

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

(A THESIS)

By

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2024**

ABSTRACT

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

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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

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Faiza Istifa Pirka

A Thesis

Submitted in a partial fulfillment of
The Requirements for S-2 Degree

in

Master in English Education Study Program
Language and Arts Education Department of Teacher
Training and Education Faculty



**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
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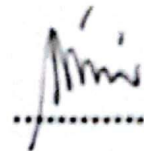
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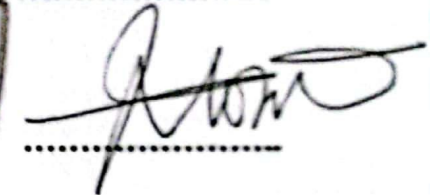
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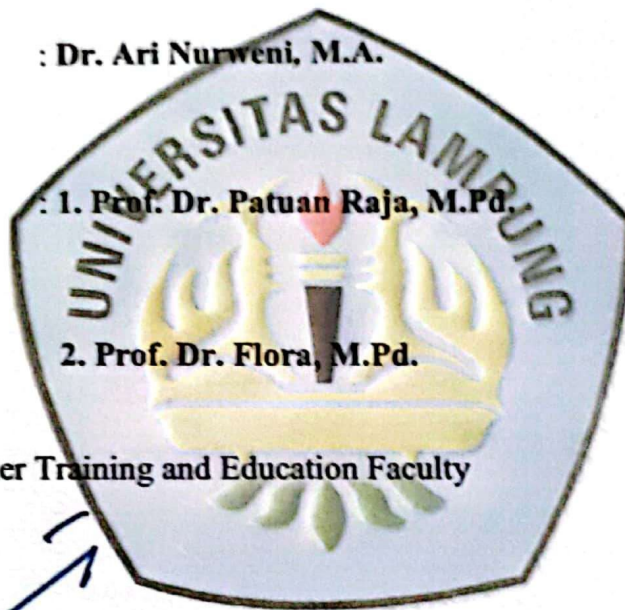

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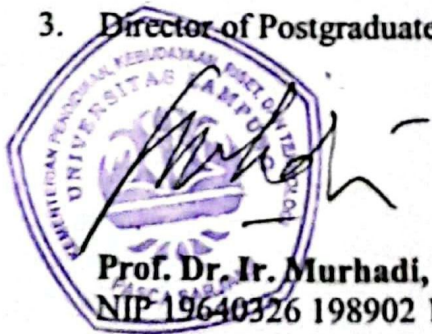


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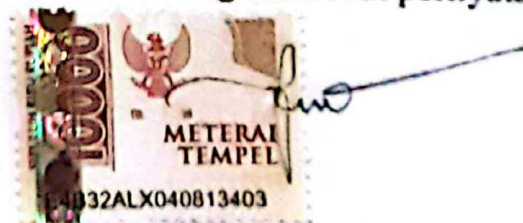
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CURRICULUM VITAE

Faiza Istifa Pirka was born in Bandar Lampung on September 21, 1999. She lives at Jl. Imam Bonjol Gg. Damai No.37 Kec. Kemiling, Bandar Lampung. She is the only daughter of Erli Karoli and Nida Rizta. She has 2 brothers: Muttaqin Al Hafizh and Maulana Alfi Bayazi. She graduated from SD Negeri 2 Sumberrejo, Bandar Lampung in 2011, SMP Negeri 2 Bandar Lampung in 2014, and SMA Daarul Qur'an in 2018. She passed the SBMPTN program at the English Education Department, FKIP University of Lampung in 2018. After graduating, in March 2022, she had the opportunity to study for a master degree in English Education Study Program at the University of Lampung.

DEDICATION

This thesis is fully dedicated to:

My beloved family

My beloved lecturers in the English Education Department

My supportive friends

My almamater, University of Lampung

MOTTO

Allah first, Allah again, always Allah.

Success needs process.

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Finally, the author believes that her writing is still distant from perfection. There might be flaws in this research. Thus, comments, criticism, and suggestions are always acceptable for better research. Somehow, the author hopes that this research

will give a positive contribution to educational development, to the readers, and to those who want to conduct further research.

Bandar Lampung, 12 January 2024
The author,

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I. INTRODUCTION

This chapter overviews some relevant theories and previous research that lead to the researcher's intention to conduct research and to introduce the problem that is investigated to find the answer.

1.1 Background of Study

Language is "an instrument" to communicate in our daily lives. As part of a globalized society, we need English as an international language to become a responsible generation that can take active participation in future generations. English has been learned worldwide as a second language or foreign language. By learning English at school, the students are introduced to English and how to use it. Therefore, all students need and learn English to achieve academic purposes.

Writing is a form of indirect communication. The students should master this skill as it is a tool to assess their knowledge. Writing is one of the skills that students need to master either at the primary, secondary, or tertiary level (Keshavarz et al. 2014). On the other hand, writing is a more difficult skill to master than the other skills. As stated by Nisa et al. (2017), writing is a language skill that is difficult to acquire. It happens because when we write, we convey our thoughts, ideas, and messages through a medium that doesn't involve direct face-to-face interaction or immediate verbal exchange. Writing is a productive ability that plays a significant

role in a language's learning. Students' lack of proficiency with grammar, limited vocabulary, and other critical writing components is the cause of their inability to produce quality writing. So, writing is a productive ability that plays a significant role in a language's learning.

In Indonesia, producing good EFL writing is a good challenge because students face many writing problems. Nik et al. (2010) state that writing is not just putting pen to paper or writing down ideas, but it is how these ideas are presented or expressed effectively. Furthermore, many English language learners, especially second language learners, agree that writing is the most difficult skill for L2 learners to master (Richards and Renandya, 2002). Moreover, Harmer (2007) states that mastering productive skills, especially writing, can be very stressful if they do not know the appropriate words or grammar to express the idea. To be able to write correctly, a language learner must have a good mastery of grammar, content, organization, vocabulary, and mechanics. According to Nation (2008), writing is most likely to be successful and meaningful for learners if they are well-prepared for what they are going to write. Students should prepare for what they are going to write to build the frame of their written works. The practice in writing is usually provided in some techniques. However, the teacher should consider that the selection of the technique for teaching writing should be appropriate to the target, needs, and the student's problem and should be able to use media as much as possible.

In this study, the researcher offers teachers to use cooperative learning as an alternative to teaching writing because cooperative learning works in a team. The

spirit of competitiveness of individualism may be reduced and lessened by adopting the approach of cooperative learning that provides a supportive learning environment for students in which they can acquire and exchange ideas, information, and knowledge (Mahmoud, 2014). According to Mandal (2009), there are a lot of cooperative learning techniques. They are Jigsaw, Think Pair Share, Three Step Interview, Roundtable, Three Minute Review, Number Heads, etc. From all those techniques, the researcher chooses a Roundtable to teach the writing of the descriptive text. As stated by Barkley (2003) cited in Handayani (2012), one of the best techniques for stimulating ideas and finding a direction for a piece of writing is Roundtable. In Roundtable, each student takes turns responding to a prompt by writing one or two words or phrases.

Kagan (2009) states that the roundtable method is extremely important since students take turns contributing to the group in an oral round-robin form and a written form roundtable. For the roundtable, there is usually one piece of paper and one pen for the team. One student contributes and then passes it to the student on his or her left. The paper or pen goes around the table. If the contributions are oral rather than written, it is called a round-robin. This idea is in line with Handayani (2012) who investigated about roundtable technique to improve students' writing achievement in writing hortatory exposition text in SMAN 1 Ngaglik, Sleman. Some researchers applied cooperative learning techniques mostly for university students and senior high school students. The area that has not been explored well is conducting the techniques in writing descriptive text to teach students of junior high school.

However, the previous studies were still limited in the implementation. Putri et al. (2017) state that in Round Table every student needs to contribute their ideas for the group's task. Some students who have low proficiency in English usually have difficulty in conducting the roundtable technique because some students experience difficulties and are stuck in writing compared to their other friends who have higher English skills in writing. This causes the roundtable technique to run less effectively because students who are dominant in writing are students who have better English skills than their friends who have low English proficiency. Manurung and Napitupulu (2017) state that every student in the group could easily get so many ideas in circles since they were free to write everything, they could express everything they wanted related to the topic without being worried about getting stuck in their prewriting activities. Therefore, researchers not only apply the round table technique at the pre-writing stage but at all stages of writing, from pre-writing, editing, and revision to publishing.

Apart from that, previous studies, namely Fidyati et al. (2016) suggested modifying the roundtable technique to meet students' needs because it is known that not all learning problems can be solved with this technique. Therefore, to overcome the weaknesses of the round table technique, researchers modified the round table technique with media, namely pictures.

Besides, Barkley et al. (2005) as cited in Putri et al. (2017) state that the structure requires all students to post and limits some group members from posting too frequently. That means, in Round Table, all students need to contribute their ideas for the group's task. Fitri et al. (2017) state that the teacher can use the Round

Table Technique as one of the various techniques in teaching writing. Not only for writing ability but also because of the effectiveness of the Round Table Technique in creating a better classroom condition where the students were free to deliver their ideas. Then, the limitation is related to the teacher. The teacher must always control and monitor the class while doing the discussion and make sure that all of the students are on a good track. This means that the roundtable technique still has limitations in improving students' writing. In this research, the roundtable is modified based on the process approach where the students share ideas during every stage of writing based on the teacher's direction.

To solve the stated obstacle above, it is a good idea to implement a process approach in the roundtable technique. This was done based on Kagan's (2009) study that in cooperative learning if the teacher does not give input or direction, it would be the blind leading the blind. It means that the specific direction modeled by the teacher is important in implementing the roundtable technique. In addition, Alodwan and Ibnian (2014) suggested that the process approach to writing should include several steps, namely; pre-writing, drafting, revising, editing, and publishing. Furthermore, in this present study, the researcher modified the roundtable technique based on the process approach to solve students' problems at each stage of the writing process (pre-writing, drafting, evaluating, and revising) through learning pairs.

Besides technique, to overcome the problems of students who are stuck in writing, it is a good idea to use media. Media can enhance students' writing and encourage them in the teaching and learning process. The picture is one of the media which

is provided easily by teachers. It also gives the background knowledge to build their ideas based on the picture they see. Examples of pictures are paintings, sketches, photos, etc. According to Harmer (2008), pictures can also be used for creative language use, whether they are in a book or on cue cards, flashcards, or wall pictures. It concludes that media can effectively help students to improve their language use in writing skills. One of the media that can be used to improve the students' writing skills is pictures. Pictures provide several advantages to the teaching and learning process such as easy to prepare, easy to organize, interesting, meaningful and authentic, and sufficient amount of language (Wright, 1992). Specifically, the students were interested and enjoyed the teaching and learning process.

Furthermore, several studies have examined the use of picture series in the teaching and learning process. In the first previous study done by Kartika et al. (2017), the result of the research showed that the use of pictures can improve the students' writing skills covers (1) students can express their ideas after being stimulated with pictures; (2) students are able to organize their idea in the generic structure of the descriptive text; (3) students are able to use the proper vocabulary based the content of sentence; (4) students had fewer mistake in grammar; (5) students are able to use correct spelling and punctuation. It is shown that there was an improvement in students' writing after being taught with pictures. In the next previous study by Alfian (2018) in Shafwati et al. (2020), the use of picture series collaborated with speaking, and it was taken in the second grade of SMP 2 Bae Kudus. In his research, it is also shown that the students were able to develop the idea of the stories and tell the stories in good order with the appropriate

content, language use, and spelling by implementing picture series. The studies examining the use of picture series in teaching descriptive text and in teaching speaking have been well conducted. Within this context, this research investigates the students' achievement in writing descriptive text by using a modified roundtable technique with a picture based on the process approach.

Dealing with some problems faced by the students, the media and roundtable technique is an alternative way that is very influential for the students' skills to write. Applying the technique with pictures is a modification in the teaching-learning process. Furthermore, the objective of this study is to modify the roundtable technique with a picture based on the process approach to improve students' achievement in writing especially teaching writing of descriptive text, so the results of this study can be used by teachers as an alternative technique to teach the writing of the descriptive text.

Based on the elaborations above, the study aims to investigate a modified roundtable technique through a picture based on the process approach that is effective in improving students' achievement in teaching writing descriptive text. In this case, the researcher combined the roundtable technique and process approach in the learning process through the picture as the media. Roundtable is a technique that asks the students to work in turn in a group, which means it can build good communication among students in the class to share their ideas. Meanwhile, the process approach is an approach that inspires students to understand and plan the sequence and interactions of processes in the system. Therefore, the ideas will be written and organized well. Then, the picture itself is a

medium that can attract more students' attention in class, develop students' ideas, and improve students' writing at every stage of writing.

Furthermore, based on the explanation above the researcher conducted research about implementing a process approach in modifying the roundtable technique with the picture in teaching writing. In this case, the researcher modified the roundtable technique and process approach in the learning process with the picture as the media. Nowadays, researchers who modify roundtable techniques and process approaches in teaching writing are still rare. Roundtable is a technique that asks the students to work and discuss in a group, which means it can build good communication among students in the class to share ideas. Meanwhile, the process approach is an approach that inspires students to think systematically and includes several steps, namely pre-writing, drafting, revising, editing, and publishing. Therefore the ideas will be written and organized well. Then, the picture itself is a medium that can attract more students' attention in class and it also can build their critical thinking in identifying information from pictures. Moreover, the researcher researched a modified roundtable technique with pictures based on the process approach. In this case, the researcher called it the "Roundpics Technique".

Knowing students' perceptions in the learning process is very important because it conducted a roundtable technique with a picture based on the process approach. Asking students' perceptions in this research to find out students' points of view about the process approach in the roundtable technique, was also used to measure how far the students could think critically to solve a given problem. Robbins and

Judge (2016) say that perception is a process by which we organize and interpret sensory impressions to give meaning to our environment. In addition, Wijaya et al. (2021) state that perception can be defined as a process that gives meaning to stimulation, in the process our sensation only get the stimulation, meanwhile, in perception process, we can give meaning to the stimulation. It can be stated that perception is the recognition and interpretation of sensory information. Perception also includes how we react to information. According to Goldstein (2010), the field of perception is concerned with explaining the operation of the senses, experiences, and behaviors resulting from the stimulation of the senses. In arranging the items for the questionnaire in this research the researcher focused on three indicators, namely: (1) English attitude (student's perspective of the technique), (2) Experiences (how is the practical knowledge of facts about the application of the technique), and (3) Behavior (how is the seriousness of students in responding to the technique).

Therefore, the researcher conducted a process approach in the roundtable technique with the picture to find out 1) the significant difference in the student's writing achievement after those are taught through the modified roundtable technique with the pictures based on the process approach and original roundtable technique, and 2) the significant difference in students' perceptions between students who were taught through a modified roundtable technique with a picture based on process approach and students who were taught through the original roundtable technique?

1.2 Research Questions

The research questions of this research are formulated as follows:

1. Is there any significant difference in the 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?
2. Is there any significant difference in the perception of the students between those who were taught through the modified roundtable technique with a picture based on the process approach and of those taught through the original roundtable technique.

1.3 Objectives of the Research

It is expected that the objectives of this research are:

1. To find out whether there is any significant difference in the student's writing achievement between those taught through the modified roundtable technique with a picture based on the process approach and the original roundtable technique.
2. To find out whether there is any significant difference in students' perception between those taught through a modified roundtable technique with a picture based on process approach and students who were taught through the original roundtable technique.

1.4 Uses of the Research

The result of this research can be used as follows:

1. Theoretically, the findings of this research might be useful to support the previous research in teaching writing.

2. Practically, the outcome of this study is intended to provide a new understanding of the teaching method that could be taken as guidance in teaching writing to teachers, lecturers, and other instances or occupations that are concerned with language instruction, so that the students can develop their writing skills.

1.5 Scope of Research

This research is quantitative and qualitative, and it focuses on writing skills. It was conducted for the seventh-grade students of MTSS Darul Huffazh, Pesawaran. In this research, the researcher took two classes (VIII B and VIII C) and the students learned descriptive text, specifically describing someone. Besides, the researcher modified the roundtable technique with pictures in teaching writing. It was focused on investigating whether there was a significant difference in the students' 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 the difference in students' perception after being taught through modified roundtable technique with a picture based on the process approach and original roundtable technique.

1.6 Definition of Terms

From the description above, this study provides some definitions of terms as follows:

1. Writing is a productive ability that plays a significant role in a language's learning.

2. The roundtable technique is one of the best cooperative learning to stimulate ideas in writing. In addition, students can also actively contribute to the learning process.
3. The process approach is an approach that inspires students to understand and plan the sequence and interactions of processes in the system. It includes several steps, namely; pre-writing, drafting, revising, editing, and publishing.
4. Pictures are a visual communication medium that can show descriptions of people, places, objects, and events. One of the media that can be used to improve the students' creative language use in writing skills is pictures.
5. Perception is the way of thinking about something or the point of view toward something.
6. Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

Further explanation of the theories on the background, research questions, objectives, uses, scope, and definitions of the terms used in this study will be explained in the next chapter.

II. LITERATURE REVIEW

This chapter is concerned with the discussion on the concept of writing, teaching writing, aspects of writing, process approach, roundtable technique, picture, descriptive text, modified roundtable technique with a picture based on process approach, procedures of the research, advantages, and disadvantages of the research, perception, theoretical assumption, and hypothesis.

2.1 Writing

One of the important skills that foreign language students need to develop is writing. It is important because not only students but also people can express and elaborate their ideas and information in written form. Regrettably, writing is not as simple as it is because it needs more complex capabilities to generate ideas and organize them coherently. Besides that, writing engages in many recursive processes, some of which necessitate the assistance of experts for the text produced to have any real meaning. Then, another opinion was proposed by Nunan (2003) who states writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. In brief, writing is a process of gathering ideas that require individuals' knowledge to produce meaningful and comprehensible writing to readers.

Moreover, Hyland (2004) explains that writing is a way to share personal meanings. People construct their views on a particular topic. They shared their views on that certain topic with the others. A person's views may be different from others. Therefore, when constructing their views, people must make them understandable and acceptable. In addition, Hughes (2003) states that the best way to test people's writing achievement is to get them to write. It means writing is the activity of organizing ideas, creating pieces of written work, sharing experiences, views, thoughts, or ideas with and organizing the order and sequence to improve and learn more vocabulary and expressions. Besides that, the purpose of writing is to express and impress the reader, who reads that piece of written work.

Furthermore, writing is a substantial aspect of learning a foreign language. Although many people write independently in their personal lives, teachers and students can use this as an opportunity in language classrooms to turn writing into a cooperative activity that will benefit each other. Harmer (2007) states that groups, whether as part of a long process or as part of a short game-like communicative activity, can be greatly motivating for students. To write we need a message and someone to communicate it to. We also need to be able to form letters and words and join these together to make words, sentences, or a series of sentences that link together to communicate that message. Discussion, peer group, or group work makes students develop and unite their ideas into handwritten work.

Moreover, according to Harmer in Oktavianti et al. (2021), there are four main types of writing: persuasive, descriptive, expository, and narrative writing.

Persuasive writing states the opinion of the writer and attempts to influence the reader. Expository writing in which the author's purpose is to inform or explain the subject to the reader. Descriptive writing is a type of expository writing that uses the five senses to paint a picture for the reader, this writing incorporates imagery and specific details. According to the theory above, the researcher focuses on descriptive writing which means descriptive writing is a kind of writing that describes or explains the subject based on the visualize the person, place, thing, or situation being described. In the process of writing, the writer should comprehend the aspects of writing. Jacobs (1981) in Reyhan (2012) state that there are five aspects, those are content, organization, vocabulary, grammar, and mechanics. The five aspects of writing are as follows:

1. Content

It refers to the substance of writing, the experience of the main idea (unity), such as groups of related statements that a writer presents as a unit in developing a subject. Content paragraphs do the work of conveying ideas rather than fulfilling the special function of transition and restatement.

2. Organization

It refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow ideas.

3. Vocabulary

It refers to the selection of words that are suitable for the content. It begins with the assumption that the writer wants to express the ideas clearly and directly.

4. Grammar/Language Use

It refers to the use of the correct grammatical and syntactic pattern for separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.

5. Mechanics

It refers to the use of graphic conventions of the language, i.e., the steps of arranging letters, words sentences, and paragraphs by using knowledge of the structure and some others related to one another.

Based on the explanation above, there are five important aspects of writing which should be learned to create good writing, they are content, organization, vocabulary, grammar, and mechanics.

2.2 Teaching Writing

Teaching writing is considered a part of teaching and learning grammar and syntax. Thus, a writer should be able to convey their ideas clearly stated, properly organized, and cohesive. It needs a lot of effort to make students' writing achievement better. In teaching writing, the teacher should pay attention more directly to the construction of the text than the type itself. In instructing language abilities, instructors have numerous distinctive approaches and strategies. The same as the educating approaches and standards of educating composing, the parts of the instructors in educating each dialect aptitude are diverse as well. Harmer (2008) says that in teaching writing, teachers have three main roles. These three main roles are:

1. Motivator means that teachers have to motivate the students. Teachers can create the conditions for the students to develop their ideas tell them the importance of the activity given and encourage the students to make as much effort as possible to reach maximum benefit.
2. Resource means that teachers have to be ready to provide information and language where it is needed. Teachers can tell the students that he/she is ready and available to check their draft and give advice or suggestions in the process of producing their writing constructively and tactfully.
3. Feedback provider means that teachers have to respond positively and encouragingly to the content of the student's writing.

In this research, the researcher implemented those three main roles and combined them with the media.

According to Riza et al. (2013), the teachers seldom give the assessment that involved the learners using multimedia. The teacher rarely uses interesting media in teaching writing and usually only gives students an example of the type of text that will be studied on that day. They rarely hold class discussions about the text. Students are immediately asked to write text in writing after being exemplified by the teacher. They do not have the opportunity to done their writing skills. This situation is one of the reasons why they still have difficulty developing ideas. Teaching English at Junior High Schools, like other school levels, is under the control of the Ministry of Education and Culture. Currently, the Government of Indonesia has issued a 2013 Curriculum that must be applied in every school in Indonesia. This latest curriculum should serve as a guide for teachers in carrying

out the teaching and learning process. The 2013 curriculum develops two types of learning processes; it is direct learning and indirect learning. In this study, the researcher used direct learning.

Direct learning is a learning process where students develop their knowledge and thinking skills through direct interaction with learning resources in the form of learning activities that have been arranged in a grid of subjects and lesson plans. In direct learning students have five learning activities; observing, questioning, collecting data, analyzing data, communicating, and being creative.

Furthermore, the teachers have to make the right choices to make the students improve and develop their handwriting. To improve students' writing skills, teachers work hard to improve the writing skills of their students by using good techniques and methods.

In conclusion, the researcher in this research not only taught writing with pictures but also modified the roundtable technique with pictures based on the process approach to improve students' achievement in writing. It includes choices related to procedures in the teaching-learning process, pictures, and the way teachers implement them in the class. Those right choices will reflect the result of students' handwriting.

2.3 Roundtable Technique

Based on Barkley et al. (2005) as cited in Putri et al. (2017), roundtable is a technique where the students take a 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's Brainstorming. It makes understudies dynamic and dependable in their bunch. Besides, each part of the gathering is dependable on the instruction given. Roundtable procedure could be a useful strategy to utilize in a piece of activity. It can be a procedure that makes a difference for understudies to brainstorm their ideas or their contemplations around the subject and review it in a bunch. The roundtable technique was originally designed for teaching writing, but in practice, this technique can be developed to teach all kinds of subjects and skills.

According to Kagan (2009), the steps of the Roundtable Technique are:

1. The teacher provides a task to which there are multiple possible responses and provides think time.
2. Students take turns passing a paper and pencil or a team project, each writing one answer or contributing.

Moreover, Kagan (2009) described that in a team roundtable technique, each student writes a response on a piece of paper. The students then pass their papers clockwise so that each teammate can add to the prior responses. The roundtable guarantees rise cooperation among group members. Roundtable makes a difference for students to center their consideration, give their reactions, and give an aggregate record. In Roundtable, students were able to lead upon each other's commitments.

Based on the explanation above, the roundtable technique is believed to be able to help students elaborate ideas to write a text. Dealing with that, the researcher modified the roundtable technique with a picture based on the process approach to

improve students' writing achievement in descriptive text, especially when describing someone.

2.4 Process Approach

The study modified the roundtable technique based on the process approach to help students solve the problems at each stage of the writing process (pre-writing, drafting, evaluating, and revising) (see e.g.e., Richards and Renandya, 2002; Alodwan and Ibnian, 2014; Palpanadan et al., 2014; and Rusinovci, 2015).

Crucially, the procedures of a modified roundtable technique based on the process approach can be illustrated as follows in Figure 1:

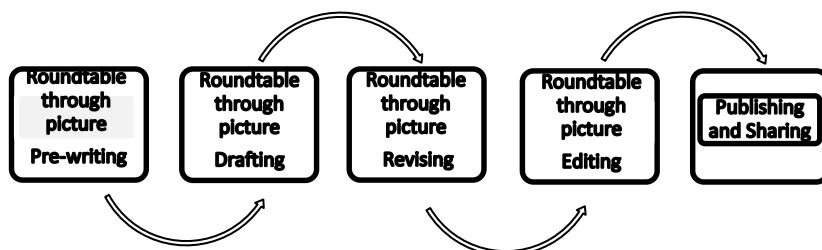


Figure 1. Modified roundtable technique with pictures based on the process approach.

Further explanation of the table above is as follows:

1. Pre-Writing - Roundtable technique with the picture.

In this stage, the teacher asks the students to divide into several groups, consisting of five to six students in each group, and make a roundtable. The teacher then explains the topic that will be discussed together and the teacher

gives a picture to each group. The students observe the picture and write a description of the picture.

Please look at the pictures and write your ideas on the paper!

2. Drafting - Roundtable technique with the picture.

In this stage, the teacher gives a piece of drafting paper to each group and lets it go around the table followed by the paper and the picture.

Please write the sentence as much as possible based on the list as an option and the picture as a guideline!

3. Revising - Roundtable technique with the picture.

After the drafting, the teacher shows the picture and the student's handwriting on the whiteboard. After that, the teacher gives comments and feedback. Then, the students in each roundtable group were instructed to produce a final text in turn by considering the text structure (generic structure of the descriptive text) based on the previous drafting paper.

Please write the revised text based on the previous drafting paper and the picture as a guideline. You can work together in your group, the friend next to you as a mentor!

4. Editing - Roundtable technique with the picture.

Typically the altering organizes in which the individuals of the bunches take turns rectifying their last composing by, to begin with erasing the erroneous ones and taking the duty to type in the proper ones. In this arrangement, the understudies still can look at their pictures.

Please discuss and re-check your work together!

5. Sharing and Publishing - Roundtable technique with the picture.

After executing the four stages over, the teacher asks the students to write individually based on the picture.

Please submit your final pieces of writing!

In conclusion, the researcher in this research did the five steps of the writing process as stated above.

2.5 Pictures

Instructional media are components of teaching which have a great influence on improving students' writing ability. Due to media, the writing teaching-learning process possesses more variation and will be exciting. One of the visual instructional media that is going to be used in this research is the picture. Pictures are aids that can help teachers in the teaching-learning process. Pictures as visual media are very useful for teaching writing. Picture in teaching technique, based on Raimes (1983) are drawings, photographs, posters, slides, cartoons, magazine advertisements, diagrams, graphs, tables, charts, and maps that can be valuable resources for teaching writing. The picture can contain a description and the students can explain the description through the picture.

From the explanation above, the researcher concludes that pictures as teaching media are visualization sensory aids for teaching aids that aim to improve students' ideas and make them want to take part. Pictures can stimulate students' creativity, especially in writing and they can build up the students' motivation in the teaching-learning process and it could help students to represent their handwriting.

2.6 Modified Roundtable Technique with Pictures Based on Process Approach

This research modified the theories from Kagan (2009) about the roundtable technique to create clear steps for students to develop students' responsibilities. On the other hand, to improve students' ideas, this technique was modified with a picture based on the process approach. The process approach is a method of thinking applied to understand and plan the sequence and interactions of processes in the system.

Moreover, the process approach used involves some steps. Alodwan and Ibnian (2014) suggest that the process approach to writing should include several steps, namely; pre-writing, drafting, revising, editing, and publishing. In line with this, Rusinovci (2015) states that the role of the process approach in the roundtable technique is as the systematic direction for students to write cooperatively in a group.

Furthermore, in this present study, the researcher modified the roundtable technique with a picture based on the process approach to solve students' problems at each stage of the writing process (pre-writing, drafting, evaluating, and revising) through learning pairs.

The differences between Kagan's roundtable techniques with the implementation of a modified roundtable technique with a picture based on the process approach are as follows:

Table 2.1. The Differences between Kagan's Roundtable Technique and with Roundtable Technique with Pictures Based on Process Approach.

Kagan's Roundtable Technique	Modified Roundtable Technique through Pictures
1. Pre-Writing The teacher assigns a topic or question and ideas think time.	1. Pre-Writing The teacher assigns a topic or question and provides think time through the roundtable technique and picture.
2. Drafting All students respond, in turn, by writing, drawing, or building something with manipulative.	2. Drafting In the roundtable, all students respond, in turn, to write something based on the picture.
3. Revising The teacher signals time or students place thumbs up when done with the problem.	3. Revising Students revise their work in the roundtable technique based on the teacher feedback and picture as a guideline.
4. Editing Students pass papers or projects one person clockwise.	4. Editing Students pass around the paper and edit their work one by one based on the picture.
5. Sharing and Publishing Students continue, adding to what was already completed.	5. Sharing and Publishing The students share their work based on the picture.

Based on the table above, it can be seen that there are differences between Kagan's roundtable technique and the implementation of the modified roundtable technique with a picture based on the process approach. Furthermore, the researcher believes that it helps students and teachers active in the learning process and asks students to contribute actively in sharing their ideas to create a good writing text by working in a group. Further information can be seen in Appendix 3 and 4.

2.7 Descriptive Text

A writing that provides a factual description specifically to explain a certain location or object is referred to as a descriptive text. It means that descriptive text is designed especially about a person, a place, or things. In other words, the text can tell an object that is still alive or not. It means that description is telling about something or someone, particularly which brings the reader's ideas and

knowledge widely. In writing descriptive text, there are some generic structures for our writing.

The generic structure of the descriptive text is divided into two parts, there are:

- 1) Identification: It is a generic part of a paragraph that introduces or identifies the character.
- 2) Description: It is part of a paragraph that describes the character.

Moreover, the language features of descriptive text are as follows:

- 1) Descriptive often uses adjectives, numbering, and, classifying. For example, he is cool, she is beautiful, etc.
- 2) Tense which is often used as simple present tense.

However, sometimes it uses past tense if the thing to be described does not exist anymore, for example, go fly, cook, etc.

- 3) Descriptive text uses thinking verbs (believe, think, etc.) and feeling verbs (feel).
- 4) Descriptive text also uses adverbs to give information about a character or adjective that is explained. For example, it is extremely high; it runs past, etc.

In addition, description involves painting a picture of a character, object, or environment. It is acceptable when the picture is used so the reader can see it. Generally, the purpose of descriptive text is to describe something, someone, a place, an animal, or plants specifically. In addition, in this research, descriptive text is used in line with the syllabus in the 2013 Curriculum for seventh-grade students of Junior High School.

From the explanation above the researcher can conclude that a descriptive text is a text that is designed especially about a person, a place, or things. However, in this research, the researcher focused on describing someone.

2.8 A Set of Steps of Teaching Writing through Modified Roundtable Technique with Pictures Based on Process Approach

Here is the explanation of the procedures for teaching writing through the modified roundtable technique with a picture based on the process approach:

1. Students are separated into several groups of five to six with a chosen leader and a given theme for each group. The teacher at that point clarifies the definition; generic structure, language features, cases, and models how to compose certain content accurately. One pencil, eraser, and four worksheet papers are dispersed to each bunch. The teacher then describes the stages and rules for collaborative work in the roundtable group. Those procedures continue with group brainstorming for the roundtable pre-writing.
2. The teacher gives a to each group. Each group observes the picture and imagines the description of the picture. The first student writes his idea in words or phrases based on the picture then passes the paper to the next student on the left. The rest of the members continue contributing their ideas to the paper. In this session, the teacher sets the time limit for each member. Each member can write more than one idea or one description on the paper, but they must be different from the previous ones.
3. The next procedure is drafting. In the drafting stage, the first writer tries on to capture the ideas and descriptions on the paper. The teacher gives a piece of drafting paper to each group and lets it go around the table followed by the

paper and the picture. At this stage, students try to produce sentences as much as possible based on the list as an option and the picture as a guideline. The first student produces a sentence or more on the first item on the list by considering the picture. After that, the drafting paper is given to the next student. The next student reads aloud the first student's writing and continues to write sentences on the next item on the list. This process goes for three rounds.

4. After the drafting, it is a revising stage. At this stage, the teacher gives the comments. The writing is revised and developed many times by the teacher. The teacher shows the picture and the student's handwriting on the whiteboard. The teacher gives comments and feedback. Then, the students in each roundtable group were instructed to produce a final text in turn by considering the text structure (generic structure of the descriptive text) based on the previous drafting paper. Every student only writes one sentence. At first, a student writes the first sentence based on the previous drafting paper, and the student on his/her left stands as the mentor. After the paper is passed on, the next student rechecks and revises the first student's writing before writing the next sentence. This process continues for three rounds. If there is one student who cannot express the ideas to write, s/he can write anything even just a single word. The other group members then complete the sentences created by their friends. Once the revision is completed, the students work together in groups to correct the grammar, spelling, and punctuation errors in their work. This is the editing stage in which the members of the groups take turns correcting their final writing by first

deleting the incorrect ones and writing the correct ones. In this stage, the students still can look at their pictures.

5. After completing the four stages, students write individually based on the picture.

In conclusion, the researcher believes that modification can improve students' writing in the learning process and make students contribute actively in sharing their ideas to create a good writing text by working in a group.

2.9 Advantages and Disadvantages of Teaching Writing Using Modified Roundtable Technique with Pictures Based on Process Approach

There is no such perfect method to be applied in teaching English as a foreign language and each method comes with its advantages and disadvantages. Thus, it is essential to understand the value and the limitations of the implementation of the modified Roundtable Technique with Pictures Based on the Process Approach. All of these are explained below as follows:

2.9.1 Advantages of Teaching Writing Using Modified Roundtable Technique with Pictures Based on Process Approach

Kagan (2009) states that the Roundtable Technique will achieve some advantages in terms of academic and social points of view.

The advantages of the Roundtable Technique are:

- 1) Assessing prior knowledge
- 2) Practicing skills, especially writing skill
- 3) Creating cooperative art
- 4) Team building, participation of all

From the information above, it can be stated that the Roundtable Technique gives many advantages in the teaching-learning process. Besides that, pictures have many advantages in the teaching process, that is; giving material by using pictures can stimulate and motivate students to become more observant and express themselves. The picture is an inexpensive medium, many even are free, easy to locate, and can be used by an individual or in groups. The picture also can be displayed easily, and pictures as up-to-date media can bring reality into the classroom. At last, giving pictures in the classroom can enrich ideas and can help clarify misunderstandings.

A process approach is a teaching approach that provides opportunities for students to participate actively in the process of teaching-learning as a process skill. It is beneficial to make students learn something new based on the interpretation of the object or phenomenon they face. In line with that, the process approach formed and developed through the process. The process makes the students get the concept to interpreted the object. Furthermore, in this present study, the researcher modified the roundtable technique with a picture based on the process approach to solve students' problems at each stage of the writing process (pre-writing, drafting, evaluating, and revising) through learning pairs.

2.9.2 Disadvantages of Teaching Writing Using Modified Roundtable Technique with Pictures Based on Process Approach

1. The Round Table technique encourages students to express their ideas in writing as a group, rather than individually, when completing a task.

2. Some students who have low proficiency in English usually have difficulty in conducting the round table technique because some students experience difficulties and are stuck in writing compared to their other friends who have higher English skills in writing. This causes the roundtable technique to run less effectively because students who are dominant in writing are students who have better English skills than their friends.
3. Repeating information. It is undeniable, that students can repeat words or phrases or even claims that their friends have written before. This leads to repetitive writing of information.

The way that researchers can deal with the first limitation above is the students still need to write the handwritten work individually. In addition, to overcome the second limitation above, the researcher must apply a modified roundtable technique to help students who have low English skills. One modification of the roundtable technique is to use media, namely pictures. Meanwhile, overcoming the last limitation of the roundtable technique can be done at the revising stage. Teachers and students can contribute to revising the student's draft writing. From the explanations above, the researcher concludes that when carrying out the research, the researcher should anticipate some of the drawbacks mentioned above and maximize the advantages of modifying this technique. As a result, all of the learning activities can be carried out well.

2.10 Perception

Perception is defined in various ways by different experts. According to Robbins and Judge (2016), perception is a process through which we organize and

interpret sensory impressions in order to assign meaning to our surroundings. Zaiturrahmi et al. (2021) also state that perspective is defined as the way of thinking about something or the point of view toward something. According to Goldstein (2010), the field of perception is concerned with explaining the operation of the senses, experiences, and behaviors resulting from the stimulation of the senses. The senses are vision, hearing, the cutaneous senses (touch, pain, tickle, itch), chemical senses (taste, smell, flavor), proprioception and kinesthesia (awareness of body positions and limb position and motion), and the vestibular sense (balance). Based on Goldstein (2010), the researcher focused on three indicators, namely: (1) English attitude (student's perspective on Modified Roundtable Technique), (2) Experiences (how is the practical knowledge of facts about the application of the technique), and (3) Behavior (how is the seriousness of students in responding to English learning. The questionnaire consists of 10 items with 3 to 4 items in each indicator.

In brief, perception is the recognition and interpretation of sensory information. Perception also encompasses how we react to information. We can think of perception as a process in which we take in sensory information from our surroundings and use that information to interact with them. Perception enables us to take sensory information and transform it into something meaningful.

2.11 Theoretical Assumption

Based on the explanation in the literature review, it can be assumed that writing is a complex and important skill in learning the language. The Roundtable technique is one of the cooperative techniques that can make the students more active in the

learning process, especially by working in groups to discuss and share ideas actively. However, the steps in the roundtable technique still do not provide opportunities for students to visualize and develop ideas visually. Therefore, the picture was applied in the learning process through the roundtable technique for solving the stated problem above because the picture as visual media could give the opportunities for students to visualize and develop ideas easily and also can elaborate students' ideas easier than text in writing a text, especially descriptive text. By using pictures, the students feel more enjoyable and interested in the learning process.

Then, the researcher believes that the implementation of the roundtable technique in teaching writing based on the process approach can help the students to compose handwriting with good arrangement. In addition, researchers believe that modifications to the round table technique can generate positive perceptions among students. This is because the round table technique fosters togetherness and cooperation among students, thereby positively impacting the way students approach the teaching and learning process. With positive perceptions among students, researchers believe that learning can proceed smoothly and be enjoyable for students. The round table technique in education refers to a teaching method where students sit in a circular formation, promoting interaction and collaboration among them. It can lead to positive perceptions among students. This is because it fosters a sense of togetherness and cooperation, which in turn positively impacts students' attitudes and approaches to learning. When students perceive their learning environment positively, researchers believe that it enhances the overall learning experience. A positive classroom atmosphere can contribute to increased

engagement, participation, and enjoyment in the learning process. Therefore, by implementing modifications to the round table technique that encourage collaboration and togetherness, educators can potentially improve students' learning experiences and outcomes.

Furthermore, the researcher assumes implementing the process approach in the roundtable technique with pictures can help students compose good and well-ordered writing and guide students to think critically in the learning process while solving a problem.

2.12 Hypotheses

Based on the description of the problem that has been described in the introduction section, the hypotheses proposed in this study are:

RQ1 H0: There is no significant difference in the students' writing achievement after they are taught the modified roundtable technique with a picture based on the process approach.

H1: There is a significant difference in the student's writing achievement after they are taught the modified roundtable technique with a picture based on the process approach.

In addition, related to the second research question. The hypotheses are as follows:

RQ2 H0: There is no significant difference in the perception of the students between those who were taught through the modified roundtable technique with a picture based on the process approach and of those taught through the original roundtable technique.

H1: There is a significant difference in the perception of the students between those who were taught through the modified roundtable technique with a picture based on the process approach and of those taught through the original roundtable technique.

Thus, the theories that are explained above include the concept of writing, teaching writing, aspects of writing, process approach, roundtable technique, picture, descriptive text, modified roundtable technique through a picture based on process approach, procedures of the research, advantages, and disadvantages of the research, perception, theoretical assumption, and hypothesis.

III. METHODS

This chapter discusses how to conduct research which consists of the design, variables, data sources, data collection, instruments, validity and reliability, data collection procedure, data analysis, and hypothesis testing. These topics are explained as follows:

3.1 Design

This study applied a pretest-and-posttest design. For the first research question, the researcher used an experimental design to see students' writing achievement between those who were taught through the modified roundtable technique with a picture based on the process approach and original roundtable technique. Meanwhile, for the second research question, the researcher used the five-range Likert scale and descriptive analysis in the form of a questionnaire to find out students' perceptions after being taught using the modified roundtable technique with a picture based on the process approach and original roundtable technique.

In addition, a pretest-and-posttest design was used in this research because, in the experimental group, the students were taught by implementing the modified roundtable technique with a picture based on the process approach, and in the control group the students were taught through the original roundtable technique.

According to Setiyadi (2006), the research design can be illustrated as follows :

K1	T1	X	T2
K2	T1	O	T2

In which,

K1 : Group 1 (Experimental Group)

K2 : Group 2 (Control Group)

T1 : Pretest

T2 : Posttest

X : Treatment using a modified roundtable technique with a picture based on the process approach

O : Treatment using the original roundtable technique

The researcher conducted this research in five meetings. The first meeting was a pretest, the second, third, and fourth, meetings were treatments and the fifth meeting was a post-test and questionnaire.

3.2 Variables

In this research, there are four variables:

1. Students' writing achievement as dependent variable (Y).
2. Modified roundtable technique with a picture based on the process approach as an independent variable (X).
3. Original roundtable technique as an independent variable (X).
4. Student's perceptions as an dependent variable (Y).

It can be stated that in this research there are two independent variables and two dependent variables.

3.3 Data Source

This research was conducted on seventh-grade students during the first semester of the MTSS Darul Huffazh, Pesawaran. The sample in this study was gained by using purposive sampling based on the English teacher's recommendation. It used two classes in single-gender (male); the first class was VII B for the experimental class which consisted of 21 students and the second class was VII C for the control class which consisted of 21 students. The students in the first class were taught using the modified roundtable technique with a picture based on the process approach as an independent variable and the students in the second class were taught using the original roundtable technique.

3.4 Data Collection Instruments

In this research, the researcher uses writing tests and questionnaires as the instruments.

Writing Test

A writing test is used to find out the students' writing achievement after the students were taught through implementing a modified roundtable technique with a picture based on the process approach. There are two kinds of writing tests that were used: pretest and posttest. The pre-test measured students' writing abilities before treatment, while the post-test measured students' writing abilities after treatment. The researcher compared the scores taken within the pretest and those taken within the posttest to conclude.

The pretest was given to the students before conducting the treatments, whereas the posttest was given to the students after conducting the treatments to find out the students' writing achievement in both classes. Students are asked to compose descriptive text, and there are five aspects evaluated by the researcher. In the pretest, students are asked to create a descriptive text. The instrument that the writer used is tested in the form of the imperative sentence: "You will send a letter to your best friend about your idol. Tell him/her about the idol that you admire in the writing form below!" and "You have to finish in 40 minutes!".

The requirements that the students must have in writing using pictures are:

1. Students must have a generic structure of at least 2 paragraphs (identification, description)
2. Students must pay attention to cohesiveness, unity, and systematic in their handwriting.

Before administering the writing test, the instrument was checked by two English teachers who have more than fifteen years of teaching experience whether it was in line with the theory and syllabus or not. Meanwhile, the scoring criteria were taken from Jacobs et al. (1981) in Reyhan (2012) to get the final scores of students' works. This scoring system is chosen because it provides a comprehensive framework for assessing five writing aspects such as content, organization, vocabulary, language use, and mechanics. The complete description of the assessment rubric is available in the appendix 5.

The instrument used is a test in the form of an essay or descriptive text because it follows the curriculum competence of the Ministry of Education. In conclusion, the researcher in this research considered the aspects of writing, there are Content, Organization, Vocabulary, Language use, and the last is Mechanics.

2. Questionnaire

The questionnaire is used to find out students' perceptions after being taught through the modified roundtable technique with a picture based on the process approach as an dependent variable in the experimental and original roundtable technique in the control class. The questionnaire was administered at the end of the meeting after giving the posttest. It is a close-ended questionnaire, and it consists of 10 statements. The statements of the questionnaire are focused on three indicators by Goldstein (2010), the field of perception is concerned with explaining the operation of the senses, experiences, and behaviors resulting from the stimulation of the senses. In this research, the researcher focused on three indicators, namely: (1) English attitude (student's perspective of the technique), (2) Experiences (how is the practical knowledge of facts about the application of the technique), and (3) Behavior (how is the seriousness of students in responding to the technique). Likert- Scales-based questionnaire was used in this research, the scale had the following categorical terms: strongly agree, agree, neutral, disagree, and strongly disagree. Before giving the questionnaire to the students, the questionnaire was checked by the raters. The raters are English teachers who have more than fifteen years of teaching experience whether it was in line with theory and the procedures or not. Further information can be seen in Appendix 7.

3.5 Validity and Reliability

According to Cohen et al. (2007), Validity concerns the extent to which the test tests what it is supposed to test; it must measure what it purports to measure.

3.5.1 Validity for Writing Test

Content Validity

Cohen et al. (2007) state that, content validity is adequate and representative coverage of the domain, field, tasks, behaviors, knowledge, etc., without interference from extraneous variables. It concerns whether the tests are good reflections of the materials that need to be tested. To know whether the test had good content validity, the researcher arranged the materials based on the objective of teaching in the syllabus for the seventh-grade junior high school students. To identify agreement if the instrument and materials are in line with the syllabus, the researcher used two raters. There are two raters; the raters are English teachers who have more than fifteen years of teaching experience. The instrument and the result can be seen in Appendix 8.

Based on the assessment made by the raters, it can be concluded that the instruments and materials fulfill content validity and are in line with the syllabus and curriculum.

Construct Validity

Construct validity is the extent to which the test measures a particular construct, trait, or behavior, evidenced through convergent validity and discriminant, divergent validity, and by correlating the test with other published tests with the same purposes and similar contents (Cohen et al. 2007). This research examined

the writing and the tasks that had been written with aspects of writing by Jacobs et al. (1981). In this research, the researcher administered a writing test and treatments and gave scores for the students' writing based on five aspects of writing: content, organization, vocabulary, language use, and mechanics. To measure the validity of the writing test, the researcher used two raters; the raters are English teachers who have more than fifteen years of teaching experience. The instrument and the result can be seen in Appendix 8.

Based on the assessment made by the raters, it can be concluded that the instruments and materials fulfill content validity and are in line with the syllabus and curriculum.

3.5.2 Validity for Questionnaire

The questionnaire of this research is used to find out students' perceptions about the modified roundtable technique with a picture based on the process approach and original roundtable technique. Construct validity of this questionnaire is achieved by looking at a theory by Goldstein (2010), the field of perception is concerned with explaining the operation of the senses, experiences, and behaviors resulting from the stimulation of the senses. In this research, the researcher focused on three indicators, namely: (1) English attitude (student's perspective of the technique), (2) Experiences (how is the practical knowledge of facts about the application of the technique), and (3) Behavior (how is the seriousness of students in responding to the technique). The questionnaire consists of 10 items with 3 to 4 items in each indicator. To measure the validity of the writing test, the researcher used two raters; the raters are English teachers

who have more than fifteen years of teaching experience. Two raters were used to check if the items of the questionnaire was suitable for the used theory.

Table 3.1. Specification of Questionnaire

No.	Indicators	Aspects	Item Number	Total
1	The perspective of the technique	English attitude	1,2,3	3
2	Practical knowledge of facts about the application of the technique	Experiences	4,5,6	3
3	The seriousness of students in responding to the technique	Behavior	7,8,9,10	4
Total Number of Items				10

The questionnaire which was used is a multiple-choice type. The five alternatives are based on the Likert Scale Type. The formula typical level Likert Scale items are:

1 : Strongly Agree

2 : Agree

3 : Neutral

4 : Disagree

5: Strongly Disagree

Based on the assessment made by the raters, it can be concluded that the questionnaire were suitable for the used theory. The instrument and the result can be seen in Appendix 9.

3.5.3 Reliability for Writing Test

The reliability of a research instrument is the degree of consistency and dependence with which the instrument measures the attribute. Brown (2004) says that a test can be said to be a reliable test if it is consistent and dependable.

Moreover, Nurweni (2018) states that reliability of a test can be examined by three methods, namely, test-retest, split half, and interrater. Since the instruments used in this research are writing tests, the researcher employs inter-rater reliability to examine the consistency of the test. It implies that the tests were evaluated independently by two raters. Therefore, in this study, the researcher cooperated with a writing teacher at school to evaluate students' writing using the aspects put forward by Jacobs et. al (1981). Thus, the reliability was acquired from the students' scores given by the two raters after being compared. Moreover, the scores from the raters were added and divided into two to get the final score used in data analysis. In this study, the researcher used the SPSS version 21 computer program to examine the correlation between two raters.

According to Cresswell (2009), interrater reliability involves observations made by two or more individuals of observed behavior. The raters record compared the scores to see if their scores are similar or different. Therefore, a statistical procedure was applied to determine the instrument's reliability score. The equation is stated as follows:

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

R: Reliability of the test

N: Number of students

d: The difference of rank correlation (mean score from pre-test and post-test)

1-6: Constant number

(Hatch and Farhady, 1982).

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

Table 3.2. The Standard Reliability Coefficient Adapted from (Hatch and Farhady, 1982).

No.	Note	Range
1.	A very low reliability	ranges from 0.00 – 0.19
2.	A low reliability	ranges from 0.20 – 0.39
3.	An average reliability	ranges from 0.40 – 0.59
4.	A high reliability	ranges from 0.60 – 0.79
5.	A very high reliability	ranges from 0.80 – 1.00

Based on the standard of reliability above, it could be concluded that the writing tests should be considered reliable if the tests reach the range of 0.80 to 1.00 (very high reliability). Furthermore, the reliability of pretest and posttest in this research is presented below:

Table 3.3. Reliability of Pretest

Correlations		R1	R2
R1	Pearson Correlation	1	.979**
	Sig. (2-tailed)		.000
	N	21	21
R2	Pearson Correlation	.979**	1
	Sig. (2-tailed)	.000	
	N	21	21

** . Correlation is significant at the 0.01 level (2-tailed).

From the table above, it is clearly seen that the reliability of pretest is 0.979. Hence, it can be concluded that the pretest used to know students' prior ability is considered to have very high reliability. On the other hand, the reliability of posttest is picturized in the following table.

Table 3.4. Reliability of Posttest

		Correlations	
		R1	R2
R1	Pearson Correlation	1	.968**
	Sig. (2-tailed)		.000
	N	21	21
R2	Pearson Correlation	.968**	1
	Sig. (2-tailed)	.000	
	N	21	21

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the second table, the reliability of posttest is scored 0.968. According to the specification of Hatch and Farhady (1982). if the value of the test is 0.80 to 0.100 it means that the test has a very high reliability level.

To sum up, the result shows that both tests have very high reliability by getting a score of 0.979 for pretest and 0.968 for posttest. This indicates that all of the tests have a good consistency of assessment results.

3.5.4 Reliability for Questionnaire

A reliability test is applied to see the consistency of measurement of research. A Cronbach Alpha was used to measure the consistency of the items of the questionnaire. To find out the alpha value, the research used Cronbach alpha testing by using SPSS 21. To determine the criteria of the reliability of the questionnaire, Cohen et al. (2007) prove the following guidelines:

Table 3.5. Guideline for Describing Alpha Value

Alpha value	Descriptions
> 0.90	Very highly reliable
0.80-0.90	Highly reliable
0.70-0.79	Reliable
0.60-0.69	Minimally reliable
<0.60	Unacceptably low reliability

Based on the standard of reliability above, it could be concluded that the questionnaire tests should be considered reliable if the tests reach the range of 0.90 to 1.00 (very high reliability). Furthermore, the reliability of the questionnaire in this research is presented below:

Table 3.6 Reliability of Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.921	10

From the table above, it is clearly seen that the reliability of the questionnaire is 0.921. Based on the standard of reliability, it can be concluded that the questionnaire is considered reliable. Further information can be seen in Appendix 11.

3.6 Data Collection Procedure

The procedures of the research are as follows:

1. Determining the population and sample

The researcher chose seventh-grade students of MTSS Darul Huffazh as the population of this research. The researcher took two classes as the sample of the research.

2. Deciding the materials being taught and tested

The material was based on the 2013 Curriculum for seventh-grade students in junior high school. The researcher selected some samples of descriptive text from English books and the internet.

3. Designing the instruments of the research

The instruments of this research are a writing test and a questionnaire. The students got the same instruments in both classes.

4. Conducting a pretest

The researcher prepared the topic for the pretest; it is descriptive text. Furthermore, the researcher asked the students to write descriptive text based on the given picture. The time is 40 minutes for this test.

5. Giving treatments

There are two treatments in this research. The first treatment is teaching writing descriptive text through the implementation of a modified roundtable technique with a picture based on the process approach for the experimental class. The second treatment was using the original roundtable technique for the control class. The treatments were given three times to both classes, namely the experimental class and the control class. Each treatment was carried out within 80 minutes.

Each treatment was implemented three times, each treatment was conducted in 80 minutes. In the first meeting, the students get a pretest to see students writing achievement before the treatments. In the second, third, and fourth meetings, the researcher conducted a treatment using a modified roundtable technique with a picture based on the process approach to writing a descriptive text based on the given picture to describe someone for the experimental class and teaching using the original roundtable technique for the control class. At the last meeting, a written posttest was administered in the class to see students' writing achievement after being taught the given treatments

6. Conducting posttest

To see the enhancement of students' composing capacity, the posttest was conducted within the lesson on another day. The test was in the form of

composing. The students were asked to write a descriptive text and it was done in 40 minutes.

7. Distributing Questionnaire.

To find out students' perceptions towards the implementation of the modified roundtable technique with a picture based on the process approach and original roundtable technique, the questionnaire was administered. The students have to answer ten statements.

3.7 Data Analysis

To get the answer to the second research question in this research, the data were analyzed by using some steps below.

1. Scoring all of the tests using inter-rater.
2. Tabulating the result of pretest and posttest.
3. Obtaining the mean of both tests by calculating the result using this formula:

$$\text{Md} : \text{mean (average score)} \quad \text{Md} = \frac{\sum d}{N}$$

Σd : total students' score

N : number of students (Hatch and Farhady, 1982)

4. Getting the improvement of students' scores to find whether there is a significant difference in students' writing before and after being taught through the methods. To find the data, the researcher used the formula below:

$$\mathbf{I = M2 - M1}$$

I : the improvement of students' writing achievement

M1 : the average score of pretest

M2 : the average score of posttest

5. Contrasting the results from experimental and control groups.
6. Composing a discussion regarding the result.
7. Answering the research question by concluding the result of the analysis.

To answer the second research question about students' perception after the students were taught through a modified roundtable technique with a picture based on the process approach and original roundtable technique, the researcher calculated the responses and totaled all points of each student by using a Likert scale. Then, the researcher analyzed the data using descriptive analysis.

Summarizing all of the explanations above, the researcher analyzed the research questions related to the improvement of students' writing achievement after they were taught using a modified roundtable technique with a picture based on the process approach.

3.8 Data Treatment

In this part, before answering the hypothesis testing, the researcher conducted normality and homogeneity tests for the writing test.

3.8.1 Normality Test

The aim of composing the normality test is to find out whether the data is normally distributed or not. The researcher used the SPSS Shapiro Wilk program to analyze the data to find the value. The hypotheses of the normality test are as follows:

H0: The distribution of the data is normal.

H1: The distribution of the data is not normal.

The level of the significance used is 0.05. H_0 is accepted if the result of the normality test is higher than 0.05 ($\text{sign} > 0.05$). Moreover, the results of the normality test are shown in the table below:

Table 3.7. Tests of Normality

Kelas {1,Experimental, 2, Control}		Kolmogorov-Smirnov ^a			Shapiro-Wilk ^a		
		Statistic	df	Sig.	Statistic	df	Sig.
N G A I N	PreTest Experimental Class	.141	21	.200*	.938	21	.203
	PostTest Experimental Class	.116	21	.200*	.955	21	.424
	PreTest Control Class	.176	21	.089	.948	21	.308
	PostTest Control Class	.123	21	.200*	.934	21	.168

a. Lilliefors Significance Correction

Table 3.7 provides evidence that both of the data from the experimental group are distributed normally. The value of the normality test in the pretest is 0.203 while the value of normality test in posttest is 0.424. In addition, the data from the control group are also distributed normally. It is seen from the table above that the normality value of the pretest is 0.308. Meanwhile, the value of the posttest is 0.168. It can be assumed that H_0 is accepted as the data from both groups are higher than 0.05.

3.8.2 Homogeneity Test

A homogeneity test must also be conducted before the data is processed. This test is run to see the similarity of the distribution between the two classes. The hypotheses are:

H0: The data is taken from two samples in the same variances (homogeneous).

H1: The data is not taken from two samples in the same variances (homogeneous).

The null hypothesis (H0) is accepted if the significant level of the test is higher than 0.05. The result of the homogeneity test in this research is presented in the following table.

Table 3.8. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Writing Skill	Based on Mean	1.970	3	80	.125
	Based on Median	1.836	3	80	.147
	Based on Median and with adjusted df	1.836	3	71.868	.148
	Based on trimmed mean	2.014	3	80	.119

The result of homogeneity test in the table above shows the significance number of 0.125 which is higher than 0.05. It can be inferred that the null hypothesis is accepted.

3.9 Hypothesis Testing

Hypothesis testing is used to prove whether the hypothesis in this research is accepted or not. The researcher used the Independent Sample T-Test and processed in a statistic software namely *Statistical Package for Social Science* (SPSS) 21 to find out the significant difference in students' writing achievement. The hypothesis is approved if the sig value is lower than 0.05. The formulation could be seen as follows :

RQ1 H01: There is no significant difference in the student's writing achievement after they are taught through the modified roundtable technique with a picture based on the process approach.

H11: There is a significant difference in the student's writing achievement after they are taught through the modified roundtable technique with a picture based on the process approach.

In addition, related to the second research question. The hypotheses are as follows:

RQ2 H02: There is no significant difference in the perception of the students between those who are taught through the modified roundtable technique with a picture based on the process approach and of those taught through the original roundtable technique.

H12: There is a significant difference in the perception of the students between those who were taught through the modified roundtable technique with a picture based on the process approach and of those taught through the original roundtable technique.

In short, this methods chapter includes design, research variables, data sources, data collection instruments, validity and reliability, data collection procedure, data analysis, and hypothesis testing.

V. CONCLUSION AND SUGGESTIONS

This chapter deals with the conclusions of the results of the data analysis and suggestions.

5.1 Conclusion

Based on the results of the data analysis and the discussion, the writer draws the following conclusions:

1. Modified roundtable technique with a picture is effective to use in teaching writing. Students' ability in writing after being taught using the modified roundtable technique with pictures is quite good, it might be caused by the processes provided in the modified roundtable technique and picture as media. Pictures help students to catch the ideas and trigger students to write something. Modified roundtable technique with pictures gave students a chance to develop their ideas before writing, collect some information based on the picture, and discuss with partners to make their writing better. Picture can be used to transform abstract ideas into realistic ideas. By looking at the picture, the learners become more engaged in the lesson and pictures also facilitate further learning. Pictures tend to engage both sides of the brain of learners making it easier for them to remember and recall the visual stimuli provided. In the aspect of content, the students were able to elaborate their ideas in written form related to the topic given. Moreover, in the aspect of

vocabulary, pictures help students to elaborate their ideas by picking some ideas to be written, listing the vocabulary, and working collaboratively in small groups. It indicated that modified roundtable technique with pictures can help students improve their skill in writing especially in the aspects of content and vocabulary. The organization is the aspect that is seemingly unaffected by the modified roundtable technique with a picture. It can be seen from the increase in scores, organization is the aspect that received the lowest increase compared to other writing aspects. Even so, there is still an increase in student scores. The researcher has provided evidence that the experimental group taught through the modified technique showed more significant gains in scores compared to the control group that followed the learning process using the original technique. This helped students in the experimental group to develop ideas based on the picture.

2. Students in the experimental and control groups have positive perceptions about learning how to write using the modified roundtable technique with picture and original roundtable technique. It might be caused by the ambiance in the class while conducting the techniques. Those techniques make the students feel enjoyable and interested in following the learning processes. The students were given a chance to have some discussions to develop their ideas, they also had good preparation by listing ideas in the pre-activities.

5.2 Suggestions

Considering the conclusions of the research above, the writer would like to propose some suggestions as follows:

1. Suggestions to teachers

English teachers are recommended to apply a modified roundtable technique with pictures in teaching writing to lead students to develop their ideas in written form. The roundtable technique is considered collaborative learning, so the students are also required to be active and contribute to the learning process. In applying the technique, the teachers should act as facilitators and put the students at the center of the whole process in the class, so students will enjoy and be active in the learning process. The students also can increase their abilities to communicate and interact with their friends in getting as much as information possible in group work. In addition, the teachers are suggested to provide pictures or other media to help students find new information easily.

Moreover, in the fourth step, teachers can encourage student motivation to be active by ensuring that they don't skip expressing their ideas in English. Additionally, students are allowed to ask for help from group members.

2. Suggestions for further research

Firstly, the samples of the study were limited to junior high school students in the boarding school who are considered to have lower English skills. Therefore, it is recommended that further researchers examine the implementation of a modified roundtable technique with pictures to improve the writing achievement of students at intermediate or advanced levels. It is expected that the modified technique can

give good results for students at all levels so that it can help them enhance their writing skills.

Secondly, the researcher took the participants purposively using intact group sampling as the classes have been adjusted by the school where this study took place. Thus, further researchers who want to conduct similar studies are suggested to use random sampling so the result of the study can be generalized to larger populations. In addition, other researchers may conduct the research not only for male students but also for female students, so the researcher can compare whether gender differences can yield different results or not.

Third, since organization is the aspect that received the lowest increase compared to other writing aspects, then further researchers can use picture series or videos to improve the student's organizational aspect of writing.

After all, those are the conclusions of this study that investigated the use of the modified roundtable technique with pictures. Other researchers may consider the suggestion above in conducting further studies related to the topic. The findings of this research also offer implications that can be implemented by teachers in the teaching and learning process.

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