THE INFLUENCE OF ROUNDTABLE TECHNIQUE TOWARDS STUDENTS' WRITING ABILITY IN REPORT TEXT AT SECOND SEMESTER OF THE ELEVENTH GRADE AT SMA AL-AZHAR 3 BANDAR LAMPUNG IN ACADEMIC YEAR OF 2021/2022

(A Thesis)

Submitted as a Partial Fulfillment of
the Requirement for S-1 Degree

Composed By

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TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN LAMPUNG STATE ISLAMIC UNIVERSITY
2021/2022

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2021/2022

ABSTRACT

THE INFLUENCE OF ROUNDTABLE TECHNIQUE TOWARDS STUDENTS' WRITING ABILITY IN REPORT TEXT AT SECOND SEMESTER OF THE ELEVENTH GRADE AT SMA AL-AZHAR 3 BANDAR LAMPUNG IN ACADEMIC YEAR OF 2021/2022

By:
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Writing is a skill in to express ideas, feelings, and thoughts that are arranged in words, sentence a paragraph by using eyes, brain, and hand. Based on preliminary research at SMA Al-azhar 3 Bandar Lampung, it was found that most of students at the eleventh grade of SMA Al-azhar 3 Bandar Lampung difficulties of writing especially in report text. The objective of the research is to know whether there is significant nfluence of using roundtable technique towards students' report text writing ability at the eleventh grade of SMA Al-azhar 3 Bandar Lampung or not.

This research methodology used was quasi experimental design. The researcher dealt with two classes, they were an experimental class and a control class. In the experimental class the researcher roundtable technique, where as in the control class the researcher used free writing technique. Each class received the same pre-test and post-test. The population of this research was the eleventh grade of SMA Al-azhar 3 Bandar Lampung. The samples of this research were 2 classes consisting of 64 students. In collecting the data, the researcher used writing test to collect the data.

The researcher analyzed the data by using independent sample t-test, the results was that there is a influence of using roundtable technique towards students' writing ability in report text in the second semester of eleventh academic year of 2021/2022. Form the data analysis computed by using SPSS, it was found the result of

independent sample t-test Sig = 0.000 and $\alpha = 0.05$. Its means Ha was accepted because Sig<$\alpha = 0.00 < \alpha = 0.05$. It means that there was significant influence of using roundtable technique towards students' writing ability in report text at the second semester of eleventh grade of SMA Al-azhar 3 Bandar Lampung in the academic year 2021/2022

Keywords: Roundtable technique, writing ability, report text, quasi experimental design.

DECLARATION

This thesis entitled *The Influence of Round Table Technique Towards Student's Writing Ability In Report Text at The Second Semester of The Eighth Grade at SMA Al-Azhar 3 Bandar Lampung in The Academic Year of 2021/2022* is entirely individual accomplishment. Even though, several statements and theories from various sources were cited and those are properly acknowledged in the text.

Bandar Lampung, May 2022

Declared by,

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MOTTO

ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ﴿٤﴾ عَلَّمَ ٱلْإِنسَـٰنَ مَا لَمْ يَعْلَمْ ﴿٥﴾

"He Who taught (the use of) the pen. Nay, Verily man is rebellious" (QS. AL-'Alaq:4-5)[1]

[1] Abdullah Yusuf Ali, The Meaning of Holy Qur'an New Edition Revised Translation, Commentary and Newly Comprehensive Index (Beltsville: Amana Publication, 2005), p. 1506

DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Dalhuni and Ms. Suraidawati, who already prayed, supported and guided me to be successful in my study and life.
2. My beloved older brother Ario Syarif Wijaya, and younger brother Rifki Ardiansyah, S.T who always give me spirit and suggestion.
3. My beloved lecturers and almamater of UIN Raden Intan Lampung.

CURRICULUM VITAE

Devi Listia Lupita was born in Bandar Lampung on June 22, 1996. She is the second child of Mr. Dalhuni and Ms. Suraidawati's daughter. She has older brother named Ario Syarif Wijaya., and her youngest brother named Rifki Ardiansyah, S.T.

She began her study at SD Negeri 2 Karang Anyar in 2001 and graduated in 2006. Then, she continued at SMP Negeri 3 Jati Agung in 2008. After she graduated from SMP Negeri 3 Jati Agung in 2011, she continued her study at SMAN 13 Bandar Lampung in 2011 and graduated in 2014. After that she continued her study in State Islamic University Raden Intan Lampung as a student of English Study Program of Tarbiyah and Teacher Training Faculty since 2015.

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Praise be to Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace is upon to our prophet Muhammad SAW, as well as his family and followers. This thesis entitled "The Influence Of Round Table Technique Towards Students' Writing Ability in Report Text at The Second Semester of The Eleventh Grade at SMA Al-Azhar 3 Bandar Lampung in The Academic Year of 2021/2022" is submitted as a compulsory fulfillment of the requirement for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University Raden Intan Lampung. When finishing this thesis, so many helps, assistances, aids, supports and valuable things from various sides. Therefore, great appreciation is addressed to:

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Finally, it has to be admitted that nobody is perfect and there are still many weaknesses in this thesis. Therefore, any criticisms and suggestions from the readers to enhance the quality of this thesis are sincerely welcomed. Furthermore, the thesis is expected to be useful especially for those who are involved in English teaching profession.

Bandar Lampung, May 2022
Acknowledged by,

Devi Listia Lupita

TABLE OF CONTENTS

Page

COVER ..... **i**
ABSTRACT ..... **ii**
DECLARATION ..... **iv**
APPROVAL ..... **v**
ADMISSION ..... **vi**
MOTTO ..... **vii**
DEDICATION ..... **viii**
CURRICULUM VITAE ..... **ix**
ACKNOWLEDGEMENTS ..... **x**
TABLE OF CONTENT ..... **xii**
LIST OF TABLES ..... **xiv**
LIST OF APPENDICES ..... **xv**

CHAPTER I INTRODUCTION

A. Background of the Problem 1
B. Identification of the Problem 6
C. Limitation of the Problem 6
D. Formulation of the Problem 6
E. Objective and Use of the Research 6
F. Significance of the Research 7
G. Scope of the Research 7

CHAPTER II REVIEW OF RELATED LITERATURE

A. Frame of Theory 9
1. Concept Writing 9
a. Definition of Writing 9
b. Basic of Writing 11
c. Function of Writing 13
d. Writing Process 14
e. Teaching Writing 15
f. writing Ability 16
2. Concept of Text 17
a. Definition of Text 17

b. Kinds of Text 19
3. Concept of Report Text 20
a. Definition of Report Text 20
b. Features of Report Text..... 21
c. Generic Structure of Report Text 21
d. Example of Report Text 23
4. Concept of Round Table Technique 23
a. Definition of Round Table Technique 23
b. The Procedure of Round Table Technique 25
c. Advantages of Round Table Technique... 26
d. Disadvantages of Round Table Technique 27
5. Concept of Free Writing Technique 27
a. Definition of Free Writing Technique 27
b. The Procedure of Free Writing Technique 28
c. Advantages of Free Writing Technique... 29
d. Disadvantages of Free Writing Technique 29
B. Frame of Thinking..... 29
C. Hypothesis 30

CHAPTER III RESEARCH METHODOLOGY

A. Research Design 33
B. Variable of the Research..... 34
C. Operational Definition of Variables..... 35
D. Population 35
E. Sample of the Research..... 36
F. Sampling Technique..... 37
G. Data Collecting Technique 38
H. Research of Instrument..... 39
I. Research Procedure..... 39
J. Scoring Scale for Evaluating Students' Writing Report Text 40
K. Validity, Reliability and Readability 44

1. Validity of the Test 44
2. Reliabiliy of the Test..... 45
3. Readabiliy of the Test 46
L. Data Analysis..... 47
1. Normality Test..... 47
2. Homogeneity Test..... 49
3. Hypothetical Test..... 50

CHAPTER IV RESULT AND DISCUSSION
A. Result of the Research 53
1. Result of Pretest and Posttest in EC 53
2. Result of Prettest and Posttest CC..... 56
3. Gain Score Pretest and Posttest..... 58
B. Data Analysis..... 58
1. Fulfillment of the Assumption 58
a. Result of Normality Test 59
b. Result of Homogeneity Test..... 60
2. Result of Hypothetical Test 61
C. Discussion 62

CHAPTER V CONCLUSION AND SUGGESTION
A. Conclusion..... 65
B. Suggestion 65

REFERENCES
APPENDICES

LIST OF TABLES

Pages

Table 1 Students' Score of Writing 3
Table 2 Example of Report Text 25
Table 3 Pre-test and Post-test Design 37
Table 4 The population of Research 49
Table 5 Statistic the Result of Prettest Experimental Class60
Table 6 Statistic the Result of Posttest Experimental Class 62
Table 7 Statistic the Result of Prettest Control Class 63
Table 8 Statistic the Result of Prettest Control Class 65
Table 9 The Result of Normality Test 67
Table 10 The Result of Homogeneity Test 68
Table 11 The Result of Hypothetical Test 69

LIST OF APPENDICES

		Pages
Appendix 1	Question of interview for Teacher	69
Appendix 2	Result of Interview for English Teacher	70
Appendix 3	Question of interview for Students	72
Appendix 4	Result of Interview for Students	74
Appendix 5	Students' Writing report text Score	76
Appendix 6	Syllabus SMA	83
Appendix 7	Lesson Plan for Experimental Class	89
Appendix 8	Lesson Plan for Control Class	127
Appendix 9	The Instrument of Pre-test	149
Appendix 10	The Instrument of Post-test	150
Appendix 11	Form of Construct Validity	151
Appendix 12	Readability of The Writing Test	152
Appendix 13	List name student of Readabilty Test	153
Appendix 14	Result of Readability of The Writing Test	154
Appendix 15	List of Sample of the Research	155
Appendix 16	The Students' Score of Experimental class (XI IPA2)	157
Appendix 17	The Students' Score of Control class (XI IPA1)	158
Appendix 18	The Analysis Students' Score of Pre-Test in the EC	159
Appendix 19	The Analysis Students' Score of Post-Test in the EC	160
Appendix 20	The Analysis Students' Score of Pre-Test in the CC	161
Appendix 21	The Analysis Students' Score of Post-Test in the CC	162
Appendix 22	The Result of Reliability for Pre-Test in EC	163
Appendix 23	The Result of Reliability for Pre-Test in EC	164
Appendix 24	The Result of Reliability for Post-Test in CC	165
Appendix 25	The Result of Reliability for Post-Test in CC	166
Appendix 26	The Result of Normality Test	170
Appendix 27	The Result of Homogeneity Test	170

Appendix 28 The Result of Hypothetical Test 171
Appendix 29 Picture 172

CHAPTER I
INTRODUCTION

A. Background of the Problem

Writing is one of the skills to be achieve in English language learning. Raimes says "writing is a skill in which we express ideas, feelings, and thoughts that are arranged in words, sentence and paragraph by using eyes, brain and hand".[1] It's means that writing is expression of feelings and ideas. Then for do that should use brain to produce idea, use hand to write and also use eyes to look at the result of writing. Therefore writing is a complex skill.

Writing is a thinking process. The process consists of some stages to reach the goal. According to Elbow in Brown, "writing is a two-steps process. The first is figuring out the meaning, and the second putting into language".[2] Based on statement above, writing is an activity that have two steps that are collecting the greatest idea and then bringing it into reality.

Sutanto states, "writing is as a process of expressing idea our thoughts in words that should be done at our leisure. It can be very enjoyable as long as we have the ideas and the means to achieve it".[3] So, writing is an enjoyable activity as long as to can create top idea in writing. In fact, many students find difficulties in writing, because they did not know how they can express their idea well. As we know, writing is one of difficult skill for many people. Because writing is complex, the students must master vocabulary, grammar and the others.

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[1]Ann Raimes, *Technique in Teaching Writing*, (Oxford*:* Oxford University press, 1983), p.2

[2]H. Douglas Brown, *Teaching by Principle, An Interaction Approach to Language, Pedagogy*, (New Jersey: Prentice Hall, 1994), p. 361.

[3]Leo Sutanto, *Essay Writing*, (Yogyakarta: CV. Andi Offset, 2007), p.1.

Nowadays most students hardly ever follow the writing stages in their writing. Sometimes they just rearranged jumbled given by the teacher or take from the textbooks. In the level senior high school the students learn about the text. There several kind of text namely narrative text, recount text, descriptive text, report text, explanation text, discussion text, review text, anecdote, spoof and news item. Because of many kinds of text the researcher in this research only focuses on report text.

To know the student problem, the researcher did preliminary research in SMA Al-Azhar 3 Bandar Lampung, the researcher interviewed the teacher and gave the questionnaire to the students. Based on interviewed Paridah as the English teacher there, Researcher conclude that the student can not develop their idea well in writing. The students are afraid do mistakes grammar, vocabularies and language use in their writing. Therefore, the students motivation in writing still low.[4]

Based on the questionnaire the researcher gave to the students, the researcher also found some factors of students' problems in learning English especially writing report text. The students difficult to think creatively and develop ideas or word in paragraph report text. Beside that, the class condition was less attractive because of the factor they are lazy and afraid to write.

From the result of interview with the teacher and questionnaire's students about English subject the researcher found that the students ability in English lesson at SMA Al-Azhar 3 Bandar Lampung need to be improve, especially in report text. It could be seen from students' English score in report text. It is displayed in Table 1.

[4]Mrs. Paridah S.Pd, Interview to English Teacher, SMA Al-Azhar Bandar Lampung, Lampung, March, 6th 2021

Table 1

Students' Score of Writing Report Text at the Eleventh Grade of SMA Al-Azhar Bandar Lampung in the Academic Year of 2021/2022

No	Students' Score	Class							Total	Percentage
		IPA5	IPA6	IPA7	IPA8	IPS1	IPS2	IPS3		
1	≥ 78	16	14	15	14	13	10	13	95	42%
2	< 78	19	21	20	21	17	18	17	133	58%
Total		**35**	**35**	**35**	**35**	**30**	**28**	**30**	**228**	**100%**

Source: *The score from English teacher of SMA Al-Azhar Bandar Lampung.*

From the data in Table 1, it can be seen that from 228 students in them, there are 133 students (58%) got score under 78. Because the minimum achievement criteria of English subject of the eleventh grade at that school is 78. It indicates that most of students still face difficulties in writing.

Mrs. Paridah said in the class she uses free writing technique, but she didn't use other the technique to teach writing report text cause she think the time not conductive and spend much time for do that.[5] The researcher concludes that the teacher haven't get technique which proper to teaching in writing report text. Therefore, to overcome this problem the researcher will use round table technique to overcome the students problems in writing report text.

[5] Mrs. Paridah S.Pd, Interview to English Teacher, SMA Al-Azhar Bandar Lampung, Lampung, March, 6th 2021

Based on the statements above, the researcher conclude that in increasing students writing ability, the teacher should use various effective method or technique to improve students writing ability. There are many kinds of technique or method that could be uses in teaching and learning especially in writing. One of them is uses round table technique.

Round table technique is essentially the write version of the discussion technique. Round table ensures equal participation among group members and exposes students to multiple view point and idea.[6] This technique encourages students to adjust their writing as they respond and react to the comments of the writers that preceded them. Therefore, this technique is predicted can help the students to proper their problems in writing, especially in report text.

Round table is a good strategy to make students briefer to express themselves to express their idea and generate it with each other. The importance of teaching writing through round table is that students can share what information they know with the other friends, they can help the other friends to make good paragraph and students understand the material better.

The previous research on round table technique was conducted by Hasty Putri Utami. The subjects are the first grade of SMAN 9 Bandar Lampung in academic year of 2018/2019. The object research is to find out the improvement of students' descriptive writing ability after the implementation of round table technique in teaching descriptive writing. The result showed that there is positive effect of round table discussion technique in improving students' writing ability was accepted. The mean score of

[6] Elizabeth F. Barkley, K. Patricia Cross, and Claire Howell Major, *Collaborative Learning Techniques a Handbook for College Faculty*, (united states of America: Jossey Bass,2005), p 241

pretest was 68.83 and the mean score of posttest was 74.21.[7] It means was improved from the proved that score. From the explanation above, it can be conclude that round table technique is a suitable technique to be and influential towards students writing skill

Another previous research conducted by Rezki Adelina entitled "The use of Round Table Technique to Improve Students Writing Skill of Narrative Text in Senior High School 1 Polongbangkeng". The researcher state that roundtable technique should be used as effective and interesting for students either then writing on their enthusiasm in learning process. The students can write text easier.[8] The result of this research shows that roundtable technique could improve students' writing narrative text.

Referring to the previous research above, there are some differences and similarities, the differences are the purpose of the research and kind of text, in the previous research uses descriptive and narrative text. In this research, the researcher use report text. The similarities like on technique, use the roundtable technique. Therefore, the researcher expects that the roundtable technique can help the students' writing ability.

Based explanation above, the researcher interested to use roundtable technique in teaching and learning writing report text. The researcher will conduct a research entitled: The Influence of Round Table Technique toward Students' Writing Ability in Report Text at the Second Semester of the eleventh Grade of SMA Al-Azhar 3 Bandar Lampung.

---

[7] Hasty Putri Utami, *The Implementation of Roundtable Technique In Improving Students' Writing of Descriptive Text.* (Lampung: Lampung University, 2018)

[8] Rezki Adelina, *The Use of Roundtable Technique to Improve Students' Writing Skill of Narrative Text at Eleventh Grade in Senior High School 1 South Polongbangkeng.* (Makasar: Islamic University Makasar, 2017)

B. Identification of the Problem

Based on the background of the problem, the researcher will identify the problems of this research as follows:

1. The students need improve in their writing ability.
2. The students find difficulties to express their idea in written form.
3. The students have not many vocabularies to write.
4. The students find difficulties in grammar.
5. The class condition was less attractive.

C. Limitation of the Problem

Referring to the background and the identification of the problem above, the researcher will focus on using round table technique toward writing ability in report text at the second semester of eleventh grade students of SMA Al-Azhar 3 Bandar Lampung in the academic year of 2022.

D. Formulation of the Problem

Based on identification and limitation of the problem above, the problem can be formulated into: Is there any significant Influence of using Round Table Technique towards Students Writing Ability in Report Text at the Second Semester of eleventh Grade of SMA Al-Azhar 3 Bandar Lampung in the Academic Year of 2022?

E. Objective of the Research

Related to the problem formulated above, the objective of the research is to know whether there is significant influence Round Table Technique towards students' writing ability in Report Text or not.

F. Significance of the Research

1. Theoritically

For the theoritical contribution, the results of this research are expected to support the previous theories about the influence of Round Table Technique towards student's writing ability in Report Text.

2. Practically

For practical contribution, the results of this research are expected that the teacher can use round table technique in teaching report writing and the students can increase their report writing ability.

G. Scope of the Research

1. Subject of the Research

The subjects of this research will be the students of the second semester of eleventh grade students of SMA A-l-Azhar 3 Bandar Lampung.

2. Object of the Research

The object of this research will be the students' writing in report text ability and round table technique.

3. Place of the Research

The research will be conducted at SMA Al-Azhar 3 Bandar Lampung.

4. Time of the Research

The research will be conducted at the Second semester in the academic year of 2022.

CHAPTER II
LITERATURE REVIEW

A. Frame of Theories

1. Concept of Writing

a. Definition of Writing

Caroline says that writing is combination of process and product of discovering ideas, putting them on paper and working with them until they are presented in manner that is polished and comprehensible to readers.[9] Making good writing, we need to use the correct grammar rules, choose the right vocabulary, and consider coherent and cohesion. Therefore that writing is a productive skill. It means that writing is an ability by which learners can a produce of language in written form which have contains of a symbol and involves a complex process. It is not a spontaneous activity, because it is need some mental efforts to combine and arrange sentence. Therefore writing should be mastered of using a language because writing skill has significances in improving a communicative competence of learning the language.

In addition According to Nytrand writing is a matter of elaborating text in accordance with that the writer can reasonably assume that the reader knows and expect.[10] It means that writing is an activity to share information which is understandable for the reader. So, the writer should be able to communicate to readers through his sentences.

[9] Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: Mc. Graw Hill, 2005), p.98.

[10] Nytrand, *Writing English Language Test.* (New York: Longman, 1989), p.75

Meanwhile Siahaan says that writing skill aims to communicate information from the writer to readers.[11] Writing becomes one of the ways to send the message or information from writer to the reader. Therefore, it involves both the writer and the reader in communication process. Additionally, Hyland said that writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her views on a topic.[12] Herein, one of the methods that people can do to transmit information and give their views on some topics in written form is writing.

Added by Heaton writing skill are complex and difficult teach.[13] Most of learners agree that writing is one of the difficult English skills to master. Because in writing, if they are going to write something, they have to pay attention to the right structure and vocabulary related to what they are going to write. It is in line with Siahaan who states that writing considered as the most difficult skill because in writing they have to combine the correct grammatical and also to coherence of the paragraph.[14] Herein, even writing is hard work, but through writing big opportunity to convey and to express our idea can be achieved. In Islam, the importance of writing is also stated in holy Quran on the first verse of surah Al-Qalam:

نٓ وَالْقَلَمِ وَمَا يَسْطُرُونَ

"Nun. By the pen and that which they write (therewith)". (Q.S Al-Qalam).

---

[11] Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p.2.

[12] Ken Hyland, (1st Published), *Second Language Writing*, (New York: Cambridge University Press, 2003), p.9.

[13] Heaton, J.B. *Writing English Language Test.* (New York: Longman Inc), p.135

[14] Sanggam Siahaan, *loc. cit.*

Qolam in the verse means a pen which is used to write the knowledge. It means that everyone who writes something, actually they are in process of thinking to create idea in writing and understand its meaning and purpose.

Writing has its 'mechanical' components like handwriting, spelling, punctuation, and the construction of well-formed sentences, paragraph, and text.[15] In addition to, there are several mechanical components of writing that must be applied in writing to be good sentence, paragraph, and text. To make it happen, those components must be placed in right way.

Referring some definitions above, it can be concluded that writing is one of productive language skill which can express our ideas through written form. By writing, we can share our ideas, feelings, or anything that exist in our mind. Writing is frequently useful as preparation for same other activity, in particular when students write sentence as preamble to discussion activities. Some people consider that writing is a difficult thing to do. It is writing is a complex process which not a spontaneous activity.

b. Basic of Writing

Teacher should know some basics of writing. The teacher needs to know some basic of writing. Through these basic beliefs of writing, they may help their students to become a spontaneous writer, there are strong links between teachers basic beliefs and their classroom practice. In what follows they share some basics of writing with their reader. There are four basics of writing for the classroom.

[15] Jeremy Harmer, *How to Teach Writing*, (New England: Pearson Education Limited, 2004), p.44.

a. Writing is a language act:

In classroom teachers should give time for talking and listening before, during and after writing. Students need to talk about their topics before they start to write. Talking and listening, before writing helps students to focus on and get initial idea for their writing. During writing, listening and speaking can help students clarify and check for meaning which helpful for their revising and rewriting. There is a link between writing and reading. Teacher takes every opportunity to make link between and reading and writing. This might be during modeled writing lessons or when we read to students.

b. Writing is worth learning:

Effective writers need to be confident writers. They need to understand that writing is life empowering and therefore worthy of learning. In classroom this means, teachers give the opportunity to write everyday in a supportive and risk-free environment. Teachers value students' writing explicitly through sharing and meaningful feedback. Teachers should provide many opportunities for students to reflect on their writing and to share theire writing with peers.

c. Writers need to understand the roles of audience and purpose:

Teacher should read aloud to students (at all levels) as often as possible. When appropriate, tecahers discuss the author's perceived purpose for writing and its intended audience. Teachers should always give opportunity to talk about the purpose of their writing before they begin writing.

d. Writers need to understand the writing process:

Teachers should use modeling and teacher talk to demonstrate to students all the processes of writing, including focusing, composing, editing, and proofreading. Teacher modeling is not just about the surface features of

writing but is concerned with control of the process, even with beginning writers. Engagement in all the processes requires a range of skills, so teacher modeling and instruction are important to ensure the development of these skills. Teachers should remind these processes of writing regularly and they can display an outline chart in the class regularly. [16]

c. Function of Writing

However, writing is not just one, undifferentiated kind of activity: different purposes require different kinds of writing. The writer can use writing to:

a. Record events, through log books diaries etc:
b. Work out ideas and shape emerging thoughts, through jottings, drawings and notes and wikis;
c. Order and extend thinking, as in planning for action or developing and arguments;
d. Reflect on experiences, ideas or learning, through journals, logs and diaries;
e. Create aesthetically satisfying works, such as stories, poems and plays:
f. Communicate with others, both known and unknown, in a range of formal and informal ways, through texting, e-mails, letters, work reports etc. [17]

These purposes are not all mutually exclusive: some writing may be for the writer alone, but most writing has a communicative function, an audience in mind. In addition, engaging in the act of writing builds a cultural identity for the writer, an authorial persona. To write is to extend one's relationship with the world and one's role in it.

[16] Shimmy Sanam Mouri, *English Composition Writing Skills of Class Five Students*, (Dhaka: BRAC Institute of Language, 2016), p.23

[17] Henrietta Dombey, *What We Know About Teaching Writing*, (Brighton : University of Brighton 2007).p.23

d. Writing process

The process of writing is the stage by the writer to produce something that it is final written form. Moreover, writing is a process.[18] Thus, writing as a process contains or writing is the planning or prewriting, drafting, or editing process that writers experience to produce a piece writing. Writing is a recursive process.[19] It can be said that when we trying to write something, we need some steps. According to Johnson, here are stage of writing:

a. Prewriting stage

During this stage, student explores and focuses on the purpose, audience, topic, and form that writing task could take. This is the "getting-ready to-write" stage where writers take the time to explore thoughts and feelings, organize and jot down ideas, and develop strategy for how they will approach the writing.

b. Drafting Stage

The drafting is the writer's firs attempt to capture ideas on paper. Quantity here is valued over quality. If done correctly, the draft is rambling, disconnected accumulation of ideas. Most of the writing activities in the classroom involve just these first two steps. Only this draft that students feel are interesting or of value should be taken to the next step.

c. Revising

This is the heart of the writing process. Here a piece is revised and reshaped many times. The draft stage is like throwing a large blob, adding parts, taking parts away, and continually molding and chaning. Here you look for flow and structure. You reread paragraphs and move things around.

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[18] Penny Mckay, *assessing young language learners*, (Cambridge University Press, 2008)),p.245

[19] Hartley James, *Academic For Writing And Publishing: A Partical Handbook*, (New York: Routledge,2008),p.10

d. Editing

This is the stage where grammar, spelling, and punctuation error are corrected. A word of caution: the quickest way to ruin a good writing project or damage a writer is to insist that step 4 be conclude in step 1, 2 or3. If writers are editing or worrying about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing suffers. Precious brain space that is devoted to generating and connecting ideas will instead be worrying about writing mechanics.

e. Publishing and sharing

This is where students' writing is shared with an audience. Writing becomes real and alive at this point. Publishing can involve putting together class books, collections of writing school or class newspaper, school or class magazines, or displaying short sample of writing in the hall or out in the community. Writing experiences become even more powerful by having students read their work out loud in small group, to another classmate, or in a large group setting.[20]

e. Teaching Writing

According to harmer, he says that by far the most important reason for teaching writing of course is that a basic of language skills.[21] The process of teaching writing is not an easy option for students or teachers.[22] Harmers also says that in teaching writing, first students write a composition in the classroom which the teacher corrects and hands back the next day covered in red ink. Before getting students to write we can encourage them to think about what they are going to write by planning the content and sequence of what they will put down on paper. And brainstorming to more guided tasks

[20] Andrew P Johnson. *Teaching Reading And Writing: Guidbook For Tutoring And Remediating Students*. USA:Littlefield Publishing Group, Inc.2008.p.179.

[21] Jeremy Harmer, *the Practice of English Languge Teaching, 4th Edition,* (Edinburgh Gate: Longman,2007),p.23

[22] Jeremy Harmer, *Op.cit.* p.13

where the teacher or the course book includes a number of activities which lead students to plan for a forthcoming task.[23] Therefore. Teaching writing for the student of English is more important than other language skills and the teacher must give the example for the student so the student can easily practice writing.

When the teacher is teaching writing in the class room, it has many activities that the students do in learning. The teacher doesn't only ask her/his students to write sentence or composition, but also focus on her/his activities in language practice and make them more active. When teachers teach writing course, she/he does not only teach about to develop ideas in writing, but also serious attention of how to write English sentence grammatically and systematically. So the teacher is important to make the students focus on learning and the students should pay attention during the learning.

Based on the explanation above, the writer can conclude that teaching writing is not only asks her/his students to write sentence or composition, but also focus on her/his activities in language practice and make them more active. Students are quite difficult to understand how to learn writing and it is not easy because the student should learn some components. It means that the teacher must be able to teach writing easily to make the students feel a viable to learn. Good performance can help the teacher to send the material perfectly.

f. Writing Ability

Writing is one of the important ways to deliver information through language mastery by both the writer and the reader. Siahaan says that writing is the skill of a writer to

[23] *Ibid.*,p.11

communicate information to reader in written text.[24] It means that we must have an ability to express our ideas and thoughts in our writing clearly. It is needed in order the reader can receive the information clearly. Writing has some components that should be fulfilled. Heaton says that there are five major aspect are accompanied by an explicit description of what is mean by the different band-scales". The criteria for good writing, they are:

a. Content (the ability to think creatively and develop thoughts)
b. Organization (the ability to write inappropriate manner)
c. Vocabulary (the ability to use word/idiom)
d. Language (the ability to write an appropriate structure)
e. Mechanic (the ability to use punctuation, capitalization, spelling, and layout correctly).[25]

Based on the explanation above, the researcher conclude that writing ability is an ability to communicate information and ideas to someone, public, government. Also writing is not an activity off arranging words into form sentences, but also when people write, they should organize some interesting stuff, which is experiences or ideas in write form by showing good proper use of such aspects as content, organization, vocabulary, language, and mechanics.

2. Concept of Text

a. Definition of Text

According to Siahaan, a text is a meaningful linguistic unit in a context. A text is a both a spoken text and written text.[26] Therefore, a text is a writing form or result of the writer write.

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[24] Sanggam Siahaan, *Issues in Linguistics*,(Yogyakarta: Graha Ilmu, 2008), p.215

[25] J.B. Heatin, *Writing English Language Tests*, (New York: Longman, 1990), p.135

[26] Sanggam SIahan and Kisno Shinoda, *generic structure Text* (Yogyakarta: Graha Ilmu, 2008), p.1

That is usually text is meaning spoken text. It can be a word, phrase, sentence or discourse. Written text is any meaningful written text. The researcher assumes that text is some sentences in written text and the readers can get information from the text.

According Derewianka, a text is any meaningful stretch of language, oral, or written.[27] But of course not all texts are the same and a functional model of language tries to describe the ways in which they differ. That means that text is an expression that has content or meaning but means differently because there are several different types of text.

Text have a structure, they are orderly grammatical of words, clauses and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meaning.[28] Futher language is always produced, exchanged or received as atext that is language as a system of communication is organized as cohesive units we call texts.[29] Text is a unit of meaning which is coherent and appropriate for its context.[30] It means that text is used as communication by the writer with organized the structure or the text and grammatical of words, clauses and sentences.

From all the explanation above, it can be conclude that text is contains expressions that have structure, content, purpose, which conveyed in written form. The text has several different types and meanings in its delivery. Therefore the structure of the text varies depending on the type of text itself.

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[27] Beverly Derewianka, *Exploring How Text Work*, (Laura street Newtow: primary English teaching association, 1990), p.7

[28] Ken Hyland, *teaching and Researching writing*, Second Edition (united Kingdom: Great Britain,2009) p.8

[29] Petter Knapp and Megan Watkins, *Genre, text, Grammar, Technologies For Teaching and Assessing Writing*, (Sydney: University of new south wales press 1td, 2005), p.29

[30] Rudi Hartono, *Genres Based Writing*, (Semarang: 20005), p.4

b. Kinds of Text

According English syllabus of school based Curriculum (K13), the teaching of writing for students of senior high school involves the teaching of paragraph or text. In English, we can find many kinds of text in teaching writing of students. Each of these texts has its own characteristics and function. Students should have knowledge of these texts. The example genres of the texts are:[31]

1. Spoof Text: Spoof text is to retell event with humorous twist.
2. Recount text: Recount text is to retell events for purpose of informing or entertaining.
3. Report text: Report text is to describe the way things are, with reference to a range of natural, made, and social phenomena in our environment.
4. Narrative text: Narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways; narrative deal with problematic events which lead to a crisis or turning of some kind, which in turn finds a resolution.
5. Descriptive Text: Descriptive text is to describe a particular person, place or thing.
6. Procedure text: Procedure text is a type of text to tell how to do something.
7. Analytical exposition text: Analytical exposition text is to persuade the reader or listener that something is the case.
8. News Item: News item to inform readers, listeners or viewers about events of the day which are considered news, worthy or important.
9. Discussion: Discussion to present at least two points of view about an issue.

[31] Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Australia: Antipodean Educational Enterprises (AEE), 1994), p.192-204)

10. Anecdote: Anecdote to share with others an account of an unusual carousing incidents.
11. Review: Review to critique an art work, event for a public audience.

From many genres of the text above, the hardest genre of the texts to be mastered by non-native speaker is report text. It is because the students need construct their idea, arguments, and awareness about the case of the text and they have to be able to convey their idea in English. As the mastering of report text is one of final exam's requirements, the problem of understanding this text needs to get extra attention. Therefore, I decide to do my study about the use of roundtable technique to improve students' achievement in writing report text. I hope that this technique will be the good technique in teaching English especially writing report text.

3. Concept of Report Text

a. Definition of Report Text

Gerot and wignell says that report text is a text which functions to describe the way things are with reference to a range of natural, manmade and social phenomena in our environment.[32] Report means a text describe things in general. The characteristic that distinguishes report text and descriptive text are how it is written. The text report only explains the topic of the text in general, while the descriptive text tells the topic of the text in more detail.

Hyland says that social purpose and report is to present factual information, usually by classifying things and then describing their characteristics.[33] Text report is text whose contents

[32] Gerot, L, and Wignell, *making sense of functionce grammar*, (Sydney: Gerd Stables, 1994),p.196-197

[33]Hyland, Ken. *Second language witing*.(Cambridge University Press: Cambridge 2003),p.20

describe something as it is as a result of systematic observation or analysis. The communicative purpose of the report text is to convey information about something, as it is as a result of systematic observation or analysis.

Based on statements above it can be conclude that report text is describe the way things are with reference. The purpose of report is to classify, describe or to present information about subject. Report text as a kind of story genres and factual genres they are anecdote, recount, spoof, procedure, explanation, exposition, discussion, description, review, new item, commentary, and narrative.

b. Features of Report Text

Report text has significant language features that support the form of a report text. Here are the language features of report text:

1. Focus on generic participants
2. Use of relational processes
3. Use of simple present tense (unless extinct)
4. No temporal sequence.[34]

c. Generic Structure of Report Text

Report text have two main parts, these are show in explanation below is called generic structure. The generic structure of report text there are:

1. General classification: stating classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general.
2. Description: describing the thing which will be discussed in detail; part per part, customs or deed for living creature and usage for material.[35]

[34]Gerot, L, and Wignell, *Op.cit.*, p.196

Table 2
Example of Report Text

Text	Generic structure
Giraffe	**Title**
Giraffe is the highest animal in the world. Its height can reach 4.8 to 5.5 meters and its weight about 1360 pounds. Giraffe has a unique characteristic. They have a very long neck and two small horns on its head. Giraffes have big brown eyes and protected by thick and long eyebrows. Her body is covered with a unique pattern that is attached by brown spots all over their body.	General Classification Description
Just like camels, giraffes can survive without drinking for long time because giraffes can rely on the water contained in leaves they eat. Giraffes are very selective in choosing food. They always eat young leaves that grow in the tree tops. Their tongue shaped like a knife help them to cut branches which are very hard.	
Female giraffes can start	

[35] Ibid. p. 196

pregnant at the age of five years, with a gestation period of 15 months. Commonly female giraffe bear one baby, but sometimes two babies at once. Giraffes bear its baby with a standing position. When the baby is about to be born, they just drop it to the ground from a 1.5 meter of height. Baby giraffe can stand with about 20 minutes since being born, and begin breastfeeding within an hour of birth.	

4. Concept of Round Table Technique

a. Definition of Round Table Technique

According to Kagan roundtable is learning technique where the students take turn generating written responses, solving problems, or making a contribution to a project. Students take turn in their team. [36] It means the students can make their work with their friend and can express the ideas easily in their team

Jon e Pederson states that cooperative is students learn in groups of four or five. 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/she mastered the learning material. In order to cooperate, 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

[36] Spencer Kagan and Miquel Kagan. *Cooperative Learning*. (Use:Kagan Publishing:2009), P.6.34

common goal.[37] Cooperative Learning is learning mediated by students rather than the instructor. In cooperative learning, students work in groups to teach themselves content being covered. Teachers can utilize a variety of learning structures while providing cooperative learning. It deals with the concept of round table, it is one of cooperative learning techniques which led students to work together in a small group by taking turns in a round table.

Moreover Heatland express that roundtable is form pairs within team and take turns with a partner sharing ideas back and forth. Afterwards, the team discusses which ideas are common to the pairs and which ideas where unique.[38] It can be defined as round table is not only to practice work in group, but also to make it same in understanding of the material or on topic give.

Meanwhile Richard states that Roundtable technique is a technique in which there is a piece of paper and a pen or pencil for each group. The students give responses of the question or problem given by writing the answers on a piece of paper given in turns within a group. Roundtable technique can be used in teaching writing since this technique tends to facilitate the students to write different answers. [39] Besides, it also gives the students equal participation in solving a problem, in this case, writing.

In addition Meccafferty cited by Ratnasari argues that Round Table Technique is learning technique that applies to appoint each member of the group to participate in the group by taking

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[37] Jon E.Pedorson And Annette D.D. *Secondary School and Cooperative Learning*.(New York: Routledge:1995). P.341

[38] Heatland. *Strategies and Tools For Group Processing*.(Chicago:Area Education Agency:2006) ,P.5

[39] Richard, J.K. and Rogers, T.S. *Approaches and Methods in Language Teaching*. (New York: Cambridge University Press: 2001) p.198

turns to form a round table or sit in circle.[40] This statement is defined as all students are hoped to be active in learning.

Referring to several definition of roundtable, the researcher conclude that roundtable technique establishes students to work together in a team and try to learn something together. Roundtable is learning technique where the students take run in their learn by generating their response, solving problems, or making a contribution to a project. The students can make their work with their friend and can express the ideas easily in their team.

b. Procedure of Round Table Technique

Round Table Technique is originally designed for teaching writing, but in practice this technique can be developed to teach all kinds of subjects and skills. According to Kagan , the steps of Round Table Technique are:

1. The teacher assigns a topic or question and provides think time.
2. All four students respond, simultaneously writing, drawing, or building something with manipulatives.
3. The teacher signals time, or students place thumbs up when done with the problem.
4. Students pass papers or projects one person clockwise.
5. Students continue, adding to what was already completed.
6. Continue, starting at Step 3.[41]

Based on the explanation above the researcher can conclude that steps Round Table Technique in teaching writing are:

[40] Ratnasari, Sekar Chandra. *Effectifitas Model Pembelajaran Kooperatif Tipe Round Table Dalam Meningkatkan Ketrampilan Menulis Siswa.* (Jakarta: UPI. Skripsi Retrieved. 2016, Wednesday, December 11 perpustakaan.upi.edu) p. 5[40] Opcit. Kagan, p. 6.34

[41] Kagan, *Op.Cit.* p. 6.34

1. The teacher asks the students to sit in a group of four to six students; (grouping)
2. The teacher gives the groups similar theme; (preparing)
3. The teacher asks the member of the group to write words or phrase related to the theme; (brainstorming)
4. The group writes a text using the word/ phrases written; (writing)
5. Each group presents their writing; (Presenting)
6. The teacher asks each group to make correction; (evaluating)
7. Each group revises their work/writing. (revising)

Harms and Mayers conducted research by implementing Round Table Technique to teach writing and describe Round Table Technique is a student-led approach to individual presentations. Round Table consists of small groups of five students, with each student having a specific role. These roles rotate among students throughout the semester, allowing students to practice each role. Furthermore, Harms and Mayers argues that implementing Round Table Technique may appear complicated at first, but with careful introduction and explanation teacher can implement them with great success.[42]

c. The advantages of Round Table Technique

Barkley says that Roundtable ensures equal participation among group members and exposes students to multiple viewpoints and ideas. By having students write their ideas as opposed to speaking them, Roundtable help students to focus their attention, gives students quiet time to think about their responses, and provide an accumulative record. In

[42] Harms, Emily and Myers, CeAnn. *Empowering Students Through Speaking Round Tables*. (Journal of Language Education in Asia Volume 4. Japan. Toyo University. 2013), p. 44

Roundtable, students were able to build upon each other's contributions. It encourages students to adjust their writing (in areas like content, conventions, style, and vocabulary) as they respond and react to the comment of the writers that preceded them.[43]

d. The Disadvantages of Round Table Technique

Barkley says that Roundtable is one of the brainstorming techniques called as the natural way in developing the writing. It is only used for fairly simple tasks, not for the complex or reasoning ones. It is only the surface of technique in teaching writing, so it does not a good technique when it is used to write an easy writing which has long Paragraph. Sometimes the learners are confused how to use it because the learners confused where to start writing. Besides, the learners do this way under pressure to make this technique as an affective way. Time is wasted and students will likely get bored.[44]

5. Concept of Free Writing Technique

a. Definition of Free Writing

Free writing is means of teaching students that personal and emotional aspects of the "self" are welcome and are often seen in all types of writing.[45] This free writing is a tool of teaching students aspect in all types of writing personally and emotionally. Free writing has become a staple in teaching of writing as a heuristic for generating ideas.[46] It means that free

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[43] Elizabeth F. Barkley, K. Patricia Cross, and Claire Howell Major. *Collaborative Learning Techniques: A handbook for College faculty*, (San Francisco: A Wiley Imprint, 2005), p. 241

[44] Ibid, p.245

[45] Major, Wendy, *Freewriting: A means of Teaching Critical Thinking to College Freshmen*,(Availableat:Http://grammar.ccc.commnet.edu/grammar/composition/major_freewritinghtm).Accessed on Feb 13, 2021

[46]Briggs T.J., *Towards a Pedagogy of Free Writing*, (Available at : https://www.hastac.org/Towards-a-Pedagogy-of-Freewriting) Accessed on Feb 13, 2021

writing is technique to teach writing for getting ideas in writing.

Oshima says that free writing is a way to get and then to develop ideas.[47] Free writing helps you pour more attention, focus, and energy into what you write.[48] It means that free writing can be used by the students help to generate the ideas and engage themselves more deeply in writing their expression dealing with their imagination or their own experience. Free writing is a beneficial technique for their students of English, despite some of the obvious difficulties for learning of English.

Based on theories above the writer concludes that free writing technique is one technique to teaching writing for the students and help them to generate the idea and engage them selves more deeply in writing their expression dealing with their imagination onr their own experience.

b. Procedure of Free Writing Technique

a. The teacher explains the material.
b. The teacher shows the topic to the students.
c. The teacher guides the students to explore idea if the student does not have any idea of what to write about.
d. The teacher ask the students what they thinking about the topic and write it.
e. The teacher gives a times limit to student and writing about the topic.
f. The teacher leads the student to mention the words the related to the topic that is given.

[47] Alice Oshima, Ann Hogue, Addison Wesley Longman. *Introduction to Academic Writing, SecOND Edition, The Longman Academic Writing Series,* (England: Addison Wesley Publishing Company,1996), p.15

[48] Peter Elbow, *Writing Without Teacher,* (London: Oxford University Press, 1973), p.8

c. The advantages of Free Writing Technique

a. Free writing makes writing easier by helping you with the root psychological or existential difficulty in writing.
b. Free writing helps you learn to write when you don't feel like writing.
c. Free writing teaches you to write without thinking about writing.
d. Free writing helps you pour more attention, focus and energy into what you write.[49]

d. The Disadvantages of Free Writing Technique

a. The writer stops repeatedly, writers briefly, and is always looking around. He/she never seems to concentrate for more than a few seconds at a time.
b. The use of an eraser, liquid paper or scoring out of whatever has been written indicate a writer with perfectionism as his/her ideal.
c. Frequent use of the pocket electronic dictionary or flipping of dictionary pages indicates someone pursuing the most accurate word possible.
d. Since a quiet class is usually required for this task, the talker is immediately noticed above the silence of the classroom, either as the buzz from the back of the class or audible words coming from the corner.
e. The writer has another piece of paper on which is written a topic, title and even some notes or a plan. He/she can be seen copying or referring to it frequently.[50]

B. Frame of Thinking

Writing is one of the skills to be achieved in English language learning. Many factor can increase the students' writing in

[49] Peter Elbow, *Writing Without Teacher*, (London:Oxford University Press, 1973), p.14
[50] *Ibid*, p.14

teach English, the conceptual above the process of the research to increase the students' writing for applying round table technique. The use of Roundtable technique in teaching writing of report text will be helpful in determining the product of writing. During the process of writing, the students' should be stimulated and motivated by the use of the appropriate technique. The effect of roundtable technique on students' writing of report text is helpful to stimulate and motivate them to write. In the technique, students must work together to develop their ideas, problems or complete their task.

In addition, roundtable technique can help students to become more interested and make students involved in classroom learning. This technique really useful learning experience for both the students and the teachers. Teachers encourage students to increase their motivation and encourage them to involve in writing freely and creatively.

Based on the statement above, the writer assumes that Round Table technique may become a reserve for helping the students to improve their writing of the report text. Roundtable technique present in order to create the interesting lesson. With this technique, teachers can make his or her lesson classroom activity enjoyable, secure, and active. It is expectable can reduces the students' boredom in learning English. Therefore, Roundtable technique is fun and motivated, the students get the chance to write more and it is useful to extend knowledge into feeling. Roundtable technique is very applicable to be used for teaching-learning English especially in writing.

C. Hypothesis

Concerning the frame of thinking above, the researcher formulates the hypotheses as follows:

Ho: There is no a significant Influence of Round Table Technique toward Students' Writing Ability in Report Text at the Eleventh Grade of SMA Al-Azhar 3 Bandar Lampung in the Academic Year of 2021/2022

Ha: There is a significant Influence of Round Table Technique toward Students' Writing Ability in Report Text at the Eleventh Grade of SMA Al-Azhar 3 Bandar Lampung in the Academic Year of 2021/2022.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher will use an experimental design in order to know the influence of using round table technique towards students' writing ability in report text. Experimental design is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusion about the effect of the experimental treatment on the dependent variable.[51] The kinds of experimental design are Pre-experimental Design, True Experimental Design, and Quasi Experimental Design.[52]

In experimental design, the researcher will use a quasi-experimental research design. According crewel, quasi-experiments include assignments, but not a random assignment of participants to groups. This is because the experimenter cannot artificially create groups should disrupt classroom learning. Because educators often use intact group (schools, colleges, or school districts) in experiments, quasi-experimental designs are frequently used.[53]

The researcher applies two classes of students that consisted of one class as the experimental class and another class as the control class in this research. Ary *et.al* also state that, the variety of quasi experimental designs, which can be divided into two main catagories, there are pre-test and post-test-

[51] Donald Ary. Et.al. *Introduction to Research in Education English Edition* (Canada: Wadswort Learning, 2010), p.316

[52] Sugiyono. *Metode Penelitian Pendidikan Kuatiratif Kualitatif dan R&D*. (Bandung: Alfabeta, 2009), p. 109

[53] John W. Creswell, *Educational Research: Planning, conducting and Evaluating Quantitative and Qualitative Research,* (Boston: Pearson Education, 4th Edition,2012), p.309

only.[54] The researcher uses pre-test and post-test. The researcher applies the pre-test and post-test design approach to a quasi-experimental design. The researcher's design presented in table 3.

Table 3

Pre-test and Post-test Design

Select Control Group	Pretest	No treatment	Post-test
Select Experimental Group	Pretest	Treatment	Post-test

In this research, the students are given pre-test to know their report text writing ability before treatment and post-test. After pre-test and know students' ability in writing, the researcher gave treatment by round table technique and control class get treatment by using free writing technique. After treatment, the researcher gives post-test to both of the class to know students' development after they are treatment.

B. Variable of the Research

According to Sugiyono, variable is something that can be object of research to get the information of everything about it.[55] Arikunto adds that variable is the object of research or a central in the research.[56] It means that variable is all of the something that can be resource or object that we get information for our research and to know the influence after giving treatment for getting target research.

In this research there are two variables, they are :

[54] Donald Ary, *et.al*, Op.Cit., P.307

[55] Sugiyono, *Metode Penelitian Pendidikan Pedndekatan Kuantitatif, dan R&D* (Bandung: Alfabeta,2004), P.61

[56] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta,2002), P.96

1. Independent variable in this research is roundtable technique is symbolized by (X).
2. Dependent variable in this research is the students' report text writing ability that is symbolized by (Y).

C. The Operational Definition of Variable

The operational definition of variable is use to explain the variables which are used in this research to avoid misconception. The Operational variables in this research are follows:

1. Round Table Technique is one of cooperative learning technique which designed with a round table form that divides and divides the students into groups with each tasks and helps students to work or solve problems by working together in which each member in the group has each task and then the results obtained from the task that has been they do will be collected and solved simultaneously.
2. Students' report text writing ability is the ability of the students in writing report text with attention to several aspects in order to get a good writing that is content, vocabulary, organization, language use, and mechanic.

D. Population

Schreiber says, "the population in social science research refers to all of your potential participants; Schreiber stated that think of it as the whole group of people in which you are interested."[57] Ary *et.al* state that the large group about which the generalization is made is called a population. A population is defined as all members of any well-defined class of people, events, or objects.[58] Population of this research are students at the second semester of eleventh grade of SMA Al-Azhar 3

[57] James B. Schreiber, *The Interrelationship of Question, Sampling, Design and Analysis, Educational Research*, (India: John Willey and Sons Inc, 2011), P.89

[58] Donal Ary, *et.al, Op.Cit*, P.148

Bandar Lampung in the Academic Year of 2022. The population of tis research consisted of 349 students in 11 classes. The distribution of the students of the research can be seen in the following table:

Table 4

The Population of Research

No	Class	Gender		Number of Students
		Male	Female	
1.	XI.IPA 1	11	21	32
2.	XI IPA 2	12	18	32
3.	XI IPA 3	14	15	29
4.	XI IPA 4	13	15	28
5.	XI.IPA 5	17	18	35
6.	XI.IPA 6	12	23	35
7.	XI.IPA 7	15	20	35
8.	XI.IPA 8	18	17	35
9.	XI.IPS 1	16	14	30
10.	XI.IPS 2	15	13	28
11.	XI.IPS 3	14	16	30
Total		157	190	349

Source : Documents of SMA Al-Azhar 3 Bandar Lampung

E. Sample of the Research

According to Arikunto, sample is a part of representive of the population that will be investigate. It can be called sample when it generalizes the results of the study.[59] Fraenkel adds that sample is any part of population of individuals on whom

[59] Suharsimi Arikunto, Op.cit., P.174

information is obtained. It may, for a variety of reasons, be different from the sample originally selected.[60]

This research, will take two of eleven classes as the sample classes. The two classes are the first as control class and the second one as experimental class.

F. Sampling technique of the Research

In getting the sample from the population, the researcher used cluster random sampling. Fraenkel and wallen say that the selection of groups, or cluster, of subjects rather that individuals is known as cluster random sampling.[61] The experimental and control class are choose randomly by using a small piece of paper. The name of each class is written in a small piece of paper and then the papers are rolled and shake. The first paper is an experimental class and the second paper is control class.

Here are steps in determining sample by using cluster random sampling technique:

a. First, the researcher may a kind of lottery
b. Second, the researcher provides eleventh pieces of small paper in which each piece will have the name of each class then the researcher is them up and put them into a glass.
c. Third, the researcher will shake the glass and take a piece of the paper.
d. Next, the glass is shaken until the first rolled-paper comes out of it and then this rolled-paper would be determine as the experimental class.
e. The Last, glass is shaken again until rolled-paper comes out and it would be determine as the control class.

From the population above, the researcher take two classes as

[60] Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education*. (New York: McGraw-Hill,2009), P.105
[61] Jack R. Fraenkel and Norman E. Wallen, *ibid.* P.95

sample of the research. The research gets XI IPA 2 as the experimental class that consists of 32 students and XI IPA 1 as the control class that consist 32 students. Based explanation above the total number of the sample is 64 students.

G. Data Collecting Technique

In conducting this research, the researcher needs technique to collect the data. In this research the researcher uses the data which came from test. The test is to know the students' writing ability after they are taught by roundtable technique. The researcher provides some topics. The students chose one topic that provided by the researcher, and then make the report text based on the topic. In this research, the control and experimental class get the same test. The result of the test is write in the scoring the column on the paper.

The researcher uses some techniques in collecting the data, they are:

1. Pre-test

   The pretest will be given before the treatment. The researcher will give pretest to experimental class and control class. It is to know students' report text writing ability before they are get treatment. In pretest the students ask to choose one topic, and then the students make a report text.

2. Post-test

   The posttest will be given after the students in experimental class and control class get the treatment. It is to know students' report text writing ability after they are getting treatment by using roundtable technique in experimental class and free writing technique in contrl class. Post-test used to measure the students report text writing in order to know the development of the students' report text writing after using roundtable technique apply. In posttest the students ask to choose one topic, and then the students make a report text.

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