

## ABSTRACT

### A MODIFIED ROUNDTABLE TECHNIQUE WITH PICTURES BASED ON PROCESS APPROACH TO IMPROVE STUDENTS' ACHIEVEMENT IN WRITING

By:

**Faiza Istifa Pirka**

The objectives of this study are; 1) to find out the significant difference of student's writing achievement between those who were taught through the modified roundtable technique with a picture based on the process approach and original roundtable technique, and 2) to find out the difference of students' perceptions between those techniques. A quantitative and qualitative study in the form of control group pretest-posttest design was conducted which involved two classes; each class consisted of 21 students of MTSS Darul Huffazh, Pesawaran, Indonesia. The data were analyzed through the independent t-test. The results show that the students' writing achievement in the experimental class increased from 38.76 to 68.95 and there is a significant difference with the sig. (2 tailed) of  $0.00 < 0.05$ . The result in the control class also increased from 37.81 to 49.05 and there is a significant difference with the sig. (2 tailed) of  $0.00 < 0.05$ . Meanwhile, the result of the significance value of the experimental class and the control class is  $0.00 < \alpha = 0.05$ . This indicates that there is a significant difference in students' writing achievement between the students who were taught using the modified roundtable technique with pictures and the original roundtable technique. Meanwhile, for the second research question, the researcher used a questionnaire measured using a five-range Likert scale and analyzed through the independent t-test. The results show that there was a significant difference in the students' perceptions. The positive responses of students toward the modified roundtable technique with pictures are 74.28% and 70.95% toward the original roundtable technique. The findings suggest that language teachers need to provide other media to help students find new information easily. In conclusion, learning using modifying roundtable technique with pictures is more effective on students' writing achievement than those who were taught through the original roundtable technique.

**Keywords: Modified roundtable technique, picture, writing skill, perception**