

**TEACHING WRITING THROUGH ROUNDTABLE
TECHNIQUE AT THE SECOND SEMESTER AT
THE EIGHTH GRADE OF SMP NEGERI 2
SUMBEREJO IN THE ACADEMIC
YEAR OF 2018/2019**

(A Thesis)

**Submitted as a Partial Fulfillment of
The Requirements for S1-Degree**

By

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ABSTRACT

TEACHING WRITING THROUGH ROUNDTABLE TECHNIQUE AT THE SECOND SEMESTER AT THE EIGHTH GRADE OF SMP NEGERI 2 SUMBEREJO IN THE ACADEMIC YEAR OF 2018/2019

By :
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Writing is one of important skill in English. Most of students got low score of writing. The objectives of the research were to know and to describe the process of teaching writing through roundtable technique at the second semester at the eighth grade of SMP Negeri 2 Sumberejo, to know and to describe the teacher's problems in teaching writing through roundtable technique at the second semester at the eighth grade of SMP Negeri 2 Sumberejo, to know and to describe the students' problems in learning writing through roundtable technique at the second semester at the eighth grade of SMP N 2 Sumberejo in the academic year of 2018/2019.

In this research, the methodology of the research was descriptive qualitative method in collecting and analyzing the data. The researcher used purposive sampling to choose the participants. Then the researcher chose the English teacher and the students of eighth grade of SMP N 2 Sumberejo as the participants of this research. In collecting the data, the researcher used triangulation method. It consists of observation, interview, and questionnaire. To analyze the data, the researcher used three steps: data condensation, data display, concluding and verification of data.

The result showed that the process of teaching writing through roundtable technique at the second semester of SMP N 2 Sumberejo consist of pre activity, while activity, and post activity. In this research, there were three points of the result. The first of all, the teacher had done roundtable technique still effective. There were many weakneser during teaching and learning. The second, the teachers' problems in teaching writing descriptive text by using roundtable technique are the teacher difficult to handle the class because the students were very noisy and busy with their own activity. The third, the students' problems in teaching writing through roundtable technique are the students had problems in developing their ideas, they had lack of vocabulary and the students often difficult in grammar. Besides, they did not have enough self confidence to make their own paragraph.

Keyword:

Roundtable Technique, Qualitative Descriptive Research, Teaching Writing



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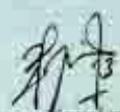
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MOTTO

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

“Nun, By the pen and by the (record) which (Men) write”

(Q.S.Al-Qalam:1)¹



¹ RI,Departemen Agama. *Al-quran dan Terjemahannya*. Bandung: PT Sigma Ekamedia Arkanleema. 2009

DECLARATION

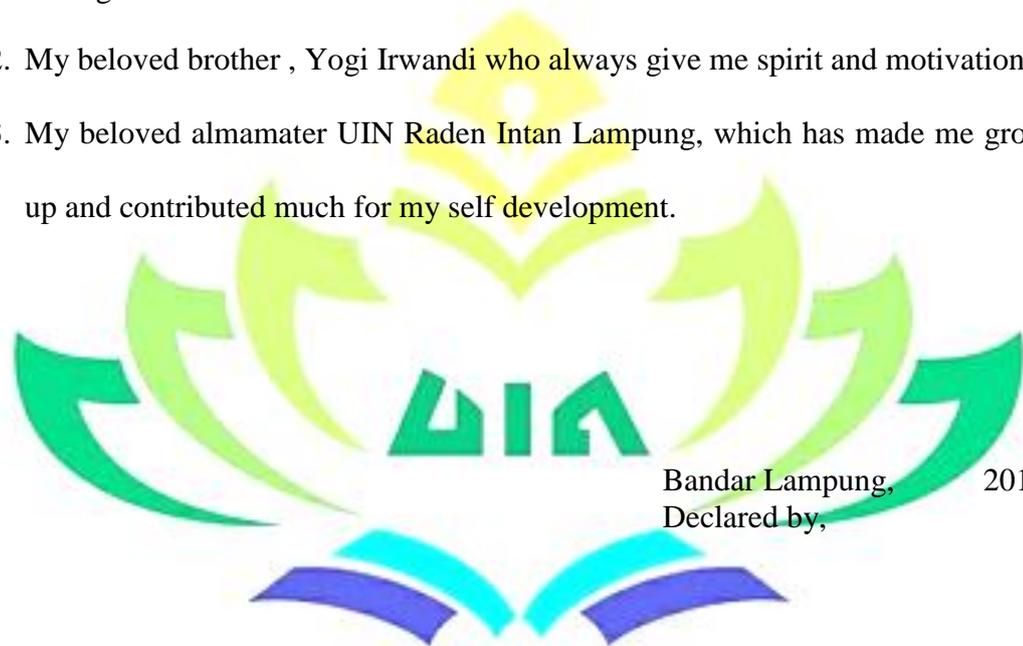
I hereby declare this thesis is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the text.



DEDICATION

All praises be to Allah almighty for His abundant blessing to me, and then from my deep heart and great love, this thesis is proudly dedicated to:

1. The greatest inspiration in my life is my beloved father Subardi and my beloved mother Dariyam, for their endless love, support, patience, and guidance. May Allah almighty give love and devotion back within his never ending.
2. My beloved brother , Yogi Irwandi who always give me spirit and motivation.
3. My beloved almamater UIN Raden Intan Lampung, which has made me grow up and contributed much for my self development.

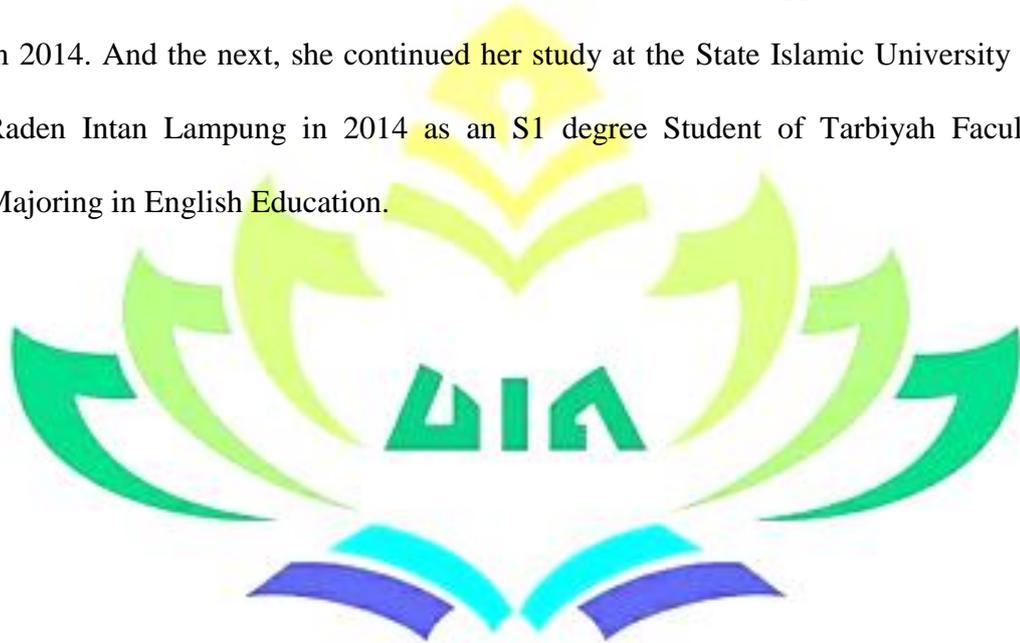


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CURRICULUM VITAE

Ria Anggraini was born on January 12th, 1997 in Sumberejo, Tanggamus. She is the second child of a lovely muslim couple, Subardi and Dariyam. She has one brother, his name is Yogi Irwandi. She attended Elementary School at SD N 2 Sumberejo, Tanggamus and finished in 2007. After that she continued her school at Junior High School at SMP N 2 Sumberejo, Tanggamus and finished in 2011. Then, she continued her school at SMA Islam Kebumen, Tanggamus and finished in 2014. And the next, she continued her study at the State Islamic University of Raden Intan Lampung in 2014 as an S1 degree Student of Tarbiyah Faculty Majoring in English Education.



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First of all, Praise to Allah the Almighty, the Most Merciful, the Most Beneficent for His blessing and mercy given to completing this thesis. Then, the best wishes and salutations are upon the great messenger prophet Muhammad peace be upon him.

This thesis entitled “ Teaching Writing Through Round Table Technique at the second semester at the eighth grade in SMP N 2 Sumberejo in Academic Year of 2018/2019”

The researcher realizes that she cannot complete this thesis without help from others. The researcher has obtained a lot of help from many people during writing this thesis and it would be impossible to mention all of them. She wishes, however, to give her sincerest gratitude and appreciation to:

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Finally, the researcher is fully aware that there are a lot of weaknesses in this thesis. For this, the researcher truthfully welcomes criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, 14 Mei 2019
The Researcher,

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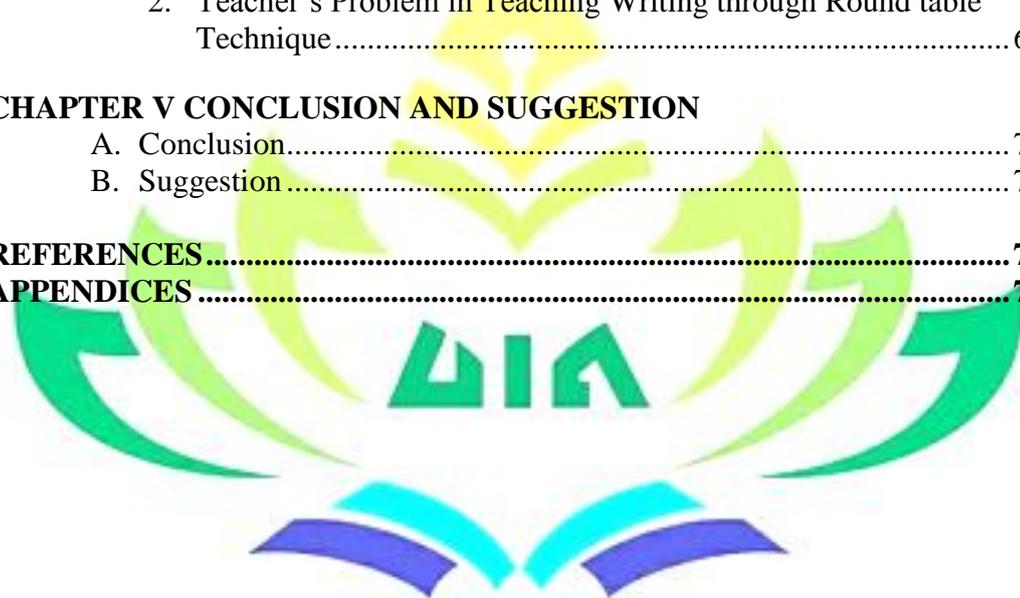
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CHAPTER I

INTRODUCTION

A. Background of Problem

English as an international language is used by many people in the world in many areas of life. It is learned by most of people in the world. In Indonesia, English is as the foreign language that is not used every day. Indonesian only learn English from the school or course. English is a compulsory subject which should be mastered by students of senior high school.

English is learned in Indonesia by talking about the grammatical rules of English and errors are always corrected. For language learners in Indonesia, where English is not spoken in the society, accuracy is really the focus in learning English.² There are four skills in English they are listening, speaking, reading and writing. These skills are closely related one to another. In this research, the researcher will focus on writing skill. Writing is one of the English skills that must be mastered by students to complete learning process. Writing is the creative process because it is a process of reaching out for one's thought and discovering them.³ Writing is a combination of process and product. According to Harmer, writing is used for a wide variety of purposes it is produced in many different forms.⁴

²Ag. Bambang Setiyadi, *Teaching English as a Foreign Language* (Yogyakarta:GrahaIlmu,2006),p.21

³Asian Journal of Education Research, Vol. 3. No. 2. 2015, JSSN 2311-6080

⁴Jeremy Harmer, *How To Teach Writing* (Pearson Education Limited,2004),p.4

Based on the interview to the English teacher, the researcher finds out the problems in writing English of the Eighth grade students in SMP Negeri 2 Sumberejo.

In teaching writing there are many techniques, one of the techniques is Round table. The round table technique is a activity that useful for brainstorming⁵, writing, and reviewing concepts and vocabulary learned. In addition, round table is focused in written activity, and the teacher gives students a question, problem or topic on a paper, they share with their group with giving a response or contribution from each member, so each member provides a written contribution.

Based on the preliminary research in SMPN 2 Sumberejo that was conducted at the second semester of Eighth grade in the academic year of 2018/2019 on march 26th by interviewing the English teacher Mrs. Melita Sari, in this research found that teaching writing through round table technique has been applied there, but this research found that the students' writing was still low although the teacher had used roundtable.

This researcher gave questionnaire to some students in SMPN 2 Sumberejo about the students' problem in writing English text. There were some problems that they have such as : they lack of vocabularies, they do not know how to make a good sentence, they lack motivation, they were difficult to learn the text in English, and students' have difficulty in understanding English word, phrases and sentences in english.

⁵ Megawati Sinaga, *The Effect of Roundtable and Clustering Teaching Techniques and Students' Personal Traits on Students' Achievement in Descriptive Writing*, Advances in Language and Literary Studies, ISSN: 2203-4714 Volume: 8 Issue: 6, 2017

Table 1
The Students' Writing Score at the Eighth Grade of
SMP Negeri 2 Sumberejo 2018/2019 Academic Year

No	Score	Class					Total	Percentage
		VIII A	VIIIB	VIIIC	VIIID	VIII E		
1	>70	32	12	14	14	14	54	39.55%
2	< 70	0	20	20	22	20	82	60.45%
Total		32	32	34	36	34	136	100%

Source : English Teacher at the second semester of Eighth Grade Students of SMP Negeri 2 Sumberejo in 2017/2018 Academic year⁶

Based on Table 1, it can be seen that there are more students who got low score or got score below the criteria of minimum mastery (KKM) of the school, as 54 out of 136 students or 39.55% who got scores above the criteria of minimum mastery, as 82 students or 60.45%. The KKM score was 70.⁷ The criteria minimum of mastery (KKM) is 74 in this research assumes that most of the students are still difficult to write English well.

Previously there were studies using Round Table Techniques including by Rezki Adelina from Universitas Islam Negeri Alauddin Makassar conducted a research The Use of Roundtable Technique to Improve Students' Writing skill of Narrative Text at Eleventh Grade in Senior High School 1 South Polong Bangkeng in 2017/2018 academic year. Rezki found that there was an improvement of subject of narrative text. Rezki say that Roundtable Technique

⁶ Melyta Sari *English Teacher of Eighth Grade SMP Negeri 2 Sumberejo in 2018/2019 Academic Year* .

⁷ Melyta Sari, *English Teacher of SMPN 2 Sumberejo in 2018/2019 Academic Year*

should be used as effective and interesting for students either their writing or their enthusiasm in learning process. So, the students can write text easier.⁸

The next research by Risti Wulandari from FKIP Slamet Riyadi University conducted a research to improve Students' Writing Ability by Using Round table Technique. This research used the eleventh grade students in 2014/2015 academic year as the subject of research. There was an improvement on the mean score of the test, it can be concluded that this technique could make the students have more ideas.⁹

In addition, this research focuses on Teaching Writing through Round Table Technique, especially in getting ideas. Round Table helps students to focus their attention and this research give the students quiet time to think about their responses and provide an accumulative record.

The researcher concludes that most of students find difficulty in writing. From the data this research has got, the researcher find out that most of the students writing ability is still low. Many students had difficulties in writing. Then most of them are only writing without knowing about phrase. The researcher was conducted a research about teaching writing through round table technique. This research concern to observe the process of teaching writing, and find out more faced by both the teachers and students through research entitled : "Teaching Writing through Round Table Technique at the Second Semester

⁸ Rezky Adelina, *a Thesis The Use of Roundtable Technique to Improve Students' Writing Skill of Narrative Text at Eleventh Grade in Senior High School 1 South PolongBangkeng*(Universitas Islam Negeri Alauddin,2017),p.17

⁹ Risti Wulandari, *Improving Students' Writing Ability by Using Roundtable Technique*,(English Departemen of FKIP Slamet Riyadi University,2015),p.9

of the Second Grade of SMP N 2 Sumberejo in the academic year of 2018/2019”.

B. Identification of the Problem

Based on the background above this research identifies the problem as follows:

1. The students have difficulty in understanding English word, phrases and sentences in English.
2. The students do not know how to make a good sentence.
3. The round table technique has been applied but the result is not optimal yet.
4. The students find difficulty to study new vocabulary.
5. The students have difficulty to learn the text in English. \

C. Limitation of the Problem

This research focuses on the process of teaching writing through round table to the second semester of the eighth grade of SMP N 2 Sumberejo in the academic year of 2018/2019.

D. Formulation of the problem

Based on the limitation above the researcher formulated the problem as follows:

1. How is the process of teaching writing through round table technique at the second semester of the eighth grade of SMPN 2 Sumberejo?

2. What are the teacher's problems in applying round table technique in teaching writing through roundtable technique at the second semester of the eighth grade of SMPN 2 Sumberejo?
3. What are the students problems in applying round table technique at the second semester of the eighth grade of SMPN 2 Sumberejo?

E.. Objective of the research

Based on formulation of problem, the objectives of research are as follows:

1. To know the process of teaching writing through roundtable technique at SMPN 2 Sumberejo.
2. To know teacher's problems in applying round table technique in teaching writing.
3. To know the students' problem in learning writing by round table technique.

F. Significance of the research

It is hoped that the result of this research can be beneficial :

a. Theoretically

The result of this research to support the previous theory about the teaching writing through roundtable technique in the teaching learning process.

b. Practically

1. For the teacher : by using round table technique the teacher can improve their creativity in teaching learning process so the goal of learning can be achieved.

2. For the students : it is expected that the students are more interested and motivated in learning English so that their English writing skill can developed and give positive effect on their English achievement.
3. For the school : it is expected that this research give motivation for the school for observe in teaching learning process.

G. Scope of The Research

1. The subject of the research

The subject of this research was the students of the second semester of the eighth grade and also the English teacher of SMPN 2 Sumberejo in the academic year of 2018/2019.

2. Object of the research

The object of this research had been process of teaching writing especially in applying round table technique in writing skill.

3. Place of research

This research conducted at SMPN 2 Sumberejo on Jl. Raya Sumberejo Kec. Sumberejo, Kab. Tanggamus

4. Time of the research

This research conducted at the second semester of SMPN 2 Sumberejo in the academic year of 2018/2019.

CHAPTER II

LITERATURE OF THEORIES

A. Concept of Teaching English as a Foreign Language (TEFL)

Language is an important tool of communication. Without language, people cannot communicate one to another. Language is used to convey information to each other, to ask about opinion or interpretations, to express our feelings to each other. According to Harmer, teaching means to give (someone) knowledge or to instruct or to train (someone).¹⁰ For this reason, by teaching or being a teacher, someone transfers knowledge, guides and coaches other people in the learning process. Furthermore, Brown states that language is acquired by all people in much the same way; language and learning language both have universal characteristics.¹¹ It means that language is used by all people in the same way; the language and learning language have the same general characteristics.

Everyone uses language to communicate with other people. Teaching is a process that is done by the teacher to share their knowledge, experience and materials. Preparation is the aim of teaching and can be reached. Teaching can also be defined as providing opportunities for students to learn. However, students may not always learn what the teacher intended to teach about and

¹⁰Jeremy Harmer, *How to Teach English*, (New England Longman 2002), p.56

¹¹H. Douglas Brown, *Principle of Language Learning and Teaching*, 4th Edition, California: Addison Wesley Longman, 2000, p.5

sometimes they may also learn notion which teacher do not intend them learn.

According to Setiyadi, people should learn English in the condition where the language is use for comm unication in their daily life.¹²In this case the teacher are also demanded to encourage students to practice English every time in their daily activities.

There are two ways of developing ability in a target language “acquistion” and “learning”. Acquisition is defined as a subconscious process that is identical to the process used in first language acquastion in all important ways, while learning is defined as concious knowing about a target language. While acquisition is taking place, language learners are not always aware of the result ; they are not very concerned with grammatical rules and error correction.

According to Brown, teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowladge, causing to know or understand.¹³ Suzanne states that teaching is shared work between students and teachers.¹⁴ Then, it can be interpreted that teaching is process that done by the teacher to share their knowladge, experience and the material to students. In this

¹²Bambang Setiyadi, *Teaching English As Foreign Language*, (Yogyakarta : GrahaIlmu,2006),p.20

¹³H. Douglas Brown, *Principles of Language Learning ang Teaching*. (New Jersey: Longman,2000),p. 7

¹⁴Suzanne L. Miller and Penelope, *Theories of Learning and Teaching What Do They Mean for Educators?*(Washington DC: NEA,2006),P.11

activity the teacher who provides education to students to learn is not limited only share their knowledge but also it is possible to share their experience as well.

Teaching also is the systematic activity which includes many components. Every component cannot be separated, but it has to be run together dependently and continually. For the reason, it is necessary for having a good management in teaching. It should be considered about ability of the teacher in managing the class and also the professionalism of the teacher so that teaching goal can be achieved. And also teaching is guiding and facilitating learning, enabling the learning to learn, setting the condition for learning. Our understanding of how the learners learn will determine our philosophy of education, teaching style, Approach, methods and classroom technique.

Based on all statement above, it can be inferred that English is first foreign language taught in all types school and the accuracy only focus on learning English and people do not underestimate English in the world of work.

B. Writing

1. Definition of Writing

Writing is one of the important skills to master by the students'. They use it to communicate to each other, as means of ideas and emotional expression. According to Hedge, writing is about expressing idea that the writer unable to express what a speaker able to express, such as gesture, body

movement, facial expression, pitch and tone of voice, stress and hesitation¹⁵. It has been widely agreed that writing is one of the indispensable activities in studying English language.¹⁶ Thus, a writer has to be able to write an effective writing in order to make a reader understand by developing and organizing ideas, a careful vocabulary choice, grammatical pattern, and sentence structure to make which is appropriate to the subject matter and the eventual readers.

According to Harmer, writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus and the teaching of English.¹⁷ It means writing is a skill that very important in learning English and also the one skill that is used to assess the students' achievement of English in School.

Writing is more complex than this hence writing pedagogy is important, as Brown states by claiming that writing is “as different from speaking as swimming is from walking” This is supported and developed by Hedge, who states that writing is more than producing accurate and complete sentences and phrases. She states that writing is about guiding students to:

¹⁵Tricia Hedge, *Resource books for teachers writing*, (Hongkong: Oxford University press, 1988), p. 5

¹⁶Norzang, *Use of Roundtable Structure Supplemented By Peer Editing Technique to Enhancing Students' Essay Writing Skills: An Action Research*, Imperial Journal of Interdisciplinary Research (IJIR) Vol-3, Issue-2, 2017 ISSN: 2454-1362, <http://www.onlinejournal.in>, p.1654

¹⁷Jeremy Harmer, *The Practice of English Language Teaching*, (Longman, 2001), p.31

produce whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader or a group of readers.¹⁸

If the goal of the English teacher is to enable students to produce fluent, accurate and appropriate written English, there are a number of aspects which need to be considered.¹⁹ These are :

1. Mechanical problems with the script of English²⁰
2. Problems of accuracy of English grammar and lexis
3. Problems of relating the style of writing to the demands of a particular situation
4. Problems of developing ease and comfort in expressing what needs to be said.²¹

As far as researcher concerned, writing is the most difficult skill in English. That writing is a way to produce language that comes from our thought. Writing is as a process to produce written product that will be used for readers. The first reason is because the writer should master English grammar, and the language use in writing is completely different from the language use in spoken language. Another reason is because the word choice in writing is strictly chosen to make the writer's idea make sense. Furthermore, writing is about how the writers convey their idea, so

¹⁸ Emelie Ahlsén and Nathalie Lundh, *Teaching Writing in Theory and Practice* (Advanced course in English with Educational Application incl. Degree Project 30 ECTS Autumn, 2007),p.4

¹⁹ Jeremy Harmer, *Teaching English as a Foreign Language*(Newyork: Routledge education books, 1980),p.116.

²⁰Christopher Tribble, *Language Teaching Writing*,(Oxford University,1996),p.130

²¹*Ibid*,p.116-117

the writer should be able to understand how to develop and organize the idea.

Writing is used for a wide variety of purposes it is produced in many different forms.²² He continues that the act of writing is also an act of sharing new ideas or old ideas with new perspective with the human community. The writer means to put our favourites or most important thoughts forward, to unveil a line of thinking too elaborate, to communicate through conversation.

Caroline states that writing is a combination and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that polished and comprehensible to readers.²³ It means that writing is an activity that produces something from mind become meaningful a text of the sentence. Make a good writing by arranged sequence sentence. Shortly, writing skills are specific abilities which help writer put their thoughts into words in a meaningful form and mentally interact with the message.

Writing is a complex metacognitive activity that draws on an individual's knowledge, basic skill, strategies, and ability to coordinate multiple processes. Graham identified the following four vital areas in the writing

²²Jeremy Harmer, *How To Teach Writing*(Pearson Education Limited,2004),p.4

²³Caroline Linse et al, *Practical English Language Teaching: Young Learners*, (New York: McGraw Hill ESL/ELT, 2005),p. 98

process:(1) knowledge of writing and writing topics,(2) skill for producing and crafting text,(3) processes for energizing and motivating participants to write with enthusiasm, and (4) directing thought and actions through strategies to archive writing goals.

From all the statements above, it can be concluded that writing is an activity of thinking after which it is expressed into graphic symbols, in a communicative written language In expressing the thought into a written language, feeling plays an important role as well, so that the products will be easily understood and enjoyed by the readers.

C. Writing Process

Writing process, Writing as a process to produce written product that will be used for readers. It will be as the form of an essay, a paper or a story. Writing is not an instant process. It takes time and engages so many activities. The activities, are prewriting, drafting, revising and editing. The process of writing, the writers do not easily move from step. There are some steps of writing based on Harmer, they are:

a. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what is they are going to say. For some writers this may involve making detail notes. for others a few jotted words maybe enough. Still other may not actually write down any preliminary

notes at all since they may do all their planning in their heads. But they will have planned, nevertheless, just ask the shopping list writer has thought at some level of consciousness about what food is needed before writing it on the piece of paper.²⁴ In this step we should decide the topic that we want to write or if we assigned one, the topic should be focused on something that interesting to us.

b. Drafting

Drafting can be defined as writing down some ideas that come into mind. Then, this draft can be shaped and refined in the next stage. This first draft is usually rough, which is why it is called the rough draft. Making a case and structuring your evidence for that case.²⁵ As the writing process proceeds into editing, a number of drafts may be produced on the way to the final.²⁶

c. Revising

Revising is a process when writer rework the rough material of the draft to get it in shape. This process is a time-consuming, difficult part of the process because the writer should express the ideas in the best order and in the best way, so the reader can get the writer's idea. Revising are often helped by other readers (or editors) who comment and make suggestions.²⁷

²⁴Jeremy Harmer, *Op. Cit*,p.4

²⁵Capella University, *The WritingProcess* (Minneapolis, MN 55402 | 1-888-CAPELLA (227-3552),p.3

²⁶Jeremy Harmer, *Op.Cit*,p.5

²⁷*Ibid*.

d. Editing

Revise content, proofread for writing conventions, text reorganization.²⁸

Children work with the teacher and or peers to correct all mistakes in grammar and spelling.

e. Publishing

The writing process is finally at its end. Children publish their writing by making a copy in their neatest handwriting or using a word processor.

This is a time for students to celebrate. They may share their pieces with the class during story time, make a class book or a personal portfolio, or send their work to local newspapers or children's magazines for publication.

D. Genre of Writing

A genre approach is especially appropriate for students of English for Specific purposes. This means that they will be able to choose from a variety of features.²⁹ The same classification scheme is reformulated here to include the most common genres that a second language writer might produce, within and beyond the requirements of a curriculum.³⁰

²⁸ Kamehameha Schools, *The Writing Process: An Overview of Research on Teaching Writing as a Process* (Research & Evaluation, Schools 567 South king street department, 2007), p.2

²⁹ Jeremy Harmer, *The Practice of English Language Teaching* (Cambridge Uk, 1998), p.327

³⁰ H. Douglas Brown, *Language Assesment Principles and Classroom Practices*, ed. Virginia L. Blanford (San Francisco State University: Pearson Education, 2004), p.219

1) Academic writing

For papers and general subject reports essays, compositions academically focused journals short-answer test responses technical reports (lab reports) theses, dissertations.

2) Job-related writing

Messages (phone messages) letters/emails memos (interoffice) reports (job evaluations, project reports) schedules, labels, signs advertisements, announcements manuals.

3) Personal writing

Letters, emails, greeting cards, invitations messages,notes calendar entries, shopping lists, reminders financial documents (checks, tax forms, loan applications)forms, questionnaires, medical reports, immigration documents diaries, personal journals fiction (short stories, poetry).³¹

E. Concept of Teaching Writing

Harmer said that by far the most important reason for teaching writing, of course, is that it is a basic language skill. The writing of a composition is a task which involves the students in manipulating words in grammatically correct sentences and in linking those sentence to form a piece of continous writing which succesfully communicates the writer's thoughts and ideas on a certain.

³¹*Ibid.*

A simplistic view of writing would assume that written language is simply the graphic representation of spoken language. Teaching writing applied nowadays tends to be more concerned with how to provide the students with explanation of paragraph organization and its definition.³²

Teachers who experience writing difficulty not only connect emotionally to their students, something they might do after writing what their students write, but they gain clarity about how students learn to write better.³³ It means for the moment we can accept that writing is a language skill which is difficult to acquire.

Writing is more complex than this here writing pedagogy is important, as Brown states by claiming that writing is “as different from speaking as swimming is from walking”. Writing is more than producing accurate and complete sentences and phrases. Writing is about guiding students to: Produce whole pieces of communication, to link and develop information ideas, or arguments for a particular reader or a group of reader.³⁴

The researcher concludes that teaching writing is reinforcement of learn language, the development of the students’ language through the activity of writing, the appropriacy of the activity of writing for some styles of learning and the importance of writing as a skill in its own right.

³² Ariyanti, *The Teaching of EFL Writing in Indonesia*(Dinamika Ilmu, Volume 16 (2), 2016),p.270

³³ E. Shelley Reid, *Teaching Writing Teachers Writing: Difficulty, Exploration, and Critical Reflection*(National council of teachers English,2009),p.201

³⁴Emelie Ahlsen, Nathalie Lundh, *Teaching Writing in Theory and Practice* (Department of Curriculum Studies and Communication,2007),p.4

F. Teachers' Problem in Teaching Writing

The most serious problem that students have is lacking of vocabulary, students have not focused on learning grammar, beside vocabulary, grammar plays an important role in English as well as studying English. Grammar limitation also affects the ability of using language in most of the students. Many topics require students a large source of vocabulary. The correction limitation of students' written works. Based on the questionnaire and the observation, the teacher does not have enough time to correct the students' writing.

The writing task is challenging because many practical and theoretical uses are included. The assumption that supposes working without the help of each student or only with the instructor for comprehensive feedback, usage of grammar and handbooks or even lectures, and the linear composition model based on "outlining, writing, and editing".³⁵ So, students make these mistakes again and again if they have nothing corrected. Students lack time for learning writing skill. At the moment, the time for learning English is little and it cannot afford the demanding. Lack of time affects not only students' learning but also teacher's teaching.³⁶

³⁵ Mariann Edwina, *Writing Problems on Conventions, Punctuation, and Language* (Journal of Studies in Education ISSN 2162-6952 2012), Vol. 2, No. 3, p.134

³⁶ Nguyen Thanh Huy, *Asian Journal of Educational Research*, Vol.3.No.2.2015, JSSN 2311-6080, p.65.

G. Types of Writing

Four categories of written that capture the range of written production are considered here.³⁷ Each category resembles the categories defined for the other three skills, but these categories, as always, reflect the uniqueness of the skill area.

1. Imitative or Writing Down

At the beginning level of learning to write, students will simply “ write down” English letters, words and possibly sentences in order to learn the conventions of the orthographic code.³⁸ To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. At this stage, form is the primary if not exclusive focus, while context and meaning of secondary concern.

2. Intensive or controlled

Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence meaning and context are of some importance in determining correctness and appropriateness, but most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design.

³⁷H. Douglas Brown, *Op. Cit*, p.220

³⁸H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (Pearson Education, 2000), p.342

3. Responsive

Here, assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Genres of writing include brief narratives and description, short reports, lab reports, summaries, brief responses to reading, and interpretations of charts or graphs. The writer has mastered the fundamentals of sentence level grammar and is more focused on the discourse conventions that will achieve the objectives of the written text. Form focused attention is mostly at the discourse level, with a strong emphasis on context and meaning.

4. Extensive

Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product.³⁹

H. Micro skills and Macro skills of Writing

Teaching writing include mastery of micro and macroskills. Micro skills are those that the students need to comprehend in order that they are able to produce and acceptable writing like acceptable grammar, correct

³⁹*Ibid.* p.221

cohesive devices, and also the ability to express a meaning in different grammatical forms. Macro skills in the other hand further skills and strategies that are required in order that the students being able to convey the meaning they want to communicate in their writing.⁴⁰

Distinguishes micro skills and macro skills of writing as follows :

Microskills :

1. Produce graphemes and orthographic patterns of English.
2. Produce writing at an efficient rate of speed to suit the purpose.
3. Produce an acceptable core of words and use appropriate word order patterns.
4. Use acceptable grammatical systems (tense, agreement, pluralization), patterns, and rules.
5. Express a particular meaning in different grammatical forms.
6. Use cohesive devices in written discourse.⁴¹

Macroskills as follows :

1. Use the rhetorical forms and conventions of written discourse.
2. Appropriately accomplish the communicative functions of written texts according to form and purpose.
3. Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

⁴⁰ H. Douglas Brown, *Language Assessment Principle and Classroom Practices*, (San Francisco State University : Pearson Education , 2004), p.342

⁴¹ H. Douglas Brown, *Op.Cit*, p.342-343

4. Distinguish between literal and implied meanings when writing.
5. Correctly convey culturally specific references in the context of the written text.
6. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

I. The Importance of Writing

The importance of writing, especially writing English is very great. Writing is very essential for many field such as; education, business, government, and scientific. For example, in business world, the importance of the writing is used for appointment letter, memos, and application letters. In education, writing English is one of four skills that have to be achieved by students at secondary, high schools, and universities.

In addition, students who like to have overseas pen pals have to be able to write letter in English too. This condition forces them to learn how to make and compose letters into words, then words into meaningful sentences into paragraphs. By doing it, students can improve their English writing skill. That is why everyone should be able to write in English. writing is an intentional, social communication that involves literacy as well.⁴²

⁴² Mariann Edwina, *Op. Cit.*, p.133

J. Aspects of Good Writing

In writing, learners must concern at least five aspects of good writing are: content, organization, grammar, word choice, and mechanics. The English would be good if these components of writing are good too. It goes without saying that the English writer has to master and pay attention with them. The components are: First aspect of good writing is unity. A writing text should have an excellent support so that it is attractive to be read. Moreover, it should have unity and coherence in order to make the readers exactly know about what the writers want to tell in their writings.

Oshima and Hongue have the opinion “unity is very important element of a text”. In short, if a text is about a thing or certain object, all the sentences in the paragraph should talk about that object, so the paragraph expresses relevant meaning.

The second aspect of good writing is organization. In making a text, it must use three basic parts: introductory, body, and concluding paragraph. Oshima and Hongue state that “a text or essay has three main parts: an introductory paragraph, a body (at least one, but usually two or more paragraphs), and concluding paragraph.” Grammar is the third important aspect in writing. Good writing must show correct basic grammar pattern. Then, the next important aspect in writing is word choice. Word choice should have the correct idiomatic vocabularies and

correct word forms. Students have to choose appropriate dictions to express ideas or mind in their writings.

The last important aspect in writing is mechanics. They consist of punctuation mark, and capitalization of letter. When writing a paragraph, we must use correct punctuation mark. In order to use the correct punctuation marks, learners must concern with sentence structure. They also must concern with the indentation and capital letters. For example, indentation is used when making new paragraph and a capital letter is used to start a sentence. Good writing is very important, because it helps the readers understand about the information that is delivered by the writers.

K. Round Table Technique

1. Definition of Round Table Technique (RTT)

Round Table is one of teaching technique which is implemented by cooperative learning approach.⁴³ To reach the high quality group work all the members of group must be cooperative as the social skills should be developed. In Round Table teaching technique, all the group member's ideas are used to elaborate, explain, and as then argumentative reason in modifying and restructuring their own thinking and knowledge.

⁴³Megawati Sinaga, *The Effect of Roundtable and Clustering Teaching Techniques and Students' Personal Traits on Students' Achievement in Descriptive Writing*, (Australian International Academic Centre PTY.LTD)ISSN: 2203-4714, Vol 8 Issue 6,p.71

Round Table structures can be used to brainstorm ideas and to generate a large number of responses to a single question or a group of questions.⁴⁴

Round table Technique 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 it self defines as broader concept covering all types of group work including group work that led or directed by the teacher.

According to Heartland that round table technique where one paper and pencil are systematically pass around the group, each member writes an idea and then pass it into the person on their left who then writes an idea.⁴⁵

Utilizing different colors for each person reinforces that all team members are contributing equally. In addition, from round table activity the students can explore their ideas as much as possible in the group, in writing the students need the ideas to write. Through roundtable technique, in this study the researcher used the step in roundtable technique in planning and writing process.

⁴⁴Joe Kibuye Wadawi, *An Assesment of Cooperative Learning Effectiveness in Tourism and Hospitaly Teaching* (Ecoforum Volume 2, Issue 1(2), 2013)p. 13

⁴⁵ Muammar Khadafi, *Jurnal Pendidikan dan Pengajaran*, Volume 4, Number 2, PISSN 2355-3669|E-ISSN|2503-2518, December 2017,p.59
<http://jurnal.radenfatah.ac.id/index.php/edukasi>

Round table structure is one of cooperative learning techniques in which each student in a group takes turn to write answers.⁴⁶ According to Jacobs (Seameo Regional Language Centre Singapore), Siowock (University Malaysia), and Jessica (University of Victorian Canada) in Norzang state that “Round table is cooperative learning technique in which each person writes on idea for a multiple ability task and 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”. Round table is one of teaching technique which is implemented by cooperative learning approach.⁴⁷

Round table is essentially the written version of the discussion technique. The benefits of having students write their ideas as opposed to speaking them are that writing helps students to focus their attention, gives students quiet time to think about their responses, and provides a cumulative records. Round table also ensures equal participation among group members and exposes students to multiple view points and ideas.⁴⁸

Considering from the problem that happened in eighth grade, Round table Technique regarded to be important to implement because this technique focuses on written activity with small group discussion that consists

⁴⁶Norzang, *Use of Roundtable Structure Supplemented By Peer Editing Technique to Enhancing Students*, (Imperial Journal of Interdisciplinary Research)(IJIR) Vol-3, Issue-2, 2017ISSN: 2454-1362. *Op.Cit*, p.1655

⁴⁷Megawati Sinaga, *Op.Cit*, p.75

⁴⁸Elizabeth F.Barkley, K. Petricia Cross, Claire Howell Major, *Collaborative Learning Techniques*(United States of America : jossey-bass,2005),p. 241.

heterogeneous students. It can develop students' active participation in teaching and learning process. In creative writing, a variation of round table is used to help foster imaginative. The instructor provides an introductory sentence or paragraph or a simple opening phrase.⁴⁹

Based on explanation above it can be seen that there are many techniques in learning that can be applied to assess the students. Round table technique can help students to discuss about the material and the students can focus their attention. 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 turns to form a round table or sit in circle.⁵⁰

2. Procedures for Round Table Technique

Round table structures can be used to brainstorm ideas and to generate a large number of responses to a single question or a group of questions. The main issue here is the question or the problem you have asked the students to consider. It has to be one that has the potential for a number of different "right" answers.

Relate the question to the course unit while keeping it simple so that every student can have some input.⁵¹The process of round table

⁴⁹ Elizabeth F. Barkley, K. Patricia Cross, Claire Howel Major, *Collaborative Learning Techniques* (USA : Jossey-Bass,2005),h.243.

⁵⁰ Ratnasari Sekar Chandra. *Effectifitas Model Pembelajaran Kooperatif Tipe Roundtable Dalam Meningkatkan Ketrampilan Menulis Siswa*. (Jakarta : UPI. Skripsi Retrieved. 2016,Wednesday, December 11 perpustakaan.upi.edu)p.5

⁵¹Joe Kibuye Wadawi, *Ecoforum* (Volume 2, Issue 1(2), 2013),p.13

technique in the classroom deals with preparation and schedule of activities as an implementation of the round table technique process.⁵²

According to Putra Hilmi in Sudjana (2010 : 3) The procedures of round table technique are :

- 1.The teacher explains the learning materials discussed on that day.
- 2.Teacher forms small groups of 4-6 students in a circular structure.
- 3.The teacher explains the learning implementation procedures.
- 4.Teaches gives structured assignments to each group.
- 5.Each group is given 25 minutes to finish the assignment.
- 6.All members of the group get two minutes to answer the questions inturn. Turn to answer the question is determined based on a clockwisedirection.
- 7.Teacher and students discuss the answers to the discussion problems.
- 8.Teacher evaluates the student achievement.
- 9.Teachers give rewards to the group that received the most points

3. Teachers' Problem in Teaching Writing Through Round Table Technique

Every process of teaching English has bad and good sides, it is something that the teacher to face it. In teaching writing process as a teacher definitely finds some problem in the activity of teaching. As a facilitator, the teacher should be clear on what the material is and find out the

⁵²Putra Hilmi Prayitno, *The Differences in the Implementation of Make a Match and the Roundtable Learning Methods* (Classroom Action Research Journal 1 (1), 2017),p.23

appropriate way in order to achieve process teaching writing well in the class. Teacher's need several different kinds of knowledges.⁵³ Knowledges about how ideas can be represented effectively, and knowledge about how students' understanding can be assessed (potential of the teacher). However, a good teacher has prepared well and mastered the material that to be taught in class and also the teacher have to know the characteristic of the students in order to gain the target of language teaching.

Teachers' Problem in Teaching Writing Through Round Table Technique as follows :

1. The students' stalling time in completing task, thus disrupting the learning process.
2. The students' did not record the material that the teacher had explained, and borrowed a friend's note, so that it disrupted the concentration of his friend.
3. The students' did not focus and joke with friends during learning.⁵⁴
4. 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.

⁵³Dr.FazalurRahman, jaddi khan khail, Prof. Dr. Nabi Buyjamani,et.al, *International Journ al of Bussines and Social Science*, Vol 2 No 7 ; [Special Issue-April 2011],p.90

⁵⁴Eka Yuni Mukti Diastofa, Drs. H. Abdul Karim, *Penerapan Model Pembelajaran Kooperatif Tipe RoundTable*, Laterne, Vol V No 02 Tahun 2016,p.5

From the explanation above it is clear that some problems that faced by the teacher in teaching writing through round table, the students are unable to understand the material knowledge and use them in English skill, the repetition frequencies of the same words are so low, based on all of those problems above, it should be solved to make the teaching process successful in the class.

4. Students' Problem in Teaching Writing Through Round Table Technique

Barkley, et al state that Round table is one of the brainstorming techniques called as the natural way in developing the writing.⁵⁵ 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.

- a. When team members pass ideas around the room, they might hold back simply because they know that the person next to them will see what they have written. This is one of disadvantages of round table technique. It is because when they write their idea, their friend who sit next to them are able to see the answer or idea.
- b. Another is that each person gets inspiration for their new idea from the ideas of only one other person, rather than from the entire group. This situation can happen if there is a student who is low in knowledge. He or

⁵⁵Elizabeth F. Barkley, K. Patricia Cross, Claire Howell Major, *Op. Cit.*, p.243

she will imitate the idea which is exposed by their friend before them. It will make similarity ideas.⁵⁶

- c. Awkward to express opinions when discussing
- d. Spend a lot of time
- e. Some students are still confused about grammar and they are not familiar with this kind of technique.⁵⁷

5. Advantages of Round Table Technique

Kagan in Megawati Sinaga also presents some of the notable advantages of Round table structure like assessing prior knowledge, recalling information, creating cooperative art, team building, participation, building vocabulary, and correcting grammatical and spelling errors.⁵⁸

Kagan in Megawati Sinaga has the opinion “Round table Technique will achievesome advantages in terms of academic and social point of view”.

The advantages of Round table Technique⁵⁹ are:

- 1) The students are able to understand and be aware how others write and learn.
- 2) Their perception, reasoning and judgment about the subject matter could be shared each other.

⁵⁶Anisa Husni Alkaromah, *The Use of Roundtable Technique to Improve Students' Speaking Skill*. (Lampung UIN: Lampung, 2017),p.34

⁵⁷Fifi, Maskun, Yustina Sri Ekwandri, *Penerapan Model Kooperatif Teknik Roundtable Untuk Meningkatkan Motifasi Belajar Siswa* (Fkip Unila : BandarLampung),p.5

⁵⁸Norzang,*Op.Cit.*1655

⁵⁹Megawati Sinaga, *Op.Cit*,p.71

- 3) The students are able to advance their understanding of the subject matter
- 4) The students' mental or emotional are enhanced, because they get to know each other better, and overcome the problem of disagreements.
- 5) Besides, they may support each other by working together.
- 6)The responsibility of each group, the contribution idea in the group.⁶⁰

From the information above, it can be stated that Round Table Technique will give many advantages in teaching learning process.



⁶⁰ Muammar Khadafi, *Op. Cit.*, p.59

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used qualitative research. Qualitative research is a research that produces descriptive data in the form of written words or oral from subject and its behavior that can be observed, as a result the goal of the research is an individual understanding and its background completely.⁶¹

Qualitative refers to data that describes an object's qualities or meaningful properties.⁶² Qualitative research is naturalistic research method because the research did on natural setting.⁶³ In qualitative research, this research in doing research cannot make her own schedule. In other words, qualitative research serves the data in descriptive form not in numerical form. Descriptive method is used when this research were to describe the condition and situation of something specifically. It means in the main characteristic of this method the research had no control over the variables, she can only report what has happened or what is happening.

During the research, this research function as observer. This research observed Teaching Writing Through Round Table Technique at the Second Semester of the Eighth grade at SMP Negeri 2 Sumberejo in the academic year 2018/2019

⁶¹Ag.Bambang Setiyadi, *Metode Penelitian untuk Penelitian Bahasa Asing*, (Yogyakarta:Grahallmu,2006),p.219

⁶²Jeffrey Longhofer, Etc, *Qualitative Methods for Practice Research*, (New York: Oxford University Press, 2013). P.38

⁶³Sugiyono, *Metode Penelitian Kuantitatif kualitatif dan R&D*, (Bandung:Alfabeta,2011),p.7

and also the students' activity during the teaching process carried by the teacher.

B. Research Subject

According to Sugiyono, population is the whole subject / object of the research that has quality and particulate characteristic. In addition he states that sample is part of the characteristic of population that represents of its population.⁶⁴ In this research, the research used purposive sampling technique. According to Arikunto, purposive sampling technique is sampling technique which is done because limited time and finding.⁶⁵ According to Marguerite et.al, purposive sampling technique is a common procedure used in qualitative research that identifies key informants or person who have specific knowledge about the topic being study. The type of purposive sampling that a researcher may decide to use depends on the purpose of the study.⁶⁶ This research selected the subject according to the need and purpose of the research.

This research selected the people or participants who know the phenomenon of the problem. The type of purposive sampling that a research may decided to be used. This research selected the English teacher and the students of one class, the class is VIII B the Eighth grade of SMP Negeri 2 Sumberejo as the participant of this research. This research ask the teacher of Eghth Grade who taught English as a sample class. Then, this research choose the class as the

⁶⁴Sugiyono, *Op.Cit*, p.80

⁶⁵Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Yogyakarta: Rineka Cipta, 2002), p.127.

⁶⁶Marguerite, et.al, *Methods in Educational Research: from Theory to Practice* (San Francisco: Jassey-Bass, 2006), p.152.

sample of the research because some reason especially in writing trough round table technique is still low.

Table 2

Population of the students at second semester at the Eighth Grade of SMP N 2 Sumberejo in the 2018/2019 Academic Year

No	Class	Genre		Total
		Male	Female	
1	VIII A	14	18	32
2	VIII B	16	16	32
3	VIII C	16	18	34
4	VIII D	17	19	36
5	VIII E	15	19	34
	77	89	90	166

Source: The data of SMP Negeri 2 Sumberejo in 2018/2019 Academic Year Tanggamus⁶⁷

C. Data Collecting Technique

In this research, there were some steps that had be applied with intention of gaining the data from beginning until the end of teaching process. Consequently, This research conduct the observation, questionnaire and interview The steps are follows:

1) Observation

Observation sheet used to know the students activities, attention, and responses during the teaching and learning process and to record events happen. Observation is to explain the situation that is examined, the

⁶⁷ Melyta Sari, the Teacher of SMP Negeri 2 Sumberejo, *Data of English Teacher SMP Negeri 2 Sumberejo in 2018/2019 Academic Year, Tanggamus.*

activity that take place, individuals who are involved in an activity and relationship between the situation, events and in individuals.⁶⁸ Responses toward the lesson and the teacher. Observation is a way of collecting data in research which the researcher observed in this research the researcher observed in the field. According to Sugiono, observation is collecting data process, which in this research the researcher observed the situation of teaching learning process in the class.⁶⁹

Observation is proper to be use this research which relate with teaching learning process students activity, and problem, which may arise. This research had be a observer. This research not involved directly in the classroom activity. This research made note during the teaching learning process. In this case the research only note, analyze and make inference about object under study.

2) Interview

After observing their teaching learning process, this research also interview the teacher, interview is meeting of two persons to exchange information and idea through question and responses, result in communication and join construction of meaning about a particular topic. Interviews are good research techniques when you want to know what people think or feel about something.⁷⁰ Interview provides

⁶⁸Ag. Bambang Setiyadi, *Op.Cit*,p.239

⁶⁹Sugiono, *Op.Cit*,p.217

⁷⁰Kristin G Esterberg, *Qualitative Methods in Social Research*, (New York: Mc.Graw Hill,2002), p.37

this research a mean to gain deeper understanding of how the students interpret situation or phenomenon that can be gained through observation.⁷¹

The interview used in collecting the data from the teacher. This research ask the teacher about her opinion of the activity in teaching process including problem in teaching writing, where questions asked by the interviewer to obtain information from interview.⁷²

3) Questionnaire

This research gave questionnaire to the students. Questionnaire had be printed from the data including question or statement to which the subjects are expected to respond.⁷³ Questionnaire is a list of questions used by researcher to get data from the source directly through a process of communication or to ask question. From collecting data through questionnaire, this research found the students respond toward the teaching and learning process.

This research distribute the questionnaire after the process of teaching writing by using roundtable. This research used open-ended question and gave the questionnaire to the students. An open-ended question is a question format that allows students to gave a free-form answer.

⁷¹ *Ibi.*,p.318

⁷² Sugiyono, *Op.Cit.*,137

⁷³ Suharsimi Arikunto, *Op.Cit.*,p.226

D. Research Instrument

This research key instrument.⁷⁴ The instrument in naturalistic inquiry is the human. Research instrument is tool if facilities which used by the researcher in collecting the data in order to make the research easier and get better result, in the meaning more complete and systematic so it easy to analyze.⁷⁵ Thus, the researcher had been the main instrument in the research. In this research, the researcher used observation, interview and questionnaire as the instruments of the research.

1. Observation

Observation is to explain the situation that we examine, the activities that take place, individuals who are involved in an activity and the relationship between the situation, event and individuals.⁷⁶ Observation is the process of gathering open-end, first hand information by observe people and place at the research sites. This research used observation that the research prepare it in advanced. This research makes a note during the teaching learning process. In this case, as observer to get the data do not involve directly in classroom activity but the observer only makes a note during teaching learning process by using the instrument as follow ;

⁷⁴ Sugiono, *Op.Cit*,p.223

⁷⁵ *Ibid*,p.160

⁷⁶ Bambang Setiyadi, *Op.Cit*,p.239

Table 3
Observation Guideline

No	Components of Observation	Pointer of Observation
1	Pre-activity	The teacher greeting the class and open the lesson
		Checking students' attendance list
		The teacher starts the lesson
		The teacher explains how the rule of definition roundtable and prepare paper
2	While-Activity	<p>The Procedures of Teaching Writing Through Roundtable Technique :</p> <ol style="list-style-type: none"> 1. The teacher explains the learning materials discussed on that day. 2. The Teacher divided or forms small groups of 4-6 students in a circular structure. 3. The teacher explains the learning implementation procedures 4. The Teachers gives structured assignments to each group. 5. The teacher given each group 25 minutes to finish the assignment 6. The teacher give all members of the group get two minutes to answer the questions in turn. Turn to answer the question is determined based on a clockwise direction.
3	Post- Activity	The teacher and students discuss the answers to the discussion problems
		The teacher evaluates the student achievement.
		The teachers give rewards to the group that received the most points
		The teacher concludes the lesson with using roundtable
		The teacher closes the lesson

2. Interview

Interviews are good research techniques when you want to know what people think or feel about something.⁷⁷ In this research, the interview used in collecting data for the teacher. This research interview the teacher about her opinion of teaching writing process included problems that she faced in using roundtable technique. Futhermore, this interview aims to make sure about the

⁷⁷ Kristin G Esterberg, Op.Cit,p.37

result of the observation and to get more data relating to this research. The aim is to found out problems faced by the teacher and students in teaching writing through roundtable technique.

Table 4
Teacher's Interview Guideline

No	Aspect (s)	Indicator	No. Item	Total Item
1	How is the Process of Teaching Writing Through Roundtable Technique?	Ask the teacher about the process of teaching writing through roundtable technique	1	1
2	Teacher's Problems	Ask the teacher wheter she has any problems to understand when use the round table technique that will be taught to the students and how long the teacher given time for each group.	2,3	2
		Ask the teacher where she faced the students' to start writing.	4	1
		Ask the teacher has difficulties to control class.	5	1
		Ask the teacher about technique before entering class.	6	1
		Ask the teacher she has difficulties to make them understand.	7	1
		Ask the teacher she has problems face.	8	1
		Ask the teacher she has difficulties to make them focus with the material.	9	1
3	Teacher's Opinion	Teacher's opinion for teaching writing through roundtable technique.	10	1

3. Questionnaire

This research gave questionnaire to the students in order to make sure what the aspects that might influence the students learning process and to confirm the answer given by their teacher. In learning writing process, there were many problems faced by the students in teaching writing. The questionnaire was given to take data in teaching writing especially by using roundtable. This research used open-end questionnaire. Setiyadi states that close-ended is a question that does not need to consider whether it should be answered with a long answer to a short or wide. Only need to be answered correctly or incorrectly.⁷⁸

Table 5
Questionnaire Guideline

No	Aspect (s)	Indicator	No item	Total item
1	Students' Problems	The students' have not write a good sentences.	1,2	2
		The students' have problem in making text in English	3	1
		The students' have problem to express opinions when discussing and writing	4	1
		The students' have problem grammar	5	1
2	Students' Opinion	Students' opinion for teaching writing through roundtable technique	6,7	2

⁷⁸ Setiyadi, *Op.Cit*, p .199

E. Research Procedure

To obtain the accurate data, this research followed the procedure of research in the following steps, such as: Identifying a research problem, reviewing the literature, specifying a purpose for research, collecting data (observation, interview and questionnaire), analyzing and interpreting data, reporting and evaluating.⁷⁹ The procedure of the research as follows:

1. Finding the subject of the research. The subject is a class of students at the second semester at the Eighth grade at SMPN 2 Sumberejo in the Academic Year of 2018/2019, especially class VIIIIB along with the English teacher.
2. This research observation during the instruction and take some notes to all important events
3. The object of the observation, students and teacher at the second semester at the Eighth grade in SMP Negeri 2 Sumberejo.
4. The time of the observation had be done at the second semester in the Academic Year 2018.
5. Duration of the observation until this research gets the result of the research.
6. The purpose of the observation found the result and data in this research.

⁷⁹John Hendry, *Merancang Kuesioner Research Pemasaran*.[Http://Www.Stm.Kuestioner Riset pemasaran Universitas GunaN Darma.edu.pdf](http://Www.Stm.Kuestioner Riset pemasaran Universitas GunaN Darma.edu.pdf).accessesed on December 2.2012,p.1

7. This research interview the teacher after the process of teaching learning.
8. This research gave the questionnaire to the students about their problems in learning writing through roundtable technique.
9. This research analyze the notes of the observation, interview and questionnaire.
10. This research report the results of the data analysis to include the research founding.

F. Trustworthiness of The Data

In qualitative research, this research has to reveal the data as the real life of the subject. This qualitative research uses some methodologies to keep the validity of the data in order to have more accurate conclusion. To make the data valid, tringulation is employed. According to Setiyadi, tringulation is the combination of two methods or more in collecting the data about the attitude of the subject of the research, because the attitude of human being is quite complex, the use of single method in colecting the qualitatve data is often considered not enough.⁸⁰ There are 5 kinds of tringulation, there are :

a. Tringulation of time

Tringulation of time has two forms, there are cross-sectional tringulation is the data collecting implemented in the same time to different group and longitudinal tringulation is the data collected from the same group at different times.

⁸⁰Setiyadi, *Op.Cit*, p.246

b. Tringulation of place

In tringulation of place to make the data collection more accurate, it can be done using different place for similar data.

c. Tringulation of theory

In tringulation of theory, data collection is collected based on different theory or by analyzing the same data with the different theory.

d. Tringulation of method

In tringulation of method the researcher use different method for collecting similar data.

e. Researcher tringulation

In researcher tringulation, for collecting the same data it is done by some people.

In this research, the tringulation of method used by the researcher, in tringulation method, this research used three data collecting techniques, and they are: observation, interview, and questionnaie. The observation focused on the process of teaching writing through roundtable technique interview and questionnaire were conducted to get the data which used to make sure about the result of observation. The uses of triangulation are to enrich the data and make more accurate. conclusion. So in qualitative research the triangulation is important because if the researcher wants to get the conclusion, the researcher should have strong data.

G. Data Analysis

Data analysis is the process of organizing the data in order to obtain regularity of the pattern of form of the research. According to Miles and Huberman there are three major phases of data analysis: data condensation, data display, and conclusion drawing or verification.⁸¹

Data analysis is the process of organizing the data in order to get the pattern of other explanation from, whereas data interpretation is the process of giving meaning to the result of data analysis.⁸² To analyze the data, this research observed all of the action during the class so that the research can explain how one aspect influences another aspect. This research analyze the data qualitative by following steps:

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying transforming the data that appear in the full corpus (body) of written up field notes, interview transcripts, documents, and other empirical materials.⁸³In this case, the research selected the data derived from observation on teaching and learning process, interview to the teacher and questionnaire to the students to make the date stronger.

⁸¹ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (Thousand Oaks: Sage Publications,1994),p.12

⁸² Setiyadi,*Op.Cit*,p.94

⁸³*Ibid*, p.10

2. Data Display

Data display used to explain the data in order to be meaningful. Through the presentation of these data, the data organized, arranged in a pattern of relationship, so it more easily understood. In this case, this research derived the data from observation on teaching process, interview, to the teacher and questionnaire to the students as the supporting data to the result of interview of the students. In this case, observing teaching process and interview provided in data display.

3. Conclusion Drawing/Verification

The last step in analyzing the data conclude the data and verifying the data.⁸⁴ Verification refers to the process which is able to explain the answer of research question and research objectives. In this step, this research draw the conclusion and verify the answer of research question that provided in displaying data by comparing the observation data, interview data, questionnaire data, so that the conclusion of the research will be clear, explicit, and grounded.

⁸⁴ Sugiono, *Op.Cit.* p.338

CHAPTER IV

RESULT AND DISCUSSION

In this chapter, the researcher explained about data analysis, discussion and research finding.

A. General Description of the Research Place

1. Brief Story of SMP N 2 Sumberejo Tanggamus

SMP N 2 Sumberejo is a junior high school. This school is located on Jl. Raya Sumberejo Kec. Sumberejo Kab. Tanggamus. This school was built in 2001 because there was no junior high school which is a part of formal education giving global education and religious education.

Furthemore, teaching learning process was started in 2001. It was done in the morning. Here is the detail information of SMP N 2 Sumberejo :

1. School's Name : SMP Negeri 2 Sumberejo
2. Address : Jalan Raya Sumberejo, Desa / Kecamatan Sumberejo / Sumberejo, Kab/Kota Tanggamus
No. Telp/ HP Kep.Sek : 085279406129
3. Nama Yayasan (bagi swasta) : -
Alamat yayasan dan No. Telp : -
4. NSS/NSM/NSD : 201120600920
5. NPSN : 10804915
6. Accredited : A
7. School Year was Established : 2001

8. Year of School Operation : 2001
9. Land Ownership : ~~Milik Pemerintah/ Yayasan/ Pribadi/ Menyewa/ Menumpang*)~~
- a. Land Status : ~~SHHM/HGB/Hak Pakai/Akta Jual Beli/ Hibah *)~~(sertakan copyan)
- b. Surface Area : 12.500 M²
10. Status Bangunan : ~~Pemerintah/ Yayasan/ Pribadi/ Menyewa/ Menumpang*)~~
- a. Building permit : Nomor : 640.00270.SR.XI. 16.2002
- b. Spacious whole Building : 1.614 M²

Teaching activities in SMP N 2 Sumberejo is in the morning. It is started at 07.00 am until 14.00 pm except on Friday only until 11.00 pm. The situation of SMP N 2 Sumberejo has high discipline because the school tries to increase the students' attitude, knowledge, Faithful to the God who is the great one, and also beneficial in the society.

B. Research Procedure

The researcher conducted the research to know the process of using round table technique in teaching writing, problem faced by the teacher and the students at SMP N 2 Sumberejo. The researcher did the research by using observation, interview and questionnaire as research instruments. Observation was used to know the process of teaching writing through round table technique and the problems faced by teacher and students'. Interview was used to know the problems faced by the teacher in teaching writing through

round table technique and the questionnaires were used to know the problems and to confirm the data got in observation and interview.

In the observation, the researcher observed the teacher and students in the process of teaching writing and also condition or the class atmosphere during teaching process. Then, the researcher interviewed the teacher to find out their responses, problems and causes of problems faced by them in teaching writing through roundtable technique. After that, the next instrument was questionnaire. The researcher gave questionnaire to students after teaching and learning, the questionnaire was aimed to find out the teacher and students' problems in teaching writing through round table technique and to confirm the data gained from observation and interview.

The research was conducted to the eighth grade students at the second semester of SMP N 2 Sumberejo 2018/2019. In this research, the researcher included the date or planned schedules of work as follows:

1. On March 26st , the researcher conducted the preliminary research in SMP N 2 Sumberejo Tanggamus
2. On February 27th, the researcher met the headmaster and got permission to do research at SMP N 2 Sumberejo.
3. On February 28th, researcher met the English teacher to discuss the lesson plan and also asked about time schedule of English class.
4. On March 5th , the researcher conducted the observation in the class and gave questionnaire to the students.
5. On March 6th, the researcher interviewed the teacher.

C. Data Analysis

After collecting the data, the researcher analyzed the data that gained from observation, interview, and questionnaire. According to Miles and Huberman there are three major phrases of data analysis: data condensation, data display, and data conclusion.⁸⁵

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying transforming the data that appear in the full corpus (body) of written up field notes, interview transcripts, documents, and other empirical materials.⁸⁶ It means that the researcher selected data that would be written in this thesis. There were three instruments used to collect the data: observation, interview and questionnaire. In this step, the researcher analyzed the data based on each instrument.

a. Observation Data

The researcher employed an observation (see appendix 5). The observation was conducted to know the process of teaching writing through round table technique conducted in one meeting. In those meeting, the teacher conducted pre-activity, whilst-activity and post-activity. The researcher observed the process of teaching teaching writing through round table technique. In the observation process, the researcher prepared the

⁸⁵ Sugiono, Metode Penelitian Kualitatif, Kuantitatif dan R&D, (Bandung : Alfabeta, 2012) ,p.7

⁸⁶ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (Thousand Oaks: Sage Publications,1994),p.12

observation checklist. The data of observation had been identified as described in the following discussion:

1) Observation

In the classroom, process teaching writing through round table technique was as follows :

a. Pre- Activity

In pre-activity, the class was opened by greeting that was responded by all students. Many of them responded loudly and enthusiasm, but some of the less responded After that, she reviewed last lesson, almost all the students had forgotten the material that had been discussed before and looked for the material in their books. After that teacher gave brainstorming about the material with the easy example. The teacher asks about the Jokowi and describing. The students showed their enthusiasm and responded to the teacher question, some of them paid attention but quite, and the other made little noisy and not paid attention.

b. Whilst- Activity

The teacher told the students that she would present information about the text that they will learn and the students were asked to listening her carefully to get brief information of the text before they started discussed and write. Then, the teacher divided orformed small groups and explained the learning implementation procedures. Many of the students looked very interested in the material presented by the teacher. In each group, the researcher saw the students and teacher gave all members of the group get two minutes to answer

the question in turn, many of them write and translated the words by using dictionary or asking the teacher, but the other students were busy, made noisy or even bothering their friends in other group.

c. Post- Activity

In post activity, the teacher asked the students to collect their task. And then the teacher discussed the answer with the students to know the their respond and answer. Most of students showed their enthusiasm to the discussion, but some of them ignored the discussion or being silent without showed any respond. But they could not discuss all part of the text and question because time has ended. Then, the teacher closed the meeting.

During the observation of teaching writing through round table technique, the researcher found the problems as follow:

- a) The students did not have motivation. They did not pay attention to the teacher, to write the text and to discuss the material. Many of the students made noisy by themselves such as chatting with other friends.
- b) The students wrote the text very slowly as if they wanted understand the text or even to decode and understand the meaning of the words that they had never seen before. They looked up word by word in dictionary or asked to the teacher, so that the writing and discuss was very slowly.
- c) Some of the students were passive, they looked did not interest in teaching process. The teacher seemed difficult to engage their motivation.
- d) The teacher rushed to conduct discussion session with the students because the times were almost end.

- e) The students felt shy, did not have confidence and afraid if they made mistake.
- f) The teacher did not give feedback nor did reflection, because the time ended.

a. Interview Data

To support the data of the observation, the researcher employed interviews. The researcher interviewed the English teacher and samples of thirty students. The researcher aimed at knowing the teacher's problems and students' problem during teaching writing through roundtable technique there were 10 questions that the researcher asked to the English teacher (see Appendix 2).

b. Questionnaire Data

The researcher also employed a questionnaire to the students for supporting the result of the observation and interview. This aimed to get deeper understanding of students' problems and their opinions in teaching writing through roundtable technique. In addition, questionnaire is as the proponent proof the result of interview to students. The questionnaire consisted of seven questions (see appendix 3). The first until the five questions was to know the students' opinion about teaching writing through roundtable technique, then the six and seven questions were to know the students' problems. Questionnaire was given to the whole students in Class VIII B which consisted of 30 students.

2. Data Display

Data display is the second component or level in model of qualitative data analysis of Miles and Huberman theory. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. In this case, researcher analyzed the data that had been reduced in data reduction and displayed it in the form of table. The analysis was done based on data collected by each instrument.

a. Observation Report

For collecting the data, the researcher used observation sheet based on the observation guideline and material. Here it is displayed the result of observation sheet based on the data showing in the data condensation, in this part the data were going to be identified and displayed for the two meetings that can be as follow :

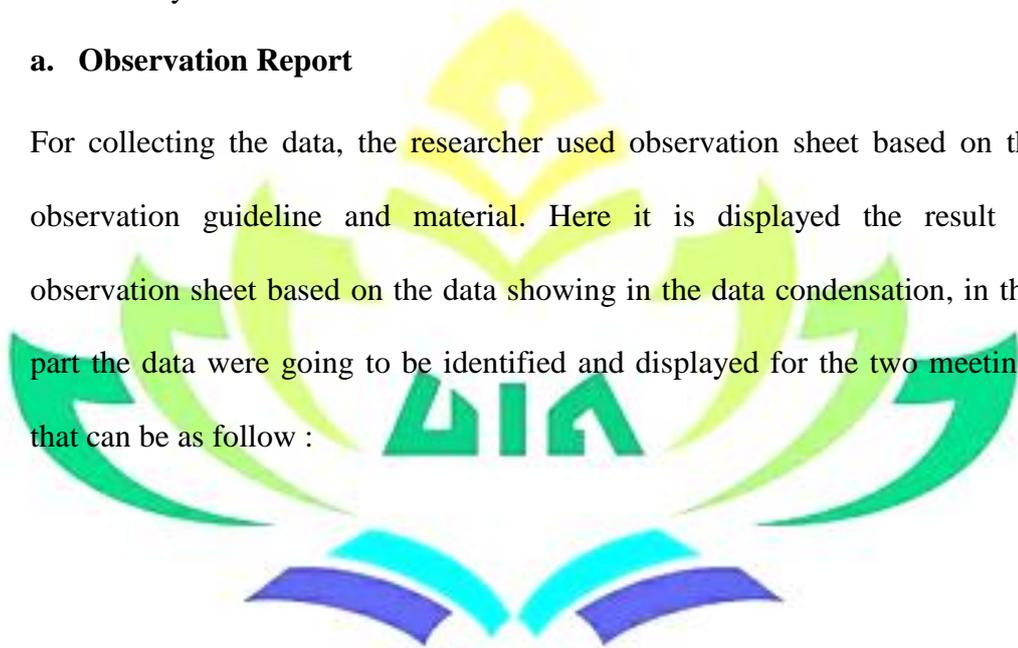


Table 6
Observation Sheet
Observation Report of Teaching Writing Through Roundtable
Technique

Subject	Pointer (s)	Checklist		Explanation
Pre-Activity (Teacher)	1. The teacher greeting the class and open the lesson	✓		Teacher opened the lesson by greeting the students.
	2. The teacher Checking students' attendance list	✓		Teacher checked the students' attendance by calling their name.
	3. The teacher starts the lesson	✓		Teacher started the lesson by discuss material last week.
	4. The teacher explains how the rule of definition roundtable and prepare paper	✓		Teacher explained the rule definition about roundtable technique and ask to the students' to prepare their paper.
	1. The teacher explains the learning materials discussed on that day.	✓		Teacher explained about material discussed on that day, the material is descriptive text using roundtable technique.

Whiles-activity (Teacher)	2. The Teacher divided or forms small groups of 4-6 students in a circular structure.	✓		Teacher divides students' into 4-6 groups in a circular structure to discuss.
	3. The teacher explains the learning implementation procedures	✓		After they divides into groups, their sit and the teacher did not explained the implementation procedures.
	4. The Teachers gives structured assignments to each group.	✓		Teachers chose the topic about descriptive text to start the lesson. The students' had to describe people and animal. After that the teacher ask to the students to write a topic to get paragraph.
	5. The teacher given each group 25 minutes to finish the assignment		✓	This activity the teacher does not give 25 minutes to complete the assignment.
	6. The teacher give all members of the group get two minutes to answer the questions in turn. Turn to answer the question is determined based on a clockwise direction.			✓

Post-Activity	1. The teachers give rewards to the group that received the most points		✓	The teacher does not give rewards to the group because time's up.
	2.The teacher concludes the lesson with using roundtable	✓		The teacher does not concludes the lesson.
	3.The teacher closes the lesson	✓		This activity the teacher give motivation to the students, then the teacher closed the lesson and asked the students to pray together.
Teacher's Problems	1. Teacher has difficulties if the students: cannot achieve the basic knowledge of the text, slow in write and confuse about the word in english.	✓		Teacher had difficulty to manage the time, because the students write and translate the text very slowly. And teacher looked difficult to control student to explain about the text to the student because students cannot achieve basic knowledge of the text and cannot figure out inference, or to determine the main idea

				of the text. It can be seen by the student's answers when the teacher gave them question about the topic.
	2. Teacher has difficulties to choose The teaching material.		✓	The teacher has difficulties to choose the writing material because the teacher should choose materials that appropriate with the strategy.
	3. Teacher has problems in providing help and giving feedback to students in learning writing through roundtable techique		✓	Teacher did not give meaningful feedback about the material to students, because the time had ended.
Student's Problems	1. The students did not have good vocabulary mastery.	✓		The students often asked the Meaning of words to the teacher and looked up in dictionary if they did not know the meaning of the word in the text.

	2. The students have problems of inference making	✓	The teacher asked the student to make inference of the text, but many of them could not make inference correctly.
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Based on the notes which were taken by the researcher, the teacher gave brainstorming to the students before they started the activity, the brainstorming were about the material with the easy example. The teacher asks about Jokowi. Some students showed their enthusiasm and responded to the teacher question, some students pay attention but quite, some students make little noisy and not pay attention. The students looked interest to follow that activity. In addition, the teacher had difficulties in managing the time. It is because the students writing very slowly and the teacher had to control students one by one to explain about the text because students could not achieve basic knowledge of the text and could not figure out inference, or to determine the main idea of the text.

So the times almost end, the teacher seemed rush to discuss the material with the students and the teacher did not have time to give feedback about the material to students. Besides, students have no good vocabulary mastery and difficult to decode the word and sentences. And the students had problem in working memory of the text, they forgot the text that they had discussed before or even to remember new words that they just

translated, it could be seen by many of the students asked the meaning of a word to the teacher more than once.

b. Interview Report

The researcher also employed interviews to support the data of the observation., The interviews were composed based on the stages of teaching writing, teacher's problems. The interviews were intended to find out the teacher's opinions about writing class and their problems in teaching writing.

1) The Result of the Interview for the Teacher

There were ten questions that the researcher asked to the teacher about the problems and her opinions in teaching writing through round table technique. It can be seen in the dialogue below (see appendix 2).

From the result of interview to the teacher, the researcher concluded that teacher applied round table technique in teaching writing was not running well because there were some weaknesses in many sides. And the teacher had difficulties in applying the steps of in teaching writing through round table techniques. Many of the problems that faced by teacher and the students. It can be explained as follows:

Table 7
Teacher's Interview Result

No	Problems
1.	Teacher had difficulties if the students noisy, the students write very slowly, implications and main idea.
2.	Teacher had problems to establish or choose the teaching material.
3.	Teacher had problem giving a rewards in the process teaching writing because of the limited time.
4.	The students' had problem to make a good sentences.

c. Questionnaire Report

The researcher also employed questionnaire to the students for supporting the result of the observation and interview. The questions in questionnaire were designed almost same with the question in interview to students. It is aimed to get deeper understanding of students' problems and their opinions in teaching writing through roundtable technique. Questionnaire was given to the whole students in Class VIIIB which consisted of 30 students.

1) Questionnaire Result

Based on the questionnaire filled by the students, the researcher could describe students response was varied and it was described in table as follows:

Table 8
Questionnaire Result

	Question	Answer	
1.	Do you have difficulty in writing capital letters when writing text?		
2.	Do you have trouble using punctuation when writing text?		
3.	Do you have trouble writing English text?		
4.	Do you have trouble sorting steps in writing text?		
5.	Do you have difficulty in determining the grammar in the text you wrote?		

However based on the questionnaire filled by the students, the researcher could explain as follows:

The students' questionnaire result the data showed 68,8% students felt difficulty in writing capital letters when writing text, trouble using punctuation when writing text, and difficulty in determining the grammar.

The students' questionnaire result the data showed 52,2% of students said they were not difficult in writing capital letters when writing text.

3. Conclusion Drawing / Verification

Conclusion Drawing/Verification is the third component or level in model of qualitative data analysis of Miles and Huberman theory. In this part, the data explained in data display were going to be discussed deeply in order to make a finding of the research. In this part, the discussion and findings were divided into

three parts: the process, the teacher's problems and the students' problems in teaching writing through roundtable technique.

a. Process of Teaching Writing Through Round Table Technique

Teaching writing through round table technique was assumed could help the students' in writing. But, in this research teaching writing still less effective and not maximal. In this research the researcher expected to see the teaching process and the problems in teaching writing through round table technique.

In this research the observed of teaching writing that was done by the teacher use triangulation of method. The classroom atmosphere in teaching writing through round table technique were some students looked active and enthusiasm, but some of them looked less respond, bored did not focused or even made noisy and chatting each other. This research was conducted three data , observation, interview the teacher and giving questionnaire to the students'.

From the data gained through observation, the researcher assumed that the teaching writing through round table technique was still less effective and

maximal. The teacher had followed the procedure well based on the Putra Hilmi, but there were some weakness in several sides. The teacher did not manage the time well. Some steps in round table were done haste by the teacher.

Then, the teacher did not have time to give feedback or reflection and rewards to the students. She only discussed the material without discussed about the students' difficulties in teaching writing through round table technique. In addition, the students looked bored in teaching process. That was indicated that some students were not had interest in teaching writing through round table technique. By it reason, the teacher should be able attract students' interest in teaching writing through round table technique.

From the data gained through observation, the researcher assumed that the teaching process especially writing through round table technique was running well although there were some weaknesses in several sides. And there were many obstacles faced by teacher and her students that made the teaching process by using round table technique were still less effective and not maximal. But, it did not give the big influence for teaching process, the process could be done properly.

b. Problem Faced by Teacher in Teaching Writng Through Round Table Technique

Besides, the problems of teaching writing through round table technique :

1. The students write the text very slowly.
2. The students' had problem to make a good sentences.

3. The students were passive, they looked did not interest in teaching process.
4. The students' did not have good vocabulary mastery.
5. Exercise to make a paragraph

Having conducted the research, the researcher found the problems during the applying of round table in teaching writing at SMP N 2 Sumberejo. They are as follows:

1. Teacher had difficulties if the students cannot achieve mastery of the basics, the students write very slowly, and the students cannot make a good paragraph
2. Teacher had problem to establish or to choose the teaching material in teaching writing.
3. Teacher had problem to give a meaningful feedback or reflection for the students in the process of teaching writing through round table technique.
4. Teacher had problems in supporting, stimulating and engaging the students to listen the presentation from the teacher, write the topic and discuss the topic.
5. Teacher had problem to manage the time in the teaching process.

c. Problem Faced by Students' in Teaching Writing Through Round Table Technique

The researcher employed observation, interview and questionnaire to know the students' problems in teaching writing through round table technique. The problems of teaching writing are:

1. The students have no good vocabulary mastery

2. The students' have difficulty to decode, comprehend, and retention the text and sentence
3. The students' have problem in write the text in English
4. The students' have problems of make a paragraph
5. The students' cannot correctly grammar when they write

Having conducted the research, the researcher found the problems during the applying of RTT in teaching writing at SMP N 2 Sumberejo. They are as follows:

1. The students have no good vocabulary mastery.
2. The students had problem to decode words and sentences.
3. Students had problem to write in English of the topic
4. Students had problems with finding motivation and interest in teaching writing. Then, they were being passive during learning process and they did not confidence, they felt afraid to make a mistake in teaching writing.

D. Discussing of Finding

In this part, the researcher would like to discuss about the finding of the process of teaching writing through round table technique as the first formulation of the problem this research. Beside the process of teaching, the researcher discussed the teacher's and the students' problems in teaching writing through round table technique as the second and the third formulation of the problem. This research was produced by the participants of the research, they were the English teacher and the students of VIII B class SMPN 2

Sumberejo in the second semester in academic year 2018/2019 that had been observed.

1. Process of Teaching Writing Through Round Table Technique

Teaching writing through round table was assume that this technique to help the teacher to teach writing. But in this research the process teaching writing through round table technique was still not effective and not maximal enough. This research employed an observation to know the process of teaching writing through round table technique. Based on the notes which were taken by the researcher, as the Putra statement, there are nine steps in teaching writing through roundtable technique. In the meeting was found that the teacher give a papper and assign how to describe about artist as the result the students felt hard to describe some words because some of students had lack of vocabulary and grammar to make a paragraph. in addition the process teaching writing can be handling because the teacher clarified the allocation of time thus situation of class be better and students can be anticipated and looked confidence.

2. Teacher's Problem in Teaching Writing Through Round Table Technique

From the observation and interview with the teacher, the researcher found the problems in teaching writing through round table technique in the classroom. For the interview, the researcher gave ten questions to the English teacher. It was found that the teacher's problem during teaching process by using round table technique at SMP N 2 Sumberejo, Tanggamus. The teacher applied this technique in teaching writing but she still found difficulties. Based on the result

of interview (see appendix 2) observation (see appendix 5) the researcher conclude some conclusion about teacher's problem in teaching writing through round table technique.

The problem was found that the teacher had difficulties if students cannot produce some words and did not make sentence based on their knowledge because some students had different ability and lack of grammar. In this case, when teaching processes the teacher and students looked passive because the teacher did not time allocation clearly.

Based on the result of problems above, it can be inferred that the problems explained in the theory were happened to the students, even there were more problem that happen in teaching writing through round table technique. The researcher concluded that the English teacher could do the steps of RTT in teaching writing well, although there were some weakness in several sides and there were many obstacles faced by the teacher and the students.

After the researcher analyzed and found out the finding of the research, hopefully the researcher gave contribution of the research to better way. Teaching writing should be supported by an interesting lecture style by teacher, so the students were interested to write and discuss the text. Besides, someone should have good motivation. Moreover, round table technique that has been applied by the teacher is one of the ways that can be used in teaching writing because using RTT can help the students for improving teaching writing.

CHAPTER V

CONCLUSION AND SUGGESTION

After collecting the data and analyzing the result of the research, the researcher drew some conclusions and suggestions in teaching writing through roundtable technique.

A. Conclusion

Having discussed the result of the research, it can be concluded that:

1. Teaching learning processes in the class were not running well. It could be seen by the teacher did not complete the RRT steps based on Putra Hilmi procedure of teaching by using RRT. There were some weaknesses in several sides and there were some problems faced by teacher and students. In other hand, the classroom atmospheres in teaching writing through roundtable technique were some students looked active in teaching writing through roundtable technique. But, some of them looked less respond and did not have motivation.

2. The problems faced by teacher in teaching writing through roundtable technique were :

- a) Teacher had problem to manage the times.
- b) Teacher had difficulties if the students cannot achieve mastery of the basics, the students write very slowly, and the students cannot make a paragraph
 - c) Teacher had problem to choose the teaching material in teaching writing.
 - d) Teacher had problem to give a meaningful feedback or reflection for the students in the process of teaching writing.

e) Teacher had problems in supporting, stimulating and engaging the students to listen the presentation from the teacher, read the text and discuss the text.

B. Suggestions

Considering the result of the research, the researcher would like to deliver some suggestions as follow :

1. Suggestion for the Teacher

- a. Before use this technique the teacher should give attention of the students' readiness like explaining more detail the rule of roundtable in order to make students know what they will do during teaching process in class.
- b. The teacher should choose the words with suitable level of students and clarify about time allocation when teach roundtable technique in class. By choosing the words with suitable level for students and explain the time allocation, it can help the teacher to achieve teaching process well in class.

2. Suggestion for the Students'

- a. The students should pay attention to learning teaching writing through roundtable technique.
- b. The students should be more active and have motivation to learn and practice their English (writing skill)
- c. In learning English, especially writing the students have to review their writing knowladge and practice more in order to the vocabulary that had been learned did not disappear on their mind.

3. Suggestion for the School

- a. The school should add the library with English books of vocabulary and writing.
 - b. The school should complete the facilities of English such as kind of write of teaching and learning English, especially in writing skill.
4. Suggestion for the next Researchers

For the next researchers, they can enrich and improve the study about teaching writing with a new technique and hopefully this research could be a reference.



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