to bring out logical relationship in paragraph. Grammar focuses on

accurate use of sentence structures and constructions; accuracy and correctness in the use of agreement, number, tense, word order, articles, pronouns, prepositions, and negations (Hosseinpour, 2014:4).

### *5. Mechanic*

Mechanic refers to the use of graphic conventional of the language. For instance are the steps of arranging letters (spelling), punctuation, hyphenation, capitalization, and paragraph indentation (Hosseinpour, 2014:4). Thus, there are five aspects in writing: content, organization, vocabulary, language use, and mechanic (Jacob et al, 1981:90 and Hosseinpour, 2014:4). All of those aspects should be covered so the intended readers can understand the message or information shared by the writer effectively.

## **2.2. Teaching of Writing**

Teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand (Harmer, 2004: 7). It means that when we teach our students, we have to help them to understand what materials being taught or help them to do what they have to do. In relation with teaching writing, Lado (1959: 125) states that simply the goal of teaching a foreign language is the ability to use it, to understand the speech and of its native, and target culture in terms of their meaning as well as their great ideas in achievement. It can be said that the goal of teaching writing is to make the students be able to write or use language in written form.

While according to Raimes (1983:3) reasons of teaching writing are important. First, writing reinforces the grammatical, structures, idioms, and vocabulary that we have been teaching our students. Second, when our students write, they also have a chance to be adventurous with the language, to go beyond what they have

just learnt to say, to risks. Third, when they write, they necessarily become very involved with new language; the effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning.

And as we know that in writing evaluation, there are some elements that should be considered such as structure, organization, language use, vocabulary, and also mechanics. Thus, teaching writing means teacher has to help them in understanding the components of writing, select relevant materials to his students and guide them in writing based on those aspects of writing.

Writing has some stages that should be considered by the teacher as the way to teach writing. Below are the stages of the writing process stated by Adelstein and Pival (1998):

#### 1. Pre-writing

Pre-writing is the first step; it is preparation step before writing process. This step includes brainstorming, clustering ideas, and self-questioning. In the prewriting process, “writers form an internal representation of the knowledge that will be used in writing”; also, they “generate, develop, and organize ideas in memory” (Flower and Hayes, 1981:372). Pre writing warms up the brain to gather the ideas to write.

#### 2. Writing

Writing is the process of supporting your topic and your opinion. The supports can be in the form of examples, statistics, and statements by authorities. In this stage you set on the paper your opinions into words, sentences, paragraphs and so on and also by giving supporting statement from other resources. After you



have made the outline, now is your time to start writing; you have to develop each statement of each paragraph in the outline.

### 3.Revising

The last step is revising; it is the important step to do after we have produced a draft. Students have to analyze the content of the draft may unclear, ambiguous or confusing. They have to ensure that our paragraph is unified, coherent and improve the grammatical accuracy. Graham (2003) writes about the importance of feedback regarding process of writing. Since, students will learn further about what should be written besides they have a chance to be adventurous with the target language. So, in this step students can enrich the writing content with add new sentence to support others idea, or deleting some sentences those are irrelevant with the topic.

Briefly, there are three steps of teaching writing: prewriting, writing, revising. Teaching writing involves these steps in order to build a good paragraph. Therefore, the teacher can conduct the class applying these steps.

### **2.3. Recount Text**

Recount text is used to tell the readers about what happened in the past, obviously recount text uses past tense form. Recount text consists of the *orientation, events, and re-orientation*. Derewienka (1990:15) asserts in recount, we construct past experience. A recount is the unfolding of a sequence of events overtimes. It is used to tell past events for the purpose of informing or entertaining. It focuses on a sequence of events. In general, recount text is begun with an orientation. In orientation we will found the background information of the event. At the middle of the text, we can see some events that the writer wants to talk about. Then, in re-

orientation it will describe the conclusion of the story and what the writer felt when it happened. According to Cogan (2006) recount text is written to retell event with the purpose of either of entertaining their audience or readers (or both).

Recounts generally follow a similar structure, but the students should be guided by the purpose for an audience of their text in their use of the following structure (Derewienka, 1990:145). The generic structure of recount text is as follows:

1. Orientation – Scene setting opening, it gives the readers the background information needed to understand the text such as who was involved, where it happened, and when it happened.
2. Events – recount of the events as they occurred, for example, I saw a vase... these events may be elaborated on by adding, for example, descriptive details.
3. Reorientation – a closing statement: When I got back, I told my mum (with elaboration in more sophisticated text).

The language features that are usually used in recount text are:

1. Simple past tense is used in most recounts, but present tense may be used to create immediacy. Future tense is sometimes used in the conclusion of an imaginative or biographical recount to predict what might happen in the future, for example, "this great tennis player will no doubt win many more tournaments".
2. A range of conjunction (because, although, while) is used to link clauses within sentences.
  1. Time connectives (firstly, secondly, next, finally) are used to link separate events or paragraphs into cohesive whole text.
  2. Passive voice is used, particularly in factual recounts to give objectivity to the text. For example, "the land was worked by the peasants from sunrise to sunset."

3. Adverbs (yesterday, outside) and adverbial phrases. For example, "in 1991, in top of the hotel", is used to indicate specific times and places.

To be clearer, here is the example of recount text that reflects the generic structure:

### **Last Holiday to Kuta Beach**

#### **Orientation:**

Last month, I went to Bali by plane with my family for three days and stayed in the hotel near Kuta Beach. We chose Bali because we thought that Bali was the most beautiful place and it was the island of The God.

#### **Events:**

At the first day, my family and I walked along the beach. My sister and I built a sand castle, while our parents sat and enjoyed the scenery around the beach. There were many tourists at the beach. Next day, I swam on the beach and dived under the sea. The view was beautiful; there were many little fishes and other sea creatures. I enjoyed my adventure in the sea. On the last day, I sunbathed in the beach like other tourists. Then my family and I rowed a boat around the beach. The wind blew and we felt really relax. Kuta beach was really beautiful.

#### **Re-orientation:**

I will never forget it. And I am proud of being an Indonesian because my country is one of the most famous places in the world.

Furthermore, Derewianka (1990) identified that there are five types of recount text, they are:

#### **1. Personal Recount**

Telling about activities whereas the writer or speaker involves or do by him or her (i.e., oral anecdote, diary entry) use the first person pronouns (I, we). Personal

responses to the events can be included, particularly at the end. Details are often chosen to add interest or humor.

## 2. Factual Recount

Record the particulars of an incident (i.e., report of a science experiment, police report, news report, historical account). A factual recount is concerned with recalling events accurately. It can range from everyday tasks such as a school accident report to a formal, structured research tasks such as historical recount. The emphasis is on using language that is precise, factual and detailed, so that the reader gains a complete picture of the event, experience or achievements. This type uses the third person pronouns (he, she, it, and they). Sometimes the ending described the outcome of the activity (i.e., science experiment). Details of time, place and manner may need to be precisely stated, i.e.: at 2.35 pm., between *Jhonson St* and *Park Rd*, the man drove at 80 *kph*. The passive voice may be used, i.e., the beaker was *filled* with water. It may be appropriate to include explanations and justifications.

## 3. Imaginative Recount

Imaginative or literary recounts entertain the reader by recreating the events of an imaginary world as though they are real. motion language, specific detail and first person narration are used to give the writing impact and appeal.

## 4. Procedural Recount

A procedural recount records the steps taken in completing a task or procedure. The use of technical terms, an accurate time sequence and first person narration (I or we), give credibility to the information provided. Examples include a flow chart of the actions required for making bread, a storyboard a videotaped script or advertisement, the steps taken to solve mathematical problem.

## 5. Biographical Recount

A biographical recount tells the story of person's life using a third person narrator (he, she, and they). In this case of an autobiography, first person narration (I, we) is used. It is usually factually accurate and records specific names, times, places, and events, a purely factual, informative biography, however, would lack the appeal provided by personal responses and memorable anecdotes. There is often evaluation of the subject's achievements in the final section. From five types of recount text above, the focus of the research is personal recount since it tells the activities whereas the writer involves or does by her or himself.

From five types of recount text above, the focus of the research is personal recount since it tells the activities whereas the writer involves or does by her or himself.

## 2.4. Technique in Teaching Writing

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) Clustering Technique**

According to Langan (2006: 25) clustering also known as diagramming, or mapping, is another strategy that can be used to generate material for a paper. In clustering, writers can use lines, boxes, arrows, and circle to show relationship among the ideas and details that occur to them. It means clustering will help the students how to associate the ideas, how to write the ideas that exist in their minds, and how to develop ideas into a good paragraph unity.

## **3) 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 used Roundtable 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 technique, the ideas are shared by the members of the group.

## **2.5. Cooperative Learning**

Cooperative learning has been defined as “small groups of learners working together as a team to solve a problem, complete a task, or accomplish a commongoal” (Artz and Newman,1990:448) in Peterson and Miller. In this case, the students work together in a team or a group to do such kind of task given by their teacher. In these groups, all member of the group can share their ideas in order to finish their tasks.

While Slavin (2008:4) states that cooperative learning refers to any kinds of teaching methods in which the students work together in small groups for helping each others in learning a certain lesson material. In cooperative class, the students are hoped can help, discuss, and argue in order to sharpen knowledge they haveachieved at that time and close discrepancy in understanding in their own. This kind of learning is very important because one who is categorized to a low student will be helped by others. So that they will get more knowledge through this learning.

In addition, Kagan and Olsen in Kessler (1992:1) states that cooperative learning(CL) is a body of literature and research that has examined the effects of cooperation in education. It offers ways to organize group work to enhance learning and increase academic achievement. It can be said that cooperative learning has big effects in education and it also provides many ways to organize group work in order to create high quality learning and to increase students academic achievement; in this case, the writer focus on the students' achievement in recount text writing.

In summary, cooperative learning (CL) is any kinds of teaching methods in which the students work together in small groups for helping each others in learning a lesson material. In this case, the students follow some activities of the technique being applied in the classroom. During teaching learning process by using CL, the students will interact with other students to share their knowledge and understanding about the material and they also help others who lack of the material being learned. The interactions will help the students to strengthen their knowledge and understanding about the material and it will make the students to active in using or practicing the language in both oral and written form.

## **2.6. Roundtable Technique**

Based on Barkley, Cross and Major (2005) Roundtable is a technique where the students take turn responding to a prompt by writing one or two words or phrases before passing the paper along to others who do the same. It is a written version of Round Robin Brainstorming. It can lead students to be active and responsible in their group. So, each member of the group is responsible for instruction given.

Roundtable Technique is a useful technique to use in writing activity. It can help students to brainstorm their ideas or their thoughts about the topic and review it in a group. Students have to be active and follow the rules of this activity. It is also



can be an active learning strategy. This means that the students' role is bigger than the teacher in the classroom. In this technique, students do not listen the teacher's explanation all the time; they also have to explore their ideas and participation to their group. It expected to give different atmosphere in teaching-learning can motivate students to follow the lesson well.

## **2.7. Roundtable 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 technique. 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 studies proved that roundtable technique is effective in improving the students' writing ability. Firstly, Rezki (2017) which focused on the effect of roundtable technique on students' writing skill of narrative text at eleventh grade in senior high school 1 South Polongbangkeng. The finding showed that the use of roundtable technique improved the students' writing ability in narrative text. She found that roundtable technique was effective to be used to improve students' writing skill because there was a significant difference between the progress in writing skill of the students after applying roundtable technique and before applying roundtable technique.

Next, the study proposed by Siregar (2014). She conducted roundtable technique to teach writing in hortatory text at the second grade students of SMAN 10 Pekanbaru. According to this research, the roundtable technique had a positive effect to

students' writing ability and it can improve students' writing skill in hortatory text.

The third previous study by Hapsari (2011) who conducted a research in the second grade students of SMA Negeri 1 Batang 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.

Regarding to the previous research above, this research initiates to find further whether roundtable technique can improve students' writing achievement of recount text on the first grade of senior high school and find out what aspect of writing skill can be improved the most after being taught by this technique.

## **2.9 Procedures of Teaching Writing Through Roundtable Technique**

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 technique in writing recount 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 applies roundtable discussion technique in this activity. The teacher gives certain topic or theme to each group of the students. The topic is about holiday. And then, the teacher gives a blank paper and let the students discuss the topic for a second. The students discuss about their experiences during the holiday, the generic structure, and language feature like what have been explained by the teacher in pre-writing. The paper is passed like a clockwise. The students write their ideas 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. the students do proof reading to correct errors in content, grammar, organization, vocabulary, and mechanics.

## **4) Editing**

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

## **2.8. The Advantages and Disadvantages of Roundtable Technique**

### **2.8.1. The Advantages of Roundtable Technique**

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:

- 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.

### **2.10. Theoretical Assumption**

Roundtable technique is a technique that can be used to teach recount text writing. It is also a tool that helps the students to express their ideas in writing recount text. Roundtable technique is considered as an interesting alternative technique in writing recount text which can increase students' enthusiasm and interests during the teaching learning process. The activities in roundtable technique can help students improve their writing skill. Roundtable is cooperative learning technique in which each person writes on idea for a multiple ability task and passes their paper to the person on the right. The paper circulates around the entire group at least once. Each time a person receives the paper, they should write a different task then whole class discussion should follow.

Writing is a language skill which is used for indirect communication. A writer uses knowledge of structure and vocabulary to combine his ideas as a means of communication. The objective of teaching writing is students are able to produce written form of their ideas and thoughts correctly based on writing aspects. In addition, according to Kagan (1989) in Fitri et.al (2017), roundtable technique has advantage in building vocabulary and correcting grammatical error.

The researcher believes that teaching writing using roundtable technique creates good effect in the classroom and will give good result in improving students' writing achievement and enriched the teacher's teaching writing technique. It is expected to help students improve their writing ability especially in recount text.

### **2.11. Hypotheses**

Hypothesis is defined as the provisional answer toward the research problem or research questions. Concerning to the theories and the assumption above, the hypothesis can be formulated as a follows:

1. There is an improvement of the students' recount text writing after the students have been taught by using roundtable technique
2. Language use is the aspect of writing that improves the most after the students have been taught by using roundtable technique.

Briefly, those are the explanation about this chapter that are about writing, aspects of writing, teaching writing, technique in teaching writing, cooperative learning, Roundtable technique, previous research of roundtable technique in teaching writing, advantages and disadvantages of roundtable technique, procedures of teaching writing through roundtable technique, theoretical assumption and hypotheses.

### III METHODS

This research will discuss about design of the research, data source, data, instruments, procedure of data collection, data analysis, data treatment and hypothesis testing.

#### 3.1. Design

This research is quantitative research and the writer use *one-group pretest-posttest design of pre-experimental design* (Setiyadi:2006). In this research, before the first teaching, pretest carries out and after three times teaching using the treatment (roundtable technique), a posttest is conducted. This is done to find out whether roundtable technique can increase students' writing ability or not. This research design can be presented as follows:

#### **T1 X T2**

The formula can be further explained as follows:

T1 refers to pretest.

X is conducted with treatment.

T2 relates to posttest.

### **3.2. Data Source**

Population of this research was the first grade in the second semester of SMAN 1 Pasir Sakti. there were eight 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 lottery technique. By doing so, all classes got the same chance to be the sample.

### **3.4. Instruments**

Since students' writing ability has been evaluated, writing test was the instrument of this research. Heaton (1991: 137) suggests that writing can be a useful testing tool since it provides the students with an opportunity to demonstrate their ability to organize language material, using their own words and ideas, and to communicate. In this research, the students were asked to write a recount text. There was writing test in this research; the writing pretest and the writing posttest. The tests were accompanied by: detail instructions and directions including time allocation.

In fulfilling the criteria of good test, reliability and validity of the test should be considered.

#### **1. Validity**

A test can be said valid if the test measures the object to be measured and suitable with the criteria (Hatch and Farhady, 1982:250). According to Hatch and Farhady (1982:251), there are two basic types of validity, they are content validity and construct validity. In order to measure whether the test has a good validity, those two types of validity are analyzed. In this research there are several aspects in measuring validity of the test. They are:



#### a) Content Validity

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity, the material which is given must be suitable with the curriculum (Setiyadi, 2006:23). Content validity is the extent to which a test measures a representative sample of the subject matter content; moreover, the focus of content validity is adequacy of the sample and simply on the appearance of the test. It is correlated the test with the educational goal stated on 2013 English curriculum and the syllabus for the first year of senior high school students. It means in pretest and posttest, the material is suitable with their level in first grade of senior high school. The researcher chose writing recount text for this research, so it was examined by considering indicators of recount text. This research, the test has content validity because the researcher made this test based on the course objectives in syllabus of the first grade students at SMAN 1 Pasir Sakti.

#### b) Construct Validity

Construct Validity is needed for the test instrument which has some indicators in measuring one aspect or construct (Setiyadi, 2006:25). Construct validity is the process of determining the extent to which test performance can be interpreted in terms of one or more constructs. Construct validity concerned whether the test is actually in line with the theory of what it means to know language (Shohamy, 1985: 74). In this research, the researcher asked the students to write a recount text to measure the students' writing ability. The researcher classified the score using writing recount text scoring rubric by Jacob (1981). The technique based on five aspects of writing: content, organization, language use, vocabulary, and mechanics. Those aspects are things would be measured by the researcher since this research focus in writing. So, it can be said that the test had been covered with construct validity.

## 2. Reliability

Reliability refers to the consistency of the measure. A test is said to be reliable if its scores remain relatively stable from one administration to another (Hatch and Farhady, 1982:144). It means that a test is valid if it has stable score from one test to another test. To ensure the reliability of the pre-test and post-test score and to avoid subjectivity of the writer, *inter-rater reliability* will be evaluated. It is evaluated by two or more judges or raters. In this research, the first rater is the writer herself and the second rater is the English teacher at school. so, it is important to make sure that both raters use the same criteria for scoring the students' writing test. To measure how reliable the scoring is, this study uses *rank-order correlation* with the formula:

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

*P* refers to coefficient of rank order

*D* relates to difference of rank correlation

*N* is concerned with number of students

1-6 refers to constant number

(Hatch and Farhady, 1982: 206)

In this case, the coefficient of rank correlation was analyzed with the standard of reliability as followed:

1. 0.80000 - 1.0000 : very high reliability
2. 0.60000 - 0.7900 : high reliability
3. 0.40000 - 0.5900 : medium reliability
4. 0.20000 - 0.3900 : low reliability
5. 0.0000 – 0.1900 : very low reliability

Based on the standard of reliability above, it could be concluded that the writing tests would be considered reliable if the tests reached 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 Pretest Score

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

$$p=1-\frac{6.274}{34.(34^2-1)}$$

$$p=1-\frac{1644}{39270}$$

$$p= 1- 0.04186401833$$

$$p = 0.9581359817 \text{ (Very High Reliability)}$$

### 2) Result of Reliability of the Posttest Score

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

$$p=1-\frac{6.394}{34.(34^2-1)}$$

$$p=1-\frac{2364}{39270}$$

$$p= 1- 0.0601986249$$

$$p = 0.9398013751 \text{ (Very High Reliability)}$$

### 3.5. Data Collecting Procedure

The procedures of the research are as follows:

#### 1. Determining the population and sample

The population of this research was the first year of SMAN 1 Pasir Sakti. The researcher chose one class as the experimental class randomly by using lottery, since every class has the same opportunity to be chosen.

#### 2. Deciding the materials to be taught to the students

Some topics were provided for the pretest and posttest in this research.

#### 3. Conducting pre test to the students

Some topics were given to the students as the writing test. Then, the students were asked to write a composition with the topic given by the teacher. The time allocated was 90 minutes.

#### 4. Giving treatments by teaching recount text by using roundtable technique

In this step, the procedure of writing recount text by using *roundtable* technique was explained by the researcher. Then, the students were asked to make a product of academic writing about recount text after the examples were given by the teacher.

#### 5. Conducting post test to the students

In order to see the improvement of students' writing achievement, the post test was conducted in the class after the students have the treatments. The test was in form of writing test. The students were asked to develop their recount text based on the topics which have been given. The post test was conducted for about 90 minutes.

#### 6. Analyzing the test result (pretest and posttest)

After scoring the pre test and post test, the data was analyzed by using SPSS version 17.0 software program. In this step of the research procedures, there were five aspects of writing as consideration in giving the score. The five

aspects are content, organization, vocabulary, language use and mechanic. In scoring the result, this research used two raters in order to avoid the subjectivity. The first rater was the researcher itself and the second rater was the English teacher at school.

In short, there some steps of research procedure in this research starting from determining the population and sample, selecting material, conducting pretest, giving treatments, conducting posttest and analyzing the data.

### 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
Content	30-27	Excellent to very good: knowledgeable; substantive; thorough development of thesis; relevant to the assigned topic.
	26-22	Good to average: some knowledge of the subject; adequate range; limited development of thesis; mostly relevant to the topic, but lacks detail.
	21-17	Fair to poor: limited knowledge of the subject; little substance; inadequate development of 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 / supported; succinct; well-organized; logical sequencing; cohesive.
	17-14	Good to average: somewhat choppy; loosely

	13-10 9-7	<p>organized but main ideas stand out; logical but incomplete sequencing.</p> <p>Fair to poor: non-fluent; ideas confused or disconnected; lacks logical sequencing and development.</p> <p>Very poor: does not communicate; no organization; or not enough to evaluate.</p>
Vocabulary	20-18 17-14 13-10 9-7	<p>Excellent to very good: sophisticated range; effective word / idiom choice and usage; word from mastery; appropriate register.</p> <p>Good to average: adequate range; occasional errors of word / idiom form, choice, usage <i>but meaning not obscured</i>.</p> <p>Fair to poor: limited range; frequent errors of word / idiom form, choice, usage; meaning or obscured.</p> <p>Very poor: essentially translation; little knowledge of english vocabulary, idioms, word form; or not enough to evaluate.</p>
Language Use	25-22 21-19 17-11 10-5	<p>Excellent to very good: effective complex constructions; few errors of agreement, tense, number, word order / function, articles, pronouns, preposition.</p> <p>Good to average: effective but simple constructions; minor problems in complex constructions; several errors in agreement, tense, number, word order / function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>.</p> <p>fair to poor: major problems in simple / complex constructions, frequent errors of negation; agreement, tense, number, word order / function, articles, pronouns, prepositions and / or fragments, run-ons, deletions; meaning confused or obscured.</p> <p>Very poor: virtually no mastery of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate.</p>
Mechanics	5 4 3 2	<p>Excellent to very good: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.</p> <p>Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing, <i>but meaning not obscured</i>.</p> <p>Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, <i>meaning confused or obscured</i>.</p> <p>Very poor: no mastery or conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible; or not enough to evaluate.</p>

Total score		
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### 3.7. Data Analysis

In analyzing the data gained, the writer analyzes the students' score using these steps:

1. Scoring the pretest and the posttest.
2. Finding the mean of the pre-test and post-test by using this formula:

$$M d = \frac{\sum d}{N}$$

Md refers to mean

$\sum$  relates to total score of the students

N refers to number of students

3. Drawing conclusion by comparing the means of pretest and posttest

(Hatch and Farhady, 2006:272)

### 3.8 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 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 data is normal

$H_1$  : the distribution of data is not normal

The hypothesis will be accepted if the result of the normality test is higher than 0.05 ( $\text{sign} > \alpha$ ). In this case, the researcher used the level of significance 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 in the Pre-Test**

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	.087	34	.200*	.980	34	.758

a. Lilliefors Significance Correction

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

**Table 3.2 Result of Normality in the Post-Test**

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
posttest	.122	34	.200*	.972	34	.522

a. Lilliefors Significance Correction

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

From table 3.1. the value of normality test in pre-test (0.758) and Table 3.2. the value of normality test in post-test (0.522) was higher than 0.05. it could be



concluded that  $H_0$  was accepted and  $H_1$  was rejected. On the other hand, the data of pre-test and post-test were distributed normally.

### 3.9. Hypotheses Testing

The hypothesis testing is used to prove whether the hypothesis proposed in this research is accepted or not.

The hypotheses of this research are as follows:

1.  $H_1$ : There is significant improvement in students' writing achievement from pretest to posttest after being taught by Roundtable Technique in teaching writing recount text.

$$H_1 (T_1 < T_2)$$

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

The formulation was:

1. Paired Sample T-test:

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

and

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

t= test

Md = mean from the differences pretest and posttest (posttest-pretest)

Xd = deviation of each subject ( $d - md$ )

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

N = subjects on sample

(Arikunto,2010:349-350)

The analysis was computed using SPSS 17.0. The hypothesis was analyzed at significant level of 0.05 ( $p < 0.05$ ) in which  $H_0$  would be approved if  $\text{sign} > \alpha$  and  $H_1$  would be approved if  $\text{sign} < \alpha$  ( $\alpha < 0.05$ ).

## **V. CONCLUSION AND SUGGESTIONS**

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

### **5.1. Conclusion**

The objective of this research was to find out whether there was a significant increase of students' writing ability in recount text after the implementation of roundtable technique. In relation to results of the study, it was concluded that:

1. The implementation of roundtable technique can significantly improve students' ability of recount text at the first grade of SMAN 1 Pasir Sakti. It could be seen from the gain of the students' writing mean score in the pretest and the posttest (57.40 to 73.21) and the statistical report; in addition, the use of roundtable technique could also improve the students' skill in five aspects of writing namely, content, organization, vocabulary, language use, and mechanic by seeing the analysis of the students' works in the posttest in each aspect.
2. Using roundtable technique will help the students to express their ideas because this technique provides opportunities for the students to clarify their thoughts before they begin to write. The use of Round Table Technique can help the teaching and learning process run well. The students are able to gain

the ideas since all of the students must give their ideas on a given topic. So, it will help them to write the recount text easily.

## **5.2. Suggestions**

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

### **1). Suggestions for English Teachers**

- 1) English teachers are suggested to use roundtable technique as a technique that can be used to improve students' writing ability in recount text because the researcher found that through roundtable technique students become more active in the learning process.
- 2) 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.
- 3) In this research, it was found that mechanics aspect had the lowest improvement among the other aspects of writing. Therefore, the teacher should apply effective strategies for improving this aspect, for example the teachers can correct and discuss more deeply during the teaching process.

## 2). Suggestions for Further Research

- 1) This study was conducted in the Senior High School level. Therefore, the further research can try to find out the effect of using roundtable technique in the different levels. In the end, we can see how this technique can be applied effectively so that the students' achievement in writing can be improved.
- 2) In this research, the researcher only focused on the increase of students' writing achievement in recount text. The researcher suggests other researchers to find out the effect of *Roundtable* technique in other kind of text, such as procedure, report, or hortatory exposition text.
- 3) Obviously, the students' scores were still low in mechanic. Thus, the further research is suggested to find out another alternative strategy to improve students' writing ability particularly in terms of mechanics.

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

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