

CHAPTER I

INTRODUCTION

A. Background of the Problem

Teaching English as a Foreign Language (EFL) involves four language skills; listening, reading, speaking and writing. In English Language Teaching (ELT), writing is one of skill focus that taught in class besides listening, speaking, and reading. Both of them are taught in one subject, that is English and those of skill must support each other.

Writing is natural outlet for the student's reflection on their speaking and reading expression. Writing means develop, explore ideas, and gather the information. Writing is combination of process and product. 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 (Nunan: 2005).

One of the scopes of the study of English in senior high schools is to understand and to create various short functional texts and monologues as well as essays in the form of descriptive, recount, narrative, procedure, and report (Depdiknas: 2006). In terms of writing skill, the students are expected to develop their skills in expressing meaning and rhetorical structures through simple texts using written language varieties accurately, fluently, and appropriately in daily life context to interact with others. In other words, when the students reach the *functional* level, they can fulfill their needs like writing the letters, using the procedure texts well,

describing something and retell the past experience.

Before, the researcher focus on procedure text, but there are many problem that have been as long observation in SMA 5 N Padang. The English teacher said that there is no procedure text in syllabus of K-13 at first semester. She did not give resercher to do writing sample in procedure text, because of that researcher make decision to change procedure text become recount text.

Recount text is a type of text whose function is to retell event for the purpose of informing or entertaning. In writing recount text, the students should know about generic structure, and language features.

Some of the senior high school students, however, have not reached the *functional* level well. They still have difficulties in the writing lesson. When the English teacher asked them to write a recount text, only few of them understood the recount text. The result of their assignment of recount text is not satisfactory. Some of them still have difficulties in using correct grammar. They also had low vocabulary mastery

Based on preliminary study that researcher did at SMA N 5 Padang, most of the student's were passive in writing, they lack of content organization, vocabulary, and mechanic. They did not know where they wanted to start their writing and they felt difficult to develop their ideas in make sentences. Based on the observation, it was found that a parts of the students got low scores in their writing. It was can be seen at writing score table bellow:

Table 1.1 Students Writing Score at X MIPA SMA N 5 Padang

Total students	Mean score of writing components					Total score	Criteria of Minimum Standard
	C	O	V	L	M		
27	16	11	11	12	3	52	
Ideal scores	30	20	20	25	5	100	

Source: English Teacher Bookmark at First Semester (2017/2018)

The table above shows the data about student's achievement in writing. It's assessed by Jacob's writing criteria. This is also an indication that the students have not produced writing product successfully yet. The students get very poor on the components of writing such as content (16). and organization (10). Besides, they get fair on organization (12). Then, they get poor on vocabulary (11), and language use (12). However, they get fair to poor (3) on mechanics. Generally, the students cannot master and understand how to write well, their score under 75 (criterion of minimum score).

Besides that, they could not make a qualified writing because of teaching techniques that was used by the teachers in teaching process. Teacher lack of method and strategies have made passive and monotonous class. The teacher dominated the student's activities and thinking which caused the developing of good writing ability can be blocked.

To solve the problem, Round Table technique will be impliment in this study. The writers' reason is Round Table technique can help students

to gathering ideas in writing and help students focus their attention, give students quite time to think about their response (Barkley: 2005).

Based on the background of the problem above, the writer was interested to conduct the research under the title of: “ The Effect of Round Table Technique Towards Students’ Writing Skill at X Grade SMA n 5 Padang”. The main problem to answer in this research is “ Does use Round Table technique in teaching and learning English can give significant effect toward students’ writing ability?

B. Identification of the problem

The students have some problems in writing skill. They have difficulty in turning their ideas into the written form. The problems may occur because of some reasons such as the students were lack of vocabularies, grammar organisation, structure in writing, less attention to study writing.

In this research, the writer focuses on teaching technique. There are many outline-based technique that can be applied such as Round Table Technique. Round table technique is chosen because it suitable with Senior High school students that already deal with assignments and task which is require higher thinking. Here the researcher uses Round Table technique. This strategy is introduced by Kagan (1989) and Barkley (2005) . With Round Table technique students can exposes their idea in writing recount text.

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C. Limitation of the problem

Senior High School students have some difficulties on writing in English subject especially in writing recount text, such as the students were lack of vocabularies, lack of oraganisation idea, ungrammatical structure in writing, less attention to study writing. Actually, it can be handled when they have enough practice and when the teacher used the techniques and method in teaching writing. The teacher can use various techniques and Method in teaching writing to develop students' writing ability. Teaching English for senior high school students, the teacher have used some technique in teaching, but the students still low in writing. The teachers have to be creative to build the students' enthusiasm in learning English. Besides, the teacher also needs some interesting techniques or media as means of teaching, for example by Round Table technique.

Based on the identification of the problem above, the writer limits her research on how Round Table technique can prompt students' writing ability at tenth grade students of SMA N 5 Padang.

D. Formulation of the problem

Based on the description of the problem above, in general the writer formulates the problem as follow. "Do students who are taught by using RoundTable technique have better writing skill than who are not through by Round Table technique? Specifically, the research questions of this study is formulated as follow:

Is there any difference effect between who are taught by Round Table technique and who are not taught by Round Table technique?

E. Purpose of the study

Generally, the purpose of this research is to find out whether Round Table Technique give significant effect toward the students' writing ability. In order to achieve this purpose it is necessary, to describe students' competens as reflected in following indicator such as : content, organisation, vocabulary, language use, and mechanic.

F. Significance of the Problem

Practically this study is useful for many people. The significances of the study are:

1. As a contribution of thought for English teacher towards problems solving faced by the students in writing.
2. For the students, they will know about their ability in writing and try to increase it in the future.
3. For the writer itself, to add the knowledge about Research Science theory and practice.
4. This research can give motivation to the English teacher in order to use the appropriate method and technique in teaching English especially writing.
5. As requirement for the writer to obtain S.1 degree at the English Tadris Department of Tarbiyah Faculty in UIN Imam Bonjol Padang.

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G. Definition of Key Terms

To avoid misunderstanding between the writer and the reader about this research, the writer defines the terms used in this study as follow:

Round Table Techique : Round table techinque can help students to write

their ideas as opposed to speaking them are that

writing helps students to focus their attention,

gives students quiet time to think about their

responses, provides a cumulative record. Round

table also ensures equal participation among

group member and exposes students to multiple

view points and ideas (Barkley: 2005).

Teaching :is about transmission of knowledge from teacher

to student (Harmer : 2001).

Writing . is natural outlet for the student's reflection on

their speaking and reading expression. Writing

means develop, explore ideas, and gather the

information

Recount text :according to Hyland recount text is a kind of

genre that has social function to retell event for

the purpose of informing and entertaining. Social

purpose of recount tex is construct the past

experiences by retelling events in original

sequence

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