

**THE USE OF PICTURES AS MEDIA IN THE IMPLEMENTATION OF A  
MODIFIED ROUNDTABLE TECHNIQUE TO IMPROVE STUDENTS'  
WRITING ABILITY ON EXPLANATION TEXTS**

**A Thesis**

**By**

**VIA DESTIKA**



**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
LAMPUNG UNIVERSITY  
BANDAR LAMPUNG  
2023**

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**A Thesis**

**Submitted in a Partial Fulfillment of  
The Requirements for S-2 Degree**

**in**

**Language and Arts Education Department  
Teacher Training and Education Faculty**



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## **ABSTRACT**

### **THE USE OF PICTURES AS MEDIA IN THE IMPLEMENTATION OF MODIFIED ROUNDTABLE TECHNIQUE TO IMPROVE STUDENTS' WRITING ABILITY ON EXPLANATION TEXT**

**Via Destika**

This present study was aimed (1) to find out the difference in writing ability between students who were taught with the Modified Roundtable Technique and the Original Roundtable Technique and (2) to find out students' writing motivation when they joined the writing class taught by using a modified roundtable technique and original roundtable technique. The subjects of this research were the 11 grade students of SMA N 5 Bandar Lampung. There are 30 students in the experimental class and 20 students in the control class who enroll this experimental research design. There were given the treatment namely (modified roundtable technique) for the experimental class and (original roundtable technique) for the control class. There were then distributed the questionnaire sheet to draw the motivation regarding the use of modified roundtable technique and original roundtable technique. The data were obtained from the pre- test, post-test, and questionnaire. Independent group t-test in SPSS (Statistical Program for Social Science) was used to analyze the data.

The first finding (1) shows that there is a significant difference in the writing ability between students who were taught with the Modified Roundtable Technique and the Original Roundtable Technique. The significant level of both groups was 0.000. It means that 0.000 was lower than 0.05. The second finding (2), the result shows that the students have very high motivation in experimental class, while in control class has a medium motivation. Furthermore, the use of Modified Roundtable Technique in teaching writing was regarded as being more effective to encourage students to be involved in the process of teaching learning activities than the use of Original Roundtable Technique.

*Keywords: Modified Roundtable Technique, Original Roundtable Technique, Writing Ability, Students Motivation.*

**Research Title : THE USE OF PICTURES AS MEDIA IN THE IMPLEMENTATION OF A MODIFIED ROUNDTABLE TECHNIQUE TO IMPROVE STUDENTS' WRITING ABILITY ON EXPLANATION TEXTS**

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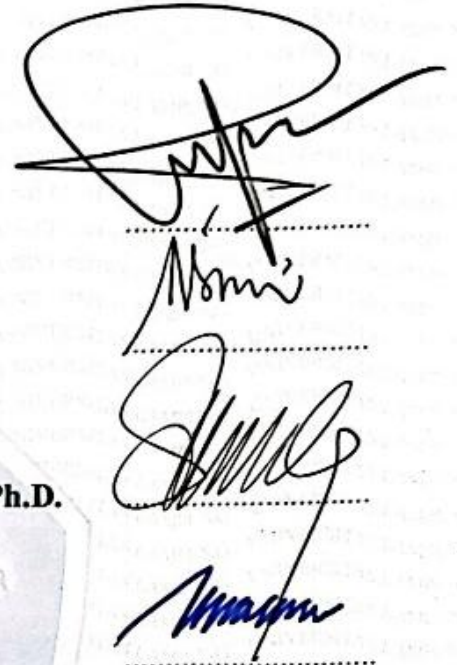
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## DEDICATION

*This paper is proudly dedicated to:*

My Beloved Parents

*Mr. Ardabili and Ms. Sakdiyah*

My Beloved Brother and Sister

*Heru, Rika, Weni and M. Dhani*

My Lovely Cousin

*Ghaziya, Gavin, Banun, and Aisyah*

My Support System

*Razan Marza*

My Beloved Classmates

*MPBI 2020*



**MOTTO**

فَإِذَا فَرَغْتَ فَانصَبْ

So, when you have finished (your duties), then stand up (for workship).

“QS. Al-Insyirah Ayat 7”

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Bandar Lampung, 02 Februari 2023

The writer,

Via Destika

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## **I. INTRODUCTION**

This chapter presents the introduction to the research. It includes the background of the problems, the objectives of the research, the significance of the study, the scope of the study, and the definition of terms. Each of them is elaborated below.

### **1.1 Background of the Study**

Writing is one of the four skills of learning English that should be mastered by English learners. It is indirect communication skills that make the students improve their knowledge by immortalizing the story, inspiring people, and developing imagination. Brown (2001:339) states that writing is like the way of life because it has an important function. Nunan (2003:88) declared that writing is an intellectual activity of finding ideas and thinking about the way to express and arrange them into a statement and paragraph. It means that writing is a complex activity that has the purpose of expressing one's needs and meaning to others by some arranged sentences.

In fact, many students have difficulty to improve their writing skills. This statement is supported by Richards and Renandya (2002:303), who said that writing in a foreign language is the most difficult skill. The difficulties are not only in generating and organizing ideas but also in translating these ideas into a readable text. The difficulty becomes more noticeable if their language proficiency is weak.

In the school, there were some difficulties faced by students when they were learning English, especially in writing activities. The teacher said that the students had a lack of vocabulary and made some mistakes in grammar, word choice, or vocabulary. The students also lack of writing practice. The students had difficulty in developing ideas. And more than that, they were also still confused about how to start their writing and express their ideas in a text. This problem is supported by Gebhard (2000:232), who explains other problems with writing as follows: (1) Some students use ineffective strategies; (2) Some students have negative attitudes about writing; (3) The students do not always understand or pay attention to the content of the teacher's response to their written work.

Dealing with the problem above, Al-Yasen (2014:94) pointed out that some methods of cooperative learning that have been successfully applied in the classroom are the "roundtable" for writing, the "jigsaw" in reading, and the "think-pair-share" to develop oral and aural skills. The principles and techniques are tools that teachers use to encourage mutual helpfulness in the groups and the active participation of all members. According to Kagan (2009:6.34), a roundtable is a technique where the students take to run in their learning by generating their responses, solving problems, or making a contribution to a project. The students can do the task with their team and can share their ideas easily with the team. Flora et al. (2020:150) state that several researchers combined the roundtable technique with other technique or media.



It means that the roundtable technique also cannot be implemented alone because it still has limitations in solving students' problems with writing. In this research, the researcher combined the roundtable and pictures because pictures can stimulate the students.

Nunan (2003:58) states that many communication activities can be stimulated through the use of pictures. Moreover, the picture series gives some inspiration to students when they begin to write. Harmer (2007:182) argues that picture can be used to create a situation or context in the classroom. So, the researcher combined pictures as media in the implementation of a roundtable technique in order to make students' studies of English more interesting and easier, especially in term of their writing skills.

In this case, there have been many researchers who introduce the idea of improving writing ability by using the roundtable technique, but studies on using pictures as media in the implementation of the modified roundtable technique to improve students' writing skill, especially in explanation text, are very rare. So, the researcher conducted a study entitled "The Use of Pictures as Media in the Implementation of the Modified Roundtable Technique to Improve Students' Writing Ability on Explanation Text."

## **1.2 Identification of the Problems**

Based on the background explanation above, the identifications of this research are as follows:

- a. They lack vocabulary.
- b. They lack writing practice.
- c. They lack motivation for writing.
- d. They lack grammar.
- e. They lack punctuation.
- f. Learning strategies may not be suitable.

## **1.3 Limitation of the Problem**

Based on the explanation and identification of the problems above, the limitations of this research are as follows:

- a. The researcher focuses on writing ability.
- b. The researcher focuses on students' motivation in writing.

## **1.4 Formulation of the Research Question**

Based on the limitations of the problems, the research questions are formulated as follows :

1. Is there any significant difference in the students' writing ability between students who are taught the Original Roundtable Technique and the Modified Roundtable Technique?

2. How is the students' motivation towards the implementation of a modified roundtable technique and the original roundtable technique?

### **1.5 Objectives of the Research**

In relation to the statements of the research questions above, the objectives of this research are determined as follows:

1. To find out the difference in students' writing ability between students who are taught with the Original Roundtable Technique and the Modified Roundtable Technique.
2. To find out the students' motivations towards the implementation of a modified roundtable technique and the original roundtable technique.

### **1.6 Significances of the Study**

In accordance with the objective, these uses are

1. Theoretically, it may support theories on the modified roundtable technique, which can be used in teaching English, especially in teaching the students' writing.
2. Practically, it may guide teachers to use a modified roundtable technique in teaching writing skills.

## **II. LITERATURE REVIEW**

This chapter presents the theories related to the research. It covers a number of aspects, such as a review of related literature. This chapter reviews the related literature about the definition of pictures, media, modified roundtable, students' writing ability, students' motivation, and explanation text.

### **2.1 Previous of Study**

The researcher found many references from five previous studies as described below; First, Handayani (2012) who finds out that the students who are taught using the roundtable technique have better writing skills than those who are taught using direct instruction. In other words, the use of the roundtable technique is more effective than direct instruction.

The second is from Wahyuningsih (2011), where the results of Cycle I showed that the use of picture media was an effective in improving students' writing skills. Therefore, the researcher improved the action in Cycle II by maximizing the use of English and minimizing the use of Bahasa Indonesia in the instructions. Besides, in Cycle II, the implemented actions included improving students' motivation in writing by using picture games, improving students' writing skill through pictures, and using tasks to improve students' punctuation and capitalization mastery.

Next is from Rosyida (2017), who focused on video as the media in the implementation of a roundtable discussion to improve students' writing skills on descriptive text. Based on the problem, using video in the implementation of a roundtable discussion is one of the recommended solution to improve students' writing skills. Video is an interesting media that gives students motivation to learn.

Desita (2014), whose the result of the research shows that the use of picture series can increase the students' writing skills. Based on the qualitative data, the students could develop their ideas to produce an explanation text with better vocabulary, sentence structure, punctuation, and capitalization.

The current research is from Hasanah (2019), with the result that there is a significant difference in the students' writing ability based on using the roundtable technique and the students' motivation.

Based on the previous study, the researcher proposes pictures as media in the implementation of a modified roundtable. The similarity to the previous research is using the roundtable technique to improve students' writing skills. Whereas the differences from the previous study are that the research used pictures as media and the modified of a roundtable technique.



## 2.2 Media

The use of media can create a good atmosphere in the teaching and learning process. By using an appropriate media, teachers and students are more easily to achieve the goal of teaching. This statement was supported by Ivers and Barron (2002: 2), define that media as s component of teaching that supports the teaching and learning process. Forms of media may include text, graphics, animation, pictures, video, and sound. When media is used to support our teaching and learning process, perhaps many teachers believe that media encourage students to work in groups, express their knowledge in multiple ways, solve problems, revise their own work, and construct knowledge.

Moreover, Ivers and Barron (2002: 2) also argue that the students learn the value of teamwork, the impact and importance of different media, including design issues, media appropriateness and validity, and copyright laws, the challenges of communicating to different audiences, the importance of research, planning, and organization skills, the significance of presentation and speaking skills, and how to accept and provide constructive feedback.

Robert and Walter (2010:5) say that instructional media are “the physical means by which an instructional message is communicated”. By this definition, a printed text, a picture series, an audiotape, a training device, a TV program, an instructor’s talking, along with many other physical means, are all considered media. So, the point is succeeding learning are they using media in learning and

teaching English. The teacher has a great duty in helping the students develop their visual literacy by interpreting, working, and creating picture stories. The students become literate in a visual language in which they can study lots of abstract ideas. Moreover, the students can be motivated to learn the facts and concepts of history through the use of various media, particularly pictures.

### **2.3 Pictures**

Kriswara (2007:25) says that picture and picture is a learning strategy that uses picture and paired or sorted into logical sequence. In operation the pictures are paired with each other sorted into a logical sequence. The teachers use pictures as learning media in the classroom to help students think logically and systematically about the materials. According to Campbell and Gonzales (2018:686), the use of pictures is very useful in the teaching process. Pictures contribute to improving the students' interest and motivation in the teaching and learning process. It helps the students develop ideas to write a text. Furthermore, picture sequences can be kept as they are and used to contextualize a story or a description of a process. It means that picture and picture is a learning strategy that uses images that are paired or sorted into logical sequence. By preparing pictures, the teacher can determine the ability of students to understand the main problem concept and train them to think logically and systematically.

According to Wright (2005), there are five uses for pictures in writing. First, pictures can motivate the students, make them pay attention, and make them want

to take part. Second, pictures contribute to the context in which the language is being used. They bring the world into the classroom. Third, pictures can describe in an objective way or respond to subjectively. Fourth, pictures can cue responses to questions or cue substitutions through controlled practice. Finally, pictures can stimulate and provide information that can be referred to in storytelling.

## **2.4 Roundtable Technique**

### **2.4.1 Definition of Roundtable Technique**

According to Knight (2000:3), cooperative Learning is learning mediated by students rather than the instructor. In co-operative learning, students work in groups to teach themselves content being covered. The teachers can utilize a variety of learning structures while providing cooperative learning. As a team work, cooperative learning can be used and applied in any types of assignments and skills because cooperative learning can give many benefits in the learning process.

In addition, Pederson (1995:341) suggested that the cooperative is the students learn in groups of four or five students. They are told to work together in order to achieve a common group goal. Within the group, each individual is accountable and has to show that he or she mastered the learning material. In order to be cooperative, the students have to possess interpersonal and small group skills. Those skills relate to the ability of students to learn together, to discuss, to share ideas, and to prepare as a group for achieving the common goal. Moreover, the

roundtable technique is one of the cooperative learning technique which led students to work together in a small group by taking turns at a round table.

In addition, Barkley (2005:47) suggested that the roundtable technique can be used for brainstorming, reviewing, and practicing while also serving as a team builder. The students take turns responding to a prompt of two words written on a piece of paper before passing it on to the next student. Roundtable is most effective when we used it in a carefully sequenced series of activities. In roundtable, the multiple answer encourage creativity and deeper thinking. This activity builds positive interdependence among team members.

#### **2.4.2 The Characteristics of Roundtable Technique**

According to Kagan (2009:6.34), there are some characteristics of the roundtable technique. There are:

- a) Each group consist of 4-6 persons.
- b) A paper and a pen or pencil for each group.
- c) Each member of the group has to write his or her answer on the paper.

### 2.4.3 The Steps of Roundtable Technique

The difference between the original roundtable technique and the modified roundtable technique.

**Table 1**  
**The Procedure of Modified Roundtable Technique and Original Roundtable Technique**

Original Roundtable Technique (Kagan 2000)	Modified Roundtable Technique
<ol style="list-style-type: none"> <li>1. The teacher assigns a topic or question and provides a time.</li> <li>2. All students respond, simultaneously writing, drawing or building something with manipulatives.</li> <li>3. The teacher gives time for students.</li> <li>4. Students pass the papers or projects clockwise.</li> <li>5. Students continue and add to what has already been completed.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher gives some pictures as media to the students. The function of pictures is to give the students illustrations about the topic.</li> <li>2. Students are asked by the teacher to sit in a group of four or five students;</li> <li>3. All students in each group are given papers. The teacher also explain the topics of explanation for discussion.</li> <li>4. Identify (have the students identify) which group member will begin and inform students that they will move from one table to another table (or one group to other groups) clockwise to write the sentence according to the theme of each group.</li> <li>5. Ask the first students to write</li> </ol>



	<p>his or her words, phrases or sentences as rapidly as possible until all of the group members have taken part in writing.</p> <ol style="list-style-type: none"> <li>6. Ask each group to move on to the next group according to the time specified, who follows the same steps.</li> <li>7. Inform the students when the time is up, or tell them in your instruction that the process is complete when all members have participated and all ideas are on paper.</li> <li>8. All of the students have a chance to give their feedback to other students, and the teacher also gives feedback to the students' performance.</li> <li>9. Then, teacher gives a few minutes of time for students to edit and revise their writing to make it better.</li> </ol>
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In this research, the researcher will be modified the procedures of the roundtable technique from the original source. The researcher takes the steps in teaching writing to make the students; learning process more active.

#### **2.4.4 The Advantages and Disadvantages of Roundtable Technique**

##### **a) The Advantages of Roundtable Technique**

According to Stenlev (2011:2), the point of the advantages is social benefit. It improves the teaching of social skill such as cooperation, teamwork, and communication skills that useful in later life and also to learn work together to rich a common goal and know how to solve of problems togehter. From the information above, it can be stated that the roundtable technique will give many advantages in the teaching and learning process.

##### **b) The Disadvantages of Roundtable Technique**

Barkley et al. (2005:77) state that the roundtable is one of the brainstorming techniques called the natural way in developing the writing. It is only used for faily simple tasks, not for the complex or reasoning ones. It only the surface of technique in teaching writing actually, so it is not a good technique when it is used to write an essay writing with long paragraph.

#### **2.5 Concept of Writing**

Writing involves communicating a message with a sign or symbol on a page. It needs to make a series of words or sentences in the writing process to communicate in the written language, Kremmel, et al (2018:130). According to Uztosun (2016), as one of four language skills, writing skill is complex and sometimes difficult to teach. It means that requiring mastery not only of

grammatical and rhetorical devices but also of conceptual and judgmental elements.

Furthermore, Harmer (2006:246) stated that writing is a way to produce language and express ideas, feelings, and opinions. It proves that writing is one of the media of communication through written language. It is very useful to send information or news to other people around the world.

### **2.5.1 Components of Writing**

They are content or ideas, organization, vocabulary, language use, and mechanics.

#### **a. Content**

Content is something that is to be expressed through some medium, such as speech, writing, or any of the various arts. content as earlier on described, refers to what is expressed in a literary piece of work. Brown in Sarwanti (2015: 23) 'content is there at least two things which can be measured in connection with content; the points that are presented and the formal signals given the reader to guide in understanding the topic. It means that content refers to knowledge and development on the relevant topic.

#### **b. Organization**

Organization is the arrangement of ideas, incidents, evidence, or details in a perceptible order in a paragraph, essay, or speech, also known as arrangement.

According to Oshima and Ann (2012:12), the organization matched the assignment. It means that the organization process shows matched assignments.

### **c. Vocabulary**

Vocabulary is a treasure trove of words that to be some of the basic elements in language. According to Hornby in Bahrudin (2015: 95) “Vocabulary is the totality of words in a language that is used by a person”. It means that vocabulary plays an important role in using a language. From the opinion above, we can conclude that we should have to know vocabulary to make communication effective, especially in a foreign language.

### **d. Grammar**

Grammar is the analysis of language elements that convey meaning. Puspitasari and Roro (2012:3) Grammar is a branch of linguistics that studies syntax and morphology. Based on the explanation above, the researcher concludes that grammar can be interpreted as the science of rules for shaping and combining words into sentences.

### **e. Mechanics**

Mechanics refers to all the arbitrary “technical” stuff in writing: spelling, capitalization, use of numerals and other symbols. According to Oshima and Ann (2012:13), mechanics consist of spelling, punctuation, capitalization, etc.

### **2.5.2 Students of Writing Ability**

Hornby (2008:1) says that ability is the possession of the means or skill to do something. According to Alderson (2005:154), the ability to write in a foreign language is one of the most difficult to develop and one of the least often taught, at least in secondary schools. Moreover, writing is not only talking about the post, but also the process of writing that would make a lot of writing that makes people interested. The definition of writing ability can be formed depending on teachers' own experiences as teachers and their philosophy of writing, taking into consideration the characteristics of learners and the aims of pedagogy in a given context. From the definitions above, writing ability needs a process which must be surpassed by the writer. And writing is a tools that human beings use to share information or stories with others because someone can read it several times

### 2.5.3 The Measurement of Writing Ability

In writing, there are indicators that can be used to determine the students' writing score. According to Sara (2002) these indicators can be shown in the table below:

**Table 2**  
**Writing Score Rubric**

Writing Ability	Score	Level	Indicator
CONTENT	27-30	Excellent	The students really understand the content of writing. Their writing is really wide and complete. It is very suitable with the title.
	22-26	Good	The students can understand the content of the writing. Their writing is wide, complete, and suitable with the title, but there is less detail.
	17-21	Fair	The students understand the content less. Their writing is less complete and has less detail.
	13-16	Poor	The students do not understand the content of the writing.
ORGANIZATION	18-20	Excellent	Excellent Writing really organized and neat, there are much ideas, and the sequence is very logical.
	14-17	High	High writing is organized, neat, clear, full of ideas, and the sequence is logical.
	10-13	Fair	The writing is less organized and neat, there are less, ideas and the sequence is less logical.
	7-9	Poor	The sequence is not logic.
VOCABULARY	18-20	Excellent	Excellent The students have many vocabularies. They use the words very effectively and appropriately.
	14-17	High	High The students have little vocabularies; use the words are effectively and appropriately.
	10-13	Fair	Fair The students have little vocabularies; the words less effective

			and less appropriate.
	7-9	Poor	Poor The students do not master the words, and their writing is a like translation.
GRAMMAR	22-25	Excellent	The students can master their grammar well.
	18-21	High	The students uses and arranges the sentence simply.
	11-17	Fair	The students are having difficulty in using and arranging the simple sentence.
	5-10	Poor	The students do not master the grammatical in their writing.
MECHANICS	5	Excellent	The students can master the mechanics of writing.
	4	High	The students master the mechanics in writing.
	3	Fair	The students master the mechanics of writing less and make many mistakes.
	2	Poor	The students do not master the mechanics of the writing and their writing are difficult to read.

*Adapted from Sara Cushing Weigle*

## 2.6 Motivation

Dornyei (2001:7) states that motivation explains why people decide to do something, how hard they are going to pursue it, and how long they are willing to sustain the activity. Because human behavior has two basic dimensions, direction and magnitude (intensity), motivation is closely related to the choice of a particular action, the effort expended on it, and the persistence with it.

Brophy (2004:3) says that motivation is a theoretical construct used to explain the initiation, direction, intensity, and persistence of behavior, especially goal-directed behavior. Another similar concept by Elliot, Kratochwill, Cook, and Travers (2000:332) define motivation as an internal state that arouses one to action, pushes one in particular directions, and keeps one engaged in certain activities.

The stimulation given will cause someone to do something. To stimulate the students means to motivate them to do something in order to achieve the objective. Motivation is the support, desire, want, reason, or objective to make someone do something. A support can be appearing from the students themselves or other persons surrounding them that have them do something. So, based on the explanation of the expert, motivation is how to push someone to be more motivated in doing something, especially in process of teaching and learning. The function of motivation is very important because there are many differences between students who get motivation and students do not get motivation.

Motivation can be divided into two kinds, intrinsic and extrinsic motivation. There are two aspects of motivation stated by Harmer (in Simaibang, 2017:209) as follows:

- a. Extrinsic motivation is concerned with factors outside the classroom, while intrinsic motivation is concerned with what takes place in the classroom. internal and external factors that stimulate desire and energy in people to be continually interested and committed to learning a subject or making an effort



to attain a goal are drives that significantly empower people to pursue their lives. Extrinsic motivations are those that arise from outside of the individual and often involve rewards such as trophies, money, social recognition, or praise.

- b. Brown (2000:76) states that intrinsic motivation is defined as follows: “intrinsically motivated activities are ones from which there is no apparent reward except the activity itself.” People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. Brown. (2007) states that intrinsic motivation is the reason why we perform certain activities for inherent satisfaction or pleasure; you might say performing one of these activities is reinforcing in and of itself.

## **2.7 Writing in Explanation Texts**

According to Djuharie (2009:158), explanation text is a presence process or a a discussion of a theory, phenomenon, definition, ideology and matter relating to the natural. It means that explanation text is text which tells processes relating to the formation of natural, social, scientific, and cultural phenomena.

Bashir (2017) stated that the explanation text is a non-fiction text that is used to describe how or why things happen. It usually includes a sequence of events (explaining how) and provides reasons for a process or phenomenon (why). Explanation is a piece of text that deals with the processes involved in understanding and making explicit the how and or why particular phenomena,

events, and concepts occur in scientific and technical fields. Grammatical features in explanation text include passive voice, simple present tense, conjunctions of time and cause, noun groups, and complex sentences.

Although writing an explanation text is a skill that students need to acquire, students feel that writing an explanation is difficult because the text is scientific and it uses the technical form of verbs that the students are not accustomed to use. An explanation is a type of text that gives an explanation of how a phenomenon happens or why something in the world happens. An explanation text is more about action rather than things. Technical and scientific forms are involved in the explanation text.

Knapp and Watkins (2005) said that an explanation text has two main orientations: to explain why and to explain how. According to Xueqian (2008:32), an explanation text is aimed at explaining how and why something works in a particular way and why something happens. Refnaldi (2010) says that the explanation genre has the function of a factual text to explain the processes in the evolution of natural phenomena. In addition, the explanations are more about processes and things. An explanation text is often found in science and social studies. The process of explaining is used to logically sequence the way that we and our environment physically function, as well as understanding and interpreting why cultural and intellectual ideas and concepts prevail. An

explanation text provides the learners with an understanding of the world and how it operates.

According to Derewianka (1991: 65), the explanation text can be constructed in two main parts. First is the statement that consists of the phenomenon that represents the purpose of the text. A sequence of events is the next part of the explanation text. These paragraphs include some events in chronological order. Moreover, an explanation text should end with a conclusion.

Then, the students have to consider grammatical features when composing the text to make a good explanation text. The first consideration is the use of the simple present tense to explain why something happened. The verbs in the simple present tense will change by adding “s” if the subjects of the sentence are “she, he, it”. For example, go will become “goes”. The second consideration is the use of passive voice. It is often used when the object of the action is more important than those who perform the action. Next, the students have to consider the use of explanation text to give details about what, how, and why something happened and the use of cause and effect words to show the explanation of phenomena such as because, caused by, as a result of, and as an effect of. The example of an explanation text is “How the Process of Honey is Made”

*Everybody likes honey. Even so, it can be a medicine for most diseases. How is honey made?*

*Honeybees use nectar to make honey. Nectar is almost 80% water with some complex sugars. In fact, if you have ever pulled a honeysuckle blossom out of its*

*stem, nectar is the clear liquid that drops from the end of the blossom. In North America, bee bushes and fruit tree blossom. They use their long, tubelike tongues like straws to suck the nectar out of the flowers, and they store it in their “honey stomachs.”*

*Bees actually have two stomachs: their honey stomach, which they use like a nectar backpack, and their regular stomach. The honey stomach holds almost 70 mg of nectar, and when full, it weighs almost as much as the bee does. Honeybees must visit between 100 and 1500 flowers in order to fill their stomachs.*

## **2.8 Theoretical Assumption**

In this study, the explanation text is a text that describes how something can happen. The use of a modified roundtable technique in teaching the writing of explanation text will be helpful in determining the product of writing. During the process of the writing, the students will be stimulated and motivated by using appropriate techniques. The effect of the modified roundtable technique on students' writing of explanation text is that the students are interested in studying, they must work together to develop their ideas, solve their problems or complete their task. In addition, a modified roundtable technique can help students become more enjoy and involved in classroom learning. This technique is a really useful learning experience for both the students and the teachers. Teachers encourage students to increase their motivation and to engage in writing freely and creatively. Based on the statement above, the researcher assumes that the modified roundtable technique may become a tool for helping the students to improve their writing of

the explanation text. The roundtable technique is present in order to create an interesting lesson. With this technique, teachers can make students' classroom activities enjoyable, secure, and active. Therefore, the modified roundtable technique is fun and motivating, the students also get the chance to write more, and it is useful to extend knowledge into feelings. The modified roundtable technique is very applicable for use in teaching and learning English, especially in writing.

### **III. RESEARCH METHOD**

This chapter present the method used in this study. The research design, research setting (time and place), the research participants, research design, data collection techniques, research instruments, and data analysis.

#### **3.1 Setting**

##### **3.1.1 Place**

The study was conducted in SMAN 5 Bandar Lampung. It is located in Soekarno Hatta, Way Dadi, Kec. Sukarame, kota Bandar Lampung. The study was conducted in this school because, based on the pre-observation, it was found that students' writing skills were still low. This reason is proved by formal writing testing. Based on the pre-observation, the researcher gave a formal test to ten students. The researcher found that eight of the ten students could not answer the questions.

##### **3.1.2 Time**

The focus of this study is to apply pictures as media in the implementation of a modified roundtable to increase students' writing skills at SMAN 5 Bandar Lampung. This study was conducted in the first semester of the academic year of 2022-2023.

### 3.2 Research Design

In this research, the researcher conducted quantitative research. Chinelo (2016) states that experimental research is research which focuses on the cause between dependent and independent variables. This was used to find out whether there was significant difference in the students' writing skills between the students who were taught using the modified roundtable technique and who were taught using the original technique. Furthermore, this research design was used by the researcher in conducting the research, in which two groups were an experimental group and a control group that was taught with a modified roundtable technique for the experimental class, meanwhile another group would be the control group that was taught by using the original roundtable technique. The experimental group and the control group would be chosen randomly. Then, there would be two tests that were given before and after treatment.

According to Setiyadi (2018), the design of research can be illustrated as follows:

The research design was as follows:

K1: T1 X T2

K2: T1 O T2

where,

K1 : Group 1 (Experimental Group)

K2 : Group 2 (Control Group)

T1 : Pre-test

T2 : Post-test

X : Treatment (Modified RoundTable)

O : Treatment (Original RoundTable)

### **3.3 Population and Sample**

The population for this research was the eleventh grade students of SMAN 5 Bandar Lampung in the academic year 2022-2023. There were 11 classes, divided into two majors, MIPA and IPS. The participants of this research would be the XI MIPA 4 and 5 classes.

### **3.4 Data Collecting Technique**

In collecting data, use some techniques as follows here :

1. Determining the research questions and determining the focus of the research.

In determining the problem, the researcher looked for some sources on the internet and read the books and E-journals that were related to this topic.

2. Determining the instruments

The instruments which were used in this research are:

- Writing test
- Questionnaire

3. Determining subjects of the research

In determining the sample for the research, the researcher chose two classes of eleventh grade students at SMAN 5 Bandar Lampung. They were chosen purposely.



#### 4. Administering the pre-test for both experimental and control classes

The pre-test was administered for students to measure before doing the treatment on the use of the modified roundtable technique in teaching writing skills. It was used to know the students' basic writing ability. The researcher explains the instructions for doing the test.

#### 5. Giving the treatments

The treatments were given for three meetings in each groups, the experimental and control classes. In the experimental class, the researcher applied the teaching strategy based on what had been planned, which was the modified roundtable technique, whereas in the control class, the researcher applied the original roundtable technique.

### **5.5.1 Teaching Learning Process**

The teaching process was conducted in the control and experimental classes. Both classes were taught with different teaching techniques. An experimental class was taught by using pictures as media in the implementation of a modified roundtable technique. The control class was taught using the original roundtable technique.

#### **a. Teaching Learning Process in Experimental Class**

The teaching and learning process in the experimental class was conducted for three times. The technique used in this class was pictures as media in the implementation of a modified roundtable technique.

In the first meeting, the researcher used the pictures as media in the implementation of a modified roundtable technique with the students in the experimental class. At the beginning of the treatment, the students who followed teaching learning activity seemed to be confused.

In pre-activity, the teacher stimulated the student's interest in the material of the explanation text. Then the teacher explained what a roundtable is and how to do it. what the pictures is and what is an example. What explanation text is that, and how about the generic structure. When the teacher asked several questions, the students were active to answer it. Although most of the students could not answer the questions.

In the while-activity, the students were asked to work in groups. The students were divided into five groups. Each of which consisted of six to seven students and the teacher given a paper to all students in each group and then explains the theme for discussion. Students also were given pictures that stimulated and motivated them to develop their ideas about writing text. At this stage, many students still worked individually. In order to overcome this, the teacher approached the student and asked them to discuss it together. It worked, but there were many students who still worked individually. After that, the teacher asked the students to volunteer to present what they had done. But there was no one who wanted to come in front of the class. They were shy to try.

In the post-activity, all students listened to the teacher's reviews of the material that they had learned. In order to assess students' understanding, the teacher asked about what the students had learned. There were only a few students answering the teacher's question.

For the second meeting, the students did better than the previous day. Here, the researcher used the pictures as media in the implementation of a modified roundtable technique with the experimental class students. The treatment was divided into three activities, which were preactivity, whilst activity, and post activity.

In pre-activity, the teacher stimulated the student by asking them several questions related to the materials from last week about the writing text. There were many students who answered the teacher's question.

In the while-activity, it was also the same as the first meeting where the students were asked to work in a group. It was the same as the previous day, where all students in each group were given a paper and the teacher explained the topics for discussion. Students also were given pictures that stimulated and motivated them to develop their ideas about writing text. In this stage, the students did better than the previous day. The students started to have a discussion with their friend in the group. Although there were some students who still worked individually. After

that, when the teacher asked the students to be a volunteer presenting what they had done. There was a student who wanted to come in front of the class.

In the post-activity, all students listened to the teacher's reviews of the material that they had learned. In order to assess students' understanding, the teacher asked about what the students had learned. There were students who shyly answered the teacher's questions.

In the last meeting, all the students seemed to be more cooperative. They knew what to do in the teaching and learning activity. The task was done perfectly by the students.

In the pre-activity, the teacher stimulated students' interest in the material of writing text. Then the teacher explained, what is roundtable technique ? and how to do it. What are the pictures and the example. What is explanation text and the generic structure of explanation text. When the teacher asked several questions, most of the students could answer the question. In this stage, the students were very enthusiastic about answering the teacher's question.

In the while-activity, the students were asked to work in groups. The students were divided into five groups. All students in each group were given paper, and the teacher explain the theme for discussion. Students also were given a pictures that stimulated and motivated students in develop their ideas of writing text. In

this stage, students were more cooperative in doing the task. They did the task together with their friend. They did not hesitate conveying their idea to the other group members. After that, when the teacher asked the students to be a volunteer presenting what they had done. There were many students raising their hand which indicated they wanted to be a volunteer.

In the post-activity, all students listened to the teacher's reviews of the material that they had learned. In order to assess students' understanding, the teacher asked about what the students had learned. All the students answered the teacher question together.

#### **b. Teaching Learning Process in Control Class**

The teaching and learning process in the control class was conducted three times. The technique used in this class was the original roundtable technique.

In the first meeting, the students in the control class seemed to be confused following the teaching and learning activity. It is divided into three sections, which are pre-activity, while-activity, and post-activity.

In the pre-activities, the teacher asked several questions in order to activate students' background knowledge. There were only a few students answering the question.

In the while-activities, the students were divided into five groups. Each of which consisted of six to seven students, and teacher gave a topic to be discussed. And each group was given a paper that consisted of the original roundtable technique. Students were asked to write a paragraph about explanation texts. When the students were doing the task, they were confused. On the other hand, they could not finish the task properly.

In the post-activities, all students listened to the teacher's reviews of the material that they have learned. The teacher assessed the students' understanding by asking several questions. There were only a few students who answered the questions.

For the second meeting, the students were able to follow the teaching and learning activity. Most of the students could keep their concentration while doing the task given by the teacher. This meeting was divided into three sections: pre-activity, while-activity, and post-activity.

In the pre-activity, the teacher asked several questions in order to activate students' background knowledge. They did better than the first meeting. When the teacher asked a question, there were more students who could answer.

In the while-activities, the students were divided into five groups. Each of which consisted of six to seven students, and the teacher gave a topic to be discussed.

And each group was given a paper that consisted of the original roundtable technique. When the students were doing the task, they knew what to do. The students completed the paragraph faster than before. It was because they had done it before. They could finish the task better than before.

In the post-activities, all students listened to the teacher's reviews of the material that they have learned. The teacher assessed the students' understanding by asking several questions. There were more students answering the questions.

For the third meeting, the students did better than the previous meeting. They knew what to do in the class before the teacher gave the explanation.

In the pre-activities, the teacher asked several questions in order to activate students' background knowledge. All the students answered the question together. It indicated that students understand what to do.

In the while activities, the students were given a paper that consisted of the English Word Game. When the students did the task, they were not confused anymore. The students were asked to write a paragraph about explanation text, and they completed the task properly.

In the post-activities, all the students listened to the teacher's reviews of the material that they have learned. The teacher assessed the students' understanding by asking several questions. All the students answered the questions.

#### 6. Distributing the questionnaire

The questionnaire was administered to students to measure their motivation in writing. The questionnaire was given to know the students' motivations in writing. The questionnaire consists of 20 items. This questionnaire had five categories. They are strongly disagree, disagree, neither agree, agree, and strongly agree. The data on the students' response to the implementation of the process writing approach, which were obtained from the questionnaire were analyzed by calculating them in percentages using frequency base.

**Table 3**  
**Categories of Students' Writing Motivation**

97-128	High of Motivation
65-96	Medium of Motivation
33-64	Low of Motivation
1-32	Very Low of Motivation

*Adapt by : Anas Sudjiono, 2016*

**Table 4**  
**Classification of Students' Questionnaire**

Score	Categories
81-100	Very High
61-80	High
41-60	Intermediate
21-40	Low
0-20	Very Low

*Depdikbud in Nurleni 2012*



#### 7. Administering the post-test for both experimental and control classes

The researcher administered the post-test both in the experimental and control groups in order to see the difference in the students' writing ability after the treatment. The instructions are the same as the pre-test.

#### 8. Scoring the data

The researcher counted the scores from the writing test.

#### 9. Analyzing the data

The researcher analyzed the tabulated data in this step. The analysis was done by using SPSS 16.0 computer program. The researcher analyzed the data by using the independent group t-test for the first research question. Before analyzing the data, the researcher tried to find out the results of the normality and homogeneity tests.

#### 10. Drawing conclusion

Lastly, a conclusion was drawn based on the results of the data analysis.

### **3.5 Validity and Reliability as Writing Tests**

To consider the criteria of a good test, the validity and reliability of the test were used in this research. They are explained below:

#### **3.5.1 Validity**

Wiersma and Jurs (2009:356) said that a valid instrument refers to the extent to which an instrument measures what it is supposed to measure. To measure

whether the writing test had a good quality or not, the researcher applies three types of validity in this research, consisting of content validity, construct validity, and face validity. Here is the validity test to determine whether the researcher's instrument was valid or not, as follows:

#### **3.5.1.1 Content Validity**

Content validity is the extent to which a test measures a representative sample of the subject's content. According to Wiersma and Jurs (2009:355), content validity is the process by which the test establishes the representativeness of the items in a certain domain of the skills, tasks, knowledge, and other aspects that are being measured. The writing test that is given to the students is appropriate for the 2013 curriculum and syllabus for the first-grade vocational school students and related to the text.

#### **3.5.1.2 Construct Validity**

According to Davies and Pearse (2000:172), construct validity means that the exercises and task in a test should be similar to those used in the course and correspond to the general approach of the course. The construct validity was examined to determine whether the test is actually in line with the theory of writing aspects. It means that the test was measured using the indicators of writing aspects. Then, the researcher measured the students' writing test based on five writing aspects with a rubric for writing score (Sara, 2002). They are content, organization, vocabulary, language use, and mechanics.

### **3.5.1.3 Face Validity**

This validity is obviously important as a scientific concept. It means to get face validity, and then the instruction to write a test is previously examined by the advisor of this research to prove the validity of this research. Some aspects that may be considered to make a good test based on validity were as follows:

- 1) The instruction should be clear for the pupils as to what they need to do in the test.
- 2) In the test, the students of the first-grade are instructed to do activities in the form of explanation texts. Thus, the degree of difficulty of the test needs to be appropriate for their level.
- 3) The consideration of time allocation must be clearly done.

### **3.5.2 Reliability**

The reliability of the instruments was determine by their degree of consistency and dependability. Wiersma and Jurs (2009:355) state that reliability is the consistency of the instruments in measuring whatever they measure. The concept of reliability items comes from the idea that no measurement is perfect, even if we go to the same scale.

The first rater was the researcher, and the second rater was a teacher of SMA 5 Bandar Lampung. In achieving the reliability of the writing test (pre-test and post-test), the first and second raters used the criteria of writing in order to achieve a reliable result of the test scoring. The statistical formula is also used to in current

study for counting the reliability score among the first and second raters. The statistical formula for reliability is as follows:

The formula is:

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

Notes:

- r = Rank difference
- $\sum D$  = The difference of rank correlation
- N = Number of Students

(Shohamy, 1985)

### **3.6 Validity and Reliability as Questionnaire**

#### **3.6.1 Validity**

The validity of the questionnaire would be measured to find out if the components are already suitable and related to the relevant theories of students' motivation in writing. For face validity, it was checked by the validator to see whether the items in the questionnaire are clear, readable, and understandable enough to be responded to by the learners first.

#### **3.6.2 Reliability**

The reliability of this questionnaire needed to be determined in order to see whether the test is consistent in its result when it is administered under similar conditions. To judge the reliability of the instrument for accurately and consistently measuring the target area will be carried out using the Cronbach Alpha Coefficient.

### **3.7 Data Analysis**

#### **1. Fulfillment of the test Assumptions**

Before using an independent group t-test to analyze the data, the researcher first needed to find out the results of normality and homogeneity tests.

##### **a. Normality test**

The normality distribution test is a test to measure whether the data have a normal distribution. To find out the normality, the researcher used the Shapiro-Wilk test with SPSS 16.00. The hypothesis for testing normality is:

H<sub>0</sub>: The data are normally distributed.

H<sub>a</sub>: The data are not normally distributed

The criteria are as follows:

H<sub>0</sub> is accepted if the alpha level is higher than 0.05 ( $p > 0.05$ )

H<sub>a</sub> is accepted if the alpha level is lower than 0.05 ( $p < 0.05$ )

##### **b. Homogeneity Test**

Homogeneity testing is used to determine whether the obtained score is homogeneous or not. To examine the assumption of homogeneity of variance, Levene's test is used with SPSS 26.00. It is used to assess if the groups had equal variances. The hypothesis for testing homogeneity is:

H<sub>0</sub>: The variance of the data is homogenous.

H<sub>a</sub>: The variance of the data is not homogenous.

The criteria are as follows:

$H_0$  is accepted if the alpha level is higher than 0.05 ( $p > 0.05$ ).

$H_a$  is accepted if the alpha level is lower than 0.05 ( $p < 0.05$ ).

## 2. Hypothesis Testing

Hypothesis testing is used to prove whether the hypothesis proposed in this research is accepted or not. In an effort to measure the hypothesis, SPSS 16.0 is used in this research. The hypothesis testing is stated as follows:

$H_0$  : There is no significant difference in the students' writing ability between students who are taught with the Original Roundtable Technique and the Modified Roundtable Technique.

$H_i$  : There is a significant difference in the students' writing ability between students who are taught with the Original Roundtable Technique and Modified Roundtable Technique.

In this research, the hypothesis is analyzed by an independent group t-test, since it was a statistical technique which was aimed to test the comparative hypothesis and examining whether there is a significant difference between the means of two groups that were independent.

## **V. CONCLUSION AND SUGGESTIONS**

This chapter offers the conclusions of the research findings and suggestions for further research.

### **5.1. Conclusions**

There is a statistically significant difference in writing ability between the students who are taught with the modified roundtable technique and the original roundtable technique. It indicates that a modified roundtable technique has more advantages for students' writing ability than the original roundtable technique.

Furthermore, another result shows that the students' motivation has a very high motivation in the experimental class, while in the control class showed that medium motivation. Students prefer to learn by using the modified roundtable technique rather than the original roundtable technique.

### **5.2. Suggestions**

Referring to the conclusion above, some suggestions could be listed for the teachers, learners, and further researchers:

#### **5.2.1. For the Teachers**

Based on the weaknesses of this research, the suggestion for the teacher is to give feedback on students' performance in order to know their current level, strengths, and weaknesses. The second suggestion for the teachers is to optimize the use of a writing learning strategy that involves interactions or a discussion group. It is

essential for them to engage with their friends in order to rehearse their thoughts and get more input. The other advantage is that students can develop their ideas with their friends.

### **5.2.2. For the Learners**

Based on the weaknesses of this research, the students get bored when studying, so it is suggestion that they utilize the modified roundtable technique as their writing learning strategy.

### **5.2.3. For Further Researchers**

Based on the weaknesses of this research, the suggestion for the next researchers is to conduct the modified roundtable technique with clear instructions because it tends to make students be noisy in the class. And then, for the future researchers can focus on aspect of writing, especially the students' grammar, because of the five aspects of writing in this research, grammar is the student's lowest score.



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