

**THE INFLUENCE OF ROUNDTABLE TECHNIQUE  
TOWARDS STUDENTS' WRITING ABILITY IN RECOUNT  
TEXT AT THE FIRST SEMESTER OF THE EIGHTH  
GRADE OF SMP SWADHIPA 1 NATAR SOUTH LAMPUNG  
IN THE ACADEMIC YEAR 2021/2022**

**Thesis**

(Submitted as a Partial Fulfillment of the Requirements for S1  
Degree)

**By**

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## ABSTRACT

### **THE INFLUENCE OF ROUNDTABLE TECHNIQUE TOWARDS STUDENTS' WRITING ABILITY IN RECOUNT TEXT AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMP SWADHIPA 1 NATAR IN THE ACADEMIC YEAR OF 2021/2022**

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Roundtable technique is one of cooperative learning technique which led the students to work together in a small group by taking turns in a roundtable. It is used by the researcher in teaching writing ability, especially in writing recount text. The objective of this research was to know whether there was significant influence of using Roundtable Technique towards students' writing ability at the eighth grade of SMP Swadhipa 1 Natar in 2021/2022. The research methodology was pre-test and post-test design. In this research, the population was the eighth grade of SMP Swadhipa 1 Natar South Lampung which consisted of 100 students in 4 classes. The sample of this research was in one class which consisted of 13 students. In collecting the data, the researcher used instrument in the form of writing recount text. The instrument was given in pre-test and post-test. Before giving the treatment, the researcher gave pre-test. Then, after conducting the treatments, the instrument was given in post-test. After giving pre-test and post-test, the researcher analyzed the data using SPSS to compute independent sample t-test. From the data analysis computed by using SPSS, it was obtained that  $Sig. = 0.000$  and  $\alpha = 0.05$ . It means  $H_0$  is accepted because  $Sig. < \alpha = 0.000 < 0.05$ . Therefore, there was a significant influence of using Roundtable Technique towards students' writing ability at the eighth grade of SMP Swadhipa 1 Natar in the academic year of 2021/2022. Based on the finding of this research, it can be said that the use of Roundtable Technique can be effective for teaching learning writing, especially in writing recount text.

**Keywords** : Recount Text, Roundtable Technique, Writing Ability.

## DECLARATION

The writer hereby states this thesis entitled “The Influence of Roundtable Technique Towards Students’ Writing Ability In Recount Text At The First Semester At The Eighth Grade Of SMP SWADHIPA 1 Natar South Lampung In The Academic Year Of 2021/2022” is completely my own work. The writer fully aware that have quoted some statements and theoris from other sources and they are properly aknowledge in thesis.

Bandar Lampung, 1 Januari 2022

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## MOTTO

طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ

Tholabul ‘ilmi faridhotan ‘alaa kulli muslim

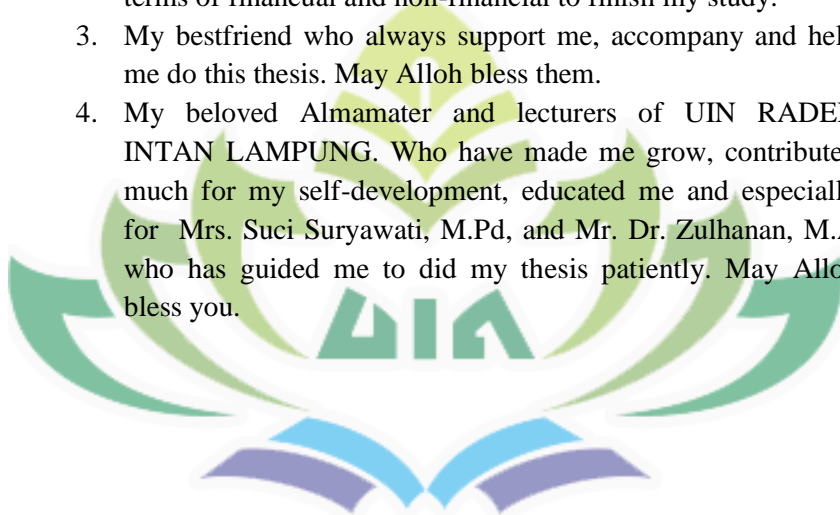
"Seeking knowledge is an obligation for every individual Muslim."



## DEDICATION

Praise be to Allah, the lord of the world, who has given me health and blessings so that i can do this thesis. And from my deep heart and great love, this thesis is dedicated to:

1. My dearest father Muchdir Alimin dan my dearest mother Hermin Tripeni Alm. Who always pray, support, give advice and guide me to be success. May Allah always protect them. The writer can be in this position because of them.
2. My dearest brothers and sisters who always give me motivation to be success, who always support me especially in terms of financial and non-financial to finish my study.
3. My bestfriend who always support me, accompany and help me do this thesis. May Allah bless them.
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## CURRICULUM VITAE

The writer's name is Yu'thi Maiyasya. She was born on september 08, 1996 in Natar, South Lampung. She lives in Natar South Lampung. She is the tenth child of eleven siblings. Her father's name is Muchdir Alimin, her mother's name is Hermin Tripeni Alm. She graduated from Elementary School of Islamic Boarding School Of AL-FATAH Natar South Lampung. Then she continued my study at Junior High School of Islamic Boarding School Of AL-FATAH Natar South Lampung, at Senior High School she joined Foreign Language Class there. After she graduated from Islamic Boarding School and now she study in STATE ISLAMIC UNIVERSITY OF RADEN INTAN LAMPUNG, she takes english education programe in tarbiyah and teacher training faculty.





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Finally, none or nothing is perfect and neither is this thesis. Any correction, comment, and criticism for this final project are always open-heartedly welcome.

Bandar Lampung,  
he Researcher,

Yu'thi Maiyasya  
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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Writing is the process where the writers think of the ideas and then able to deliver it in written form. This must be covered up by structural language, appropriate vocabulary, related content, etc. The learners need to learn and master writing, because by mastering writing they could deliver their ideas in written form. In other words, writing is the solution for the ones who cannot deliver ideas directly.

Tarigan states that “writing is a productive and expressive activity. By writing people can share and express their ideas and knowledges from their mind into writing activity”.<sup>1</sup> It means that writing is the active, productive and expressive activities that can make the students express their ideas widely. Writing is an active and productive skill so that students who are learning writing have to learn how to find the ideas and express them into writing.

Meanwhile, Harmer defines that “writing is a way to produce language and express ideas, feelings, and opinions”.<sup>2</sup> It means that by writing people can pour ideas that exist in their minds in the form written language. By writing they can also train in composing and making sentences well and correctly, pouring ideas and ideas and hone our skills in determining how to create a composed and orderly writing so as to produce a good and correct language.

Writing often said as the most difficult skill to learn and to master in English, because writing is an active or productive skill so that students who are learning writing have to learn how to find ideas and expressing them into written

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<sup>1</sup> Tarigan, H.G, *Menulis Sebagai Suatu Keterampilan Berbahasa* (ed.rev), (Bandung: Angkasa, 2008), p.26

<sup>2</sup> Harmer J, *How to Teach Writing*,(England: Pearson Education, 2004), p.31

form. It supported by Richards and Renandya that “There is no doubt that writing is the most difficult skill for learners to master”.<sup>3</sup> this statement, it is clear that writing is difficult to learn by the learners. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable texts. Generally, many students who still difficult to write because students are less mastering grammar, lack of vocabulary and lack of generating ideas.

The teacher has a responsibility to make the students able to make an arrangement of writing because this skill consists of some activities that make it difficult to learn by the students. The process of teaching and learning at school is important to determined the students’ skill at most, because learning at home is just for practicing. In line to this case, Harmer explains that “Teaching writing is to help students to become better writer and to learn how to write in various genres using different register”.<sup>4</sup> It is clear that teaching writing is about helping students to be better. It could makes them learn how to organize sentence and write well.

Teaching how to write effectively is one of the most important skills educators impart to their students. When teaching writing, educators must be sure to support materials that not only aid them in teaching how to write, but that will also be the most effective in helping their students learn to write. Teaching writing is teaching students to express their ideas, organize and arrange them. When the students write, they necessarily become very involved with the new language, the effort to express ideas and constant to of eye, hand and brain.

Based on preliminary research at the eighth grade of SMP Swadhipa 1 Natar South Lampung, it was found that the students had some difficulties in writing. According to the

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<sup>3</sup>Richards J&Renandya W, *Methodology in Language Teaching, An Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002), p.303

<sup>4</sup>Harmer J, *Op,Cit*,p.34



English teacher at the eighth grade that was interviewed by the researcher, the students often could not write well because the students felt difficult in grammatical, the students have lack of vocabularies, the students often hard to relate each sentence among others and they assume that writing is difficult subject to learn at the beginning of lesson. It automatically change their mind about writing skill that it is really hard to learn.

Furthermore, the English teacher said that the students face difficulties in writing, especially in recount text. For the other texts, the students quite good to write or to understand the material, but in recount text they were still got confuse. Therefore, the students have difficulties to express their ideas, feeling, and think in writing recount text form. The reason to the hardness of writing recount text was because this text tells about experience that happened in the past. So that the students must use the right tenses. For the Junior High School students, they often still hard to use past tense rather than present tense. That is why they were hard to compose their writing composition.

Beside, the English teacher also showed the students' score of writing recount text. Most of students got low score, which means under the minimum mastery criteria. The minimum mastery criteria of the eighth grade of SMP Swadhipa 1 Natar South Lampung is 70. The description of students' score can be seen on the table as follows:

**Table 1.1**

**The Percentage of Writing Score at the Eighth Grade of SMP Swadhipa 1 Natar South Lampung at the First Semester in Academic Year 2020/2021**

NO	Class	KKM		Number of Students
		< 70	≥ 70	
1	VIII A	11	14	25
2	VIII B	21	4	25

3	VIII C	19	6	25
4	VIII D	13	12	25
<b>Total</b>		<b>64</b>	<b>36</b>	<b>100</b>
<b>Percentage</b>		<b>64%</b>	<b>36%</b>	<b>100%</b>

*Source: The Score Data from English Teacher of SMP Swadhipa 1 Natar South Lampung*

Based on the table above, it can be seen that there are four classes at the eighth grade of SMP Swadhipa 1 Natar South Lampung. Each class consists of 25 students. In VIII A, there are 11 students who did not pass the minimum mastery criteria and 14 students who got the score upper the criteria. In VIII B, there are 21 students who did not pass the criteria and just 4 students who have passed it. In VIII C, there are 19 students who did not pass the criteria and 6 students who have passed it. In the last class VIII D, there are 13 students who did not pass the criteria and 12 who have passed it. From the total students who have passed the minimum mastery criteria was 64 (64%) students who did not pass the criteria or still have difficulties in writing recount text while 36 (36%) students who have passed the criteria, which means they could be said quite good in learning writing.

Most of the students still face difficulties in writing, especially to write recount text. They need to be taught by using interesting way, so that they could receive the material of writing clearly and the material given could be remembered by the students anywhere they are so that their writing ability can be better than before.

The students should be able to write well or at least understand the material of writing so that they could practice it at home. The students could be by using a technique or strategy. There are many techniques or strategies which can be applied in teaching and learning writing. One of them is by using roundtable technique. Barkley, Cross & Major state that

“Roundtable is a technique where the students take turn responding to a prompt by writing one or two words or phrases before passing the paper along to others who do the same. It can lead the students to be active and responsible in their group. So that each member of the group is responsible for instruction given”.<sup>5</sup> It means that the roundtable technique is about there the students would be given an instruction in their group. The step of learning would be take responding to write one or two words and pass it to the others. It is around the table as it names roundtable.

Furthermore, Quinn in Adelina that “Roundtable technique is a good technique to make students briefer to express themselves to express their ideas and generated it with each other. Before implementing the roundtable technique, the teacher should make a group and let the students sit in their group’s desk”.<sup>6</sup> It means that roundtable technique is recommended for teaching and learning writing, because it enables students to generate their ideas of writing with the others.

Referring to the explanation above, it can be concluded that roundtable technique is a useful technique for teaching writing. It is a technique which could make the students improve their brainstorming activity of writing, and reviewing concept of writing, because they do it with group. Anything if done by together would be easier than individual.

here are many aspects of learning writing such as writing descriptive, narrative, recount, procedure, etc. In this research, the researcher focuses on writing recount text. Pardiyono states that “Recount text is the text telling the reader what happened. It retells a past even. It begins by telling the reader

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<sup>5</sup>Barkley E, Cross K, & Major C, *Collaborative Learning Techniques: A Handbook for College Faculty*, (San Fransisco: Jossey-Bass, 2005),p.16

<sup>6</sup> Adelina R, *The Use Of Roundtable Technique To Improve Students’ Writing Skill of Narrative Text*, (Makassar: A Students’ Paper of English Education Department Tarbiyah and Teaching Science Faculty, 2017)p.17, Retrieved on July, 24th 2020 at 10:17pm from <http://roundtable-technique-paper-writing.pdf>

who was involved, what happened, where this event took place and when it happened”.<sup>7</sup> It means that recount text is a text that tells about the past experience or past stories.

Moreover, Derewianka states “The purpose of recount is to list and describe past experiences by retelling events in the order in which they happened (chronological order)”.<sup>8</sup> To achieve its purpose, the text will move through a different set of stages: a) an orientation letting the reader know who is involved, where, when, etc, b) the retelling of a series of events in chronological sequence. The recount has a title, which summarizes the text. Past tense verbs are used, and frequent use is made of words which link events in time, such as next, later, when, then, after, before, first”.<sup>9</sup> It means that recount text has the purpose to describe past experience that matters to be told or an irreplaceable moment.

The teaching writing recount text of this research is hoped could be effective by using the roundtable technique, because the effectiveness of use of roundtable technique had been proved by some researchers. In this case, the researcher describes five of them. They can be seen as below:

The first previous study was conducted by Heni Lailatul Muazizah from the University of Nusantara PGRI Kediri entitled “The Effect of Roundtable Technique to the Students’ Reading Comprehension Achievement in Narrative Text to the Second Year Students MA HM Tri Bakti Kediri”.<sup>10</sup>

The second previous study about the use of roundtable technique was conducted by Verawati Fajrin Siregar entitled “The Use of Cooperative Learning Type Roundtable

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<sup>7</sup>Pardiyono, *Pasti Bisa*, (Yogyakarta: CV. Andi Offset, 2007),p.1

<sup>8</sup>Derewianka J, *Exploring How Text Work*, (Newton: PETA, 2004),p.18

<sup>9</sup>*Ibid.*

<sup>10</sup>Muazizah L.H, *The Effect of Roundtable Technique to the Students’ Reading Comprehension Achievement in Narrative Text to the Second Year Students MA HM Tribakti Kediri*, (Kediri: An Official Journal of English Teaching and Research with Volume.1 Number.1 published on February 2016), Retrieved on July, 24<sup>th</sup> 2020 at 10:42pm from [http://journal\\_english\\_teaching\\_research.pdf](http://journal_english_teaching_research.pdf)

Technique to Improve the Ability of the Second Semester Year Students of SMAN 10 Pekanbaru in Writing Hortatory Exposition Text".<sup>11</sup>.

The third previous study was conducted by Rezki Adelina. Her research entitled "The Use of Roundtable Technique to Improve Students' Writing Skill of Narrative Text at Eleventh Grade in Senior High School 1 South Polong bangkeng".<sup>12</sup> The fourth previous study about the effectiveness of roundtable technique had also been proved by Prof. Jette Stenlev, Ph.D and Prof Peter Siemund Ph.D. They had been published a journal entitled "Roundtable as Cooperative Learning Technique".<sup>13</sup> The fifth study was conducted by Maulidia Ismatullah from FKIP, The University of Jember. Her research entitled "Using Roundtable Technique in Enchance the Eleventh Grade Students' Narrative Writing Achievement at MAN 2 Jember".<sup>14</sup>

The previous studies above had differences to this research. The first study was studied about roundtable technique to the students' reading comprehension achievement in narrative text, the second study was conducted about roundtable technique in writing hortatory exposition text, the third previous study was aimed at improving students' writing narrative text by using roundtable technique, the fourth study was about roundtable as cooperative learning

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<sup>11</sup>Verawati F, *The Use of Cooperative Learning Type Roundtable Technique to Improve the Ability of the Second Semester Year Students of SMAN 10 Pekanbaru in Writing Hortatory Exposition Text*, (Pekanbaru: An Academic Journal, 2018), Retrieved on July, 24<sup>th</sup> 2020 at 10:51pm from <http://academicjournal-coopertaiivelearning.pdf>

<sup>12</sup>Adelina R, *Op,Cit*, 2017

<sup>13</sup>Stenlev J & Siemund P, *Roundtable as Cooperative Learning Technique*, (New York: English Language and Linguistics with Volume.18.Issue.01, 2011), Retrieved on July, 24<sup>th</sup> 2020 at 11pm from <http://roundtable as cooperative learning techn pdf>

<sup>14</sup> Maulidia I, *Using Roundtable Technique in Enchance the Eleventh Grade Students' Narrative Writing Achievement at MAN 2 Jember*, (University of Jember: EFL Education Journal with Volume.3 Number.8 and ISSN 2338-4190, 2016), Retrieved on July, 24<sup>th</sup> 2020 at 11:05pm from <http://4770-385-roundtable-technique-pdf>

technique in general English teaching, while the last study was about enhance the students' writing narrative text through the use of roundtable technique. They are getting differences because this research has novelty, it aims at finding influence of roundtable technique towards the students' writing ability in writing recount text, and also this research will use quasi-experimental research design rather than classroom action research as the previous studies. In other words, the novelty of this research was on the design of research. It used one group experimental design while the others researcher that mentioned in this paper were used classroom action research design and quasi experimental group two groups. If the design of research was different, then the aim of research and the other things must be different.

Referring to the explanation of roundtable technique and the research evidence about the use of roundtable technique, the researcher conducted a research which focused on find out whether or not there was an influence of roundtable technique towards students' writing recount text ability. The researcher used roundtable technique in teaching writing where the students were divided into some groups. Each group consisted of four-five students. Each person wrote one idea for an issue or task and then passes their paper to the person on the right. The paper circulates around the entire group at least once. Each time a person receives the paper, they should write a different task. Then, whole class discussion should follow. Therefore, all of students were participated in teaching learning process.

The use of roundtable technique could influence the students' writing ability in recount text to be better and this technique could be effective to be taught in writing classroom. The researcher chose roundtable technique for teaching writing because by using this technique, the students can learn how to write by helping each others. They were easy to write because the ideas are not only come from one head but in group. Therefore, this research entitled "The Influence of

Roundtable Technique towards Students' Writing Ability in Recount Text at the First Semester of the Eighth Grade of SMP Swadhipa 1 Natar South Lampung in the Academic Year of 2021/2022”.

## **B. Identification of the Problem**

Based on the background of problem above, the researcher identified some problems as follows:

1. The students had difficulties in writing recount text.
2. The students had lack of knowledge to organize the sentence, to recognize vocabulary, and to arrange grammatical sentence.
3. The students assumed that writing is hard to be learned.

## **C. Limitation of the Problem**

Based on the background of the problem, the researcher focused the research only at finding out whether or not there is significant influence of using roundtable technique towards students' writing ability, especially in recount text.

## **D. Formulation of the Problem**

Reffering on the identification and limitation of the problem above, the researcher formulated the problems: “Is there any significant influence of using roundtable technique towards students' writing ability in recount text at the first semester of the eighth grade of SMP Swadhipa 1 Natar South Lampung in academic year of 2021/2022”.

## **E. Objective of the Research**

The objective of this research was to know whether or not there was significant influence of using roundtable

technique towards students' writing ability in recount text at the first semester of the eighth grade of SMP Swadhipa 1 Natar South Lampung in academic year of 2021/2022.

## **F. Significances of the Research**

There are two kinds of significances of this research namely as practical and theoretical, they can be seen as follows:

### **1. Practically**

To give such a motivation to the students in learning writing through the use of roundtable technique that would be given by the teacher. Beside, this research is introduce one of effective technique for teaching learning writing. So that the technique could be adapted by the other researcher or even the teacher at the school.

### **2. Theoretically**

The theories of this research could be used as an information for further research who wants to conduct the research with a good technique for teaching writing. Beside, the theory of this research is also can be used as reference to be read by the other researchers.

## **G. Scope of the Research**

### **1. Subject of the Research**

The subject of this research was the students at eighth grade of SMP Swadhipa 1 Natar South Lampung.

### **2. Object of the Research**

The object of this research was the students' writing recount text ability.



### 3. Place of the Research

This research was conducted at SMP Swadhipa 1 Natar South Lampung, which located at Bumisari Selatan, Natar, South Lampung Regency, Lampung Province 35362.

### 4. Time of the Research

The research was conducted at the first semester in academic year of 2021/2022.





## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

Chapter II was about related literature means all of theories that related to the variable of research. The variable of this research were writing and roundtable technique. Therefore, the theories were related to them such as writing, teaching and learning writing, process of writing, aspect of writing, roundtable technique, procedure of teaching writing by using roundtable technique, advantages and disadvantages of roundtable technique, also conceptual framework and hypothesis of research.

#### **A. Concept of Writing**

The researcher presents some theories related to the writing. They are: the definition of writing, the process of writing, the aspect of writing, the teaching and learning writing, and writing recount text. All of these theories can be seen as follows:

##### **1. Definition of Writing**

Writing is one of the important skills in learning English that has various definitions. In general, writing can be defines as an activity which consisted of reading, getting comprehension, thinking the topic, and rewrite the ideas based on what is being read. It is a complex activity in learning English because when someone wants to write, he/she must do some activities of learning before writing. People cannot just write directly, they need to comprehend what is being read or comprehend the topic given.

Relating to this statement, Nunan states that “Writing is the mental work of inventing ideas, thinking about how to express them and organizing them in to statements and

paragraphs that will be clear to reader”.<sup>15</sup> It means that writing is a working of an activity which consists of inventing ideas and thinking about how to express the ideas into written form with the good structure of arrangement.

When we write, we compose or create meaning with words. In writing, a writer has to consider the way to convey his/her ideas with the purpose that the readers could easily grasp them. It is significant because between the readers and the writers there is no space to discuss. In order to make the readers reach the writer’s ideas; they need to create a good writing.

According to Harmer that “Writing is an activity which has a significant role in a daily life, because writing is clarification phenomena though and feeling. Through writing the students can explore their minds by using words and paper to control and find out the relationship among their ideas. Writing is used to help students perform a different kind of activity. Students need to be able to write to do these activities, but the activities do not teach students to write”.<sup>16</sup> It means that writing is a skill in which we express ideas, feeling and thought which is to be arranged in words, sentences, and paragraph. Writing also reinforces the use of the sentence's structure and tenses, idiom, and vocabulary correctly.

Writing is someone’s way of thinking to get the ideas, understanding them, sort the information, analyze the ideas and put it into written language. It is an act of communication between the ideas and the organization of words. Writing takes a greater importance when we begin to see it as a way to make ourself heard, to persuade people to see something, to argue for ideas we believe in, and to change things.

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<sup>15</sup>Nunan D, *Practical English Language Teaching*, (New York: Mc.Graw Hill, 2003), p.88.

<sup>16</sup>Harmer J, *How to Teach Writing*, (England: Pearson Education, 2004), p.33.

It supported by Peha that “Writing as the communication of content for a purpose to an audience. The content refer to what the writer wants to say consisting of main idea and key details”.<sup>17</sup> It is clear that writing is a communication of the writer to the audience. This communication uses a topic which consists of some ideas and the detail of explanation.

Based on the theories above, it can be concludes that writing is an effort to create a dialogue with readers, and it involves exploring our relationship to our readers in much the same way that we explore our relationship to people whom we talk to. Writing is not private; it is always a form of social dialogue, a way of talking to someone. It is an activity of thinking after which it is expressed into graphic symbols, in a communicative written language or putting words into paper or other media as one way to communicate to others.

## 2. Process of Writing

Writing has some processes, each process must be mastered by the learners because it matters to be learned. The process is the steps in doing writing. Bompiani & Smith state that “The writing process is start from once you select a topic and complete enough research to commit yourself at least tentatively to your stance toward that topic, you are ready to begin writing. Or are you? Stop for a moment to consider the writing process we recommend. The process of writing can be described as follows:

- a) Prewriting: Analyzing your audience, determining your purpose in writing, limiting the scope of what you will cover, and generating potential content.
- b) Drafting: Making a case and structuring your evidence for that case.

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<sup>17</sup>Peha S, *Writing Teacher's Strategy Guide*, ([www.ttms.org/steve\\_peha/steve\\_peha.htm](http://www.ttms.org/steve_peha/steve_peha.htm), February 10, 2015), p.58.

- c) Revising: Putting yourself in the place of the reader, rethinking your approach, and making changes that will improve your case.
- d) Polishing: Editing and proofreading to eliminate errors and improve the coherence and readability of your presentation”.<sup>18</sup>

Referring to the process of writing above, it concludes that the first stage of writing is called pre-writing, it is about determining the purpose and generating the content. Then, the second stage is drafting, it is about structuring the ideas into some key words, or sentences. After that revising, it is about rethinking and reconsider the topic given. The end is polishing, in this stage the writer editing his/her writing composition, including revising an error and improve the sentences to be better.

Richard and Renandya added that ”The component of writing consists of planning, drafting, revising, and editing. On planning stage, the students are encouraged to write. The drafting stage is focusing on the fluency of writing and is not preoccupied with grammatical accuracy or the neatness of the draft. Next on the revising stage, the students re-write their text on the basis of feedback given in a responding stage. The students on the editing stage are engaged in tidying up their texts as they prepare the final draft for evaluation by the teachers”.<sup>19</sup> It means that the process of writing consists of four main stages. They are: planning, drafting, revising, and editing.

Based on the theories above, it can be concluded that a teacher must understand the stages or process of writing before he/she teaches in the writing class. The teachers are the

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<sup>18</sup>Bompiani &Smith , *The Writing Process*, (Capella: Capella University, 2005), p.3.

<sup>19</sup>Richard J &Renandya W, *Methodology in Language Teaching: An Anthology of Current Practice*, (New York: Cambridge University Press, 2002), p.303.

ones who responsible to teach, therefore they must give clear explanation to the students. In writing, the process is matters because without knowing and mastering the process, the students would be hard to deliver their ideas in written language.

### 3. Aspect of Writing

Aspect is the part or component of something, where this part must be available. There are many aspects in writing. Aspect can also be defines as the indicator to measure the writing itself. When people want to write, they must know the aspect of writing so that their writing could be valuable and complete as good as it should be.

According to Harmer that “Writing aspects are the skills provide step-by-step instruction in the foundational skills that needed by students to become good writers, including grammar, sentence structure, paragraph composition, mechanics and usage, and transcription”.<sup>20</sup> It means that the aspects of writing consists of knowing grammatical language, able to make structured senteces, able to make the paragraph composition, paying attention to the mechanics of each sentence.

Rivers claimed that “Writing in the language becomes a complicated activity because writing invloves meaningful segments of language; words, sentences, grammar, and how to transfer those segments into written forms”.<sup>21</sup> It is clear that before writing, the writer must know how to arrange sentences to become good arrangement by knowing the aspects of writin itself.

Jacob et al and Hossein pour state that “There are five aspects of writing such as content, organization, vocabulary,

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<sup>20</sup>Harmer J, *Op,Cit*, p.15.

<sup>21</sup>Rivers W, *Teaching Foreign-Language Skills*, (Chicago: The University of Chicago Press, 1981),p.294.

language use, and mechanic. They can be described as follows:

1. **Content:** Content refers to the substance of writing, the experience of the main idea (unity), i.e., groups of related statements that a writer presents as unit in developing a subject. This term is related with the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis. Unity can be identified by seeing the topic sentence and the controlling idea. Each sentence in a paragraph should relate to the topic and develop the controlling idea. If a sentence does not relate to the idea, it should be omitted.
2. **Organization:** It refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas. While smooth flow refers to how well one idea or sentence leads into another.
3. **Vocabulary:** It refers to the selection of words which are suitable with the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he or she can. A general rule, clarity should be the primary objective. The selections of words that express the meaning correctly is considered much.
4. **Language use or grammar:** It refers to the use of correct grammatical and syntactic pattern or separating, combining, and grouping ideas in words phrases, clauses, and sentences to bring out logical relationship in paragraph.
5. **Mechanic:** it refers to the use of graphic conventional of the language, including the alphabetical, typing of words, etc”.<sup>22</sup>

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<sup>22</sup>Hosseinpour N, *Improving Iranian EFL Learners' Writing through Task-Based Collaboration*, (Finland: Academy Publisher Manufactured in Finland, 2014),p.3-4



Based on the explanation above, the researcher concludes that there are many aspects of writing. These aspects have their own purposes. The first aspect is content, it refers to the main idea of the composition. It must be related to the topic. Then organization, it refers to the structured sentences made by the writer. The sentences must be structured well which means the writer must know what should be written at the first text and what should be written in conclusion of the text. Next is vocabulary, it refers to the appropriateness of the vocabulary usage in the sentences. After that language use, it refers to the grammatical language. At least the writing composition could be understood by the other readers. The last is mechanic, it refers to the error of alphabetical, typing, etc.

#### **4. Teaching and Learning Writing**

In teaching and learning writing, there are two people involved. They are the teacher and the students. The teacher and students must be collaborated well in order to gain the best result of teaching learning process. The teacher is responsible to teach the students, but the students also must learn writing seriously and always practicing.

Brown states that “There are some teacher’s roles in writing such as the teacher must be focused on the process of writing, the teacher must help students to understand the composing process, etc. The full explanation can be seen as follows:

- 1) Focus on the process of writing that leads to the final written product.
- 2) Help student writes to understand their own composing process.
- 3) Help them to build repertoires of strategies for prewriting, drafting, and rewriting.
- 4) Give students time to write and rewrite.

- 5) Place central importance on the process of revision.
- 6) Let students discover what they want to say as they write.
- 7) Give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer to intention.
- 8) Encourage feedback from both the instructor and peers.
- 9) Include individual conferences between teacher and student during the process of composition”.<sup>23</sup>

From this explanation, it concludes that there are nine roles of teacher in teaching writing to the students. The teacher must give the students time to think of what they want to write, giving their time to practice in pre-writing process. The teacher also should discover the students' error of writing a composition by monitoring or giving feedback. The students must be guided briefly and specifically about how to write well.

Teaching is about teach and guidance the learners. The most important reason for teaching writing because it is a basic language skill, just as important as the other skills. All of them, the teacher just has three effective roles in teaching writing subject. According to Harmer that “The role of a teacher in writing subject are as follows:

1. Teacher as Motivator: the teacher will motivate the students where they are involved in creative writing activity it is usually the case that some find it easier to generate ideas than others.
2. Teacher as Resource: in this teachers' roles should be ready to supply information and language where necessary.
3. Teacher as Feedback Provider: teachers give feedback on writing task special care, where that offering correction teachers should choose what and how much to focus on

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<sup>23</sup> Brown H.D, *Teaching by Principles: Interactive Approach to Language Pedagogy*. (New York: San Francisco State University, 2001), p. 335-336.

based on what students need at this particular stage of their studies, and on the tasks they have undertaken”.<sup>24</sup>

Meanwhile, Gebhard states that “We cannot teach students to write by looking only at what they have written. We must understand how that came into being, and why it assumed that from it. We have to do hard thing, examine the intangible process, rather than the easy thing, evaluate the tangible product”.<sup>25</sup> It means that the teacher cannot just teach writing directly. There must be a process of teaching writing, including knowing the background of writing itself. The teacher must understand how the ideas could come, and the reason why those ideas have been chosen.

In addition Harmer states that “Teaching writing is teaching the students how to express the idea or imagination in written words. In process of writing, the students should use language structure and diction. To be fluent in writing, learners have to build writing habit. A genre approach is especially appropriate for students of English for specific purposes. However, it is also highly useful for general English students, even at low levels, if we want them to produce written work they can be proud of”.<sup>26</sup> It means that in teaching and learning process of writing, the students should use language structure and diction. They must know the purpose of their writing, so that they could specify the ideas that they want to write.

Based on the theories of teaching and learning writing above, the researcher concludes that both of teacher and students must know their responsibility in teaching and learning. By knowing it, they could engage each others because the teaching could not be effective without the good

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<sup>24</sup>Harmer J,*Op. Cit*, p.261-262.

<sup>25</sup>Gebhard J, *Teaching English as a Foreign or Second Language: A Teacher Self-Development and Methodology Guide*, (Ann Arbor: The University of Michigan Press, 2000),p.221.

<sup>26</sup>Harmer J,*Op, Cit*,p.327.

collaboration with the students. Therefore, the students must follow the teacher's instruction correctly.

## **B. Text**

According English syllabus of school based Curriculum of writing for students of junior high school involves that "The teaching of paragraphs 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:

1. Spoof Text: spoof text is to retell on 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, mode, and social phenomena in our environment.
4. Narrative Text: narrative is a type of text that has purpose to entertain the readers or to teach.
5. Descriptive Text: descriptive text is to describe a particular person, place or thing.
6. Procedure Text: procedure is a type of text to tell how to do something.
7. Exposition: exposition is a kind of paragraph which is used in giving information, making explanation, interpreting meaning, it include editorials, essays, informative and instructional materials.
8. News Item: news item to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

9. Discussion: discussion to present at least two points of view about an issue.
10. Anecdote: anecdote to share with others an account of an unusual carousing incident.
11. Review: review to critique an art work, event for a public audience”.<sup>27</sup>

From those explanations, it can be concluded that there are many kinds of text in English. It must be mastered by the students in writing for increasing the students’ writing ability. In this case, the researcher only focuses in students’ recount text writing ability because form will be concluded as the material should be learned by the students for the eighth grade. The recount text is also available on the syllabus at the first semester of the eighth grade.

### 1. **Recount Text**

Recount text is used to tell the readers about what happened in the past, obviously recount text uses past tense form. According to Knap and Watkins that “Recount is the simplest text type in the genre. Formally recount is sequential text that does little more than sequence a series of events. Recount almost has the same form as narrative because both recount and narrative have a function to retell the activity or event in the past. The difference recount tells event for giving information to the readers while narrative is not only giving information, but also giving a moral lesson by presenting a problematic experience and will be ended by a problem solving”.<sup>28</sup> It means that recount text is a text that tells about what happened in the past. It is including past experience, unforgettable moment, irreplaceable moment, etc.

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<sup>27</sup>Linda G & Wignell P, *Making Sense of Functional Grammar*, (Australia: Antipodean Educational Enterprises (AEE), 1994), p. 192-204).

<sup>28</sup>Knapp P & Watkins M, *Genre, Text and Grammar*,(Sidney: University of New South Wales, 2005), p.223

It supported by Cahyono that “Recount text is retelling the experiences in the past. A recount text presents the past experience in the series of events in detail.<sup>29</sup> It is clear that recount text is retells the events that have occurred in the past. In recount text, the event that told by writer must be already happened in life, because no recount that describes future story.

Furthermore, Anderson states that “Recount is a text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience a description of what occurred and when it occurred.<sup>30</sup> It means that recount text is retelling the experiences in the past and give information to the readers about the past events.

According to Anderson & Anderson that “There are language features of recount text. The language feature is the aspects in recount text. It is such a characteristics of recount text. They can be described as follows:

- 1) Introducing personal participant: I, my group, etc
- 2) Using chronological connection: then, first, etc
- 3) Using linking verb: was, were, saw, heard, etc
- 4) Using action verb: look, go, change, etc
- 5) Using simple past tense”.<sup>31</sup>

Beside that, there is also the generic structure of recount text. Rosyadi states that “The generic structure is the component in recount text. It has funtion to describes and allows writers to write with structural text.

The generic structure of recount text are as follows:

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<sup>29</sup>Cahyono B, *Teaching English by Using Various Text Type*, (Malang: State University of Malang Press, 2011), p.14

<sup>30</sup>Anderson M and Anderson K, *Text Types in English 3*, (South Yarra: Macmillan Education Australia PTY LTD, 1998), p.24

<sup>31</sup>Rosyadi M.A, *Teaching Material Development*, Available on: <http://materi-recount-text.com/>, Retrieved on July, 26<sup>th</sup> 2020 at 1:53pm, p.2.

- 1) Orientation: introducing the participants, place and time.
- 2) Events: describing series of event that happened in the past.
- 3) Reorientation: it is optional. Stating personal comment of the writer”.

The following is the simple example of recount text:

### **My Last Holiday**

On Friday, we went to the Blue Mountain. We stayed at David and Della’s

house. It has a big garden with lots of colorful flowers and tennis court.

On Saturday, we saw the Three Sisters and we went on the scenic railway. It was scary. Then, Mom and I went shopping with Della. We went to some antique shops and I tried on some old hats.

On Sunday, we went on the scenic Skyway and it rocked. We saw cockatoos having shower.

In the afternoon, we went home.<sup>32</sup>

### **C. Roundtable Technique**

According to Ellis that “Roundtable technique is a cooperative structure in which one piece of paper and pencil are systematically passed around a group. It can be seen from how students to use an opportunity to every member of the group to share their ideas. Not only to work as a group but students also learn how to transfer their idea to compare or to make a same their understanding of their learning.<sup>33</sup> It means that roundtable technique is a cooperative activity among

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<sup>32</sup> *Ibid*

<sup>33</sup> Ellis K, et.al. *Strategies for Teaching*, (Otterville Public School, 2005), p.48.

students with their groups. The students could transfer their idea and compare it to the others.

According to Mccafferty cited by Sifa that “Roundtable technique is one of cooperative learning which implements learning that requires all group members to participate in turn by forming groups in a circle. It is one of cooperative learning technique which led the students to work together in a small group by taking turns in a round table. Cooperative learning itself defines as broader concept covering all types of group work including group work that led or directed by the teacher”.<sup>34</sup> It means that roundtable technique can be defined as the activity of teaching where the students are asked to form groups. The activity will be rounded from one to another on the table of each groups.

In addition Stenley and Siemund giving clear explanation about roundtable technique, they state that “Roundtable is a form of academic discussion. Participants agree on a specific topic to discuss and debate. Each person is given equal right to participate, because of the circular layout usually used in round table discussions. Round-table discussions. This technique requires each student in a group to have input. The master sheet is passed from one student to another.”.<sup>35</sup> It means that the first stage of teaching learning by using roundtable technique is held a discussion about the material. Then, making group which each students in a group will be collaborated one to another to finish the task.

In learning through the roundtable technique, the students involved in the team work activity by brainstorming the topic and posing their ideas in a written contribution. These activities lead the students to be more active during the

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<sup>34</sup>Mukrimah S, *53 Metode Belajar dan Pembelajaran plus Aplikasinya*. (Bandung: UPI, 2014), p.108.

<sup>35</sup>Stenlev J., & Siemund P, *Roundtable as Cooperative Learning Technique*, (New York: English Language and Linguistics with Volume.18.Issue.01, 2011), Reaccessed on July, 26<sup>th</sup> 2020 at 2:18pm from [http://roundtable\\_as\\_cooperative\\_learning\\_techn.pdf](http://roundtable_as_cooperative_learning_techn.pdf)



teaching and learning process of writing. Roundtable activity is also a technique that guides students in learning reading. The aim of Roundtable is to develop high level of thinking while reading. The role of this strategy is doing the exercise in groups. This technique gives much time to the students to be active in the English teaching and learning process and also they can develop critical thinking and learn to solve the problem.

Roundtable is a conference or discussion involving several participants in which one of cooperative learning technique that can be used by the teacher as the appropriate technique for improving student's English skills. One of them is writing skill. The reasons, it is used for brainstorming, reviewing, or practicing a skill.<sup>36</sup> It is clear that the roundtable is an appropriate technique to improve the students' English skill because the activity of this technique is with the group. As we know that two heads is better than one.

According to Adelina that "Roundtable is a useful technique to use in writing activity. It can be a technique which helps students to brainstorm their ideas or their thoughts about the topic and review it in a group. Students have to be active and follow the rules of this activity. It is also can be an active learning technique. This means that the students' role is bigger than the teacher in the classroom. In this technique, students do not listen the teacher's explanation all the time; they also have to explore their ideas and participation to their group. It expected to give different atmosphere in teaching-learning can motivate students to follow the lesson well".<sup>37</sup> It means that roundtable technique is an active learning technique where the students do not listen the teacher's explanation only but they also have to

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<sup>36</sup>*Ibid*, p.4

<sup>37</sup>Adelina R, *The Use of Roundtable Technique to Improve Students' Writing Skill of Narrative Text*, (Makassar: A Students' Paper of English Education Department Tarbiyah and Teaching Science Faculty, 2017)p.17, Reaccessed on July, 26<sup>th</sup> 2020 at 2:47pm from <http://roundtable-technique-paper-writing.pdf>

explore their ideas and participation to their group. It could help the students to improve their brainstorming thinking and could clarify the material clearly.

Referring to the theories above, the researcher concludes that the roundtable technique can be used in teaching and learning writing. It could be effective because this technique teaches the students to increase and activate their mind. This is not an individual activity but with the group. Anything if we done it by together will be much more easier. In the roundtable technique, the activity will mostly handled by students with their own group.

### **1. Procedures of Roundtable Technique**

According to Barkley that “The steps of teaching by using roundtable technique in teaching learning writing are as follows:

1. Form groups of four students and tell groups the prompt or distribute the handout.
2. Identify (or have students identify) which group member will begin and inform students that they will circulate the paper clockwise.
3. Ask the first student to write his or her words, phrases, or sentences as rapidly as possible and then read the response aloud so that other students have an opportunity to think about and build upon each other's responses.
4. Ask the student to pass the paper to the next student, who follows the same steps: team members are encourage not to skip turns, but if their thoughts are at a standstill, they are allowed to say *pass*.

5. Inform students when time is up, or tell them in your instructions that the process is complete when all members have participated and all ideas are on the paper”.<sup>38</sup>

Based on the procedures above, the researcher concludes that roundtable technique is a technique that focused on the activity of group and passing rounded the table. This technique could be apply in some skills of English, including in writing skill. The students will be asked to form groups of four students, then the teacher distributes the handout. After that, the students identify the handout given. Then started to write words, phrases, or sentences. The teacher asks students to pass the paper to the next student, and so on until the writing composition is completed.

Due to the pandemic situation of Covid-19, so that this research can be conducted as online or offline. If the school allows the researcher to conduct the research as offline so that the teaching and learning writing will follow the procedure of roundtable technique as mentioned above. But if this research do by online class, so that the researcher will teach by using Zoom Aplication. This aplication is effective and uses by many teachers, especially in this pandemic situation.

Online research by using roundtable technique will follows the instruction that adapted from the procedure of roundtable technique as general, but the researcher will modify this procedure such as; asking students to make group first before the process of teaching learning roundtable technique. After making group then the students will login to the Zoom aplication (one channel one group). Next, the researcher will explain about roundtable technique to the students and asks them to write an arrangement of writing based on the topic given. The students will be asked to help each others to finish the arrangement of writing.

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<sup>38</sup> Barkley E, *Collaborative Learning Techniques: A Handbook for College Faculty*, (New York: Jossey Bass, 2005), p.10

## 2. The Advantages of Roundtable Technique

There are several advantages of using the roundtable technique, thus can be explained as follows:

- 1) “Roundtable ensures equal participation among group members and exposes students to multiple viewpoints and ideas.
- 2) 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.
- 3) In Roundtable, students are able to build upon each other’s contributions.
- 4) 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”.<sup>39</sup>

Based on the advantages above, it concludes that there are several advantages of roundtable technique such as could help students to build team-up and learn for having good collaboration with group. It also enables students to adjust their writing like content of writing, style and vocabulary. The students could be more focus on the material and they could give their best contribution for their group

## 3. The Disadvantages of Roundtable Technique

Although the roundtable has several advantages, but “there are also disadvantages of this technique such as:

- 1) It is only used for fairly simple tasks, not for the complex or reasoning ones.
- 2) Sometimes the learners are confused how to use it because the learners confused where to start writing. Besides, the

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<sup>39</sup>*Ibid*, p.75.

learners do this way under pressure to make this technique as an affective way.

3) Time is wasted and students will likely get bored”.<sup>40</sup>

From the above disadvantages, it can be concludes that the time of teaching by using roundtable technique could be long, so that the students will possibly get bored. Beside, this technique is only appropriate for teaching simple task. The teacher needs much time to make this technique effective to be taught, and it is could make the students are under the pressure.

#### **D. Relevan Study**

The first previous study was conducted by Muazizah from the University of Nusantara PGRI Kediri. Her research entitled “The Effect of Roundtable Technique to the Students’ Reading Comprehension Achievement in Narrative Text to the Second Year Students MA HM Tribakti Kediri”. The study had been converted into a journal of English Teaching and Research with Volume.1 Number.1 published on February 2016. This study aims at finding the effect of roundtable technique to the students’ reading ability. It was an experimental study using one group pretest-posttest design. The data were taken from one class which consisted of 26 students of the eleventh grade of MA HM Tribakti Lirboyo Kediri. The data were collected using pretest, treatment and posttest. In the end, the data were analyzed by using t-test formula. From the result of research, it can be seen that the use of roundtable technique to the students’ reading comprehension was effective because  $H_a$  is accepted. Furthermore, this study is really recommend to further research to use roundtable technique in teaching reading.

The second previous study about the use of roundtable technique was conducted by Siregar. She was a student of

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<sup>40</sup>*Ibid.*

English Study Program of FKIP Riau University. Her research entitled “The Use of Cooperative Learning Type Roundtable Technique to Improve the Ability of the Second Semester Year Students of SMAN 10 Pekanbaru in Writing Hortatory Exposition Text”. This study had been converted into an Academic Journal. This was the type of classroom action research study. That was aimed to investigate the effectiveness of cooperative learning type roundtable technique in improving the students’ ability in writing hortatory exposition text. The participants of this study were 38 students of grade XI. The data mainly gained from the writing test which was divided into pretest and posttest. The findings indicated that roundtable technique had a positive effect on the students’ writing ability particularly in each component of writing. From the result of statistical analysis, it was revealed that the use of roundtable technique statistically improved the students’ writing ability. In this research, the roundtable technique was highly effective with creative writing and enjoyable brainstorming activities. This structure encourages responsibility for the group and team building.

The third previous study was conducted by Adelina. She was the students of English Education Department Tarbiyah and Teaching Science Faculty Alauddin State Islamic University of Makassar in 2017. Her research entitled “The Use of Roundtable Technique to Improve Students’ Writing Skill of Narrative Text at Eleventh Grade in Senior High School 1 South Polong bangkeng”. This study was a Classroom Action Research (CAR) which aimed to find out the students’ writing skill of narrative text improvement after being taught by using roundtable technique and also to explain the students’ activity in writing narrative text during the implementation of roundtable technique. The subject of study was the class I Exact 1 which consisted of 30 students. This study had 3 instruments namely writing test, students’ observation checklist, and teacher’s observation checklist. The data were analyzed in form of quantitative and qualitative that

means there were explanation of research and also the statistical analysis. The result of this study shows that roundtable technique could improve 70% students of total students in writing narrative text. In other words, the roundtable technique was able to improve the students' writing skill of narrative text. Furthermore, the researcher suggest that teacher could use the roundtable technique, because it could be effective and interesting for teaching in order to make the students more enthusiast in learning.

The fourth previous study about the effectiveness of roundtable technique had also been proved by Prof. Jette Stenlev, Ph.D and Prof Peter Siemund Ph.D. They had been published a journal entitled "Roundtable as Cooperative Learning Technique". The journal is published on March 2011 by English Language and Linguistics with Volume.18.Issue.01. They were analyzed the advantages and disadvantages of roundtable technique which can help teacher in teaching process. From the result of their study, it can be truly said that round table can be used by the teacher as the appropriate technique for improving the students' English skills. The reason to use this technique is because this technique provides brainstorming, reviewing and practicing skill. So that the students could relate to the material, because they will be taught started from brainstorming until practicing.

The last previous study was conducted by Ismatullah from FKIP, The University of Jember. This study had been converted into official EFL Education Journal which published on 2016 with Volume.3 Number.8 and ISSN 2338-4190. Her research entitled "Using Roundtable Technique in Enhance the Eleventh Grade Students' Narrative Writing Achievement at MAN 2 Jember". The objectives of this study were to improve the eleventh grade students' narrative writing achievement and their participation by using roundtable technique at MAN 2 Jember in 2015/2016. The research design was Classroom Action Research (CAR) with 2 cycles. The sample of study was in one class of grade XI. The data

were collected by administering the writing test, observation, interview, and documentation. The researcher was conducted the study in 2 cycles, each cycle had been taught by using roundtable technique. The result of cycle 2 had met the criteria of the success that indicated that the use of roundtable technique could improve the students' narrative writing achievement and also the students' active participation in teaching and learning process. So that in other words, the roundtable technique is recommended to be used.

### **E. Conceptual Framework**

Writing is the process of what someone's thinking about topic or an idea given. Then, constructed it into written language. The form of written language must be structured as its indicators. Writing could be said as the difficult skill to learn and to master, because writing is an active or productive skill so that students who are learning writing have to learn how to find ideas, and express them into writing. Writing is a language competency which is use to communicate indirectly, not face to face to others.

Communication can be done in two ways: oral and written form. When someone cannot share their ideas orally, then written form is the solution. To be able to write well, someone needs to master writing. It is a process which makes writers able to explore their idea widely and it is such a tool of communication if we cannot do it orally.

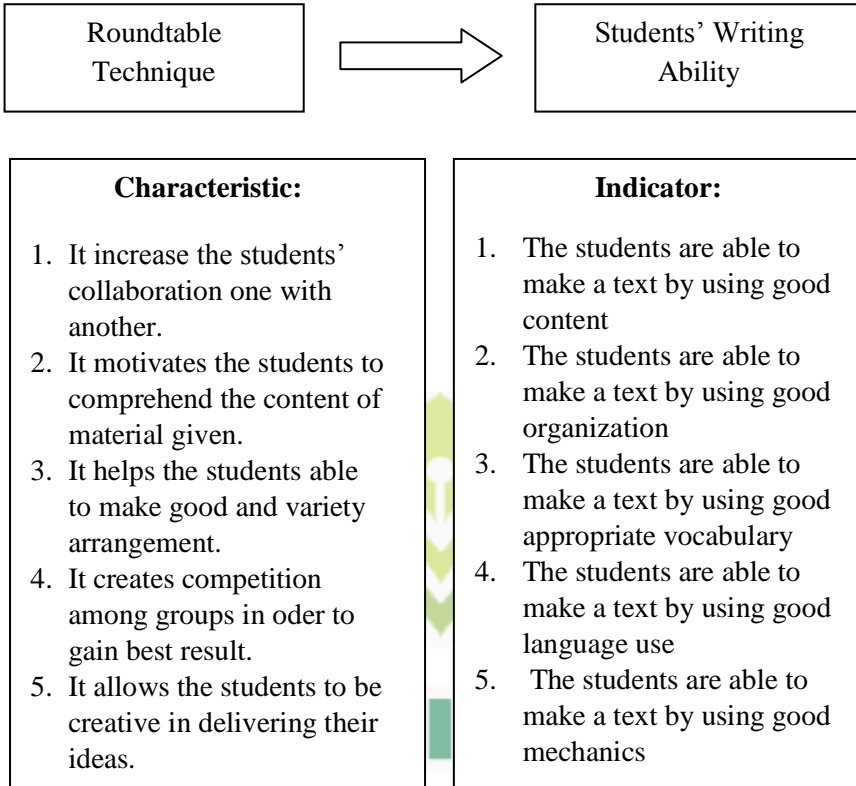
In learning writing, the students must be guided effectively. The process of writing is matter to be evaluated by the teacher, so that there will be no mistaken in teaching. If the students are able to follow the process of writing, they must be know how to write well. The students cannot be asked to write directly, they possibly will confuse what should be written. Therefore, the process of writing need to be known by the students and need to be taught briefly by the teacher.



There are many ways of teaching writing, one of them is by using a technique. There are also many techniques for teaching writing, one of them is through roundtable technique. Roundtable technique is a technique where the teacher asks students to collaborate with groups. The writing process in this technique is about passing the sheet from one students to others. It starts from the one member in each group to write words, phrases, and sentences. Then, it will be continued by the other students until the arrangement is complete. The activity is rounded from one table to the others.

The researcher believed that roundtable technique was effective to influence the students' writing ability because by using this strategy the students would not work on their task as individual. They could clarify their difficulties with their groups and helping each other to finish the task. In this case, the teaching and learning writing focuses on recount text because the recount text was suitable to the roundtable technique where the students were together tell their experience in one story. They could choose general story to be written, such as an event at school, holiday, etc. This text has been choosen also because the material of research must be related to the syllabus at the first semester eighth grade. The recount text is available on the syllabus.

The researcher schematized about the influence of roundtable technique towards students' writing ability in recount text as follows:



## F. Hypotheses

Based on the theories and conceptual framework above, the researcher formulated the hypotheses as follows:

1.  $H_a$ : There is an influence of using roundtable technique towards students' writing ability in recount text at the first semester of the eighth grade of SMP Swadhipa 1 Natar South Lampung in academic year of 2021/2022.
2.  $H_o$ : There is no influence of using roundtable technique towards students' writing ability in recount text at the first semester of the eighth grade of SMP Swadhipa 1 Natar South Lampung in academic year of 2021/2022.

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