

**THE EFFECTIVENESS OF ROUNDTABLE TECHNIQUE
IN TEACHING WRITING AT THE EIGHTH GRADE
STUDENTS OF MTs MA'ARIF KLEGO**

THESIS



By

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ABSTRACT

LAILI, NUR. 2019. *The Effectiveness of Roundtable Technique in Teaching Writing at the Eighth Grade Students of MTs Ma'arif Klego*. Thesis, English Education Department, Tarbiyah Faculty, State Islamic Studies of Ponorogo. Advisor Dr. Harjali, M.Pd.

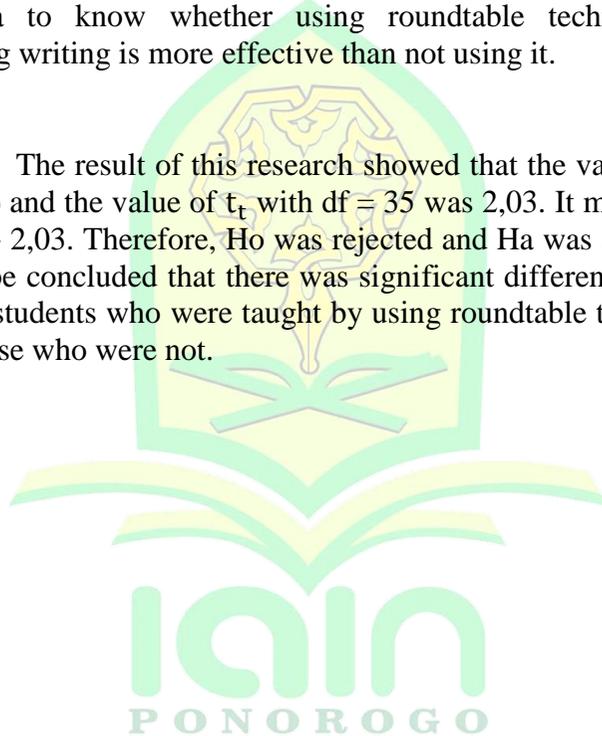
Key Words: Roundtable Technique, Teaching Writing, and Recount Text

Writing as a productive skill, it is an important language skill which is used as a medium of communication, especially indirect communication. Writing is a part of learning process that has to be mastered by all students. In teaching writing on recount text, the researcher should apply the appropriate technique so that the students are able to produce a good writing easily. Roundtable technique is a conference or discussion involving several participants in which one of cooperative learning technique that can be used in teaching writing.

The problem statement of this research as follows: Is there any significant difference score in writing recount text of the students who are taught by roundtable technique and those who are not? The purpose of this research was to examine whether there was a significant difference score in writing recount text between the students who are taught by roundtable technique and students who are not taught at the eighth grade of MTs Ma'arif Klego.

This research applied quantitative approach and used the quasi experimental design. It was carried at MTs Ma'arif Klego. The population were 37 taken from the eighth grade students of MTs Ma'arif Klego. The number of the sample in this research were 17 students. The technique of data collection were test and documentation. To analyze the data, it used t-test formula to know whether using roundtable technique in teaching writing is more effective than not using it.

The result of this research showed that the value of $T_0 = 5,746$ and the value of t_t with $df = 35$ was 2,03. It means that $5,746 > 2,03$. Therefore, H_0 was rejected and H_a was accepted. It can be concluded that there was significant difference score on the students who were taught by using roundtable technique and those who were not.



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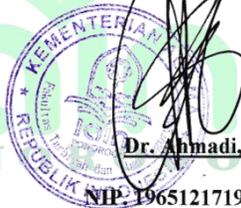
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CHAPTER I

INTRODUCTION

This Chapter discusses about the background of the study, limitation of the study, statement of problem, objective of the study, and significant of the study. The researcher also includes organization of thesis in this chapter.

A. Background of the study

Language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enables members or a given community to communicate intelligibly with another.¹ The factions of language can be applied in our daily life. Language communication media can be grouped into three basic forms, namely, written (reading and writing), orally (listening and speaking) and graphic (drawing and sketching). All of them are very important and has different way to teach and improve. One of them is writing skill, all people can transfer their knowledge to the next generations by writing. It shows that, writing have important roles. Because of that, people will get information by writing. That is reason, why human being needs to learn writing correctly.

Writing as a productive skill, it is an important language skill which is used for a medium of communication, especially indirect communication. Writing

¹ H. Douglas Brown, *Principles of Language and Teaching fourth edition* (New York: Longman,Inc, 2000), 5.

is a part of learning process that has to be mastered by all students. It is supported by Harmer states that writing is one of compulsory skill that determined in part of syllabus in teaching of English.²

Writing as one of language skill that has to be mastered. It is rather difficult than other skills. Writing is a skill that most difficult to be learnt and to be mastered by ESL.³ This definition shows that writing in the foreign language is not as simple as writing in our own language because there are many rules that we need to understand such as, we have to know how to think critically our ideas into written form and make sure a reader about our ideas. For example, the content of our writing has appropriate with the theme and must be communicative. To make our writing be communicative, we have to think critically. It is related on Roger and Brenda's opinion that the way of students can think critically depends on how they analyzed their idea and how they process their thoughts into written form.⁴

Writing is a skill which must be taught and practiced.⁵ It is an essential feature of learning a language because it provides a very good means of foxing the vocabulary, spelling and sentence pattern. It becomes an

² Jeremy Harmer, *How to Teach Writing* (England: Pearson Education, 2004), 31.

³ Jack c. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (New York: Cambridge University Press, 2002), 303.

⁴ Roger Caswell and Brenda Mahler, *Strategies for Teaching Writing: An ASCD Action Tool* (Alexandria:ASCD, 2004), 3.

⁵ David Nunan, *Practical English Language Teaching* (New York:McGraw-Hill, 2003), 88.

important aspect of students' expression at a higher stage. However, writing is the most painfully and formally learned of other areas of English in the National Curriculum. When a topic is discussed in English Foreign Language class, the first problem occurs. English Foreign Language students tend to spend too much time in finding out an idea about the topic given to write because not all students have either the same experience with the topic or the ability to dig ideas very quickly. Furthermore, the following problem comes as it is not only difficult in finding out the ideas, but there is also a problem of writing dealing with grammar, vocabulary, and coherence because most of the English Foreign Language students do not get used to use English in their daily life.

Based on the researcher observation when the researcher was practice in real classroom in MTs Ma'arif Klego, there are several problems that are faced by students. *First*, students can not generate their idea. The reason why students cannot make a good writing especially recount text is caused by the difficulty to generate their idea. It means that students get confused how to starting write, how to express their idea in written form, and how to develop their idea so their writing can be creative. *Second*, less motivation can be also one of the problems in writing ability. Most students feel lazy because they think writing is a boring activity. The English teachers need to give attention toward students' motivation because every student has the different ability and motivation in writing. *Third*, the technique used in teaching writing was traditional. The teacher just asked

the students to write some text without some technique. When the researcher conducted real teaching practice during a month, the researcher found that the most of students' learning style in MTs Ma'arif Klego is kinesthetic, so asking them to work in a group can make them be more active in the learning process. In teaching learning process, the teacher can use several techniques to teach writing such as using mind mapping, using the picture to picture technique or using Roundtable technique.⁶

In accordance to the general problems above, the teacher should be able to facilitate the student optimally in writing process. As facilitators in developing students' skill, teacher should be creative in learning process. The joyful environment will be creating.⁷ It is not a simple and easy task for the teacher to provide various techniques and media that can be increase the students' skill in writing. So, it can be done techniques. A good technique can help the students in comprehending and mastering the lesson. One of the teaching failure are caused by an unsuitable techniques in teaching learning process.

There are a lot of techniques to get the English teaching effectively. One of technique in teaching writing is roundtable technique. The researcher believes that roundtable technique can help students to focus their attention, it gives much time to think about their response. In

⁶ Observation at the eighth grade students of MTs Ma'arif Klego on November 13th2018.

⁷ Jack C. Richard & Theodore Rodgers, *Approaches and Method in Language Teaching Description an Analysis* (Edinburg: Cambridge University Press, 1986), 91.

roundtable technique also expected students to build up their contribution to their team. Surely, this technique can make students be more active in the learning process especially in writing process. It is suitable with the most of students' learning style in MTs Ma'arif Klego is kinesthetic, because in this technique students asked to move around from table to other tables to answer the topic.

Roundtable technique is a conference or discussion involving several participants in which one of cooperative learning technique that can be used by teacher as the appropriate technique for improving student's English skills. One of them is writing skill. The reasons, it is used for brainstorming, reviewing, or practicing a skill.⁸ According to Spencer Kagan, roundtable is learning technique where the students take to run in their learning by generating their response, solving problems, or making a contribution to a project.⁹ Students take turns responding to directors by writing one or two words or phrases before submitting paper to another friends who is doing the same thing.¹⁰ So, the students can make their work with their friend and can express their ideas easily in their team.

Based on the explanation above, the researcher wants to conduct a research entitled: **The Effectiveness of**

⁸ Jette Stenlev, et.al, *Roundtable as Cooperative Learning Technique English Language and Linguistic*. Vol. 18 No. 01 (March 2011), 4.

⁹ Spencer Kagan & Miguel Kagan, *Cooperative Learning* (San Clemente: Kagan Publishing, 2009), 6.34.

¹⁰ Elizabeth E. Barkley, et al., *COLLABORATIVE LEARNING TECHNIQUES: Teknik-Teknik Pembelajaran Kolaboratif* (Bandung: Nusa Media, 2012), 357.

Roundtable Technique in Teaching Writing at the Eighth Grade Students of MTs Ma'arif Klego.

B. Limitation of the study

This research focus on knowing the difference score in writing recount text of the students who are taught by roundtable technique and students who are not taught at the eighth grade of MTs Ma'arif Klego.

C. Statement of the problem

Based on the things that have been explained in the background of the study above, the problem of this research identified as is there any significant difference score in writing recount text of the students who are taught by roundtable technique and those who are not?

D. Objective of the study

Based on the problems of the study, the objective of the study was to investigate the difference score in writing recount text between the students who are taught by roundtable technique and students who are not taught at the eighth grade of MTs Ma'arif Klego.

E. Significant of the study

The results of this study was expected to give some significances both theoretically and practically as follow.

1. Theoretically

The result of observation can add knowledge in particular about contribution to education knowledge about roundtable technique in teaching writing recount text.

2. Practically

a. Students

This study will enable students motivated to write by applying the technique given. The students will get the descriptions of their ability in comprehending writing recount text also to measure the progresses of their ability.

b. Teachers

This study is expected to motivate another English teacher to teach writing skill by using a new technique which is more interesting. The teacher will better prepare the materials in teaching recount text and know what their students face through recount text by roundtable technique in writing.

c. The institution of MTs Ma'arif Klego

This study is expected to enhance the school quality in education, especially in teaching and learning English. The Institution was able to measure the quality of education, explore the strenght and weakness of the school and plan better teaching programs.

F. Organization of the thesis

The researcher writes the thesis into V chapters. These chapters related one to other. It has purposed that to organize the thesis will easily. The organizations of the thesis are:

Chapter I consists of the introduction of this study. This consists of background of the study tell about general description and take a role as basic of mindset of the thesis. The problem of this study related to the effectiveness of roundtable technique in teaching writing on recount text. After that it presents the identification of

the problem then the limitation of the study to know the focus of this study. It is followed by statement of the problem, then presents objective of this study and significant of the study. Lastly, to help readers know the general organization of this study there is organization of the thesis in the last chapter.

Chapter II consists of theoretical analysis that describes the theories related to the variable of this study. After that, there is a previous research finding from other research with similar problems, and then there are theoretical framework and hypothesis. Theoretical framework explains roundtable technique in teaching writing on recount text and hypothesis shows the temporary answer of this study.

Chapter III explains about research methodology in which consists of research design that uses in this study, and the followed with population and sample as source of data. Next, there are instrument and technique of data collection to get valid and reliable data. At the end of this study, there is technique of data analysis to analyze the research data.

Chapter IV discusses research result. It covers research location and data description. This chapter also explains the data analysis. The discussion and the interpretation of this study are present at the end of this chapter.

Chapter V is closing. It contains conclusion of this study and recommendation from the researcher.

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature has a goal of providing previous study and information concerning with the research problem including overviews of previous research findings, theoretical background, theoretical framework, and hypothesis.

A. Previous research findings

There are previous research findings to support this study as follows:

Cici Puspasari, “The Effect of Roundtable Technique on Students’ Writing of Descriptive Text (A Quasi-experimental Study at the Tenth Grade of MA Pembangunan UIN Jakarta in the Academic Year 2017/2018)” This research was a quasi-experimental design. Two classes were taken as the sample of the study with 27 students in each class. The classes were designed as an experimental class and a controlled class. The experimental class was taught by implementing roundtable technique while the controlled class was taught without using roundtable technique. Moreover, this research was conducted through the following procedures: giving pre-test, applying treatments and giving posttest. The result that was gained from the research proved the difference between students’ scores in learning writing descriptive text by using roundtable technique and without using roundtable technique: According to statistical calculations, sig. (2-tailed) and with df 52 in significance level 5% t-table =

1,675 with $p\text{-value} = 0,007$ and $\alpha = 0.05$, which is, $p\text{-value} < \alpha$. So, it proved that the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_a) is accepted.¹¹

Anggi Sinta Hapsari, “The Use of Roundtable Technique to Improve Students’ Achievement in Writing Hortatory Exposition Text (A Case of Grade XI Students of SMA N 1 Batang in the Academic Year 2010/2011)”, This research was an action research. The researcher took class XI IPS 3 at SMA N 1 Batang in the academic year 2010/2011 as the subject of this study. In conducting this action research, researcher used four steps: planning, acting, observing, and reflecting. The students could not write the correct written of hortatory exposition text before the treatment. After they got treatment, they could write hortatory exposition text in correct organization and grammar. Because they could not write hortatory exposition text well, the researcher conducted the next treatment. The students finally could write the hortatory exposition text in correct grammar, content, mechanics, word choice, and style after they got the last treatment. So, the students’ achievement in writing hortatory exposition text improved. In addition, most students were interested in the teaching activities by using roundtable technique in writing hortatory exposition text. Then, they were able to apply the roundtable technique well. From the findings, the result that the use of

¹¹ Cici Puspasari, *The Effect of Roundtable Technique on Students’ Writing of Descriptive Text (A Quasi-experimental Study at the Tenth Grade of MA Pembangunan UIN Jakarta in the Academic Year 2017/2018)* (Jakarta: Syarif Hidayatullah University, 2016).

roundtable technique in teaching writing Hortatory Exposition Text is very beneficial for students. It gives significant progress in students' achievement in writing hortatory exposition text.¹²

Muammar Khadafi, "Teaching Narrative Writing by Using Roundtable Strategy to Islamic Junior High School Students". The result showed that (1) there was a significant improvement from students' pretest to posttest scores in experimental group taught by using roundtable strategy since the p-output (0.000) was lower than 0.05 and t-obtained is higher than t-table $df=31$ (2.042) and (2) there was a significant difference from students' posttest scores in control and experimental groups, since p-output (0.000) was lower than (0.05) and t-obtained is higher than t-table (df 62 = 2.000). So, the H_0 (the null hypothesis) was rejected and H_a (the alternative hypothesis) was accepted. It means that there was significant difference on students' narrative writing achievement taught using roundtable than those who are not.¹³

From those successes previous studies, this research also uses roundtable technique in teaching writing on recount text at the eighth grade of MTs Ma'arif Klego. The similarity from previous study are research

¹² Anggi Sinta Hapsari, *The Use of Roundtable Technique to Improve Students' Achievement in Writing Hortatory Exposition Text (A Case of Grade XI Students of SMA N 1 Batang in the Academic Year 2010/2011)* (Semarang: Semarang State University, 2011).

¹³ Muammar Khadafi, *Teaching Narrative Writing by Using Roundtable Strategy to Islamic Junior High School Students* Vol. 4 No. 2 (December 2017), 57.

methodology and research of the problem. While, the differences from previous study is the use the roundtable technique in teaching writing on recount text.

B. Theoretical Background

1. Writing

a. Definition of Writing

There are some definitions about writing. Heidi Dullay states that writing is only mode in which both linguistics manipulation task and communication task have been given.¹⁴ Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously.¹⁵

According to Caroline T. Linse, writing is a combination of process and product. The process refer to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.¹⁶ It is both a process and product. The writer imagines, organizes, drafts, edits, reads, and rereads. This process of writing is often cyclical, and sometimes disorderly. Ultimately, what the audience sees, whether it is an instructor or a wider

¹⁴ Heidi Dullay, et al. *Language two* (New York: Oxford University Press, 1982), 226.

¹⁵ David Nunan, *Designing Task for the Communicative Classroom* (Cambridge: Cambridge university press, 1989), 36.

¹⁶ Caroline T. Linse, *Practical English Language Teaching : Young Learners* (New York: McGraw-Hill Companies, 2005), 98.

audience, is a product-an essay, letter, story, or research report.¹⁷

b. The Goal of Writing

Writing has some goals that students or writers want to be achieved. The fundamental goal of writing is to express ideas, feeling and thought in the written form. Likewise, an expert assumes that purpose of the writing is the expression of ideas, the conveying of message to the reader. So, the ideas themselves should arguably be seen as the most important as react of the writing. The goals of writing such as:

- 1) Expressing ideas and opinion in writing form.
- 2) Describing person, an object, a place, etc.
- 3) Defining a concept or an idea and interpret it with examples.
- 4) Telling story or sequence of events.
- 5) Discussing or arguing a topic as an article.
- 6) Reporting an event, an experiment, or a scientific fact.
- 7) Teaching the written discourse of English.

In the early stages of course oriented toward oral proficiency, writing serves a variety of pedagogical purposes:¹⁸

- 1) The introduction and practice of some form of writing enable us to provide for different learning style and need.

¹⁷ David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill, 2003), 88.

¹⁸ Laura N. Gitlin & Kevin J. Lions, *Successful Grant Writing* (New York: Springer Publishing Company, 2008), 89.

- 2) Written work serves to provide the learners with some tangible evidence that they are making progress in the language.
- 3) Exposure that the foreign language through more than one medium, especially if skill are properly integrated, appears to be more effective than relying on a single medium alone.
- 4) Writing provides variety in classroom activities, serving as a break from oral work.
- 5) Writing is often needed for formal and informal testing.

c. The Writing Process

The process of writing is a time for people to express and share their thoughts until they have expressed their ideas clearly. Teachers can help students to write more effectively through giving motivation or creativity teaching. There are three major stages in writing process. They are prewriting, drafting, and editing as follows.¹⁹

1) Prewriting

Prewriting is the initial step which covers all activity the researcher does before actually starting to write. This step is to make a plan or an outline about what to write and how to write. Here, the researcher brainstorms the ideas and determines the topics. This step helps students to make the writing will be complete and coherent. The techniques include free-writing, outlining, note taking of discussion or

¹⁹ George E. Wishon & Julia M. Burks. *Let's Write English, Revised Edition* (New York: Letton Educational Publishing, 1980), 371.

thinking process, writing a thesis statement and conducting research if necessary.

2) Drafting

In this step, the topics and ideas from prewriting is developed. It concern with developing the paragraph. The paragraph is usually the development from one topic that is expressed in the topic sentences. A draft usually contains many paragraphs that were developed from existing topics in prewriting. A first draft puts ideas down on paper for the first time. The researcher may write as much as possible in accordance with a predetermined topic until find the most appropriate sentence. In this stage, some people aim for perfection when they write a first draft, the writer wants to get everything correct.

3) Editing

This step evaluates the draft that the researcher has made. Those evaluated are the word choice, paragraph structure, and organization. It can be done by independently, peer reviewer, or consult the expert (teacher). It helps the researcher to know what comes across well and what seems confusing. It may removed the word, sentence or paragraph that do not relate to the topic. It is very valuable. It is very valuable if the reviewer has a different view to the writing. In editing step, the writer can evaluate the word choice, paragraph structure, check the content and clarity of the message and the coherence of the paragraph. Here the ideas and the organization can be concerned more. Moreover, it can be used to correct errors

including grammar, spelling, punctuation, and capitalization.

d. Requirement of a Good Writing

There are some characteristic of a good writing. A text or paragraph may these for to be understood as a visible division of the subject method. In addition to organization, writing in English must also have the characteristic of coherence, cohesion, and unity.

1) Coherence

A paragraph has coherence when the supporting sentence are ordered according to a principle. The sentences are put in order so that the reader can understand your ideas easily.²⁰ It means that the sentences should be organized in a logical manner and should follow a definite plan of development.²¹

2) Cohesion

Another characteristic of a good paragraph is cohesion. When a paragraph has cohesion, all the supporting sentences connect to each other in their support of the topic sentences. The method of connecting sentences to each other are called cohesive devices. Four important cohesive devices are connectors (coordinating conjunctions, subordinating conjunctions, preposition), definite article, personal pronouns, demonstrative pronouns.²²

²⁰ Cynthia A. Boardman, *Writing to Communicative Paragraph and Essay* 3rd edition (New York: Longman, 2008), 18.

²¹ Dolar Yuwono, *Writing 1 From Practice to Theory: Getting Smart and Creative to Write* (Yogyakarta: Pustaka Felicha, 2015), 122.

²² Cynthia A. Boardman, *Writing to Communicative Paragraph and Essay* 3rd edition (New York: Longman, 2008), 23.

3) Unity

The final characteristic of a well-written paragraph is unity. All the supporting sentences should relate to the topic sentence.²³ It means that all the sentences refer to the main idea, or the topic sentence of the paragraph. The supporting sentences which support to the main idea should be interrelated and relevant to the topic sentence.²⁴

e. Teaching Writing

Related to the aim of the teaching and learning English in Indonesia as mandated by the National Curriculum, especially in, writing in junior high school is aimed to improve the students' communicative competence both spoken and written to achieve the functional stage literacy.²⁵ So, there are two forms of language, spoken and written that should be learned by student as stated in the curriculum. Teaching writing is different from teaching speaking. The differences are the characteristic of the language use for communication.²⁶

It is easy to convey the meaning in speaking because the speaker faces the listener directly. If the listener does not understand what the speaker, means she or he can repeat and use gesture to help the listener understand the meaning. Unlike speaking, writing is more complicated because it is

²³ *Ibid*, 25.

²⁴ Dolar Yuwono, *Writing 1 From Practice to Theory: Getting Smart and Creative to Write* (Yogyakarta: Pustaka Felicha, 2015), 121.

²⁵ National Education Department (Depdiknas), *Kurikulum 2006 Standar Kompetensi Mata Pelajaran Bahasa Inggris* (Jakarta: Depdiknas, 2006), 278.

²⁶ Penny Ur, *A Course in Language Teaching* (Cambridge: Cambridge University Press, 1996), 159.

not only arranging words into sentences but also make it meaningful and coherent sentences.²⁷ In writing, the researcher should use the appropriate word to make readers understand what the researcher wants to tell. The researcher should also use the correct grammar in order not to make readers confused when they read the writing. The teachers' role in teaching writing class is to provide understanding to the students that writing is a form of language for communication in written text. It may provide an opportunity to help students to improve their vocabulary and helps students to choose an appropriate grammar and language use in their writing so their writing can be understood easier.

f. Approaches in Teaching Writing

In teaching writing, teachers should apply the appropriate approaches so that the students are able to produce a good writing easily. Teachers need a number of different approaches to the practice of writing skills both in and outside classroom in teaching writing. Harmer divides them into seven approaches:²⁸

1) Process and product

When concentrating on the product, teachers are only interested in the aims of a task and in the end of product. If teachers focus on process, they pay attention to the various stages that any pieces of writing go through. It includes

²⁷ *Ibid*, 160.

²⁸ Jeremy Harmer, *The Practice of English Language Teaching*, Fourth Edition (Longman Pearson), 325-330.

spending time with learners on pre-writing phase, editing, re-drafting, and producing final version of their work.

2) Genre

In a genre approach, students study some texts that they are going to be writing before they embark on their own work. Students who are writing within a certain genre needs to consider a number of different factors; knowledge on the topic, the conventions and style of the genre, and the context in which their writing will be reads by whom.

3) Creative writing

It suggests imaginative writing tasks such as writing poetry, stories, and play. When teachers set up imaginative writing tasks, the students frequently strive harder than usual to produce a greater variety of correct and appropriate language than they might for more routine assignments.

4) Writing as a cooperative activity

Cooperative writing can work well whether the focus is on the writing process or on genre study. Reviewing and evaluating are greatly enhanced by having more than one person working on a text, and the generation of ideas is frequently more lively with two or more people involved than it is when writers work on their own.

5) Building the writing habit

Teacher need to help students build the writing habit so that they recognize writing as being normal part of classroom practice and they come to writing task with as much enthusiasm as they do other activities.

6) Writing for learning and writing for writing

Writing for learning is the kind of writing that teacher do to help students learn language or to test them on language. While writing for learning is the kind of writing that teachers do to make students use language in producing a text.

7) The roles of the teacher

Teachers have some roles like as motivator, resource, and feedback provider. Teachers act as motivator when they must motivate the students, create the right conditions for the generation of the ideas, persuade them of the usefulness of the activity, and encourage them to make as much efforts as possible for maximum benefit. Then, teachers act as resource because they should be ready to supply information and language when necessary. Teachers act as feedback provider because they should respond positively and encouragingly to the content of what the students have written.

g. Writing Assessment

Achievement in teaching writing skill is important to know the result of teaching English. The teachers can use some types of task to assess students result on teaching writing. In this research the researcher use job related writing, which the students who must make simple paragraph. In writing skill, the students are express about students' feelings, opinions and ideas in recount event by use the right vocabulary, syntax and grammar, punctuation

and spelling. In education world, there are any some techniques to assess writing. As follows:²⁹

1. Observation

Observe students as they write.

2. Journal

Students' journals provide insight into their writing. Journal description of the topics they have explored, some of the struggle they have had with their writing, and some of their achievements as writers.

3. Evaluating piece of writing

It be analyzed element by element, including content, style, originality and mechanics.

4. Holistic scoring

In holistic scoring, the teacher reacts to the piece as a whole, rather than being unduly influenced by any one of the mayor elements of writing.

5. Analytic scoring

Analytic scoring is process of scoring composition through a consideration of mayor features of the piece.

6. Using portfolios

Portfolios as assessment tools and be used to assess students work.

²⁹ Thomas G. Gunning, *Assessing and Correcting Reading and Writing Difficulties* (United State of America: PEARSON , 2010), 139.

In this research, the researcher use brown and Bailey model to asses students' writing test. We can get value the writing skill from Brown and Bailey model:³⁰

Table 2.1 Analytic Scale for Rating Composition Tasks

Organization Introduction, Body, and Conclusion	20 – 18 Excellent to Good	Appropriate title, Effective Introductory Paragraph, Topic is stated, leads to body; transitional expression used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalizations; conclusion logical and complete
	17 – 15 Good to Adequate	Adequate title, Introduction, and conclusion; body of essay is acceptable but some evidence may be lacking, some ideas aren't fully developed; sequence is logical but transitional expressions may be absent or misused
	14 – 12 Adequate to Fair	Mediocre or scant introduction or conclusion; problem with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere

³⁰ H. Douglas Brown, *Language Assessment Principle and Classroom Practices* (California: Longman, 2013), 245.

	<p>11 – 6 Unacceptable – Not</p>	<p>Shaky or minimally Recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; Inadequate effort at organization</p>
	<p>5 – 1 College – Level Work</p>	<p>Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has made any effort to organize the composition (could not be outlined by reader)</p>
<p>Logical Development of ideas by content</p>	<p>20 – 18 Excellent to Good</p>	<p>Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought</p>
	<p>17 – 15 Good to Adequate</p>	<p>Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present</p>
	<p>14 – 12 Adequate to Fair</p>	<p>Development the ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right</p>
	<p>11 – 6</p>	<p>Ideas incomplete; essay does not</p>

	Unacceptable – Not	reflect careful thinking or was hurriedly written; inadequate effort in area of content
	5 – 1 College – Level Work	Essay is completely inadequate and does not reflect college – level work; no apparent effort to consider the topic carefully
Grammar	20 – 18 Excellent to Good	Native- like fluency in English grammar; correct use relative clause, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences
	17 – 15 Good to Adequate	Advanced proficiency in English Grammar; some grammar problems don't influence communication, although the reader as aware of them; no fragments or run- on sentences
	14 – 12 Adequate to Fair	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run- on sentences or fragments present
	11 – 6 Unacceptable – Not	Numerous serious grammar problems interfere with communication of the writer's ideas; some area clearly needed; difficulty

		to read sentences
	5 – 1 College – Level Work	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure
Punctuation Spelling, and mechanics	20 – 18 Excellent to Good	Correct use of English writing conversation; left and right margins all needed capitals paragraphs indented, punctuation and spelling; very neat
	17 – 15 Good to Adequate	Some problems with writing conversation or punctuation; occasional spelling errors; left margin correct; paper is neat and legible
	14 – 12 Adequate to Fair	Use general writing conversation but has errors; spelling problems distract reader; punctuation errors interfere with ideas
	11 – 6 Unacceptable – Not	Serious problems with format of paper; part of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers
	5 – 1	Complete disregard for English

	College – Level Work	writing conversation; paper illegible missing, no margins, severe spelling problems
Style and quality of expression	20 – 18 Excellent to Good	Precise vocabulary usage; use of parallel structures; concise; register good
	17 – 15 Good to Adequate	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise
	14 – 12 Adequate to Fair	Some vocabulary misusage; lacks awareness of register; may be too wordy
	11 – 6 Unaccept able – Not	Poor expression of ideas; problems in vocabulary; lack variety of structure
	5 – 1 College – Level Work	Inappropriate use of vocabulary; no concept of register or sentence variety

2. Recount Text

a. The Definition of Recount Text

According to Sanggam Siahaan, the definition of text is the concept or writing as skill needs to differentiate from writing as a text. A text can be any linguistic unit. It can be word. It can be also sentence. Besides, it can also be paragraph.³¹ It means that a text is a meaningful linguistic unit which can be a word, or a sentence, or a paragraph, or even the one which bigger than a paragraph.

The definition of Recount Text According to Ken Hyland, recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense.³² According to Mark Anderson, a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened.³³

b. The Purpose of Recount Text

Recount text is a text telling the reader about a story, an action or an activity. Its goal is to entertain or inform the readers. To tell an event in the past time chronologically.³⁴ A recount has social function.

³¹ Sanggam Siahaan, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2008), 3.

³² Ken Hyland, *Genre and Second Language Writing* (The United State of America: The University of Michigan Press, 2004), 29.

³³ Mark Anderson, et al., *Text Types in English 2* (Australia: MacMillan, 1998), 24.

³⁴ Dolar Yuwono, *Writing From Practice to Theory: Getting Smart and Creative to Write* (Yogyakarta: Magnum Pustaka Utama, 2016), 23.

Recount “tell what happened”. The purpose of a social recount is to document a series of events and evaluate their significance in some way. It is also to give the audience a descriptions of what occurred and when it occurred. The purpose of the literary/story recount is to tell a sequence of events so that it entertains. The story recount has expressions of attitude and feeling, usually made by narrator about the events.

c. Generic Structure and Language Feature of Recount Text

According to Cynthia Boardman, the steps for constructing of written recount text are:³⁵

- 1) The First paragraph that give background information about who, what, where and when. It is called on orientation.
- 2) A record of events usually recounted in chronological order, named; event 1, event 2, event 3.
- 3) A personal comment and or evaluative remarks, which are interspersed throughout the record of events named evaluation.
- 4) A reorientation which “rounds off“ the sequences of events or retell about what happened in the end.

Generic structure of recount text consists of (1) “orientation” telling who was involved, what happened, where the events took place, and when it happenend, (2) “events” telling what happened and in what sequence

³⁵ Cynthia A. Boardman, *Writing to Communicative Paragraph and Essay* 3rd edition (New York: Longman, 2008), 35.

the story was told, (3) “reorientation” consisting of optional-closure of events/ending. As told in above essay, the story can be mapped in the table as follows:³⁶

Table 2.2
Generic Structure and Language Features of
Recount Text

No.	Structure of Essay	Generic Structure	Language Features
1	Introductory	Orientation	Dominant language features:
2	Body / Content	Events	Using past tense Using action verb
3	Conclusion	Reorientation	Using adjectives

3. Cooperative Learning

a. Definition of Cooperative Learning

Cooperative learning is a successful teaching strategy by using discussing in small teams. Each team consists of students with different levels of ability. Cooperative learning technique uses a variety of learning activities to improve the students' understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the

³⁶ Dolar Yuwono, *Writing From Practice to Theory: Getting Smart and Creative to Write* (Yogyakarta: Magnum Pustaka Utama, 2016), 23.

assignment until all group members successfully understand and complete it.

Cooperative learning as the instructional use of small groups so that students work together to maximize their own and each other's learning. Cooperative learning is an alternative to something that is trusted as an overemphasis on competition that is commonly practiced in education in general. Cooperative learning, as its name implies, requires students to work together to complete joint tasks, share information, and support each other. In cooperative learning, the teacher has a dual role as the expert of the subject taught as well as the authority in the class. In this case, the teacher designs and assigns group learning assignments, manages time and resources, and monitors student learning, checks whether students really do the task and whether the group process goes well.³⁷

According to Knight, Cooperative Learning is learning mediated by students rather than the instructor. In cooperative learning, students work in groups to teach themselves content being covered. Teachers can utilize a variety of learning structures while providing cooperative learning. As a team work cooperative learning can be used and applied in any types of

³⁷ Elizabeth E. Barkley, Et Al., *Collaborative Learning Techniques: Teknik-Teknik Pembelajaran Kolaboratif* (Bandung: Nusa Media, 2012), 7.

assignment and skills, because cooperative learning can give many benefits in learning process.³⁸

In the other hand, John E. Pederson states that cooperative is students learn in groups of four or five. They are told to work together in order to achieve a common group goal. Within the group each individual is accountable and has to show that he/she mastered the learning material. In order to cooperat students have to possess interpersonal and small group skills. Those skill relate to the ability of students to learn together, to discuss, to share ideas, and to prepare as a group for achieving the common goal.³⁹

b. The Types of Cooperative Learning

Cooperative learning is a versatile procedure and can be used for a variety of purposes. Cooperative learning groups may be used to teach specific content (formal cooperative learning groups), to ensure active cognitive processing of information during a lecture or demonstration (informal cooperative learning groups), and to provide long-term support and assistance for academic progress (cooperative base group) as follow.⁴⁰

- 1) Formal cooperative learning consists of students working together, for one class period or several weeks, to achieve shared learning goals and complete

³⁸ Muammar Khadafi, *Teaching Narrative Writing by Using Roundtable Strategy to Islamic Junior High School Students* Vol. 4 No. 2 (December 2017), 57.

³⁹ *Ibid*, 59.

⁴⁰ David W. Johnson, et al., *Making Cooperative Learning Work* Vol. 38 No. 2 (May 2014), 68.

specific tasks and assignments (e.g., problem solving, writing a report, conducting a survey or experiment, learning vocabulary, or answering questions at the end of the chapter).

- 2) Informal cooperative learning consists of having students work together to achieve a joint learning goal in temporary, ad-hoc groups that last from a few minutes to one class period. During a lecture, demonstration, or film, informal cooperative learning can be used to focus student attention on the material to be learned, set a mood conducive to learning, help set expectations as to what will be covered in a class session, ensure that students cognitively process the material being taught, and provide closure to an instructional session.
- 3) Cooperative base groups are long-term, heterogeneous cooperative learning groups of 3-4 members with stable membership. Base groups give the support, help, encouragement, and assistance each member needs to make academic progress (attend class, complete all assignments, learn) and develop cognitively and socially in healthy ways. The use of base groups tends to improve attendance, personalize the work required and the school experience, and improve the quality and quantity of learning. School and classroom management is enhanced when base groups are given the responsibility for conducting a year-long service project to improve the school. The larger the class or

school and the more complex and difficult the subject matter, the more important it is to have base groups. Base groups are also helpful in structuring homerooms and when a teacher meets with a number of advises.

c. The Advantages Using Cooperative Learning

There are many reasons to decide that cooperative learning is worth the effort. *First*, it has been shown to have appositive effect on student learning when compared to individual or competitive condition. *Second*, cooperative learning has the potential to meet more learning style needs more of the time than individualized direct instruction. *Third*, the interpersonal and collaboration skills that can be learned in a cooperative learning activity teach skills that are critical for later personal and professional success. *Fourth*, it has the potential to produce a level of engagement that other forms of learning cannot. *Fifth*, it can be a powerful tool toward several transformative goals, including building communal bonds, learning conflict resolution skills, learning to consider others' needs, and learning to be an effective team member.⁴¹

Cooperative learning techniques have been successfully used with students of all ages, in a wide variety of subject areas, and in classes of all sizes. In particular, these methods may prove beneficial to

⁴¹ John Shindler, *Transformative Classroom Management: Positive Strategies to Engage All Students and Promote a Psychology of Success* (San Francisco: Jossey-Bass, 2010), 227.

instructors of larger classes, which are a common phenomenon in social work programs with shrinking resources. Larger classes challenge instructors to provide opportunities for all students to be active and vocal classroom participants. Cooperative learning groups thus provide a place where all students can ask and answer questions. Additionally, when students actively participate in small classes, the instructor can easily determine whether students can understand and apply course material, but this is rarely true in larger classes. Cooperative learning strategies can help instructors gauge student mastery by having students monitor each others' learning. Groups know that all members must master the material, and that all group members must take responsibility for ensuring that each person in the group can understand and articulate the lessons learned.⁴²

According to Rita Rani Mandal, there are five advantages using Cooperative Learning Strategy that are:⁴³

- 1) Cooperative learning develops higher level thinking skills.
- 2) Skill building and practice can be enhanced and made less tedious though cooperative learning activities in and out the classroom.

⁴² Sue Steiner, et al., *Using Cooperative Learning Strategies in Social Work Education* Vol. 35 No. 2 (May 2014), 256.

⁴³ Rita Rani Mandal, *Cooperative Learning Strategies to Enhance Writing Skill* Vol. 28 No.12 (2009), 97.

- 3) It creates an environment for active, involved and exploratory learning.
- 4) It improves the performance of the weaker students when grouped with higher achieving students.
- 5) It addresses learning style differences among students.

Cooperative learning techniques is not the easiest way to adopt, can revitalize students and instructors by providing a structured environment for sharing some of the responsibility for learning. Through working together to learn complex conceptual information and master knowledge and skills, students learn more, have more fun, and develop many other skills, such as learning how to work with one another. Instructors, meanwhile, must provide the foundation and learning structures to guide their students in this new learning experience and roundtable is one of cooperative learning techniques.⁴⁴

4. Roundtable Technique

a. The Nature of Roundtable Technique

According to Kathy Ellis that Roundtable technique is a cooperative structure in which one piece of paper and pencil are systematically passed around a group.⁴⁵ It can be seen from how students to use an opportunity to every member of the group to share their

⁴⁴ Jette Stenlev, et.al, *Roundtable as Cooperative Learning Technique English Language and Linguistic*. Vol. 18 No. 01 (March 2011), 3.

⁴⁵ Kathy Ellis, et.al. *Strategies for Teaching* (Otterville Public School, 2005), 48. 13.

ideas. Not only to work as a group, but students also learn how to transfer their idea to compare or to make a same their understanding of their learning.

According to Spencer Kagan, roundtable is learning technique where the students take run in their learn by generating their response, solving problems, or making a contribution to a project.⁴⁶ The students can make their work with their friend and can express their ideas easily in their team.

A roundtable technique can be used for brainstorming, reviewing, and practicing while also serving as a team builder. Students take turns responding to a prompt with one or two words written on a paper before passing it on to next student. Roundtable is most effective when we used in a carefully sequenced series of activities. In Roundtable, the multiple answer encourage creativity and deeper thinking. This activity builds positive interdependence among team members because of the characteristics of an affective leader or the attributes of terrorism before these topics are formally introduced.⁴⁷

b. The Advantages of Using Roundtable Technique

According to Trys mentions some benefits of Roundtable as follows: The responsibility of each group, the contribution idea in the group, more than just

⁴⁶ Spencer Kagan & Miguel Kagan, *Cooperative Learning* (San Clemente: Kagan Publishing, 2009), 6.34.

⁴⁷ M. Dini Handoko, *Roundtable Technique in Teaching English* (7 May 2018), 1.

learning in group, expressed opinion, views as well as the results thought, The thought some students better than one student, build and regulate emotional.⁴⁸ Spencer Kagan has opinion Roundtable technique will achieve some advantages in terms of academic and social point of view. The advantages of Roundtable strategy are: Assessing prior knowledge, practicing skill especially writing skill, recalling information, creating cooperative art, teambuilding, and participation of all groups.⁴⁹

Roundtable technique ensure equal participation among team members and exposed students to have varieties idea. Roundtable technique can help students to focus their attention, it gives much time to think about their response. In roundtable technique also expected students to build up their contribution to their team. Surely, this technique can make students be more active in the learning process because in this technique students asked to move around from table to other tables to answer the topic. The point of the advantages is social benefits. It improves the teaching social skill such as, cooperation, teamwork, and communication skill that useful in later life and also

⁴⁸ Muammar Khadafi, *Teaching Narrative Writing by Using Roundtable Strategy to Islamic Junior High School Students* Vol. 4 No. 2 (December 2017), 57.

⁴⁹ Spencer Kagan & Miguel Kagan, *Cooperative Learning* (San Clemente: Kagan Publishing, 2009), 6.34.

to learn work together to reach a common goal and know how to solve of problem together.⁵⁰

Students use a single sheet of paper and pen for each group. Students in the group respond in turn to a question or problem by stating their ideas aloud as they write them on the paper. It is important that the ideas be vocalized for several reasons: (a) silence in a setting like this is boring, rather than golden; (b) other team members need to be reflecting on the thoughts; (c) variety results because teammates learn immediately that someone has come up with an idea they know now not to repeat; and (d) hearing the responses said aloud means that students do not have to waste valuable brainstorming time by reading the previous ideas on the page. Team members are encouraged not to skip turns, but if their thoughts are at a standstill, they are allowed to say "Pass" rather than to turn the brainstorm into a brain drizzle. Thus, there is almost universal participation in Roundtable.⁵¹

c. **The Procedures of Roundtable Technique**

According to Spencer Kagan, the procedures of roundtable technique as follows:⁵²

- 1) The teacher assigns a topic or question and provides think time.

⁵⁰ Jette Stenlev, et.al, *Roundtable as Cooperative Learning Technique English Language and Linguistic*. Vol. 18 No. 01 (March 2011), 2.

⁵¹ *Ibid*, 4.

⁵² Spencer Kagan & Miguel Kagan, *Cooperative Learning* (San Clemente: Kagan Publishing, 2009), 6.34.

- 2) All four students respond, simultaneously writing, drawing, or building something with manipulatives.
- 3) The teacher signals time, or students place thumbs up when done with the problem.
- 4) Students pass papers or projects one person clockwise.
- 5) Students continue, adding to what was already completed.

The procedure of using Roundtable technique in teaching and learning process were drawn as follows:⁵³

- 1) Grouping - The teacher asks the students to sit in a group that consist four up to five students
- 2) Preparing - The teacher gives the groups similar theme
- 3) Brainstorming - The teacher asks the member of the groups to write words or phrases related to the theme
- 4) Writing - The group writes a text using the words/phrases written
- 5) Presenting - Each group presents their writing
- 6) Evaluating - The teacher asks each group to make correction
- 7) Revising - Each group revises their work/writing.

⁵³ Verawati, Et Al., *The Use of Cooperative Learning Type Roundtable Technique to Improve The Ability of The Second Year Students of SMAN 10 Pekanbaru in Writing Hortatory Exposition Text* (Academic Journal), 4.

According to Anita Lie proposed the following steps for teaching writing by using roundtable technique as follows:⁵⁴

- 1) Students are formed in some groups, each group consists of four up to five students in heterogeneous. Each student sits in accordance with the group to the position of form a small circle around the table.
- 2) Students discuss in its group on a theme and equalize perception. Each member group gives the idea related to the theme in turn the paper that has been distributed.
- 3) The first student, donates the idea, continued next students, and so on until the last student. The compiling of the ideas should be made in collaboration.
- 4) Ideas accumulated used as group members to draw up a wreath individually, each story of students has been created be exchanged and discussed in the group to repairing or editing.
- 5) Each group asked to choose and determine one of the story or theme its group to be shown on the front of the class. The representation of each group should read the best writing that had been made by each group as well as to determine one to three of the best writing in each large groups (class).
- 6) Under the guidance of teachers, writing that is best used as the large group discussions (class).

⁵⁴ Anita Lie, *Cooperative learning* (Jakarta: PT. Grasindo, 2000), 45.

From statements above, the writer sum up that the procedure of roundtable technique are:

- 1) Form group that consist four up to five students and tell groups the prompt or distribute the handout.
- 2) Identify (have the students identify) which group member will begin and inform students that they will circulate the paper clockwise.
- 3) Ask the first students to write his or her words, phrases or sentences as rapidly as possible and then read the response aloud so that other students have an opportunity to think about or build upon each other responses.
- 4) Ask student to pass the paper to the next student, who follows the same steps.
- 5) Inform the students when the time is up, or tell them in your instruction that the process is complete when all members have participated and all ideas are on the paper.

C. Theoretical Framework

Theoretical framework is a concept in the proposal about how the theorist can be related with the factor which are identified as the important problems.

This research are consisting of two variable:

X : Roundtable technique

Y : Writing recount text

As stated earlier, recount text is text function as for telling incident or experience in the past. The use of roundtable technique in teaching writing of recount text will be helpful in determining the product of writing.

During the process of writing, the students' should be stimulated and motivated by the use of the appropriate technique. The effect of roundtable technique on students' writing of recount text is helpful to stimulate and motivate them to write. In the technique, students must work together to develop their ideas, problems or complete their task. In addition, roundtable technique can help students to become more interested and make students involved in classroom learning. This technique really useful learning experience for both the students and the teachers. Teachers encourage students to increase their motivation and encourage them to involve in writing freely and creatively.

Based on statement above, the researcher assumed that roundtable technique is an effective technique in teaching writing recount text. It is design to get students' easily in writing recount text to the eighth grade of MTs Ma'arif Klego. This study can effectively increase the students' write, because this technique helps students active their prior knowledge.

D. Hypothesis

This research is designed to find out whether there is any significant different score on the students who are taught by using roundtable technique and who are not taught. The hypothesis in this research can be stated based on theoretical background and theoretical framework. The hypothesis as follows:

Ho : There is no different significance score on writing recount text between the students who taught by roundtable technique and those who are not.

Ha : There is different significance score on writing recount text between the students who taught by roundtable technique and those who are not.



CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology that used in this study. The existence of the research methodology has a goal of guiding the research in order to work systematically. The research methodology covers a set of research activities conducted by researcher. It involves research design, population and sample, instrument of data collection, technique of data collection and technique of data analysis.

A. Research Design

This research applied a quantitative research design. This research employed quasi-experimental design. This design has a control group, but can be fully controlling variables during experiment held on. Quasi-experimental designs are similar to randomized experimental designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups.⁵⁵

This design was compatible with the research purpose which wants to evaluate the effect of roundtable technique in teaching writing on recount text. To observe the data about the students' achievement in writing skill, the researcher obtained the data from the result the students' score both in pre-test and post-test. The researcher used

⁵⁵ Donald Jacobs Ary, et al. *Introduction to Research in Education*. (United States: Wadsworth, 2010), 316.

nonrandomized control group pre-test, post-test design with a kind of treatment. There was two groups in this model, control group and experiment group. Both groups given pre-test to measure the score of students before treatment given (O1 and O3). The treatment will be given for experiment group (X). Post test given for both groups to measure the students score after treatment was given (O2 and O4). One of the most commonly used quasi-experimental designs in educational research can be represented as:⁵⁶

Table 3.1 Research Design

Experiment	O1	X	O2
Control	O3	-	O4

Notes :

Experiment: The class who is taught using roundtable technique

Control : The class who taught without roundtable technique

O1 : Pre-test for the experimental class

O3 : Pre-test for the control class

X : Treatment

O2 : Post-test for the experimental class

O4 : Post-test for the control class

⁵⁶ Louis Cohen, et. al., *Research Method in Education Fifth Edition* (London: Routledge Falmer, 2000), 214.

The goal of this research design that was whether to know the roundtable technique effective or not in teaching writing on recount text for the eighth grade students of MTs Ma'arif Klego by comparing students' writing who are taught by roundtable technique and who are not.

The researcher tried to express phenomenon through some steps, there are:

1. Pre research step

This step consists of preparing the data which needed before begin the research. For the example: determine the experimental and control class, the lesson plan, instrument to get the data, etc.

2. Research step

In this step, the researcher applied roundtable technique in experiment class, while in the control class, the researcher taught the class by using three phase technique. The data would be conducted from pre-test and post-test. Pre-test was used to know the students' writing achievement on recount text. While post-test was used to know the result after apply the treatment.

Table 3.2 Research Step

Experiment Class	Control Class
Pre-test	Pre-test
Roundtable Technique <ul style="list-style-type: none"> • Form group that consist four up to five students and tell groups the prompt or distribute the handout. 	Three Phase Technique <ul style="list-style-type: none"> • Pre-activity: the researcher start teaching material about recount text. The researcher gave a leading

<ul style="list-style-type: none"> • Identify (have the students identify) which group member will begin and inform students that they will circulate the paper clockwise. • Ask the first students to write his or her words, phrases or sentences as rapidly as possible and then read the response aloud so that other students have an opportunity to think about or build upon each other responses. • Ask student to pass the paper to the next student, who follows the same steps. • Inform the students when the time is up, or tell them in your instruction that the process is complete when all members have participated and all ideas are on the paper. 	<p>question about recount text (definition, language feature and generic structure of recount text).</p> <ul style="list-style-type: none"> • Whilst-activity: the researcher divided the class into 5 group that consist of 4 students. The teacher gave a jumble pictures. Every group got 1 picture and they must made a simple sentences. • Post-activity: after they finished it. One of the member all group write the result of group work on the whiteboard based on the sequence pictures. For the evaluation, the researcher and students correct it together.
Post-test	Post-test

3. Data Analysis Step

The next step was analyzing the data was collected by the researcher. The step as follows:

- a. Collected the post-test score from experimental and control class
- b. Test the data by using T-test

T-test is one of statistical test that is used to test the correctness or error null hypothesis which declare that between two mean samples which is took randomly from the same population, there is no significant difference.⁵⁷

B. Population and Sample

1. Population

Population is all number of the people or object that will be investigated. Population is the generalization area that is consist of: object or subject that have quality and characteristic that is decided by the researcher to be investigated and then take the conclusions.⁵⁸ A population was defined as all members of any well-defined class of people, events objects.⁵⁹ According to Adnan Latief, population is all members of a real or hypothetical set of people, events, or subjects to which educational researchers wish to generalize the result of the research.⁶⁰ From that

⁵⁷ Retno Widyaningrum, *Statistika Edisi Revisi* (Jogjakarta: Pustaka Felicha, 2014), 151.

⁵⁸ *Ibid*, 151.

⁵⁹ Donald Jacobs Ary, et al. *Introduction to Research in Education* (United States: Wadsworth, 2010), 562.

⁶⁰ Mohammad Adnan Latief, *Research Methods on Language Learning an Introduction* (Malang: UM Press, 2014), 181.

statements it can be said that population is the research object as a target to get and collect the data.

The population of this research was all of the eighth grade students in MTs Ma'arif Klego. There was two classes of the eighth grade VIII-A (20 students) and VIII-B (17 students), So the population in this research was 37 students.

2. Sample

Sample was a part of population that is selected to represent the population. While, the sample technique is the procedure of taking part the population will be used as the sample. In this research the researcher used cluster random sampling when took the sample. Cluster random sampling involves the random selection group that is already exists.⁶¹ Sampling technique is a technique to take a sample. According Ary Donald, sampling is the small group that is observed. Sampling is also as a way the researcher select number of individuals as a sample which presents the population.⁶² So, the sample that was taken by researcher from the population must represent entirely.

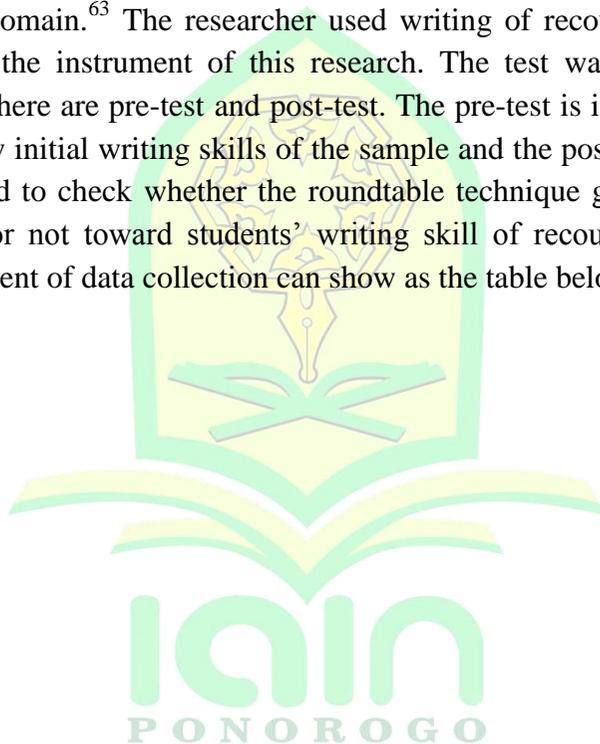
For the sample, the researcher took two classes of eighth grade to be the sample, the first class (VIII-B) was experiment group used roundtable technique that consist of 17 students and the second class (VIII-A) was control group not used roundtable technique consist of 20 students.

⁶¹ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D)* (Bandung: Alfabeta, 2006), 122.

⁶² Donald Jacobs Ary, et al. *Introduction to Research in Education* (United States: Wadsworth, 2010), 149.

C. Instrument of Data Collection

The instrument of this study was a set of writing tests of recount text. The test is very useful for this study as an instrument. Surely it is used to measure students' writing ability. It is related to Brown's opinion that a test is a method of measuring a person ability, knowledge, or performance in a given domain.⁶³ The researcher used writing of recount text test as the instrument of this research. The test was given twice, there are pre-test and post-test. The pre-test is intended to know initial writing skills of the sample and the post-test is intended to check whether the roundtable technique gives an effect or not toward students' writing skill of recount text. Instrument of data collection can show as the table below:



⁶³ H. Douglas Brown, *Language Assessment* (San Francisco: Longman, 2013), 3.

Table 3.3 Instrument of Data Collection

The Title of Research	Variable	Indicators	subject	Technique	No. Item
The Effectiveness of Roundtable Technique in Teaching Writing on Recount Text	Roundtable technique	<ol style="list-style-type: none"> 1. The teacher assigns a topic or question and provides think time. 2. All four or more students respond, simultaneously writing, drawing, or building something with 	The eighth grade Students of MTs Ma'arif Klego	Test (Pre and Post test)	Paragraph

<p>at The Eighth Grade Students of MTs Ma'arif Klego</p>		<p>manipulatives.</p> <ol style="list-style-type: none"> 3. The teacher signals time, or students place thumbs up when done with the problem. 4. Students pass papers or projects one person clockwise. 5. Students continue, adding to what was already completed. 1. The students are able to identify a social functions, 			
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	Writing recount text	generic structure and language feature from simple recount text. 2. The students are able to write recount text based on the generic structure, language feature, correctly and in accordance with the context.			
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Before the tests were used, the instrument test had to be done on the tests to see whether the instrument met the requirement of validity and reliability.

1. Validity test

Validity is the most important consideration in developing and evaluating measuring instruments.⁶⁴ The validity was essentially a demonstration that a particular instrument in fact measures what it purports to measure.⁶⁵ Test validity was defined here as the degree to which a test measures what it claims, or purports to be measuring.⁶⁶ The test is said valid if it measures what it is designed to be measured.

To gain the validity of the instrument, the writer used content validity and face validity. The test was said to have content validity if the test was a typical example of the content of the test which was designed to be measured. The test should be constructed as to contain a representative sample of the course, the relationship between the test items and the course objectives always being apparent.⁶⁷ Thus, to attain face validity, in direct testing was used in this research because it required the

⁶⁴ Donald Jacobs Ary, et al. *Introduction to Research in Education* (United States: Wadsworth, 2010), 159.

⁶⁵ Louis Cohen, et. al., *Research Method in Education Fifth Edition* (New York: Routledge Falmer, 2000), 133.

⁶⁶ James Dean Brown, *Testing in Language Programs* (United States of America: Prentice Hall Regents, 1996), 231

⁶⁷ J.B. Heaton, *Writing English Language Test* (New York: Longman, 1995), 160.

students to directly perform the writing achievement on recount text that the researcher intended to be tested.

Furthermore, to achieve the face validity and content validity of the instrument (pre-test and post-test). More importantly, the researcher made sure that the instrument was valid by making the relevance of the objective of the test, the instruction of the test, and the indicator with the SKKD (Standar Kompetensi dan Kemampuan Dasar) which is based on Kurikulum 2013.

In this study, the researcher used SPSS 22 program for windows to measure the validity. The analyzed was used to find out the r_{xy} with df or db is $n-r$ $30-2=28$ in 5% significant the r table is 0,361. When the index of r_{xy} is bellow the r table it could be concluded that the items were not valid instruments. Thus, the item said to be valid instruments if the coefficient of correlation (r_{xy}) is more than 0,361.

To measure the validity instruments of research, the researcher put the total sample 30 respondent in students VIII-A class of SMPN 1 Ponorogo. The researcher gave writing test of recount text for this class. With the writing scoring rubric that consist of organization, content, grammar, punctuation, and style. Then, the researcher calculates the validity test from five scoring rubric writing. The result of test validity instrument and all scoring rubrics are valid. The steps of calculation as follow:

- 1) Open the SPSS program.
- 2) Input the data into data view.

- 3) Click variable view. Write Item_1 until the number of test item. Change decimal 0.
- 4) Click analyze – Correlate – Bivariate
- 5) Drag into variable. In the correlation coefficient click Pearson, in the Test of Significant click Two-Tailed, tick Flag significant correlations. Then click OK.

From the result calculation item validity instrument, could be conclude in table as follow:




Table 3.4 Validity Test
Correlations

		item_1	item_2	item_3	item_4	item_5
item_1	Pearson Correlation	1	.814**	.694**	.796**	.643**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	30	30	30	30	30
item_2	Pearson Correlation	.814**	1	.598**	.712**	.450*
	Sig. (2-tailed)	.000		.000	.000	.013
	N	30	30	30	30	30
item_3	Pearson Correlation	.694**	.598**	1	.858**	.719**



	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	30	30	30	30	30
item_4	Pearson Correlation	.796**	.712**	.858**	1	.739**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	30	30	30	30	30
item_5	Pearson Correlation	.643**	.450*	.719**	.739**	1
	Sig. (2-tailed)	.000	.013	.000	.000	
	N	30	30	30	30	30

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

* . Correlation is significant at the 0.05 level (2-tailed).

Table 3.5 The result of Validity Calculation

Item	“r” calculated	“r” table	Notes
Organization	0,918	0,361	Valid
Content	0,828	0,361	Valid
Grammar	0,879	0,361	Valid
Punctuation	0,933	0,361	Valid
Style	0,804	0,361	Valid

2. Reliability test

On assessing students writing both of pre-test and post-test, reliability is needed. According to Frankel and Wallen that the reliability then refers to the extent to which test scores attained.⁶⁸ Reliability is the consistency of the score from the assessment when it is done with the same instrument at another time.⁶⁹ A test is reliable if it has same result in different occasions or if it used by different people. To achieve reliability of instrument, the researcher used scoring rubric (analytic scoring) to give score the students' writing on pre-test and post-test.

In this research, the reliability of the test is measured by comparing the obtained score with r-score product moment. The calculation of reliability test used SPSS 22 program for windows. The result of reliability said if the obtained score is higher than the table r-score, it could be said that the test is reliable. Then, if the obtained score is lower than the table r-score, it could be said that the test is not reliable. The steps of calculation as follow:

- 1) Open SPSS program.
- 2) Input the data into data view.
- 3) Click variable view. Write Item_1 until the number of test item. Change decimal 0.
- 4) Click Analyze – Scale – Reliability Analysis.

⁶⁸ Jack E. Fraenkel & Norman E. Wallen, *How to Design and Evaluate Research in Education* (New York: McGraw-Hill, 2009), 146.

⁶⁹ J.B. Heaton, *Writing English Language Test* (New York: Longman, 1995), 162.

5) Drag into variable, except score. Click OK.

The calculation of reliability shows as follows:

Table 3.6 Reliability of test

Reliability Statistics	
Cronbach's Alpha	N of Items
.916	5

In the calculation result of reliability, the researcher find a reliability coefficient is 0,916 > than 0,361 for 5% significance. It means the items of organization, content, grammar, punctuation, and style is reliable.

D. Technique of Data Collection

In data collection, there are two techniques to collect the data in this study. There are test and documentation. The test is used to gain primary data. The test was constructed by the researcher based on standardized procedures of making test. The test was divided into two parts. They were the test for students that used roundtable technique in teaching writing recount text and test for the students' who are not used. The test was to gain information about the students writing after teaching writing process finish. Meanwhile, documentation is conducted to fulfill the supporting data.

1. Test

Test is a set of question or practice or other tools which is used to measure skill, intelligence, ability or talent

individual or group. According to Brown, test is method of measuring person's ability, knowledge or performance in a given domain.⁷⁰ It is often conventionally assumed that tests are mostly used for assessment: the test give a score which is assumed to define the level of knowledge of the tested.⁷¹ The researcher used test to get the data about the students' writing achievement on recount text. So, it can be known the significant difference on students who are taught by using roundtable technique and who those are not.

2. Documentation

Documentation is the technique of collecting data which is taken from written such as books, newspaper, opinion, which related of the research.⁷² In this research documentation used to find the supporting data included history of school, geographies location, vision, mission, and the purpose of school.

E. Technique of Data Analysis

After collecting data, the next step to be done by researcher is how to analyze those data. The purpose of this step is to arrange and interpret data, to know the effectiveness of roundtable technique in teaching writing on recount text. In this case, researcher counts the data to answer statement problem and try to test the hypothesis.

⁷⁰ H. Douglas Brown, *Language Assessment Principle and Classroom Practices* (California: Longman, 2013), 3.

⁷¹ Penny Ur, *A Course in Language Teaching* (Cambridge University Press: 1996), 3.

⁷² *Ibid*, 158.

Before testing the hypothesis, the data must fulfill the assumption in which the data must be normally distributed and homogeneous. Therefore normality and homogeneity test be provided.

1. Normality

Normality test is to determine whether the population data is normally distributed or not.⁷³ The calculation of normality test is used SPSS 22 program for windows. To find out the normality of data by followed this steps:

- a. Open the SPSS program.
- b. Input the data to the data view by first fill the variable view with write down the name of class.
- c. Click analyze – Nonparametric test – sample K-S.
- d. Drag the data into test variable. Click OK.

After the process calculation, it determines by the following criteria:

- a. If P_{value} was lower than α (0,05) ($P_{\text{value}} < \alpha$), it means that Ho is accepted and Ha is rejected.
- b. If P_{value} was higher than α ($P_{\text{value}} > \alpha$), it means that Ho is rejected and Ha is accepted.

Notes:

Ho: data is not normally distributed.

Ha: data is normally distributed.

2. Homogeneity

Homogeneity test is the variance ratio test between two groups or more.⁷⁴ To calculate the homogeneity test, the

⁷³ Syofian Siregar, *Statistik Parametrik untuk Penelitian Kuantitatif* (Jakarta: PT Bumi Aksara, 2014), 153.

⁷⁴ *Ibid.*, 214.

researcher used SPSS 22 program for windows. The steps of calculation as follows:

- a. Open the SPSS program.
- b. Input the data into data view by first fill the variable view with write down X as the score and Y as the kind of class.
- c. Click analyze – Compare Means – One Way Anova.
- d. Drag X into dependent list and Y as factor list.
- e. Click options – checklist homogeneity of variance test – OK.

After the process calculation, it determines by the following criteria:

- a. If P_{value} was lower than α (0,05) ($P_{\text{value}} < \alpha$), it means that H_0 is accepted and H_a is rejected.
- b. If P_{value} was higher than α ($P_{\text{value}} > \alpha$), it means that H_0 is rejected and H_a is accepted.

Notes:

H_0 : Variance population is not identical

H_a : Variance population is identical

3. Testing Hypothesis

The technique of data analysis in this research is T-test. T-test is used to determine whether the means of two groups are statistically different from one another. T-test can be used to determine if two tests of data are significantly different from each other. This is to identify the effectiveness of roundtable technique in teaching writing on recount text. The researcher analyzed use T-test in SPSS 22 program for windows. The steps of calculation as follows:

- a. Open SPSS program.

- b. Input data into data view, by first change the value in the variable view by change the Name, Decimals, Value, and Measure.
- c. Click analyze – Compare Means – Independent-Sample T-test.
- d. In the dialogue box of Independent-Sample T-test, input the variable X in *Test Variables* and variable Y in *Grouping Variable*.
- e. Click Define Groups; write down 1 into Group 1 and 2 in the Group 2, then click Continue – OK.

After calculated, the researcher proposed the alternative hypothesis (H_a) and null hypothesis (H_o) which is described below:

H_o : if $t_{\text{test}} < t_{\text{table}}$ in significant degree 5%

H_o : if $t_{\text{test}} > t_{\text{table}}$ in significant degree 5%

Meanwhile, the degree of freedom (df) = $(N_1 + N_2) - 2$



CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the research location, data description, data analysis and discussion.

A. Research Location and Time of the Research

1. General Location

This research was conducted at MTs Ma'arif Klego in the academic year 2018/2019. The school is located at Jl, Halim Perdana Kusuma No. 38 Mrican Jenangan Ponorogo. MTs Ma'arif Klego which was established on 1 Juli 1986 with the operational license number W.m. 0602200586, Shelter under Yayasan Hidayatul Mubtadiien, is one of the many Madrasah Tsanawiyah in Ponorogo District. MTs Ma'arif Klego has been accreditation on 20 April 2007 with the status accreditation is B based on *SK Dewan Akreditasi Madrasah Provinsi Jawa Timur* Number: C/KW.13.4/MTs/190907/2007.

The headmaster of MTs Ma'arif Klego is Muhammad Sahal, S.Ag. MTs Ma'arif Klego supported by 30 professional educators with qualification education of S1. At its inception only had a few classes and now has development into 6 classes that consist of VII A-B, VIII A-B, IX A-B. This school uses KTSP and 2013 curriculum. This curriculum was developed from standard of content by school based on their content and potentials. They improved the curriculum based on demands of the times. They used

KTSP for ninth grade. Furthermore, they used 2013 curriculum for seventh and eighth grades.

2. Vision, Mission, and Goal of MTs Ma'arif Klego

a. Vision

- 1) Have knowledge, have high quality of knowledge in IPTEK and IMTAQ as *kholifah fil ardl*
- 2) Charity, skilled in carrying out workshop and skilled in community
- 3) Fear, always uphold the truth and avoid from all evil, both religious norms and society norms

b. Mission

- 1) Virtuous
- 2) Keep healthy
- 3) Knowledgeable
- 4) Sincere soul
- 5) Skilled, be autonomous, creative, and potentially

c. The Goals

All the students can carry out workshop well, have a noble character, be able to speak Arabic and English which eventually can compete with other educational institutions.

B. Data Description

In this chapter, the researcher describes the data obtained from the test of students' writing on recount text. The researcher took two classes of the eighth grade of MTs Ma'arif Klego as a sample. Then, they are taught by using different treatment to find the effectiveness of a certain treatment. They are consist of one class as control class (VIII-A) and one class as experimental class (VIII-B). The total

number of students of two classes is 37 students, control class consisted of 20 students and experimental class consisted 17 students. In experimental class, the students was taught by using roundtable technique, while in the control class, the researcher was not taught by using roundtable technique. In the end of this research, the researcher wants to compare between students who are taught by using roundtable technique and who are not.

1. The Schedule of The Research

There are four meetings of this research. They are pre-test, twice meeting for treatment with roundtable technique, and the last was post-test. In the control class, the learning process consisted of four meeting. They are pre-test, twice meeting, and post-test. The research schedule can be seen in the table below.

Table 4.1 Research Schedule of Experimental Class

Date	Activities
March, 19 th 2019	Pre-test
March, 20 th 2019	First treatment
March, 26 th 2019	Second treatment
March, 27 th 2019	Post-test

Table 4.2 Research Schedule of Control Class

Date	Activities
March, 18 th 2019	Pre-test
March, 21 th 2019	First meeting
March, 25 th 2019	Second meeting

March, 28 th 2019	Post-test
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2. The Procedure of The Research

a. Procedure of Experimental Class

This research used experimental research which made two classes as the sample. Those were VIII B as experiment class and VIII A as a control class. The number of experiment class was 17 students. They had followed pre-test and post-test that conducted by the researcher.

Firstly, the students were given pre-test to make them in some condition or homogeneity before beginning the research. It was held on March, 19th 2019. The form test was essay from recount text with the topic personal experience. This test spent 50 minutes.

Secondly, the first treatment of roundtable technique held on March, 20th 2019. The material was recount text. The researcher explains the definition, function, generic structure, and language feature of recount text. After that, the students made a group to identify the generic structure of text recount.

Thirdly, the second treatment held on March, 26th 2019. When the researcher implemented roundtable technique in experimental group, the students' difficulty was found such as they got confused to follow the steps of roundtable technique. To overcome this problem, the researcher had to explain them again to stimulate their critical thinking.

Nevertheless, the media such as pictures used by the students made them interested to learn. In this meeting, the students could adapt in using this technique. The students began to use the carried out concepts to create their recount text. They used to apply roundtable technique as their new technique in learning writing skill. They also felt the advantages when they used the technique, such as there was responsibility each group, the contribution idea in the group build, regulate emotional and the students got motivation to write and learn. The students also produced the recount text easily.

Fourthly, that was post-test. It was hold on March, 27th 2019. It used to measure whether the roundtable technique is success or not in teaching writing on recount text. In the post-test spent 50 minutes too.

b. Procedure of Control Class

The second class VIII A as a control class. The number of the control class was 20 students. They had followed pre-test and post-test too, that conducted by the researcher. There are four meeting for the control class. The procedure of control is same with the procedure of experiment class.

Firstly, the students were given pre-test. It was hold on March, 18th 2019. The form test was essay form in recount text with the topic personal experience. This test spent 50 minutes.

Secondly, the first meeting with the normal mode of instruction that is three phase technique held on March, 21th 2019. The material was recount text. The teacher explains definition, functions, generic structure and language feature of recount text.

Thirdly, the second meeting held on March, 25th 2019. The material was recount text too. Teacher reviews the material before. Then, the students made a group and the teacher gave text to identify the generic structure of the text recount. And then, the teacher gave exercise to the students to arrange the jumble paragraph in to the text recount. After finished, the exercise one the students read the recount text in front of the class.

Fourthly, that was post-test. It was hold on March, 28th 2019. The form test of post test was essay from in recount text with the topic personal experience. In post test spent 50 minutes too.

3. The Score of Experimental Class

The data were collected from the result of the students' score of pre-test and post-test in experimental class. The following are the description of the students' score in the experimental class.

Table 4.3
The Students' Score of Experimental Class

NO.	NAME	PRE-TEST	POST-TEST
1	AWP	54	83
2	BIA	63	89
3	BI	71	85
4	DW	68	86
5	DM	25	82
6	EF	66	87
7	JY	65	86
8	MR	71	90
9	MAA	67	81
10	PN	50	90
11	RM	68	88
12	RK	25	87
13	RN	69	88
14	SH	60	87
15	SD	66	85
16	VO	63	81
17	WI	25	79
TOTAL		976	1454
MEAN		57.41	85.53

From the table 4.5, it can be seen that the highest pre-test score of experimental class was 71. While, the lowest pre-test score was 25. Furthermore, the highest score of post-test is 90, while the lowest score is 79. The total score of post-test is 976 with the mean is 57.5. Meanwhile, the total score of post-test is 1454 with the mean 85.5.

The result of students' test of experimental class can be seen clearly on the following table. It will explore about pre-test and then the result of post-test in the experimental class.

Table 4.4

Frequency Distribution of Pre-test in Experimental Class

pre-test score of experimental class					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25.00	3	17.6	17.6	17.6
	50.00	1	5.9	5.9	23.5
	54.00	1	5.9	5.9	29.4
	60.00	1	5.9	5.9	35.3
	63.00	2	11.8	11.8	47.1
	65.00	1	5.9	5.9	52.9
	66.00	2	11.8	11.8	64.7
	67.00	1	5.9	5.9	70.6
	68.00	2	11.8	11.8	82.4
	69.00	1	5.9	5.9	88.2

71.00	2	11.8	11.8	100.0
Total	17	100.0	100.0	

From the table above, it could be seen that the score of students' writing on recount text was various. There were 17.6% students or 3 students got score 25, 5.9% students or 1 student got score 50, 5.9% students or 1 student got score 54, 5.9% or 1 student got score 60, 11.8% students or 2 students got score 63, 5.9% students or 1 students got score 65, 11.8% students or 2 students got score 66, 5.9% students or 1 student got score 67, 11.8% students or 2 students got score 68, 5.9% students or 1 student got score 69, and 11.8% students or 2 students got score 71.

Based on the table above, the histogram can be seen in as below:

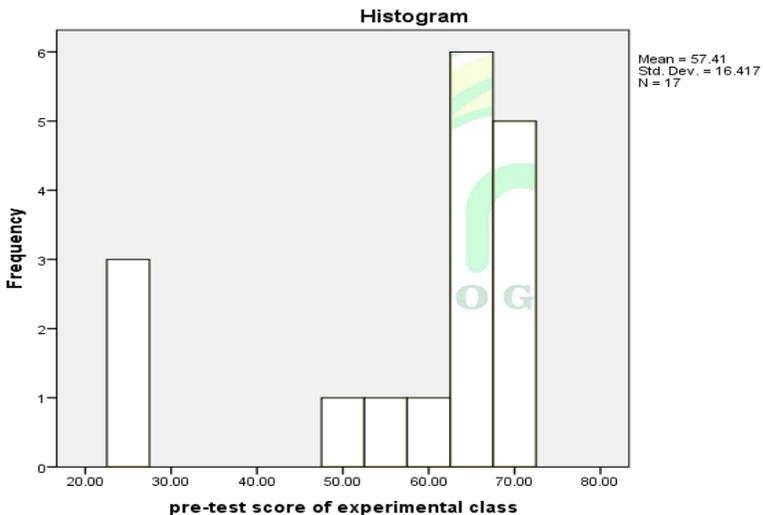


Figure 4.1 Histogram for the pre-test in experimental class

From the histogram above, it is stated $M = 57.41$ and $SD = 16.417$. To determine the category of the students' writing on recount text was good, medium, or low, the researcher classified scores using standard as follows:

- a. More than $M + 1.SD$ ($57.41+16.417=73,83$) is categorized into good
- b. Between $M - 1.SD$ to $M + 1.SD$ is categorized into medium
- c. Less than $M - 1.SD$ ($57.41 - 16.417 = 40.99$) is categorized into low

Thus it can be seen that the scores which are more than 73.83 is categorized into good, the score between 41-74 is categorized medium, and the score which are less than 40.99 is categorized into low.

The categorized can be seen clearly in table as below:

Table 4.5 The Categorization of Students' Pre-test in Experimental Class

No	Score	Frequency	Percentage	Category
1	More than 74	0	0%	Good
2	Between 41-74	14	82.4%	Medium
3	Less than 41	3	17.6%	Low
Total		17	100%	

From the table above, it could be seen that the score of students' writing on recount text who are taught by

using roundtable technique in pre-test showed that 0% in the good category, 82.4% in medium category, and 17.6% in the low category.

Table 4.6 Frequency Distribution of Post-test in Experimental Class

post-test score of experimental class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 79.00	1	5.9	5.9	5.9
81.00	2	11.8	11.8	17.6
82.00	1	5.9	5.9	23.5
83.00	1	5.9	5.9	29.4
85.00	2	11.8	11.8	41.2
86.00	2	11.8	11.8	52.9
87.00	3	17.6	17.6	70.6
88.00	2	11.8	11.8	82.4
89.00	1	5.9	5.9	88.2
90.00	2	11.8	11.8	100.0
Total	17	100.0	100.0	

From the table above, it could be seen that the score of students' writing on recount text was various. There were 5.9% students or 1 student got score 79, 11.8% students or 2 students got score 81, 5.9% students or 1 student got score 82, 5.9% or 1 student got score 83, 11.8% students or 2 students got score 85, 11.8% students or 2 students got score 86, 17.6% students or 3 students got score 87, 11.8% students or 2 students got score 88, 5.9% students or 1 student got score 89, and 11.8% students or 2 students got score 90.

Based on the table above, the histogram can be seen in as follows:

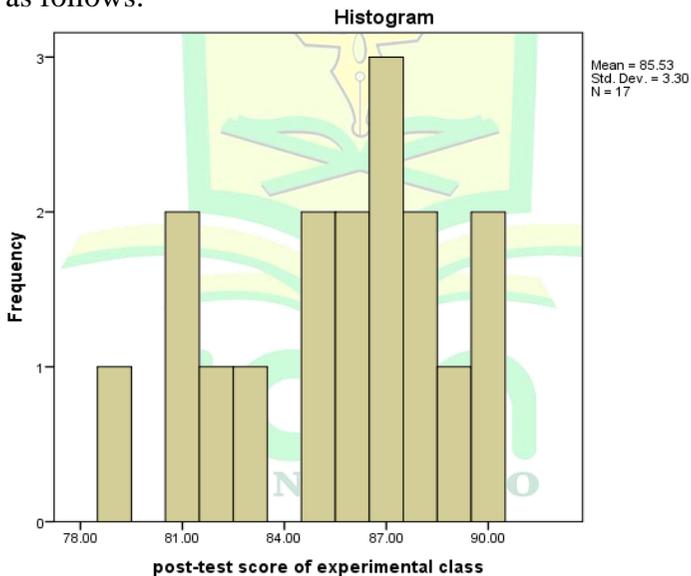


Figure 4.2 Histogram for the post-test in experimental class

From the histogram above, it is stated $M = 85.53$ and $SD = 3.30$. To determine the category of the students'

writing on recount text was good, medium, or low, the researcher classified scores using standard as follows:

- d. More than $M + 1.SD$ ($85.53 + 3.30 = 88.83$) is categorized into good
- e. Between $M - 1.SD$ to $M + 1.SD$ is categorized into medium
- f. Less than $M - 1.SD$ ($85.53 - 3.30 = 82.23$) is categorized into low

Thus it can be seen that the scores which are more than 88.83 is categorized into good, the score between 82-89 is categorized medium, and the score which are less than 82.23 is categorized into low.

The categorized can be seen clearly in table as below:

Table 4.7 The Categorization of Students' Post-test in Experimental Class

No	Score	Freq uenc y	Percentage	Category
1	More than 89	2	11.8%	Good
2	Between 82-89	12	70.5%	Medium
3	Less than 82	3	17.7%	Low
Total		17	100%	

From the table above, it could be seen that the score of students' writing on recount text who are taught by using roundtable technique in post-test showed that

11.8% in the good category, 70.5 % in medium category, and 17.7% in the low category.

4. The Score of Control Class

The data were collected from the result of the students' score of pre-test and post-test in control class. The following were the description of the table and the description of the students' score in the control class:

Table 4.8
The Students' Score of Control Class

NO.	NAME	PRE-TEST	POST-TEST
1	AR	58	80
2	DA	68	76
3	DF	65	72
4	EYL	52	72
5	FH	57	80
6	HM	56	64
7	LZ	73	76
8	LQ	55	76
9	NQ	74	86
10	NM	54	84
11	MF	55	80
12	RD	53	76
13	RI	53	72

14	SR	56	64
15	SF	53	76
16	UM	74	86
17	PR	55	80
18	ZH	68	76
19	AF	58	75
20	DA	57	73
TOTAL		1194	1524
MEAN		59.7	76.2

From the table 4.6, it can be seen that the highest pre-test score of control class was 74. While, the lowest pre-test score was 52. Furthermore, the highest score of post-test is 81, while the lowest score is 53. The total score of pre-test is 1194 with the mean is 59.7. Meanwhile, the total score of post-test is 1246 with the mean 62.3.

The result of students' test of control class can be seen clearly on the following table. It will explore about pre-test and then the result of post-test in the control class.

Table 4.9
Frequency Distribution of Pre-test in Control Class

		pre-test score of control class			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52.00	1	5.0	5.0	5.0
	53.00	3	15.0	15.0	20.0
	54.00	1	5.0	5.0	25.0
	55.00	3	15.0	15.0	40.0
	56.00	2	10.0	10.0	50.0
	57.00	2	10.0	10.0	60.0
	58.00	2	10.0	10.0	70.0
	65.00	1	5.0	5.0	75.0
	68.00	2	10.0	10.0	85.0
	73.00	1	5.0	5.0	90.0
	74.00	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

From the table above, it could be seen that the score of students' writing on recount text was various. There were 5% students or 1 student got score 52, 15% students or 3 students got score 53, 5% students or 1 student got score 54, 15% or 3 students got score 55, 10% students or 2 students got score 56, 10% students or 2 students got score 57, 10%

students or 2 students got score 58, 5% students or 1 student got score 65, 10% students or 2 students got score 68, 5% students or 1 student got score 73, and 10% students or 2 students got score 74.

Based on the table above, the histogram can be seen in as below:

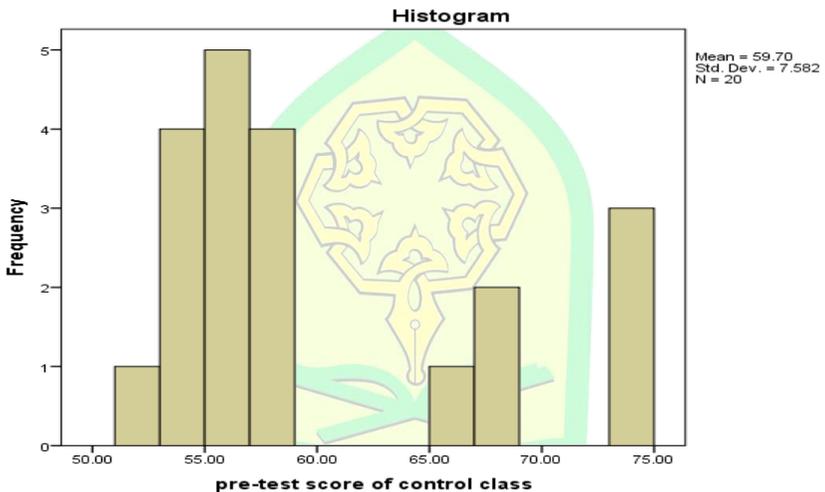


Figure 4.3 Histogram for the pre-test in control class

From the histogram above, it is stated $M = 59.70$ and $SD = 7.582$. To determine the category of the students' writing on recount text was good, medium, or low, the researcher classified scores using standard as follows:

- g. More than $M + 1.SD$ ($59.70 + 7.582 = 67.28$) is categorized into good
- h. Between $M - 1.SD$ to $M + 1.SD$ is categorized into medium

- i. Less than $M - 1.SD$ ($59.70 - 7.582 = 52.11$) is categorized into low

Thus it can be seen that the scores which are more than 67.28 is categorized into good, the score between 52-67 is categorized medium, and the score which are less than 52.11 is categorized into low.

The categorized can be seen clearly in table as below:

Table 4.10 The Categorization of Students' Pre-test in Control Class

No	Score	Frequency	Percentage	Category
1	More than 67	5	25%	Good
2	Between 52-67	15	75%	Medium
3	Less than 52	0	0%	Low
Total		20	100%	

From the table above, it could be seen that the score of students' writing on recount text who are taught by using three phase technique in pre-test showed that 25% in the good category, 75% in medium category, and 0% in the low category.

Table 4.11 Frequency Distribution of Post-test in Control Class

post-test score of control class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 64.00	2	10.0	10.0	10.0
72.00	3	15.0	15.0	25.0
73.00	1	5.0	5.0	30.0
75.00	1	5.0	5.0	35.0
76.00	6	30.0	30.0	65.0
80.00	4	20.0	20.0	85.0
84.00	1	5.0	5.0	90.0
86.00	2	10.0	10.0	100.0
Total	20	100.0	100.0	

From the table above, it could be seen that the score of students' writing on recount text was various. There were 10% students or 2 students got score 64, 15% students or 3 students got score 72, 5% students or 1 student got score 73, 5% students or 1 student got score 75, 30% students or 6 students got score 76, 20% students or 4 students got score 80, 5% students or 1 student got score 84, and 10% students or 2 students got score 86.

Based on the table above, the histogram can be seen in as below:

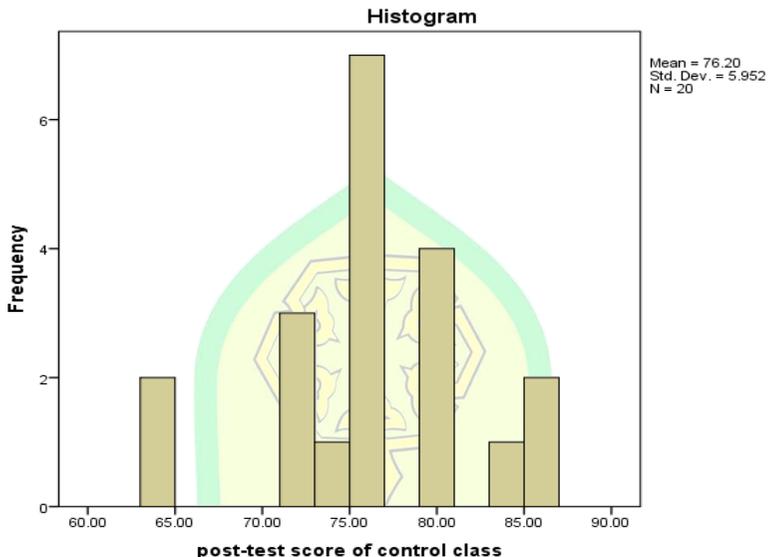


Figure 4.4 Histogram for the post-test in control class

From the histogram above, it is stated $M = 76.20$ and $SD = 5.952$. To determine the category of the students' writing on recount text was good, medium, or low, the researcher classified scores using standard as follows:

- j. More than $M + 1.SD$ ($76.20 + 5.952 = 82.15$) is categorized into good
- k. Between $M - 1.SD$ to $M + 1.SD$ is categorized into medium
- l. Less than $M - 1.SD$ ($76.20 - 5.952 = 70.25$) is categorized into low

Thus it can be seen that the scores which are more than 82.15 is categorized into good, the score between 70-82 is

categorized medium, and the score which are less than 70.25 is categorized into low.

The categorized can be seen clearly in table as below:

Table 4.12 The Categorization of Students' Post-test in Control Class

No	Score	Frequency	Percentage	Category
1	More than 82	3	15%	Good
2	Between 70-82	15	75%	Medium
3	Less than 70	2	10%	Low
Total		20	100%	

From the table above, it could be seen that the score of students' writing on recount text who are taught by using three phase technique in post-test showed that 15% in the good category, 75% in medium category, and 10% in the low category.

C. Data Analysis

Assumption test analysis was conducted as the prerequisite for testing hypothesis. There were normality test and homogeneity test of the data.

1. Normality

Normality test was conducted to know whether the data distribution or not. In this research, the researcher used Kolmogorov-Smirnov and calculated the data by using SPSS 22 program. The hypothesis of this normality test as follow:

Ha : The data was not normal distribution

Ho : The data was normal distribution

Ha was accepted if P value higher than 0,05 ($P_{\text{value}} < \alpha$). The table below was the result of calculating normality test.

Table 4.13 Normality Test of Experimental Class

One-Sample Kolmogorov-Smirnov Test		experimental class
N		17
Normal Parameters ^{a,b}	Mean	85.5294
	Std. Deviation	3.29996
Most Extreme Differences	Absolute	.145
	Positive	.093
	Negative	-.145
Test Statistic		.145
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

Based on the calculation of SPSS 22 program above, it can be seen that the test used One-Sample Kolmogorov-Smirnov test. The table above showed that the value of Sig. (2-tailed) that was higher than α ($0,200 > 0,05$). It means that the data of experimental class is normality distributed.

Table 4.14 Normality Test of Control Class

One-Sample Kolmogorov-Smirnov Test		control class
N		20
Normal Parameters ^{a,b}	Mean	76.2000
	Std. Deviation	5.95244
Most Extreme Differences	Absolute	.163
	Positive	.163
	Negative	-.140
Test Statistic		.163
Asymp. Sig. (2-tailed)		.169 ^c

a. Test distribution is Normal.

Based on the calculation of SPSS 22 program above, it can be seen that the test used One-Sample Kolmogorov-Smirnov test. The table above showed that the value of Sig. (2-tailed) that was higher than α ($0,169 > 0,05$). It means that the data of control class is normality distributed.

2. Homogeneity

Homogeneity test was used to decide whether a test was homogeneous or not. It was important because the similarity of both groups would influence the result of test. In this research, the researcher used SPSS 22 program to calculate the value of homogeneity test. The result of calculation as below:

Table 4.15 The Result of Homogeneity Calculation**Test of Homogeneity of Variances**

score

Levene Statistic	df1	df2	Sig.
2.235	1	35	.144

Based on the table 4.14 above, it can be seen from the value of Sig. that was higher than α ($0,144 > 0.05$). It means that the data is homogeneous.

3. Testing hypothesis T-test

After conducting normality and homogeneity testm the researcher was testing the hypothesis. The researcher used T-test to analyzed the data. It was used to compare the students' writing on recount text that divided into two groups which were taught by using different technique. There were experimental class and control class. In experimental class was taught by using roundtable technique. While, in the control class was taught by three phase technique. In this research, the researcher calculated the data of the research by using SPSS 22 program for windows.

Table 4.16
Mean Score of Experimental Class and Control Class

		Group Statistics			
Group		N	Mean	Std. Deviation	Std. Error Mean
Score	Experiment Class	17	85.53	3.300	.800
	Control Class	20	76.20	5.952	1.331

Based on the table above, the result of data analysis showed that the students' means score of experimental class (students who are taught by using roundtable technique) is 85.53. While the students' means score of control class (students who are not taught by using roundtable technique) is 76.20.

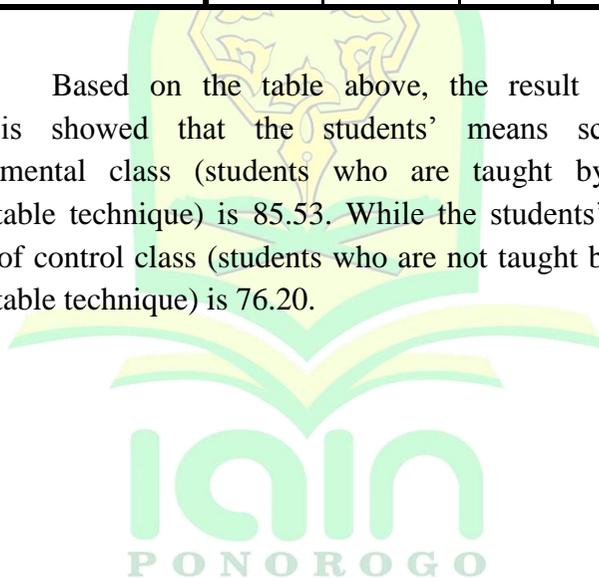


Table 4.17 The Result of T-test Calculation

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	2.235	.144	5.747	35	.000	9.329	1.623	6.034	12.625
	Equal variances not assumed			6.007	30.490	.000	9.329	1.553	6.160	12.499

Based on the result calculation of T-test above, Mean = 9,329, it refers to the average difference of students writing score between experimental and control class. Standard Error = 1,623. Confidence interval in lower and upper refers to size of confidence is 95% level.

It can be seen that the value of T-test is and the degree of freedom ($df = (N1 + N2) - 2$, $(17+20) - 2 = 35$). The value of t_{table} is significant 5% is 2,03. To interpret the data above, the researcher formulate hypothesis as below:

Ho : There was no significant different score on writing recount text between the students who taught by roundtable technique and those who are not.

Ha : There was significant different score on writing recount text between the students who taught by roundtable technique and those who are not.

The result of this research showed that the value of $T_{test} = 5,746$ and the value of t_{table} with $df = 35$ was 2,03. It means that $5,746 > 2,03$. Therefore, Ho was rejected and Ha was accepted. It can be concluded that there was significant different score on the students who were taught by using roundtable technique and those who were not.

D. Discussion and Interpretation

This research was conducted to find out the effectiveness of roundtable technique in teaching writing on recount text. Based on the calculation above, it showed that the difference coefficient of students taught by using roundtable technique and those who were not was 5,746.

Hypothesis test (t_0) at 5,476 from the calculation above would be compared to the T-table (t_t) with the condition stated as below:

1. If the $t_0 \geq t_t$ H_a was accepted. It means there was any significant difference between two variable.
2. If the $t_0 \leq t_t$ H_o was rejected. It means there was not any significant difference between two variable.

To determine the value of t_0 , the researcher was checking df and consulted with the t_t score:

$$\begin{aligned} df &= (N_1+N_2) - 2 \\ &= (17+20) - 2 \\ &= 35 \end{aligned}$$

At significant standard 5%, the value of t_t was 2,03. Then the value of t_0 was compared to the value of t_t . The value of t_0 was 5,476. It means that H_a was accepted and H_o was rejected.

From the calculation above, it can be seen that the students who were taught by using roundtable technique got better score than those who were not. So that, it can be concluded that there was significant different score in writing on recount text of the students who were taught by using roundtable technique and those who are not at the eighth grade students of MTs Ma'arif Klego.

Teaching by using Roundtable Technique was effective to teach writing for the eighth grade students of MTs Ma'arif Klego. This technique can make students more active in the learning process especially on writing recount text, because all members have participated and all ideas are on the paper. Each member group gives the idea related to the theme

in turn the paper that has been distributed. The first student, donates the idea, continued next students, and so on until the last student. The compiling of the ideas should be made in collaboration. As Spencer Kagan stated that the roundtable is learning technique where the students take run in their learn by generating their response, solving problems, or making a contribution to a project.⁷⁵



⁷⁵ Spencer Kagan & Miguel Kagan, *Cooperative Learning* (San Clemente: Kagan Publishing, 2009), 6.34.

CHAPTER V

CLOSING

A. Conclusion

Based on the data analysis on previous chapter, it can be concluded that there is significant different score on students' writing recount text who are taught by using roundtable technique and those who are not at the eighth grade students of MTs Ma'arif Klego. The students who are taught by using roundtable technique get better score than those who are not. The result of this research is the mean score of the students' post-test from experimental class (85,53) is higher than control class (76,20). It has been found that the value of T_{test} is 5,476. This score is higher than t_{table} which is 2,03 in significant 5% with $df = 35$. It means that H_a accepted. So, the use of roundtable technique has significant difference in increasing students' score on writing recount text. It can be concluded that there is an effect by applying roundtable technique on the writing ability in writing recount text of the eighth grade students of MTs Ma'arif Klego. The use of Roundtable Technique can help the teaching and learning process run well. The students are able to gain the ideas since all of the students must give their ideas on a given topic.

B. Recommendations

Based on the conclusion above, it can be delivered some suggestion that might be useful for English teachers, students, and the further researchers as follows:

1. For the English teachers

The teacher can use roundtable technique as one of the various techniques in teaching writing. Not only because of the improvement of students' writing ability, but also because of the effectiveness of roundtable technique in creating a better classroom condition where the students were free to deliver their ideas. Then, the teacher must always control and monitor the class while doing the discussion and make sure that all of the students are in the same path. The last, the teacher should choose the appropriate and interesting topics that are related to students' ability.

2. For the students

The students should be creative in learning writing not just depending on the material given by the teacher in the classroom. The students should learn more about recount text in order to get more knowledge and more understand about the generic structure, language feature and social function of recount text. In addition, students should read more in order to increase their vocabulary.

3. For the further researchers

The researcher hopes this result of study can be useful for the other researchers as the basis to conduct a research about the some case in different field of study. Other researchers must organize the time as good as possible in conducting the research in order to get expected result. Then, this research only had one aim that is to know the effect of roundtable technique in writing recount text. It is expected that the other researchers will conduct this technique in other genre of texts.

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