CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is a process to produce language and one of English skills that should be acquired by any level of students. As productive skill, it is the most complicated and difficult subject because in writing there are several rules that have to be mastered by the students, suc as: they have to consider choice of words, spellings, grammar and punctuations. By writing, people are able to express their ideas, feeling and opinion and able to communicative with other people. It is also need attention because it needs its own principles and method it requires mastery not only of grammatical a rhetorical devices but also of the conceptual and judgment. Because of that, it needs practice to improve that ability.

At Junior High School level, writing is one of four basic ability which are taught to the students based on ''Curriculum 2013'' as the follow up of the previous curriculum (KTSP). According to curriculum 2013 as the curriculum that used in Indonesia, the material given are based on the genre (kinds of text) for teaching English. Genre is a type of text in which of text has communicative purposes, generic structure and linguistic or language features. There are five genres that should be mastered by Junior High School students. They are procedure, descriptive, recount, narrative and report. For students of class VIII of State Islamic Junior High School 4 Pesisir Selatan,

they are genres that they will be learned in the first semester which are descriptive and narrative.

Narrative text is a kind of text that tells about a story that is based on the some events or experiences in the past. Its purpose is either to amuse or to entertain the reader with a story. There are three generic structures of this text: orientation, complication and resolution. The language features of the text focuses introducing personal participant, use chronological events, use action verb and use past tense.

Narrative text is a form of story text that has purpose to entertain readers. It tells about an imaginary experience which has a social function to amuse, to entertain and to deal with an actual or a vicarious experience in a different way (Nurhasanah, 2014). Furthermore, a writer should be able to write interesting stories to entertain the reader. The researcher chose a narrative text in her research because based on syllabus a narrative text is one of texts that should be mastered by students at grade VIII Junior High School.

However, based on researcher's observation in State Islamic Junior High School 4 Pesisir Selatan, it was found that teacher have lack of attention in improving students' writing ability. there are some problems related to the learning materials were provided by the teacher. The teacher used a text book in teaching writing and rarely used a technique. Furthermore, students had low motivation in composing a story. They are also faced a problem of vocabulary mastery. As a problem solving teacher have to find the other ways to solve students ability in creating an acceptable writing, for instance,

strategy, technique, method or approach in teaching process should be changed to more creative one. It can be seen through the result of their witing score in Mid test english score, where almost all the classes have the lowest average from the table below:

Table 1.1

Students' Score of midterm of English at Class VIII in First Semester on Academic Year 2016/2017

No	Class	Total Students	Mid Term Test
1	VIII$_A$	26	66,54
2	VIII$_B$	27	55,74
3	VIII$_C$	26	59,38
4	VIII$_D$	27	58,48
5	VIII$_E$	27	59,11
	Total		59
		KKM	75

Taken from cher' Evaluation Book of C VIII

The table above shows the data about students' score achievement on MID term at class VIII in MTsN 4 Pesisir Selatan. Based on the table above it can be seen that students' ability in English cannot reach the minimal criteria competence (KKM). It means the students of VIII grade State Islamic Junior High School 4 Pesisir Selatan do not have a good result in English. It seems that the students' score were below the minimum passing grade in that school, it is 75. The researcher got students' writing test in narrative text from the students' written. The table below show that students got low score in writing.

Based on the preliminary research it can be seen that the students had problem, there are saveral students' writing problems like: content, organization, vocabulary, language use, mechanics. Some examples of students writing product are followed:
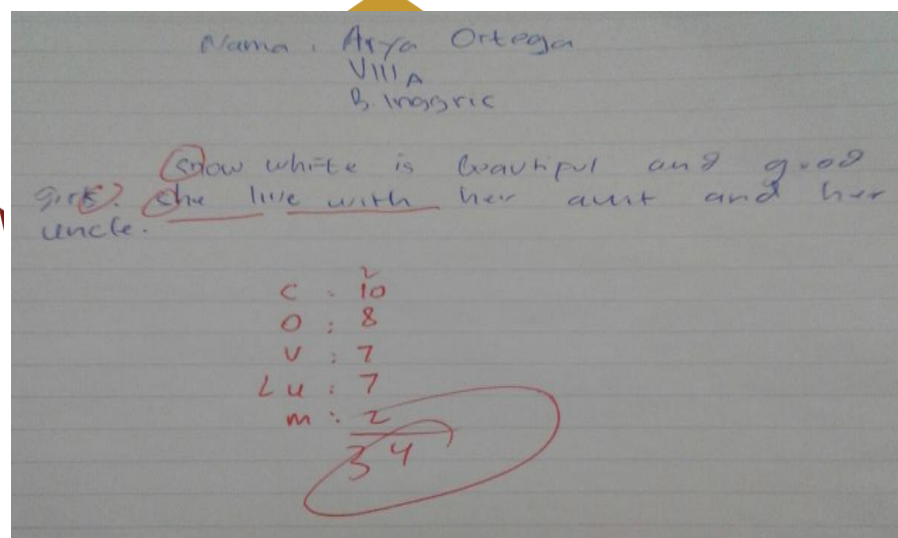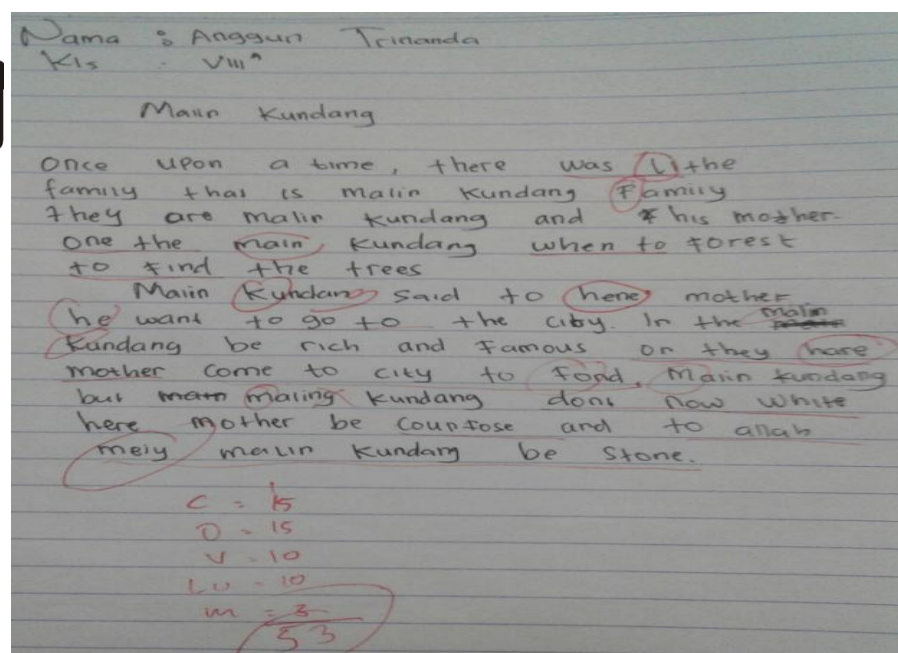
Figure 1.1

Figure 1.2

Generlly, the students produced written work related to the topic given. The topic wrote a legend like Snow white and Malin kundang. It means that the students' content of writing should talk about story Snow white and Malin kundang. It can be seen from students' writing, they told about story Snow white and Malin kundang, but students have limited knowledge of subject and lacks detail. Organization related to the generic structure of the text. In writing, the students'writing was logic, but incomplete and coherence. It can be seen from students' writing.

Research also found that many students had limited vocabulary. They did not have enough vocabulary to write the text. The teacher asked them to bring dictionary, but not almost of them did bring dictionary. It caused they were lack of vocabulary and difficult to find out meaning of the word. (Example: Now white lived with *her uncle and her aunt* the incorrect, correct Snow white lived with her uncle and aunt). The students also had weakness in language use. They have mistakes in tense, and pronoun,grammar. It can be seen in students' writing (example: *Lived a girls her name is now white* incorrect setence and correct sentence *lived a girl named snow white*). The students also weakness in mechanics. Students' writing is found error in in speeling, punctuation and capitalization(Example: malin Kundang, snow white is beautiful, she lived incorrect, correct capitalization Malin kundang, Snow white is beautiful, She lived. One day lived incorrect, correct punctuation, One day, lived). It can be seen appedices.

Based on the explanation above, it is clear that some of students at State Islamic Junior High School 4 Pesisir Selatan still face the difficulties in writing. Basically, the students have different abilities in writing. Some of them are good, some are middle, some are low. It should be solved by the teacher to improve students' skill in writing narrative text. The teacher may use an appropriate technique to give solution about the problems.

Actually, the students of Junior High School get difficulties to make good writing. They must choose suitable words, pay attention when they use right punctuations, arrange a paragraph, and get the idea to write, etc.

To resolve the students' need in writing narrative text, there is one of the technique that can help students to improve their writing ability. In this research, research uses the round table technique to improve students' writing ability in writing narrative text. In teaching writing especially, there are several techniques that can be used by the teacher. For example small group discussion is a technique where the students are formed in group. Every group discussed about a topic that they want to write.

The next technique is round table. Round table technique is a technique where the students write their own idea about something and the last part, it is combined, reviewed and also make full of the text and so on.

Finally, to overcome the problem that faced by the students in State Islamic Junior High School 4 Pesisir Selatan, I offered a technique for the teacher in the process of teaching writing an it makes the students to be better in writing.

Based on the problem faced, one of alternative technique that can be used by the teacher is round table technique.

This research is important for the English teacher in developing teaching activity in round table technique applied in classroom teaching process. Based on the background above, the writer chooses "**The Effect of Round Table Technique Towards Students' Writing Skill in Narrative Text at Class VIII of State Islamic Junior High School 4 Pesisir Selatan"**

B. **Identification of the Problem**

Based on the background above, it can be underlined that, there are some problems related to students writing ability. The students have some problems in writing skill in MtsN 4 Pesisir Selatan, they are lack of vocabulary difficult to find the topic. Writing as one of four skills, it is considered as a difficult skill because the students must make some aspects in writing such as content, organization, purpose, vocabulary, punctuation, and spelling in a balance way.

In this case, the researcher used round table technique to help and improve students writing skill on narrative text. The researcher focuses on narrative text, because it is one of primary text which is taught in junior high school. Through this round table technique the students became active and interest in learning English.

C. **Limitation of the Problem**

Junior High School students find some difficulties on writing in English subject, such as the students were lack of vocabularies, less attention

to study writing, did not know what their writing will be about, where and how to start it. Actually, it can be handled when they have enough practice and when the teacher vary the techniques in teaching writing. The teacher can use various techniques in teaching writing to develop students' writing ability. Based on the identification of the problem above, the writer limits this research on using round table technique to improve students writing ability on narrative text at Junior High School.

D. Formulation of the Problem

The impact of this problem may lead to the following question : "Does round table technique give significant effect toward students' writing skill at eight grade in narrative text of MTsN 4 Pesisir Selatan?"

E. The Purpose of the Research

The purpose of this research is to find out whether the round table technique gives significant effect towards students' writing skill at eight grade in writing narrative text at State Islamic Junior High School 4 Pesisir Selatan.

F. Significance of the Research

By doing this research, the researcher wishes that round table technique gives the contribution for the teacher, the students, the reader, and the researcher of course. First, it is used for the teacher to analyze the students' difficulties in writing. Second, for the student it will be used to give the solution how to transfer their idea into written form. Third, for the reader it will be useful to know how to analyze student's skill in writing. Forth, for the

researcher, this research will be one of her learning in finding the effectiveness of teaching writing by using round table technique.

G. Definition of Key Terms

The researcher classifies the term are used in this study as follows:

1. Writing ability

   The word writing comes from a verb. It means an activity or a process. Writing is a way to produce language, which you do naturally when you speak. Meyers also says that writing is an action or a process of discovering and organizing ideas, putting them on paper, and shaping and revising them.

2. Narrative Text

   Narrative text is an imaginary story that contains a problem and a resolution. It has social function to entertain the readers.

3. Round Table Technique

   According to Longman Advance American Dictionary (2008: 1380) A Round Table discussion or meeting is one in which everyone can talk about things in an equal way. Moreover, Round Table described as a number of persons gathered together for conference, discussion of some subject, and often seated at a round table. (http://dictionary.reference.com/browse/round+table).

   Meanwhile, Kagan (1994: 6.34) defines Round Table Technique is cooperative learning technique where the students take turn generating

responses, solving problems, or making a contribution to project and sit in a round table.

The following application of round table techniques in the process of writing learning :

a. Teachers provide guidance on procedural roundtable models and introductory competencies directed in learning.

b. Students are grouped into groups with balanced members (4-5 people)

c. Students and teachers determine the topic and purpose (genre) of a writing together.

d. If a topic has been determined for all students then each group prepares to write simultaneously. Each students writes in their respective sheets with certain mutually agreed-upon limits (number of specific sentences or period of time facilitated by the teacher). The sign starts and stops being controlled by the teacher.

e. If declared stops writing activities stop. And then, teacher ordered turn slide. That is, each student's writing sheet is shifted to the student next to it (in groups). When the teacher starts voicing then they should continue writing his friend. Thus until the paper work returned to the owner again.

f. Each student looks at the writing results.

g. Each group evaluates the writing in its group and the writing sequence from the best to the least.

h. All student writings are displayed on the board according to their group.

i. All students look at each other and read the writing of his classmates.

j. Teachers and students reflect the results of writing.

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PADANG

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. The Concept of Writing

1. Definition of Writing

Writing is a communicative competence, which means there is a process of conceptualize data happen in brain then produce it in written information. Writing is not an easy skill to be mastered. Learning writing mean, learn how to organize experience, information or ideas in certain patterns. Writing is not only the action of jotting down the word or sentences into a written language, but also arranging them into well organized product in order to make it understandable.

According to Nunan (2003:88) defines that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements paragraphs that will be clear to a reader. It means that writing is an activity that forms the students to have good concept about their ideas and express it into written form. By writing, the students will convey some definitions of the students ideas become their expressions in writing. Thus, writing is an activity to make the concept of students thought are writing into written form.

Harmer (2004: 325) states that in writing we can focus on the product of that writing or on the writing processs itself. Writing is a process and that we write is often heavily influenced by constraints of genre, then these elements have to be present in learning

activities.When concentrating on the product, we are only interested in the aim of a task and in the end product.

In addition, Harmer (2004: 8) states that the product of writing is not instant, there is a process where the writer has chance to plan and modify their writing before it appear as the finished product. Learning to write is a process of discovering and organizing ideas, putting them on paper and reshaping and revising them.

Brown (2000:335) states that writing is the nature of composing process. Written products are often the result of thinking, drafting, and revising procedures that required specialized skills that it is not natural. It means that writing is about process and product of writing itself. It needs take time and practice, because a good writing depend on process in taking idea in paper, organized the different and revised them for clearer meaning.

On the other hand, writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. The concept that writing is a process is very useful to young writers. Writing as the process of generating ideas, organizing information and communicating meaning.

In addition, according to Brown (2010: 259-260) writing is primarily a convention for recording speech and reinforcing grammatical and lexical features of language. Writing is an effective

way to communicate and express ideas, thought, feeling, and opinion to others. It means that writing is a form from the writer to communicate, interact and connect through written, for that written, the writers will express what they want, what they feel, what they opinion about something, what they experience that have in their life. By this term, the readers can get what the writers mean about their ideas.

Writing is difficult because of some problems such as content, organization, vocabulary, language use and mechanical considerations such as spelling and punctuation. Writing is the most complicated and difficult subject because in writing there are several rules that have to be mastered by the students, such as: they have to consider the choice of words, spelling, grammar and punctuations.

Related to the opinion above, it can be concluded that writing is an activity of a very complex thing, which demands the writer to demonstrate control of several variables like content, format, sentence structure, vocabulary and spelling. Moreover, writing is a craft, and like any other craft it involves learning skills and how to apply them. Professional writers vary enormously in the ways they approach the writing task, but they all approach it as a process, an activity that moves in stages and that takes time to complete.

Furthermore, Oshima and Hogue (2006: 265) says that writing is a process of creating, organizing, writing and polishing. In the first step of the process, you create ideas. In the second step, you organize the

ideas. In the third step, you write a rough draft. In the final step, you polish your rough draft by editing it and making revisions. Writing is an instrument of both communication and self-expression. Most people use writing primarily to communicate with other member of their own community or the wider world. He adds that as far as writing skills are concerned, they can be grouped in three main areas: *First, Communicative Skills*:making the writing functional, i.e. fulfilling a specific purpose and suiting a specific-matter. *Second, Organizational Skill*: organizing ideas, constructing paragraphs, and using linking words. *Third, Stylistic Skills:* handling the four major styles (narrative, descriptive expository, and argumentative), and achieving the right level of formality and the appropriate tone.

From the above quotation, we can that writing is a difficult job. The writer should understand the topic and who would be his reader to make communication communicatively. The writer not only writes what he wants to write, but also should understand how to say to make the reader interest through the sentence. Joy M. Reid (1987:1) also says that the relationship between writer and reader is quiet different, writing and reading are active, complex skill, if the writer know about the readers, she or he will be better in writing process.

From the definitions above the writer can conclude that writing is a process of thinking deeply and transfer it to the form of written text by considering the reader and also the components of writing itself, in

order to make it understandable. By writing, the writer can share his or her idea, feeling or anything that exists in mind, and then it is written on a paper or on a computer screen.

2. **Components of Writing**

There are 5 components in the profile of writing are adopted by Jacobs (1981):

a) Content

The measure of the content of written product is not easy to do. In order to make the teacher or evaluator simple to count it, he applies several descriptors: knowledge, substantive, through development of thesis, relevant to assigned topic.

b) Organization

In organization there are descriptors that have to take in good written form. They are fluent expression, ideas clearly / supported, succinct, well-organized, logical sequencing, cohesive.

c) Vocabulary

The good writers have enriched their vocabulary for their writings' quality. But it is not enough without choose the correct vocabulary to the text. So, Jacobs (1981) states vocabulary into four descriptors: sophisticated range, effective word / idiom choice and usage, word form mastery and appropriate register.

d) Language use

As like the vocabulary, in writing evaluation, language use consists of eight descriptors: effective complex constructions, agreement, tense, number, word order / function, articles, pronouns and prepositions.

e) Mechanics

Mechanics are descriptors about the spelling, punctuation, capitalization, paragraphing and handwriting in written product.

3. **The Process of Writing**

Writing has process. According to Harmer (2004:12) process writing is a way of looking at what people do when they compose written text. The process of writing will help the writer to write clearly and regularly. In writing there are some processes that the students should know before they write.

According to Brown (2000:348) the stages in writing process consist of prewriting, writing, revising.

a. Prewriting

Getting started in writing, first of all the writer should determined about the topic that the chooses for his writing, and he also has narrow down his topic because it may helps the writer more concentrate with his topic, for instance a writer has formulated a topic sentence.

b. Writing

The next stage is writing process is writing activity. In this part the writer's task is to organize the outline of paragraph that has been provided before, such as: formulating the topic sentence, providing some supporting details and creating a concluding sentence.

c. Revising

Revising is the last stage that will be applied by the writer in his writing process. After writing the whole his writing, it is better for the writer to reread or revise his writing. Revision is stage of the writing process where an author rework and re-finalize his ideas. It is a time to re- seeing what he has written and make it better.

Based on the explanation above, it is concluded that there are some basic steps of writing. They are prewriting, writing, and revising. That is should be followed by students or writers to create a good paragraph of written work.

4. **Writing Assessment**

Writing assessment is very important for the teacher, because the teacher can monitors students' writing skill development or their learning process assessment. Writing assessment ability is necessary for the teacher because scoring it the teacher knew the ability of the students and the affectiveness of the strategy that had been used.

In assessing students' writing, Jacob (1981: 90) states that there are five indicator of writing to be assess, they are: Content, Organization, Vocabulary, Language use and Mechanics. The scale of each as in following table:

Table 2.1
Indicators of writing based on Jacob's theory

	Criteria of Each Item	Score
Content	• Excellent to very good: Knowledgeable; substantive; thorough development of thesis; relevant to assigned topic.	30-27
	• Good to average: Some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic, but lacks detail.	26-22
	• Fair to poor: limited knowledge of subject; little substance; inadequate development of topic.	21-17
	• Very poor: does not show knowledge of subject; non substantive; not pertinent; or not enough to evaluate.	16-13

	Criteria of Each Item	Score
Organization	• Excellent to very good: Fluent expression; ideas clearly stated/supported; succinct; well organized; logical sequencing; cohesive.	20-18
	• Good to average: somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing.	17-14
	• Fair to poor: non-fluent; ideas confused or disconnected; lacks logical sequencing and development.	13-10
	• Very poor: does not communicate; no organization; or not enough to evaluate.	9-7

	Criteria of Each Item	Score
Vocabulary	• Excellent to very good: sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register.	20-18
	• Good to average: adequate range; occasional errors of word / idiom form, choice, usage but meaning not obscured.	17-14
	• Fair to poor: limited range; frequent errors of word/form choice, usage; meaning confused or obscured.	13-10
		9-7
	• Very poor: essentially translation; title knowledge of English vocabulary, idioms, word form, or not enough to evaluate	

	Criteria of Each Item	Score
LanguageUse	• Excellent to very good: effective complex constructions; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.	25-22
	• Good to average: effective but simple construction; minor problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.	21-18
	• Fair to poor: major problems in simple / complex constructions; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions; meaning confused or obscured.	17-11
	• Very poor: virtually no mastery of sentence constructions rules; dominated by errors; does not communicate; or not enough to evaluate.	10-5

	Criteria of Each Item	Score
Mechanics	• Excellent to very good: demonstrates mastery of conventions few errors of spelling, punctuations, capitalizations, paragraphing.	5
	• Good to average: occasional errors of spelling, punctuation, and capitalization, paragraphing, but meaning not obscured.	4
	• Fair to Poor: Frequent errors of spelling, punctuations, capitalizations, paragraphing; poor handwriting, meaning confused or obscured.	3
	• Very poor: no mastery of conventions dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible; or not enough to evaluate.	2

In conclusion, Assessing writing is very important for the teacher, because the teacher can monitor students' writing development or their learning process assessment. Assessing writing skill is necessary for the teacher because scoring it the teacher knew the ability of the students and the effectiveness of the strategy that had been used. In the other hand, the teacher needs to assess another the indicators assessment of writing such as affective and psychometric that are attach in lesson plan.

5. **Teaching Writing**

Writing is one of the four English language skills beside listening, speaking and reading. Writing is a productive skill where the students are expected to have good writing as goal of learning. Writing is not as simple to putting words together, it is a recursive process, and included the process revision and rewriting.

Teaching writing also teach the students how to express ideas and convey of a message to the reader. Writing needs and requires practice as a physical act that should be performed skillfully. In writing class, the students usually need something to motivate them to take it on. Besides that, there are some components that should be develop in writing skill such as content, organization, language use, vocabulary, and mechanics.

In addition, Nunan (2003:89) proposes that teaching writing began to include the entire process of wrting-invention, drafting, feedback, and revision-and not just the product. When students are granted time to write and process their thoughts, they develop a way to analyze their thinking. In writing, the students prepare a topic to be developed into sentences. The sentences can be built into paragraphs. These activities activate the students thinking. The way they express their thoughts in written form is called as the process of writing. For this case, the teacher has to give the opportinities for the students to activate their thinking in writing.

Moreover, Brown (2000:334) defines that teaching writing predominantly teachers learned more and more about how to teach fluency, not just accuracy, how to use authentic texts and contexts in the classrom, how to focus in the purposes of linguistics communication, and how to capitalize on learner's intrinsic motives to learn. Teaching writing has a big role to teach students in doing

writing. In teaching writing, the teacher not only helps the students to make their writing, but also helps the students to fix the correct patterns in their writing. Correct patterns are necessary to be used in a good writing, it includes to the rule of writing. Then, the teacher should identify and correct the students' errros in language system. The teaching writing is hoped to make the students become good in writing.

Based on the explanation above, it can be concluded that in teaching writing, the teacher needs to help the students in producing their wrriting. The students perhaps to face some difficulties in constructing ideas and expressing their ideas in written form. So, the students need to practice their writing skill clearly, controlled by the teacher.

B. Round Table Technique

1. Definition of Round Table Technique

According to Barkley (2005:241) description of round table is students take turns responding to a prompt by writing one or two wordsor pharases before passing the paper along to others who do the same. Round table is essentially the written version of the discussion technique colt 2:Round Robin.

And, Kagan (1994:6.34) that Round Table Technique is cooperative learning technique where the students take turn generating responses, solving problems, or making a contribution to project and sit in

a round table. Round Table Technique is one of cooperative learning technique which led the students to work together in a small group by taking turns in a round table.

The above explanation of Round Table Technique can be seen in the illustration below: **Figure. 2.1 : Round Table Technique (RTT)**
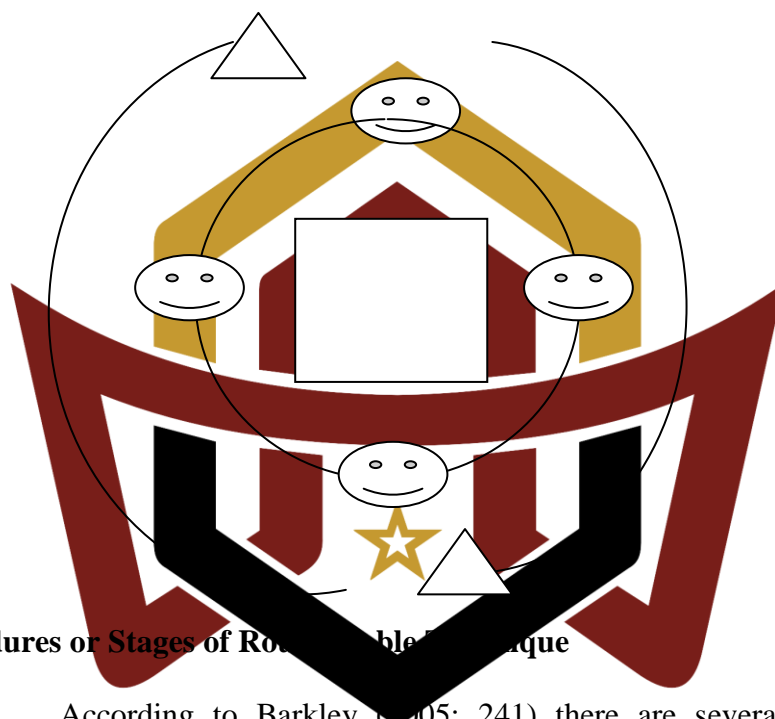
2. **Procedures or Stages of Round Table Technique**

According to Barkley (2005: 241) there are several stages in implementing Round Table Technique.

1. The teacher divides the students into several group then sit in circle. It consist of four or five students and they serve a piece of paper and pen on table.

2. The teacher reminds the students which group member will begin and they have to pass the paper to the students next to his/her.

3. The teacher shows a picture and poses a question. Then, ask the students to think about the answer for several minutes and write their sentenceson the paper. The students have several chances (3 time) to writer their response and they have to read aloud.

4. The teacher ask the students to pass the paper to the next students when the time is up (around two minutes).

5. The teacher informs to the students when the time is up or when the process is complete and ask the students to develop, organize, and check their ideas on the paper. After that, every students asked to write their own narrative text based on their ideas on the paper.

3. **The Characteristic of Roundtable Technique**

According to Barkley (2005), the are some characteristics of Round Table Technique. They are:

1) Each group consits of 4-6 persons.

2) A paper and a pen or pencil for each group.

3) Each member of group has to write his or her answer in the paper.

4. **Advantages of Roundtable Technique**

Barkley (2005) has the opinion "Roundtable Technique will achieve some advantages in terms of academic and social point of view". The advantages of Roundtable Technique are:

1) Assessing prior knowledge

2) Practicing skill especially writing skill

3) Recalling information

4) Creating cooperative art

5) Teambuilding, participation of all

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

C. Narrative Text

1. Defenition of Narrative Text

Narrative text is a kind of text that tells about a story that is based on the some events or experience. Narratives contain of problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.

In a narrative text, the writer should take attention in the event and the problem. According to Nurhasanah (2014) in a narration, a writer should present events in a true order. It will make a story clearer to the readers. Knapp and Watkins (2005) also said that the important things in the narrative are chronological of events and problem. The problem is a characteristic of narrative text. It makes the narrative text is different in other text. For example, in descriptive text, the writers just describe people or things, but in narrative text, the writer should arise a problem that the main character should face it and solve

In the process of solving the problem, the character will get some events in their life. The events will include all steps of the character problem solving. Furthermore, the conflict in the problem should not too difficult, but it is enough to make a simple idea based on the real life. For example, the writer, can write that the poor character wants to buy a new dress for her mother. It is a simple problem, but it can arise some event and process of the character to buy a new dress for her mother.

2. **Generic Structure**

Every text has a generic structure that will help the reader to write it. According to Knapp and Watkins (2005) there are three generic structures lexicogramatical of narrative text. They are orientation, complication and resolution.

a. **Orientation**

This is part of the opening story. As opening story, it is very important to make an interesting story to make the reader interest to read. It should also explain the background of the story, such as sets the mood by defining the setting, time, the main character, the relationship between the characters and other information to give the reader a starting point.

b. **Complication**

This is the main body of the story. This part includes an event that leads the characters into a complication when the normal events are upset by some forms of conflict. There may be more

than one complication and this serves to frustrate the characters in their attempts to achieve what they wish. This builds also tension and anticipation for the reader.

c. Resolution

The crisis resolved, for better or even worse. This part contains the ending of the character"s problem and conflict. There are three possible resolutions. First, the story will be ended with the happy ending. Second, the story will be ended by sad ending. The last, the writer allows the reader to guess the end of the story.

3. Language Features

Narrative text also has a specific of language features. Knapp and Watkins (2005) d the significant features of rative text are focused on specific and lly individualized pants, use of material processes, use relationa me rocesses, the use of temporal conjunction and temporal circumstances and use of past tense. Narrative text uses past tense because it told about some events in the past. There are three kinds of past tense. The first is the simple past tense. This tense is used for events which were completed in the past. For example, Malin went to the sea. The second is past perfect tense. This tense is used for an event that had happened, but still has relation with the past. For example, they had gone when I arrived. The last is past continuous tense. It tells about events which happened at the same time in the past. For example,

Anne was cooking when he arrived at the door, but at the same time I was watching TV.

D. Conceptual Framework

The researcher describes the framework of this research as follows :

Figure.2.2 : Conceptual Framework

Round table technique	Writing Achievement

1. The teacher divides the students into several groups then sit in circle. It consists of fouror five students and distribute a piece of paper on every tables.

2. the teacher remind the students which group member will begin and the have to pass the paper to the students next to him/her.

3. The teacher shows a picture and poses a question and ask the students to think about answer for several minutes and write their sentences on the paper. The students have several chances (5 times) to write their response and they have to read it aloud.

4. The teacher asks the students to pass the paper to the next students when the time is up (around two minutes).

5. The teacher informs to the students when the time is up ask the students to develop, oorganize and check their ideas on the paper. After that every sudents are asked to write their own narrative text. (barkley, 2005:241)

Content

Organization

Language use

Vocabulary

Mechanic

(Jacob, 1981 : 90)

E. Relevant Studies

Larasati, Niken (2016), a student of English Education Department which entitled "Improving students' ability in writing A narrative text by using a round table strategy At grade viii b of smpn 1 sumbergempol." The researches found students problem in getting ideas. After applying this strategy she concluded that round table technique can improve 25% students writing ability for narrative text. There was an improvement of the students who were able to pass the standard score 71.87% from 27 in baseline data into 50% of students in the text in cycle 1 and finally became 90.62% in cycle 2. In short, round table strategy can improve students writing ability in narrative text.

Puspita, Desni (2013), The Effect of Using Round Table Technique In Teaching Reading of Descriptive Text on The Student's Reading ComprehensionAbility at The Eighth Grade of SMPN 2 Bukit Sundi at 2013/2014 academic year, Thesis, English Department UMMY Solok. Results of this research showed differences 6,75 score in the two classes of samples, the mean scorer posttest experimental class was 72 and control class was 65,25 . Thus, the experimental student learning outcomes are higher than the control class, students reading comprehension ability was analyzed by using $t\,'$ non parametric statistic which $t\,' = 2,38$ and t$table(0,95:19:19) = 1,73$ with 95% significant level. It could be concluded that the $t\,' \geq t table$So, the null hypothesis (Ho) was rejected while null alternative was accepted. In conclusion, by using round table technique in teaching reading of descriptive

text gave a positive effect on students' reading comprehension ability at the Eight grade students of SMP N 2 Bukit Sundi at 2013/2014 academic year.

Based on the relevat studies above,the writer concluded that round table technique can be applying in State Islamic Junior High School 4 pesisir Selatan.

F. Hypothesis

This research is hypothesized that students of Islamic Junior High School 4 Pesisir Selatan that who would be taught by round table technique would have better writing ability than those who would not be.
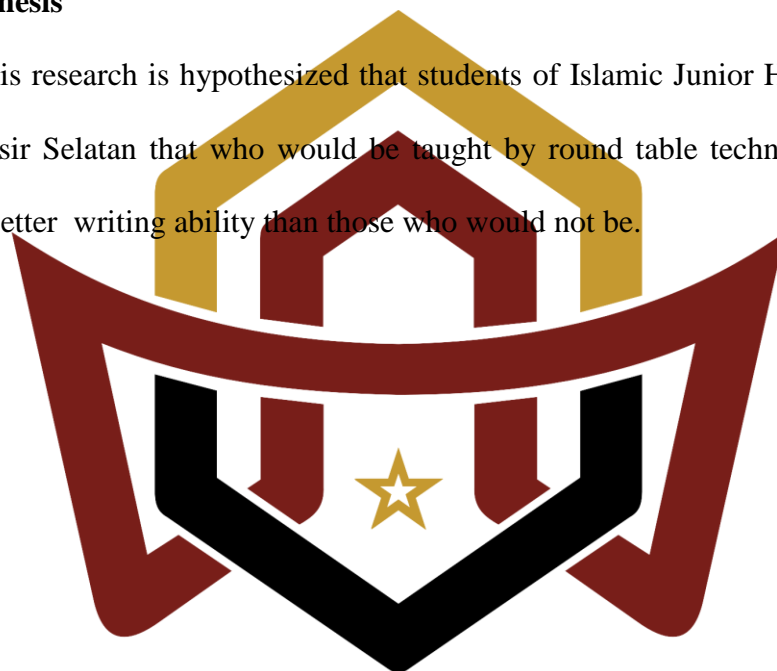
CHAPTER III

RESEARCH METHOD

A. Research Design

This research has been done the result about the significance of round table technique toward students' writing achievement. For this reason, the design of this research is experimental research. Gay and Airasian (2000:367) state that experimental research is type of research that the researcher can prove the hyphothesis to know the relationship of cause and the effect.

In this research, the writer used Round Table Technique as independent variable and writing activity as dependent variable. There are two groups involved in this research, the one is experimental and the other one is control group. Both groups get the same topic, the same length of time and the same teacher, but different techniques. The experimental group is taught by using *Round Table Technique* and control group does not taught by this technique. The treatment is given to experimental group about six meetings; it is assumed that six meetings are enough to see the differences that were arisen between using Round Table Technique and without Round Table Technique. Every meeting, the writer was given different topics. At the end of treatment the writer give the students post-test.

At the end of the research, the writer was took the result of post-test of both classes. Written test was given to the students. The students make a simple narrative text with their words and observe the component of writing. And then, to determine whether Round Table Technique gives significant

effect toward students' writing ability or not, the result of students writing in post test will describe and analyze. It is experimental research which was designed by *post test and only control design group.* The research design can be seen on the table below:

Table 3.1. Research Design

Group	Independent variable	Dependent variable
E	X	O
C	-	O

Where :

X   = Experimental group

C   = Control group

O   = Post test (writing test)

X   = Treatment (teachning through round table)

B. **Population and Sample**

1. Population

Population is the number of students on this research. The population is all of the member that consist of five classes. Gay and Airasian (2000:122) state that population is the group of interest to the researcher. It means that the writer would like to know the result of the study to be generalized. The population of this research is the VIII Grade at Islamic Junior High School 4 Pesisir Selatan who are registered at 2016/2017 academic year. The population of this research is 133 students from Nature Science Program at MTsN 4 Pesisir Selatan. There are five classes of Nature Science Program at the school. Thus, the population of this research can be seen in the table below :

Table 3:3
Total of Students Eight Grade of Islamic Junior High School 4 Pessel
Academic Year 2016/2017

Class	Students' sum
VIII A	26
VIII B	27
VIII C	26
VIII D	27
VIII E	27
Total	133

2. Sample

Sample is a set of elements selected in some way from a population. It means, a sample is a part of a population or large group that interest and choose by the writer with uses a way technique. The aim of sampling is to save time and effort and also get information about the population by using the sample. The sample of the research was taken based on the normality and homogeneous of the students' test score.

Gay and Airasian (2000:121) content that sampling is the process of selecting a number of individuals for a study in such a way that they represent the larger group from which they were selected. In order to get sample, the writer will use cluster random sampling. It selects groups and has similar characteristics. In doing this research, the writer need two classes as the sample; the experimental and control class. Gay and Airasian (2000:129) says the cluster random sampling is a way to select sample in groups, not individualy but randomly selected.

In this research, the researcher was found the experimental class to get a class for treatment, every class VIII of Islamic Junior High School 4 Pessel is given a lottery such as class VIII.1 lottery A, VIII.2 Lottery B, VIII.3 lottery C, VIII.4 lottery D, VIII.5 lottery E, and put all of the lotteries in a box than the writer shake it and removed a lottery. In this case at last the writer get class VIII.D as experiment group and VIII.E as control group.

Table. 3.4
Sample of Research

No	Grade	Total of Students
1	VIII D (Experimental Class)	27
2	VIII E (Control Class)	27
	Total	54

The researcher took the sample to see the normality or homogeneity by do these steps:

a. Collected the Midterm test data from all students at eighth grade in second semester see appendix 2

b. Test of normality

Normality test had an objective to know the population normal or not. In this research to do the normality test the writer used Kolmogrov Smirnov and Shapiro Wilk. This test was SPSS test. If the data was significant or more than 0.05 the class was normal. Then, two classes had a normal data (VIIID and VIIIE). Based on the graphics Q-Q Plot, if the data were around and near with the line, it meant, the data was normal. The normality table as is stated as follow:
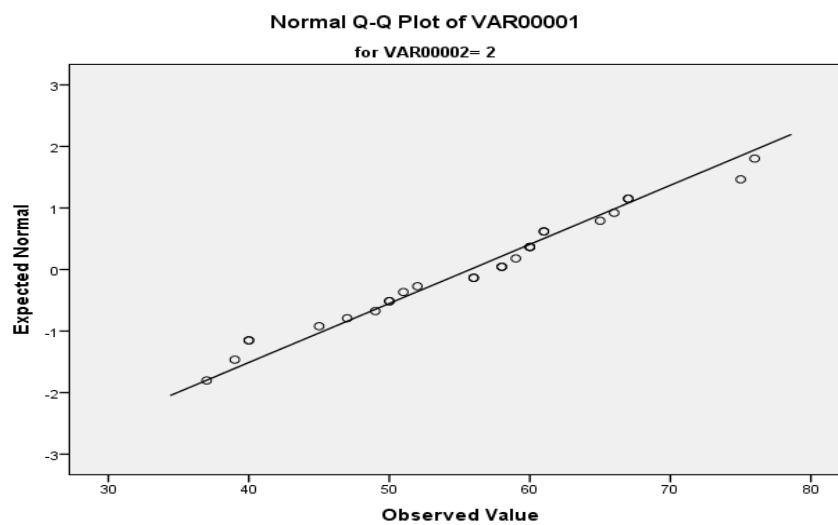
Tests of Normality

	VAR00002	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
VAR00001	1	,162	26	,078	,951	26	,244
	2	,104	27	,200[*]	,969	27	,584
	3	,105	26	,200[*]	,939	26	,130
	4	,143	27	,165	,966	27	,496
	5	,140	27	,187	,951	27	,224

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Normal Q-Q Plot of VAR00001

for VAR00002= 1

Normal Q-Q Plot of VAR00001

for VAR00002= 2

Normal Q-Q Plot of VAR00001

for VAR00002= 3

Normal Q-Q Plot of VAR00001

for VAR00002= 4

Normal Q-Q Plot of VAR00001 for VAR00002= 5
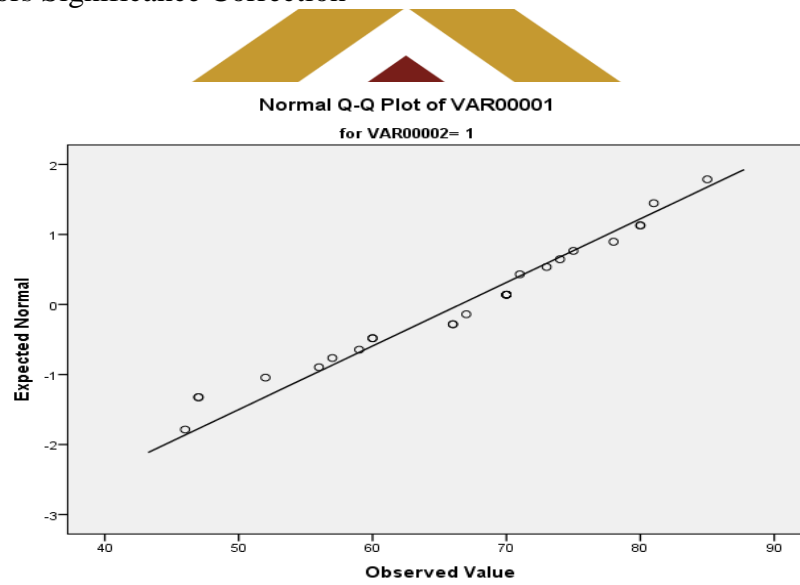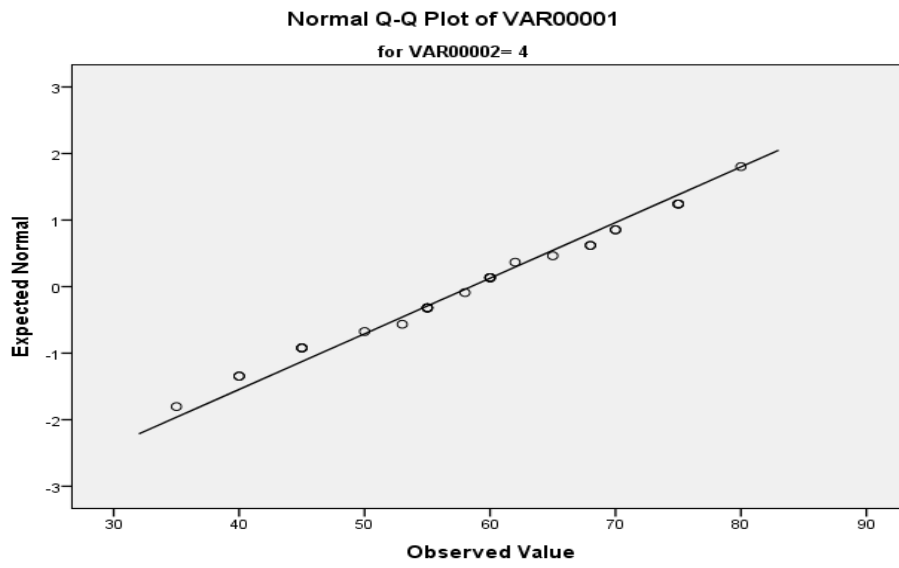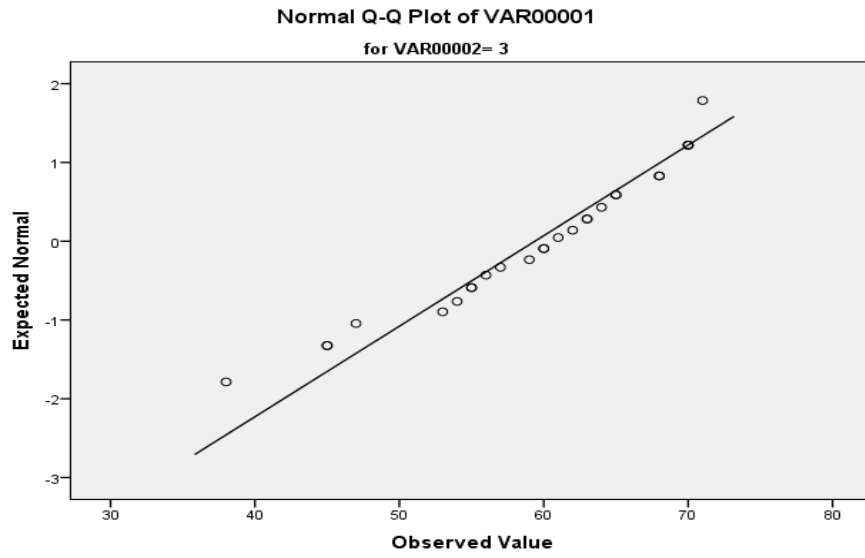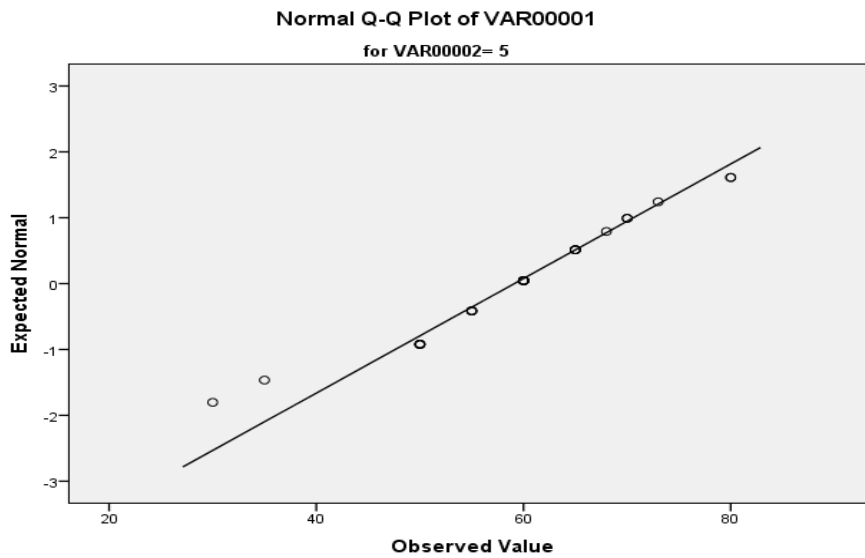
c. Test of Homogeneous Variances

After done the normality test and got the normal data. Then the researcher did homogeneous variation test. This test had an objective as to know the sample homogeny or not. This used SPSS with levene test, if the data were significant or the Sig were more than 0.05 it meant the data was homogeneous.

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
VAR00001	Based on Mean	,640	4	128	,635
	Based on Median	,538	4	128	,708
	Based on Median and with adjusted df	,538	4	121,692	,708
	Based on trimmed mean	,661	4	128	,620

C. Place and Time of the Research

This research was held in Islamic Junior high school 4 Pesisir Selatan, the treatment was conducted at the first year students at first semester. The experimental was treatment from October until December (six times of meeting). The treatment was carried out based on the teaching schedule of MTsN 4 Pesisir Selatan**.**

D. Instrument of the Research

The instrument for this research is the form of writing test. The researcher used the test type from Jacob's criteria (1981:90) in scoring students' writing test.

According to Arikunto (2006) says "a test have had a validity if it could be measured the specific purpose related with the material that students have learned". In the research the writer used writing test and the text as an instrument. Each student asked to write a text based on the topic that gave by the writer. The scoring of the research based on students abilities in writing such as: content, vocabulary, organization, language use, and mechanic.

According to Gay and Airasian (2000:145) instrument is a tool or something that is used in collecting data. The instrument which used in this research was writing test. According to Gay and Airasian (2000:153) a test is a formal, systematic, usually paper and pencil procedure for gathering information about peoples' cognitive (e.g, achievement, ability, reading) and effective (e.g attitudes, emotions, interests, values) characteristics.

After giving the treatment for six meetings the researcher gave two classes post test in order to know the students' writing skill. And to see whether the use of Round Table Technique gives significant effect than

conventional strategy, the researcher compared the result of post test of the classes. The instrument of this research was writing test and lesson plan. Writing test used to measure the students' skill in writing. Lesson plan used to treat students' problem in writing. The written test which was given in post test for both of control and experimental class were the same writing test. The blue print of writing test can be seen in the following below:

Table. 3.5
Blue Print of Writing Test

No	Component of Writing Test	Indicator	Topic	Number of Item
1	Content	The students are able to write down a paragraph in good content, organization, vocabulary, language use and mechanic	1. Malin kundang	1
2	Organization		2. Snow white	1
3	Vocabulary		3. The ant and the dove	1
4	Language use		4. The lion and the hare	1
5	mechanic		5. The tittle mouse	1
			6. The rabbit and the turtle	1
			Total	6

From the table above, the students were asked to write a narrative text based the topics given and also based on the orientation, events and re-orientation.

Researcher gave attention to the students about criteria to be evaluated from their writing such content, organization, vocabulary, language use and mechanics. The researcher used the students' writing to get the students' score by giving marks on each indicator were based on Jacob's writing indicators

such, content (13-30), organization (7-20) vocabulary (7-20) language use (11-25) and mechanics (2-5).

Table. 3.6
Sample of Instrument in Giving Writing Scores

No	Name	Categories					Score
		Content	Organization	Language Use	Vocab.	Mec.	
1.							
2.							
3.							
4.							
5.							

E. Types of Data

The researcher collected the data in form of quantitative. The term quantitative data is often described a type of information that can be counted or expressed numerically. This type of data often collected in experiments and statically analyzed. Quantitative data can be representative get from the result of student's writing test in form of written test.

F. Technique of Data Collection

The writer was given both of group different treatment in writing test. Experimental class was taught by using Round Table Technique, and control class was taught by using conventional strategy. The data was collected through a post-test score. The post test score was took at the end after giving treatment. At the end, both groups was given the post test. The post-test was administrated to get the final result of the research.

To collect data by using test, the writer was guided with Jacob's criteria in writing. Those criteria can be seen in chapter 2.

G. Procedure of Research

The writer used two classes to get data. These two classes taught by using the same material. In experimental class, the researcher taught the students by using Round Table Technique and by using conventional strategy for control class. In short, the research proposed these procedures:

1. Technical Procedure

    1. Determining the research time
    2. Preparing the lesson plan arranged by curriculum.
    3. Explaining the students about the planning learning process.
    4. Preparing the final test

2. Application Phase

    The application phases of the research can be seen in the table below :

Table.3.7

Teaching Procedure for Experimental and Control Group

No	Experimental group	Control group
1	**Pre-activity (15 minutes)** - Teacher greets the students - Praying - Teacher checks students' attendance - Teacher asks students about the last material - Teacher builds the students' background knowledge - Teacher explains the aim of teaching and learning - Motivate the students **Main activity (60 minutes)**	**Pre-activity (15 minutes)** - Teacher greets the students - Praying - Teacher checks students' attendance - Teacher asks students about the last material - Teacher builds the students' background knowledge - Teacher explains the aim of teaching and learning - Motivate the students **Main activity (60 minutes)**

Observing - Teacher gives the students samples of narrative text. - Teacher asks the students to read the sample texts. - Teacher asks the students to observe the texts, such as the goal, generic structure, and the language use.	*Observing* - Teacher writes down the topic on the white board - Teacher modeled narrative text asks students to read the modeled narrative text - Teacher ask students to read and identify the characteristic of a simple narrative text
Questioning - Teacher helps the students to ask about the goal, generic structure, and language use in recount texts. - Teacher helps the students to ask the difference among the structure of the texts. - The students ask the other example of narrative texts.	*Questioning* - Under the guidance of teachers, students ask about some vocabularies they did not know. - The students ask confirmation about the modeled narrative text, social function, the structure of the text, and linguistic element of each of the text. - Teacher explains what the orientation is?, what complication is?, and what resolution is?
Associating - Teacher helps the students to analyze the informations that they have learned in the last activity - Teacher helps the students analyze the material related to their real life	*Associating* - The teacher gives responses to the entries made by students - The teacher guides the students to relate the material with the last material
Exploring/Doing - The teacher the students made group and sit in circle. - The students made group and sit in circle. - The teacher asked students in every group served a paper and a pen on the table. - The students in every group served a paper and a pen on	*Exploring* - Teacher asks students in pair, they are going to make a narrative text - Teacher asks students to identify the information from narrtive text have been discussed - Teacher and students discuss about some

the table. - The teacher gave instruction that the students have to generate many ideas and got three chances to state idea on the paper based on the question alternately - The students listened to the teacher - The teacher reminded the students which group member will begin and then they had t o pass the paper to friend next to him after two minutes. - The teacher show a picture and posed a question. - 1. What do you know about snow white story? - The students think about the answer for two minutes - The student read aloud the answer and started to answer the question on paper - The teacher guided the students to help organize their idea on the paper - The teacher guided the students to check language such as grammar on the paper. - The teacher guided the students to check their vocabulary on the text - The teacher guided the students to check the mechanic such as capitalization, punctuating and spelling on paper. *Communicating* - Teacher asks some groups to present their paragraph. - Teacher and students evaluate the paragraph together	vocabularies related to the narrative text - Teacher ask students to discuss about purpose, generic structure, and language features of the text - Teacher asks students to write a narrative text based on the characteristics, purpose, generic structure, and language features of the narrative text. *Communicating* - Teacher ask students to communicate their writing in front of the class - The teacher and the other students have to give confirmation about the student's performance.

		- Teacher collects the students' work
	Pos-Activity (15 minutes) - Teacher gives feedback to the teaching process - Teacher and students conclude what they learned - Teacher gives the students homework - Teacher informs the next material. - Teacher close the class	**Pos-Activity (15 minutes)** - Teacher gives feedback to the teaching process - Teacher and students conclude what they learned - Teacher gives the students homework - Teacher informs the next material. - Teacher close the class

3. Final Phase

The writer was given the post-test to know the score of the students after giving the treatment for six meetings with different topic and it is based on the syllabus.

H. Technique of Data Analysis

In analyzing the data, writer is the scores of post tests both in experimental and control group. These scores analyze by using statistical analysis. The purpose is to see difference of writing achievement between experimental group and control group.

Furthermore, the data analyzed by using T- test formula as suggested by Sudjana (2005: 239). T-test formulas develop which is presented as follow: In analyzing the students' test score, some steps were done before analyzing the different mean by using t-test formula as follows;

1. This formula was applied to decide mean of students' test score in experimental and control groups;

$$\overline{X_1} = \frac{\sum F_1 X_1}{\sum F_1} \text{ (Experimental group)}$$

$$\overline{X_2} = \frac{\sum F_2 X_2}{\sum F_2} \text{ (Control group)}$$

2. This formula was used to decide standard deviation of experimental group;

$$S_1^2 = \frac{n_1 \times \sum F_1 x_1^2 (\sum F_1 X_1)^2}{n_1 (n_1 - 1)} s$$

3. This formula was used to decide standard deviation of control group;

$$S_2^2 = \frac{n_2 \times \sum F_2 x_2^2 (\sum F_2 X_2)^2}{n_2 (n_2 - 1)}$$

The formula of t-test was as follows

$$\frac{\overline{X_1} - \overline{X_2}}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With; $S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 2)S_2^2}{n_1 + n_2}$

Where;

t : The value of calculated / observed / obtained

$\overline{X_1}$: Mean score of experiment sample

$\overline{X_2}$: Mean score of control sample

n_1 : The number of subject of experimental group

n_2 : The number of subject of control group

S_1^2 : Standard deviation of experimental group

S_2^2 : Standard deviation of control group

CHAPTER IV

FINDING AND DISCUSSION

In this chapter the researcher describes the result of the study at Islamic Junior High School 4 Pesisir Selatan in six meeting. At the end of the research the students were given a writing test. The analysis of the collected data was to find the data on "The Effect of Round Table Technique towards Students' Writing Skill in Narrative Text at Class VIII of State Islamic Junior High School 4 Pesisir Selatan.

A. Data Description

Based on the research that had been done in class sample, it is got result of learning writing. The data in this research was limited on cognitive aspect only. The data of this research is based on students' scores in post test. The researcher conducted a post-test to see whether the treatment processes had any effect to students' writing, especially to the experimental class. While the control class did not have any treatment by the researcher, they were taught as they had usually been taught by their English teacher. Post test was given for both of this group experimental group and control group. The post-test data of experimental and control classes were shown as follows;

Table 4.1
Students' Score of Post-test of Experimental Class
(VIII D)

No	Name	WRITING COMPONENT					STUDENTS' WRITING SCORE
		Content (30)	Organization (20)	Vocabulary (20)	Language Use (25)	Mechanic (5)	
1	R1	21	17	13	12	2	65
2	R2	27	18	18	24	3	90
3	R3	28	17	17	19	3	86
4	R4	16	16	9	17	2	60
5	R5	29	19	19	19	4	90
6	R6	26	19	16	22	3	86
7	R7	28	16	18	20	3	85
8	R8	21	13	13	17	2	66
9	R9	25	15	15	19	3	80
10	R10	22	18	17	15	3	75
11	R11	25	17	17	10	3	72
12	R12	26	18	19	23	4	90
13	R13	24	17	18	22	3	84
14	R14	20		18		4	77
15	R15	21		13		4	68
16	R16	25	16	14	18	3	76
17	R17	26	16		18	3	80
18	R18	23	15		19	3	75
19	R19	26	16	16	20	3	81
20	R20	30	19				95
21	R21	22	14	18	23		80
22	R22	27	18	17	21	4	87
23	R23	20	18	18	22	4	82
24	R24	22			18	2	67
25	R25	28	15	16	24	3	86
26	R26	25	18	18	22	4	87
27	R27	20	18	14	20	4	76
	MEAN	24.19	16.70	16.00	19.22	3.22	79.48
	MAX	30	19	19	24	4	95
	MIN	16	13	9	10	2	60

The table above is students' score of post-test at experimental class. It can be described as follows; there are 27 students at experimental class with the total of total students' mean score is 79.48. The higher score of Experimental class is 95. Then, the scoring of writing' component are stated below. Content; mean score is 24.19 with the higher score is 30 and the lower score is 16. Next is organization; mean scoreis 16.70 with the higher score 19 and the lower score is 13. Vocabulary, mean scoreis 16.00 with the higher score is 19 and the lower score is 9. Language use; mean score is 19.22 with the higher score is 24 while the lower score is 10. Mechanics; mean score is 3.22 with the higher score is 4 and the lower score is 2.

Table 4.2
Students' Score of Post-test of Control Class (VIII E)

No	Name	WRITING COMPONENT					STUDENTS' WRITING SCORE
		Content (30)	Organization (20)	Vocabulary	Language Use (25)	Mechanic (5)	
1	R1	22	16	10	17	3	68
2	R2	16	13	13	17	3	62
3	R3	23	16	17	18	2	78
4	R4	23	15	18	20	3	79
5	R5	20	8	13	10	2	49
6	R6	25	17	15	22	4	83
7	R7	17	17	11	16	3	64
8	R8	26	15	16	22	3	82
9	R9	18	13	16	17	3	67
10	R10	20	15	14	18	3	70
11	R11	19	8	16	17	2	62
12	R12	20	16	15	20	3	74
13	R13	25	14	16	21	3	79
14	R14	20	14	15	20	4	73
15	R15	23	14	18	19	3	77
16	R16	20	10	15	17	2	59

17	R17	25	18	18	23	4	**88**
18	R18	24	14	16	18	4	**76**
19	R19	20	17	15	10	3	**65**
20	R20	20	15	13	16	3	**67**
21	R21	21	15	16	20	3	**75**
22	R22	19	16	19	20	4	**78**
23	R23	15	7	7	5	2	**36**
24	R24	20	13	12	17	3	**65**
25	R25	27	15	16	19	3	**80**
26	R26	21	14	15	18	3	**70**
27	R27	17	8	15	10	2	**60**
	MEAN	**21.11**	**13.74**	**14.81**	**17.30**	**2.96**	**69.85**
	MAX	**27**	**18**	**19**	**23**	**4**	**88**
	MIN	**15**	**7**	**7**	**5**	**2**	**36**

As a part of research, the students' post-test of control class also have varieties of score as follows; there are 27 students with mean score is 69.85. The higher score is 88 and the lower score is 36. Then the scoring of writing' component are; content mean score is 21.30 with the higher score is 27 and the lower score is 15. Organization mean score is 13.74 with the higher score is 18 and the lower score is 7. Vocabulary mean score is 14.81 with the higher score is 19 and the lower score is 7. Language use; mean score 17.30 with the higher score is 23 and the lower score is 5. Mechanic mean score 2.96 with the higher score is 4 and the lower score is 2. As the comparison, the researcher put the table score of eperimental class and control class as follows:

Table 4.3
The Calculation of Comparison of Mean Score Post-Test between Control
Class and Experimental Class

No	Writing component	Experimental	Control	Difference
1	Content	24.19	21.11	3.08
2	Organization	16.70	13.74	2.96
3	Vocabulary	16.00	14.81	1.19
4	Language Use	19.22	17.30	1.92
5	Mechanic	3.22	2.96	0,26

From the table above can be explained that, the average of students' score at experimental class in content is 24.19 while at control class is 21.11 with difference is 3.08. The organization score of experimental class is 16.70 while at the control class is 13.74 with difference is 2.96. The next term is vocabulary at experimental class is 16.00 at control class is 14.81 with little difference 1.19. Language use is the higher. The experimental class get 19.22 while control class is 17.30 with difference 1.92. Meanwhile in term of mechanics, these class just have little difference at 3.22 experimental class and 2.96 at control class with 0.26.

B. Descriptive Data Analysis

The data will be analyzed by using t_{test} formula. The calculation of t_{test} between mean score of post test of experimental class and control class will be explained after find the interval score in experiment class can be seen from the table below:

1. **Tabulating**

Table 4.4
The Interval Data of Post-test Score of Experimental
Class VIII D

NO	Interval of Students' Writing Score	Frequency	Percentage
1	60 – 65	2	7.40%
2	66 – 71	3	11.11%
3	72 – 77	6	22.22%
4	78 – 83	5	18.51%
5	84 – 89	7	25.92%
6	90– 95	4	14.81%
	Total Score	**27**	**100%**

The table above asesses by using interval formula;

$$i = \frac{r}{k}$$

interval

Range (higher score- lower score)

3. Log (total students)

r = 95- 60   k = 1+3,3.   i = r/k
= 35   = 1+ 3,3 . Log   = 35/5.719
                = 1+ 3,3. 1.43   = 6.11
                = 1+ 4.719
                =5.719

So, the interval of students writing score is 6. Then the interval data of experimental class post test score can be drawn in the table below:

Figure 4.1
The histogram of Experimental Class
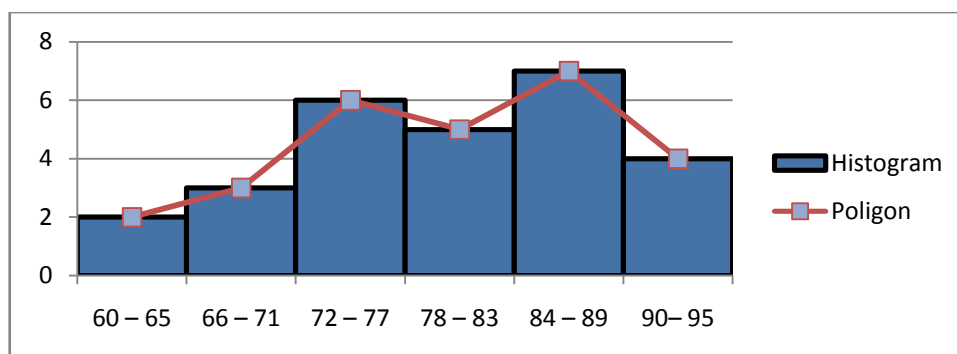
Based on the histogram above, it can be seen that most of students' writing scores of post-test in the experiment class was about 60-65 there were 2 students got score at the interval, while the interval 66-71 there were 3 students got score, then the interval 72-77 there were 6 students got score, beside that the interval 78-83 there were 5 students got score. In the other hand the interval 84-89 there were 7 students got score and the interval 90-95 there were 4 students got score. So, it can be said that there were no students got scores under 60.

Table 4.5
The Interval Data of Post-test Score of Control Class
(VIII E)

NO	Interval of Students' Writing Score	Frequency	Percentage
1	35 – 44	1	3.70%
2	45 – 53	1	3.70%
3	54 – 62	4	14.81%
4	63 – 71	8	29.62%
5	72 – 80	10	37.03%
6	81 – 89	3	11.11%
	Total Score	27	100 %

$$r = 88-36 \quad k = 1+3,3 . \text{Log jumlah siswa} \quad I = r/k$$
$$=52 \qquad = 1+ 3,3 . \text{Log } 27 \qquad = 52/5.719$$
$$= 1+ 3,3. \ 1.43 \qquad = 9.09$$
$$= 1+ 4.719$$
$$= 5.719$$

The interval of students writing score at control class is 9. Then the interval data of experimental class post test score can be drawn in the table below:

Figure 3.1
The histogram of Control Class
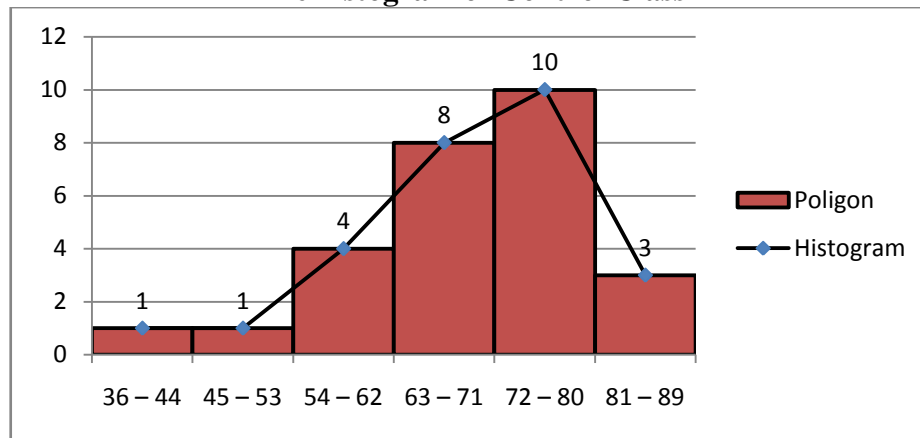
Based on the histogram above, it can be seen that the interval data of students' writing scores of post-test in the control class was about 36-44 there was 1 student got score at the interval and also in the interval 45-53 there was 1 student got score, while the interval 54-62 there were 4 students got score, then the interval 63-71 there were 8 students got score, besides that the interval 72-80 there was 10 students got score or the last interval 81-89 there were 3 got score.

2. **Means score and Standard Deviation of Experimental Class and Control Class**

Table 4.6
Calculation Process of Mean and Standard Deviation of Experimental Class (VIII D)

No	X_1	Fi	Xi^2	F_1X_1	FiXi^2
1	60	1	3600	60	3600
2	65	1	4225	65	4225
3	66	1	4356	66	4356
4	67	1	4489	67	4489
5	68	1	4624	68	4624
6	72	1	5184	72	5184
7	75	2	5625	150	11250
8	76	2	5776	152	11552

9	77	1	5929	77	5929
10	80	3	6400	240	19200
11	81	1	6561	81	6561
12	82	1	6724	82	6724
13	84	1	7056	84	7056
14	85	1	7225	85	7225
15	86	3	7396	258	22188
16	87	2	7569	174	15138
17	90	3	8100	270	24300
18	95	1	9025	95	9025
Total Score		$\sum$**Fi**=7	$\sum$**Xi2**=1098 4	$\sum$**FiXi**=214 6	$\sum$**FiXi^2** =172626

$$\overline{x} = \frac{\sum F1X1}{\sum F1} = \frac{2146}{27} = 79.48$$

$$(F_1X_1)^2 = (2146)^2 = 4605316$$

The formula of standard deviation : $S^2 = \frac{n_1 \sum F_1X \quad (F_1X_1)^2}{n}$

$$S^2 = \frac{(2626) - (\quad 16)}{(\quad 1)}$$

$$S^2 = \frac{4660902 - 4605316}{27(26)}$$

$$S^2 = \frac{55586}{702} = 79.18$$

$$S = \sqrt{79.18} = 8.89$$

From the calcualtion above, it got that the score of SD of experimental class is 8.89 and mean score is 79.48.

Tabel 4.7
Calculation Process of Mean and Standard Deviation Control class
VIII E

No	Xi	Fi	Xi²	FiXi	FiXi²
1	36	1	1296	36	1296
2	49	1	2401	49	2401
3	59	1	3481	59	3481
4	60	1	3600	60	3600
5	62	2	3844	124	7688
6	64	1	4096	64	4096
7	65	2	4225	130	8450
8	67	2	4489	134	8978
9	68	1	4624	68	4624
10	70	2	4900	140	9800
11	73	1	5329	73	5329
12	74	1	5476	74	5476
13	75	1	5625	75	5625
14	76	1	5776	76	5776
15	77	1	5929	77	5929
16	78	2	6084	1	12168
17	79	2	6241	1	12482
18	80		6400		6400
19	82		6724		6724
20	83	1	6889	83	6889
21	88	1		88	7744
Total scores	$\sum$**Fi =** 27		$\sum$ = 105173	$\sum$**FiXi =** 1886	$\sum$**FiXi² =** 134956

$$\frac{\sum F1X1}{\sum F1} = \frac{1886}{27} = 69.85$$

$$(F_1X_1)^2 = (1886)^2 = 3556996$$

The formula of standard deviation : $S^2 = \frac{n_1 \sum F_1X_1^2 - (\sum F_1X_1)^2}{n_1(n_1-1)}$

$$S^2 = \frac{27(134956) - (3556996)}{27(27-1)}$$

$$S^2 = \frac{3643812 - 3556996}{27(26)}$$

$$S^2 = \frac{86816}{702} = 123.66$$

$$S = \sqrt{123.66} = 11.12$$

From the calcualtion above, it got that the score of SD of control class is 11.12 and mean score is 69.85.

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Table 4.8
The Data of Post-test Score of Experimental Class and Control Class

Class	N	The highest Score	The lowest Score	Mean (X)	Standard Deviation (SD)
Experimental	27	95	60	79.48	8.89
Control	27	88	36	69.85	11.12

Based on the table above, it could be seen that the differences of post-test scores between control class and experimental class. The highest scores of student's writing skill after given treatment by using Round Table Technique experimental was 95 while the lowest score was 60, the mean score was 79.48 and SD was 8.89. In contrast, the control class by using conventional strategy, the highest score was 88, while the lowest score was 36, the mean score was 69.85 and SD was 11.12.

C. Inferential Data Analysis

A set of measurement prerequisite is necessary to determine whether the analysis of data for hypothesis testing can be continued or not. Some data analysis strategy demanding test prerequisite analysis. Analysis of variance requisite that data come from a populatioan with normal distribution and group compared to homogenity of data. A variety of prerequisite testing

analysis, such as a normality test and homogenity test. the prerequisite analysis of data will be mentioned on the next point

1. Test of Normality

Normality test had an objective to know the population normal or not. In this research, to do the normality test the researcher used Kolmogrov Smirnov and Shapiro Wilk. This test was SPSS test. Testing criterion data distributed normal if the data was more than 0.05. The class was normal. Base on that test,the researcher got test of normality class VIII E as experimental class.
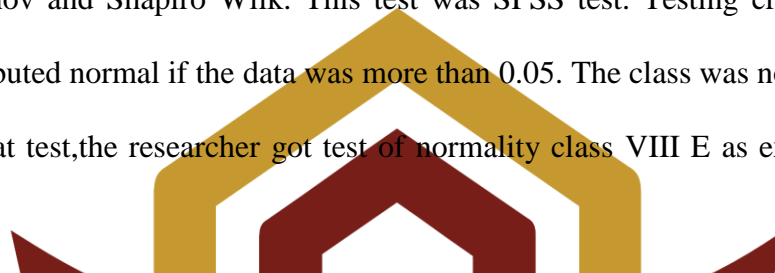
Tabel 4.9
Result of Normality Distribution Test on Post-Test
Tests of Normality

	VAR00002	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
VAR00001	1	,116	27	,200[*]	,962	27	,408
	2	,093	27	,200[*]	,930	27	,069

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

a. The Homogenity of Variance Test

To check the homogeneity of variance of the data, Levene's test was conducted. The result of calculating using Levene test are as follows:

Tabel 4.10
Result of Normality Distribution Test on Post-Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
VAR00001	Based on Mean	.569	1	52	.454
	Based on Median	.627	1	52	.432
	Based on Median and with adjusted df	.627	1	47.804	.432
	Based on trimmed mean	.603	1	52	.441

The table shows that the significance value (based on mean) is 0.56. It means that the probability is higher than 0.05 ($p>0.05$). Therefore, the result of the test indicated that the students' test scores in both classes were equal. The table of the homogeneity of variance test result can be seen clearly at the appendix.

b. Hypothesis Testing

Based on Sudjana (2005: 221) Hypothesis testing will get to the conclusion to accept or rejected the hypothesis. In order to see whether the hypothesis accepted or rejected, the researcher analyzed with using T-test. The calculation can be seen follow:

$\overline{X_1}$ = 79.48 $\qquad n_1 = 27 \qquad S_1^2 = 79.18$

$\overline{X_2}$ = 69.85 $\qquad n_2 = 27 \qquad S_2^2 = 123.66$

Where:

$\overline{X_1}$: Mean of gain score of experimental class

$\overline{X_2}$: Mean of gain score of control class

S_1^2 : Standard deviation of gain score of experimental class

S_2^2 : Standard deviation of gain score of control class

n_1 : The number of subject of experimental group

n_2 : The number of subject of control group

$$s^2 = \frac{(n_1-1)\,S_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2}$$

$$\frac{(27-1)79.18 + (27-1)123.66}{27 + 27 - 2}$$

$$s^2 \; \frac{(26)79.18 + (26)123.66}{52}$$

$$s^2 = \frac{2058.68 + 3215.16}{52}$$

$$s^2 = \frac{5273.84}{52}$$

$$=101.42$$

$$=\sqrt{101}$$

$$.07$$

After getting standar deviation. So it was subtituted to statistic equation for test T:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$=\frac{79.48 - 69.85}{10.07\sqrt{\frac{1}{27} + \frac{1}{27}}}$$

$$=\frac{9.63}{10.07\left(\sqrt{0.074}\right)}$$

$$=\frac{9.63}{10.07(0.27)}$$

$$= \frac{9.63}{2.71}$$

$$t = 6.92$$

$$\alpha = 0.05$$

$$\alpha = 0.05$$

$$df = (n_1 + n_2 - 2)$$

$$= (27 + 27 - 2)$$

$$= 52$$

T-table = t (1-α) df

$$= t (1- 0.05) 52$$

$$= t (0.95) 52$$

$$= 49.4$$

t- Calculate = 6.92

t- Table = 2.000

t- Calculate > t- Table

$$6.92 > 2.000$$

From the result of analyzing the data, it is found that t-calculated is 4.694 while critical value of the t- table is 2.000 at the degree of freedom are 54 and the level of significant is 0.05. In conclusion, the value of t –calculated is bigger than the value of t-table. It means that the use of Round Table Technique towards students' writing significantly.

B. Discussion

As suggested by Jacob (1981) to success in writing skill activity, the students or the writer have to consider about components of writing. In the other words the students have to master the writing skill that related to content, vocabulary, organization, language use and mechanics. Based on the

observation at Islamic Junior High School 4 Pesisir Selatan the students still had difficulties in writing. So that in this research the researcher implemented a technique that could help the students increase their writing ability. It was Round Table Technique.

Based on the data above, teaching writing by using round table technique gave significant effect on student's writing skill. In this research, the five writing components should be measured to conduct writing activity. Namely; content, organization, vocabulary, language use and mechanics. In this case, the researcher tried to assess three aspects; they were content, organization, and language use. Based on the data above, it showed that the students' content, organization and language use were improved.

Students' ability in organization was improved because round table technique can fire the imagination and guide the direction of writing. Students just enjoy writing a list based on their thought, experiences, dreams or feel. When the students making plan for writing based on round table technique, they divided their ideas based on the generic structure of the narrative text such as orientation, complication, resolution; so that their ability in organization was improved. Oshima (1998:35) says that the actual writing become easier because you don't have to worry about what are you going to say; you already have a well-organized plan to follow.

According to Jacob (2008),that Round Table Technique has three features: concentrating on content, not worrying about form, and writing without stopping and rushing. In this case only one component of writing namely

content Then, Round table Technique also helped the students in organizing their ideas into the correct form such as the correct use of the generic structures and considering the language features of a narrative text.Based on the explanation from Jacob(2008), which says that there is only one component writing that is content. This is in accordance with the results of research I have done, where the value of content for experimental class for content is (24.19) and while the value of content for control class that is(21.11).

Whereas,Barkley(2010) explain Round table is a technique that allows students begin the writing process.It allows students to collect data in a fast away.Next,the students will write as much as they know about the given topic.The teacher is posed to stress to the students grammar and spelling do not matter in this process of writing.this is in accordance with the result research I have done ,where the value of content for experimental class for grammar is 19.22,and while the value of grammar for control class is 17.30.

Related to the purpose of the research to determine whether there is any significant effect on students' writing ability by using Roundtable Technique the researcher can say that there is any significant effect on students' writing skill between those who taught by using Roundtable Technique and those who taught without using Roundtable that could be seen on findings. It is shown by the post-test result for both classes after giving the treatment by applying Roundtable Technique.

After taught by using Roundtable Technique in several meetings, the students got some improvements of writing skill that was shown by their writing score. The experimental group improved dramatically after receiving treatment. While the control class group showed no significant improvement after receiving no treatment. The research proves that Roundtable Technique have a dramatic influence on students' writing skill. Statistically calculated, the result of this research, the mean scores of experiment class is 79.48 that taught by Roundtable Technique and it supports the research hypothesis that there is any significant effect on students' writing skill between the students who are taught by Round Table Technique and those who are taught conventional Strategy.

Finally, it can be said that the findings of this research proved that there is any significant effect on students' writing skill between the students who were taught by using Roundtable Technique and those who were taught without using Roundtable Technique and then, this strategy also can improve the students' writing.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusion that are based on the finding and discussions in the previous chapter. It also presents some suggestions for English teacher and future studies.

A. Conclusion

Based on the data analyzed in the previous chapter, it can be concluded that using round table technique gave significant effect towards students' writing skill. It can be seen from the means score of students' writing in experimental class and control class. Students' writing scores in experiment class after post-test that those who taught by Round Table technique got mean score (79.48) was higher than the students' score in control class (69.85) that those who taught without using Round Table Technique. While, the analyzing of data showed that the value of t_{table} was higher than the value of t_{table} 2.000 at the degree of freedom 32. This indicated this hypothesis was accepted.

Based on conclusion above, we know that learning result of teaching writing through Round Table Technique can improve students' writing skill, especially in writing narrative text. So, this technique can recomend to improve students' writing skill in teachning writing.

B. Suggestions

Dealing with the problems that explained in the previous part, researcher tries to porpoises some suggestion. First, the English teacher should consider the use of Round Table Technique as an alternative strategy in teaching writing especially in organizing text.

For the other researcher it is suggested to carry out further studies about the use of Round Table Technique in improving students writing skill since this study only concern about the use Round Table Technique in developing student's writing skill that refers to content, organization, language use, vocabulary and mechanic.

The other researcher is suggested to do the experimental research by using Round Table Technique in other skill in English like speaking, listening and reading.