

AN UNDERGRADUATE THESIS

**“THE USE OF ROUNDTABLE TECHNIQUE TO IMPROVE
STUDENTS’ WRITING ABILITY AMONG THE ELEVENTH
GRADERS AT SMA NEGERI 1 KOTAGAJAH
IN CENTRAL LAMPUNG”**

BY

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**Faculty of Tarbiyah and Teacher Training
English Education Study Program**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1439 H/2018 M**

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**Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department**

BY

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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

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RATIFICATION PAGE

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An undergraduate thesis entitled: THE USE OF ROUNDTABLE TECHNIQUE TO IMPROVE STUDENTS' WRITING ABILITY AMONG THE ELEVENTH GRADERS AT SMA NEGERI 1 KOTAGAJAH IN CETRAL LAMPUNG

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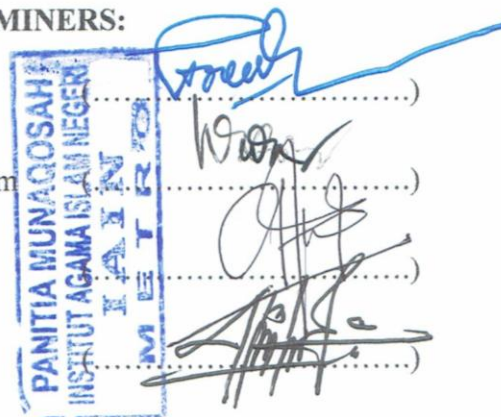
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**PENGUNAAN TEKNIK MEJABUNDAR UNTUK MENINGKATKAN
KEMAMPUAN MENULIS SISWA DI ANTARA KELAS XI SMA NEGERI
1 KOTAGAJAH DI LAMPUNG TENGAH**

ABSTRAK

**Oleh:
DWI ASTUTI**

Tujuan penelitian ini adalah untuk mengetahui apakah teknik Mejabundar (Roundtable) dapat meningkatkan kemampuan menulis siswa. Penelitian ini menggunakan test, observasi, dan dokumentasi dalam pengumpulan data.

Penelitian tindakan kelas ini dilakukan 2 siklus. Ada 4 tahap dalam setiap siklus, yaitu perencanaan, tindakan, observasi dan refleksi. Peneliti memberikan pre-test sebelum tindakan, 2 kali tindakan, dan 2 post test. Penelitian ini dilaksanakan di kelas XI SMA Negeri 1 Kotagajah. Penelitian ini menggunakan 30siswa sebagai objek penelitian. Penelitian menggunakan rumus rata-rata untuk membuktikan hipotesis diterima atau ditolak.

Temuan penelitian ini menunjukan bahwa ada peningkatan dari siklus 1 ke siklus 2. Hasil dari data pada siklus 1, mendapatkan nilai rata-rata pre-test adalah 71,93% dan post test 78,97% dan dari siklus 2 diperoleh nilai rata-rata 84,07%. Hasil siklus 2 lebih tinggi dari hasil post-test pada siklus 1. Kondisi kelas menjadi lebih baik. Siswa aktif selama proses pembelajaran. Siswa dapat menulis dengan baik. Ini berarti bahwa penggunaan teknik Mejabundar (Roundtable) dapat meningkatkan kemampuan menulis siswa kelas XI SMA Negeri 1 Kotagajah.

**THE USE OF ROUNDTABLE TECHNIQUE STUDENTS' WRITING
ABILITY AMONG THE ELEVENTH GRADERS AT SMA NEGERI 1
KOTAGAJAH IN CENTRAL LAMPUNG**

ABSTRACT

**By:
DWI ASTUTI**

This research is aimed to find out whether the Roundtable technique can improve the students writing ability. This research is classroom action research. The research used test, observation, documentation to collect the data.

The classroom action research was conducted by 2 cycle. There are four steps in each cycle : they are planning, acting, observing and reflecting. The researcher gave one pre-test before treatment, two treatment and two post-test, the subject of this action research are the eleventh graders in SMA Negeri 1 Kotagajah. This research used 30 students as object of research. The researcher used average formula to prove whether hypothesis is accepted or rejected.

The invention of this research shows that there was increased from cycle 1 to cycle 2. The result from the data in cycle 1, it was gained the average score of pre-test was 71,93% and post test 78,97% and post test from cycle 2 was gained the average score 84,07%. The result of cycle 2 is higher than the result of post-test at cycle 1. The condition of the class was getting better. The students are more active in learning process. The students can writing well. It means that the use of Roundtable technique can improve students' writing ability among the eleventh graders of SMA Negeri 1 Kotagajah.

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MOTTOS

يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا

تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

“Allah will raise up, to rank, those of you who believe and who have been granted knowledge, Allah is all knowing what you do”

(Q.S. Al-Mujadillah, 11)

“Grabbed the science, we must learn to calm and be patient”

(Khalifah Umar)

DEDICATION PAGE

*“ I highly dedicate this graduating paper to
My parents Mr. Sugianto and Mrs. Murtini(Alm),
My Brothers (Aji Saputra), My Sister (Ida Trisnawati),
My Beloved (Bagus Jalu DS), Big Family, and my almamater
State Institue For Islamic Studies of Metro also whom I love”*

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This research undergraduate thesis entitles "THE USE OF ROUNDTABLE TECHNIQUE TO IMPROVE STUDENTS' WRITING ABILITY AMONG THE ELEVENTH GRADERS AT SMA NEGERI 1 KOTAGAJAH IN CENTRAL LAMPUNG". Regarding to the research undergraduate thesis, the researcher offers her big thank to the Drs. Kuryani Utih, M.Pd. as the first sponsor and Ahmad Subhan Roza, M.Pd as the co-sponsor. May Allah SWT give them his better reward for their spending time to support and guide during research undergraduate thesis writing process.

As human being, the writer completely realize that this research undergraduate thesis still has a plenty of weaknesses. The researcher do apologizes for all mistakes he has made in writing and presentation items. All constructive comments and suggestions are very welcomed to measure the quality of this research undergraduate thesis. Hopefully, this research undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

The writer



DWI ASTUTI

13106977

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CHAPTER I

INTRODUCTION

A. Background of The Research

Language as a means of communication. Language can not be separated from human beings because it plays an important role in communication. Thus, it goes without saying that we have to understand the language which is used in international level. English is one of the international language which is used many people in the world to develop science, arts, and technology.

Teaching and learning English is not the same as learning any other subjects. It should cover four language skills; those are listening, speaking, reading and writing. Writing is one of the important aspect in language learning. By writing, the students can share information and ideas in the written text. Writing performance can help them to think critically and to clarify their thoughts. They often discover what they really think and feel about people, ideas, issues, and events only in the actual process of writing.

Writing ability is one of the important skills that should be mastered by the students, beside speaking, reading and listening. As a part of language skills, writing plays an important role for the success of language learning. In writing activity, we can write anything to improve our skill such as letter, poem, make a paragraph and the others. Accordingly, the students can open minded their ability in writing skill especially in Hortatory Exposition text.

However, writing is one of language skills which are important but the students assumed writing is most difficult activity in language learning. The

students' problems of SMA NEGERI 1 KOTAGAJAH that are commonly faced in writing especially in paragraph writing, such as: the students' writing is not comprehensible, lack of English grammar understanding, and lack of writing practice. Based on pre-survey on April,1st,2017, at SMA NEGERI 1 KOTAGAJAH.

Table 1

The Pre- survey data of students writing ability at

SMA NEGERI 1 KOTAGAJAH

| No | Student Name | Final Score | Ket |
|-----------|---------------------|--------------------|------------|
| 1 | AB | 80 | Passed |
| 2 | ACB | 80 | Passed |
| 3 | AW | 80 | Passed |
| 4 | AVYP | 80 | Passed |
| 5 | AY | 70 | Failed |
| 6 | AM | 70 | Failed |
| 7 | CM | 60 | Failed |
| 8 | CP | 40 | Failed |
| 9 | CKAP | 70 | Failed |
| 10 | DAP | 80 | Passed |
| 11 | DH | 70 | Failed |
| 12 | DAS | 60 | Failed |
| 13 | ED | 90 | Passed |
| 14 | FR | 80 | Passed |

| | | | |
|----|-----------|----|--------|
| 15 | FDL | 80 | Passed |
| 16 | GL | 60 | Failed |
| 17 | LW | 50 | Failed |
| 18 | MDH | 70 | Failed |
| 19 | MDN | 50 | Failed |
| 20 | MDAW | 80 | Passed |
| 21 | NLGPS | 70 | Failed |
| 22 | PSS | 60 | Failed |
| 23 | RAM | 70 | Failed |
| 24 | RPH | 50 | Failed |
| 25 | RRDP | 70 | Failed |
| 26 | SAYF | 50 | Failed |
| 27 | SPA | 60 | Failed |
| 28 | SRD | 80 | Passed |
| 29 | VM | 80 | Passed |
| 30 | WDL | 60 | Failed |
| | Min.Score | 40 | |
| | Max.Score | 90 | |
| | Average | 68 | |

Source: Pre- survey data test of writing ability on April, 1st, 2017 SMA NEGERI 1 KOTAGAJAH

Table 2

The pre-survey result from the test score of the XI Science 4 students in SMA Negeri 1 Kotagajah

| No | Grade | Explanation | Amount | Percentage |
|--------------|-----------|-------------|------------------|-------------|
| 1. | ≥ 78 | Complete | 11 Person | 36,7% |
| 2. | 78 | Incomplete | 19 person | 63.3 % |
| Total | | | 30 person | 100% |

From the table above, we can know most of student do not reach minimum standard (MSR) yet, so must do remedial. Almost 63.3 % means 19 person not passed and only 11 person passed according on the measurement of learning result: $78 \geq$ Complete and $78 <$ Not Complete.

Based on the problems founded by the reseacher, the reseacher assume that the cases happened because many factor have been explained before. There are many different techniques in cooperative learning method that can be used by the teacher in teaching and learning process, especially in writing. One of them is roundtable technique. In this technique, the students are divided into some groups. Each group consists of four-five students. Each person writes one idea for an issue or task and then passes their paper to the person on the right. The paper circulates around the entire group at least once. Each time a person receives the paper, they should write a different task. Then, whole class discussion should follow.

Therefore, all of students will participate in teaching learning process. In line with the background of this study, the reseacherinterested in knowing

how well the teacher applying cooperative learning technique in their teaching. In this case, the writer want to know how well roundtable technique gives contribution to improve students' achievement in writing text and what difficulties students have in applying roundtable technique in writing text. However, it is not easy for the teachers to apply cooperative leaning as the part of their teaching because of the limitation of their knowledge and experience with cooperative learning.

Based on the background above, the reseacher will conducting the research by using the Roundtable technique in improving writing ability among the eleventh grade students of SMA NEGERI 1 KOTAGAJAH.

B. Problem Identification

Based on the research background, the reseacher identified some problems of the statements as follows:

1. The students found difficulties to develop their idea to write a paragraph.
2. Most of students writing ability still low to write the text.
3. Most of students feel more comfortable to ask anything to their friends than their teacher in class.
4. Most of the students also lack of vocabulary and grammar.
5. Lack of students' motivation in Learning English especially to write the text.

C. Problem Limitation

Based on the problem identification, the researcher limits the problem that the most of students writing ability is still low to write the text. So, the researcher limits this research on teaching writing through Roundtable Technique among the eleventh grade students of SMA NEGERI 1 KOTAGAJAH.

D. Problem Formulation

Based on the explanation in the problem limitation, the researcher formulates the problem on “Can The Use of Roundtable Technique to improve students’ writing ability among the eleventh grade students of SMA NEGERI 1 KOTAGAJAH?”

E. The Objectives and Benefits of the Research

Dealing with the problems statement, the objectives and benefits of this classroom action research are, as follows:

1. Objectives of the Research

- a. To improve the students writing ability by using Roundtable Technique at SMA NEGERI 1 KOTAGAJAH.
- b. To improve the students learning activity by using Roundtable Technique at SMA NEGERI 1 KOTAGAJAH.

2. Benefits of the Research

The benefits of the research, as follows:

- a. For the teacher as the alternative technique

This research is expected to help the teacher in apply Roundtable Technique in the process of teaching and learning.

- b. For the students as a development of writing ability

It is expected to give a solution to writing materials, so the students have more spirit in studying English.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Writing Ability

1. The Concept of Writing

a. The Definition of Writing

According to Brown that writing is a way to end up thinking something you couldn't have started out thinking. Writing is, in fact, a transaction with words whereby you free yourself from what you presently think, feel, and perceive.¹ In school, writing is a way of life. Without some ability to express yourself in writing, you don't pass the course. Across the age levels from elementary school through university graduate course, we write in order to succeed in mastering the subject matter.²

Furthermore, Marianne Celce-Murcia states that writing is the production of the written what that results in a text but the text must be read and comprehend in order for communication to take place. Writing is a productive skill we must concern ourselves with motivations and goals for writing. Writing as a language skill used for communication.³

¹ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (San Francisco: Longman, 2001), p. 337

² *Ibid.* p.339

³ Marianne Celce-Murcia and Elita Olshtain *Discourse and Context in Language Teaching*, (Cambridge: Cambridge University Press, 2000), p. 142

On the other hand, Caroline said that writing is 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.⁴ It means that writing learning process needs specific skill to be successful in writing such content, organization, grammar, vocabulary, and mechanic. Jeremy Harmer argue that writing refers to re-writing that considers revision in the process of making text.⁵

From the explanation above, the reseacher concludes that writing refers to the process of making words which has several supplies, kinds and the writing is one of the important skills in learning English. Writing also the difficult subject than another subject.

b. The Purpose of Writing

According to Braine and May defined four common purposes in writing, there are:

1) Writing to inform

Writing to inform purposed to educate the readers about a topic of which we have some knowledge. Writing that provides interesting details and facts to hold an audience's attention. It means that writers share interest knowledge to readers knows.

⁴ Caroline, *Practical English Language Teaching: Young Learners*, (America: McGraw-Hill Companies, 2005), p.98

⁵ Jeremy Harmer, *The Practice of English Language Teaching*, (Camberley: Longman, 2000), p. 79

2) Writing to explain

Writing to explain is to describe the topic which was not clearly becomes more understandable, by using examples or other facts. In other words, a writer takes what is unclear and makes it clear.

3) Writing to persuade

Writing to persuade is more demanding and more ambitious than many other types of writing. It means that writers convince the readers to accept the ideas

4) Writing to amuse

Writing to amuse other means someone who uses language and established forms well to express his or her point of view. It is writing to entertain and give the reader something to enjoy.⁶

c. The Process of Writing

Richard said that writing is viewed as the result of complex processes of planning, drafting, reviewing and revising and some approaches to the teaching of first and second language writing teach students to use these processes.⁷ It means that writing is so complex activity that should be done by the writer itself. Because writing well is not easy to do, many things that are necessary considered in writing process. The writing process as follows:

⁶George Braine and Claire May, *Writing from Sources: A Guide for ESL Students*, (California: Mayfield, 1996), p. 141.

⁷ Jack C. Richards and Richard Schmidt, *Language Teaching and Applied Linguistics, third edition*, (Longman: Pearson education, 2002), p.592.

1) Prewriting

Prewriting is preparation for writing. It means, that consists of a planning or what the writer does before he begins his first draft.

2) Drafting

Drafting is developing the first draft using a recursive process. The key to write a good first draft is to be sure good ideas roughed out. On the other hand, drafting is an early step of a piece of writing after prewriting. Sometimes most of us cannot compose anything well at the first when we try. So, we must write and rewrite. The more we draft, the result will be better.

3) Feedback

Feedback is the process of learning how an audience responds to one's writing. Feedback may come from teacher or peers after a draft is complete but before it is published or receives a final grade.

4) Revising

Revising is the process of making changes in a manuscript at many different levels from whole-text revisions. It means that revising is the re-evaluate the choice that has created a piece of writing.

5) Editing

Editing is the process of cleaning up a manuscript that focuses on lower level features of writing but which often gives rise to higher level revisions.

6) Publishing

Publishing is the processes by which students share their writing with others, including reading aloud to others, displaying the writing on bulletin boards, making small books of their writing, and developing classroom collections of writing.⁸

It means that if someone will write, they must know about the process of writing. By knowing the process of writing, the writer can produce a good sentence. On the other hand, the reader will interest to read it because they are known about what they read.

d. The Types of Writing

Wishon states the form of writing used to tell or relate is called narrative; the form of writing used to describe is called description; the form of writing used to explain or interpret is called exposition; the form of writing used to persuade or argue is called argumentation.⁹

There are four different types of writing as follows:

1) Narrative

Narrative is the form of writing used to relate the story of act or events. Narrative place occurrences in time and tell what happened occurring to natural time sequence.

Example:

⁸ George Hillocks Jr, *The Testing Trap (How State Writing Assessments Control Learning)*, (New York: Teacher College press, 2002), p. 30.

⁹George E.Wishon, *Let's write English*, (New York : Litton Education Publishing, 1980), p.378

A man and a woman sat talking on a bench in the late afternoon. The man was middle-aged and slender; his skin was dark; his eyes looked poetic. The woman was young, blonde, and graceful. Her dress was gray, with odd brown markings. She may have been beautiful; one found it difficult to notice anything except her eyes, which drew attention from everything else. The eyes were gray-green, long, and narrow. With an expression that defied analysis. One could only know that they were disquieting. Cleopatra, the queen of ancient Egypt, may have had such eyes. “yes” said the woman. “I love you, God knows; but I cannot marry you; I cannot, and will not.”¹⁰

2) Description

Description reproduces the way things look, smell, taste, feel, or sound; it is also evoke moods, such as happiness, loneliness, or fear. It may be used to describe more than the out word appearance of people it may tell about their trait of character or personality.

Example:

Tom’s wife was a long termagant, fierce of temper, loud of tongue, strong of arm. Her voice was often heard in wordy warfare with her husband; and his face sometimes showed signs that their conflicts were not confined to words. Thus, tom was a universal

¹⁰*Ibid.p.379*

friend of the needy and acted like a “friend in need” that is he always exacted good pay and good security ...

When someone writes a descriptive writing, he or she expresses anything in his mind about certain object or event into word and sentences.

3) Expositions

Exposition is used in giving information, making explanations. Moreover, interpreting meaning it includes editorial, essays, and informative and instructional material used in combination with narrative.

Example:

And every night, about midnight I turned the latch of his door and opened it –oh, so gently and then when I made an opening sufficient for my head, I put in a dark lantern, all closed, closed, so that no light shone out, and then I thrust in my head. Oh you would have laughed to see how cunningly I thrust it in! I moved it slowly, very, very slowly, so that I might not disturb the old man’s sleep. It took me an hour to place my whole head within the opening so far that I could see him as he lay on his bed...

4) Argumentation

Argumentation is used in persuading and convincing. It is closely related to expositions and is often found combined with it.

Argumentation is used to make a case or to prove or disprove a statement or preposition. Study the following paragraph. They are exposition, but they use argumentation.

Example:

Moon tracking is a new science –sport, great scientists are already in the game, and thousands of amateurs are entering it. When the first manufactured moon was launched. The game got under way in earnest. Then radio amateurs, photographer and observers in large numbers begun to record the orbiting of artificial satellites.¹¹

Additionally, argument can serve private purpose. Through argument with others an individual can work through personal beliefs, values, commitments, and life choices. This, also called persuasive, is a writing type in which the writer can show their opinion or argumentation about certain topics and try to persuade the readers by their proof, data or examples. In this writing, the writers must clearly stand his position.

e. The Strategies of Writing

Jeremy Harmer states that we also need to concentrate on the process of writing; and in this regard, there are a number of strategies we need to consider:

¹¹*Ibid.* p. 383

1) The way we get the students to write

Before getting the students to write we can encourage them to think about what they are going to write-by planning the content and sequence of what they will put down on paper (or type into the computer).

2) The way we encourage them to draft, reflect, and revise

Students who are unused to process-writing lessons will need to be encouraged to reflect on what they have written, learning how to treat first drafts as first attempts and not as finished products.

3) The way we respond to our students writing

In order for process-writing approach to work well, some teachers may need to rethink the way in which they react to their students work.

4) The process trap

One of the problems of process writing is that it takes time. Over-planning can take up too much time, and sometimes, restrict spontaneity and creativity.¹²

It means that when the researcher knows the strategies of writing, the researcher can produce a good sentence.

¹² Jeremy Harmer, *How To Teach Writing*, (England: Pearson Education Limited, 2004), p.11

f. The Technique of Writing

The students assumed that writing is most difficult activity in language learning. Kasihani states that the technique of writing to help the students to write. There are technique of writing:

1) Copying

Copying is an activity that is usually done for the lower classes, especially children who are just learning English.

2) Guided Writing

Guided writing techniques can be either short discourse or dialogue with some words omitted. Students asked to write to complete the ommited portions.

3) Substitution Writing

Activity of writing can be matter of writing a sentence or discourse back, but there are some parts that are replaced with similar that based on real situations.

4) Free Writing

Free writing is an activity that requires mastery of vocabulary and grammar enough. Furthermore, this activity is for students to be able chance use English they have learned.¹³

¹³Kasihani K.E. Suyanto, *English For Learners*, (Jakarta:BumiAksara, 2008), p.69-71

2. The Concept of Writing Ability

a. The Definition of Writing Ability

Ability is possession of the means or skill to do something.¹⁴

The ability to write in foreign language is one of the most difficult to develop, and one of the last often taught, at least in secondary schools.¹⁵

Moreover, Writing is not only just talking about the post, but also the process of writing that would make a lot of writing that makes people interested. The essential writing will need a long process from the planning, drafting, writing, and revising.¹⁶

Writing is a kind of linguistic behaviour, a picture is not. Writing is the most efficiently acquired when practice in writing parallels practice in the other skills. It means writing is a skill which must be taught and practice.¹⁷

The definition of writing ability according to the approach to the teaching of writing, it is not plausible to find “the” writing ability which is accepted and agreed amongst all researchers and practitioners of English writing. Since writing ability is multifaceted in its own right, any approach and accordingly its definition of writing ability cannot be

¹⁴A.S, Hornby, *Oxford Advance Learner's Dictionary*, (Oxford University Press: New York, 2008), p.1

¹⁵Alderson J Charles, *Diagnosing Foreign Language Proficiency: The Interface between Learning and assesment*, (London: Library Cataloguing, 2005), P.154

¹⁶John Langan, *English Skill: Eight Edition*, (New York: McGraw Hill Higher Education, 2006), p.20.

¹⁷M.F, Parel, *English Language Teaching*, (Jaipur: Sunrise Publisher and distributors, 2008), P.125

thorough and comprehensive in its own right. Each approach and definition has its own merits and demerits, depending on which facet it mainly focuses on among complex aspects of writing. As a result, it is valuable to investigate each approach and definition.¹⁸

The definition of writing ability can be formed depending on teachers' own experience as teachers and philosophy of writing, taken into consideration characteristics of learners and aims of pedagogy in a given context. Meanwhile, definition of writing ability for a particular context will depend in large measure on the considerations.¹⁹

From the definitions above, writing ability needs a process which must be surpassed by the writer. And writing is tools of human beings to share information or stories to others because someone can read it by several times.

b. The Characteristics of Good Writing

To write well, a person must be able to recognize quality in a piece of writing. According to Brown, here are the following characteristics of good writing²⁰ :

1) Clarity and Focus

In good writing, everything makes sense and readers don't get lost to figure out what's going on and focused writing sticks

¹⁸Yi Jyi-yeon, "Defining writing ability for classroom writing assesment in high schools", (Chongshin University), no.13(1) 2009, P.55

¹⁹Lyle F.Bachman, *Assesing Writing*, (New York: Cambridge University Press, 2002)P.14

²⁰Douglas Brown, *Teaching By Principles; Characteristicsof Written Language*, (California: San Francisco State University, 2000), P. 353

with the plot or core idea without running off on too many tangents.

2) Organization

A well organized piece of writing presented in a way that is logical and aesthetically pleasing.

3) Ideas and themes

For a piece of writing to be considered well crafted, it has to contain clearly identifiable ideas and themes.

4) Voice

It is the way of stringing words together, formulating ideas, and relating scenes or images to the reader. In any piece of writing, the voice should be consistent and identifiable.

5) Language (word choice)

Good writing includes precise and accurate word choices and well crafted sentences.

6) Grammar and style

To create good writing it must follow the rules of grammar. Style is also important in ensuring that a piece of writing is clear and consistent.

7) Credibility or believability

In fiction, the story must be believable and in nonfiction, accurate research can make or break a writer.

8) Thought-provoking or emotionally inspiring

The most important quality of good writing is how reader responds to it. The reader's reaction is determined the success of the writer.

3. The Measurement of Writing Ability

In writing, there are indicators that can be used to know the students' writing score. According to Burhan Nurgiyantoro these indicators can be shown in the table below:

Tabel 1

The Indicators of Writing Ability Score

| Writing Ability | Score | Level | Indicator |
|-----------------|-------|-----------|--------------------------------------------------------------------------------------------------------------------------------------|
| | 27-30 | Excellent | The students really understand the content of writing. Their writing is really wide and complete. It's very suitable with the title. |
| | 22-26 | Good | The students can understand the content of writing. Their writing is wide, complete and suitable with the title but less detail. |

| | | | |
|---------------------|-------|-----------|-------------------------------------------------------------------------------------------|
| CONTENT | 17-21 | Fair | The students less understand the content. Their writing is less complete and less detail. |
| | 13-16 | Poor | The students do not understand to content of writing. |
| ORGANIZATION | 18-20 | Excellent | Writing reall organized and neat, much ideas and the sequence is very logic. |
| | 14-17 | High | Writing is organized, neat, clear, much ideas, and the sequence is logic. |
| | 10-13 | Fair | Writing is less organized and neat, it is less ideas and the sequence is less logic. |
| | 7-9 | Poor | The sequence is not logic. |

| | | | |
|-------------------|-------|-----------|-------------------------------------------------------------------------------------------|
| VOCABULARY | 18-20 | Excellent | The students have many vocabularies. They use the words very effective and appropriately. |
| | 14-17 | High | The students have little vocabularies; use the words effectively and appropriately. |
| | 10-13 | Fair | The students have little vocabularies; the words less effective and less appropriate. |
| | 7-9 | Poor | The students do not master the words and their writing like translation. |
| | 22-25 | Excellent | The students can master the grammar well. |
| | 18-21 | High | The students uses and arranges the sentence simply. |

| | | | |
|------------------|-------|-----------|---------------------------------------------------------------------------------------------------------------|
| GRAMMAR | 11-17 | Fair | The students are difficult in using and arranging the simple sentence. |
| | 5-10 | Poor | The students do not master the grammatical in their writing. |
| MECHANICS | 5 | Excellent | The students can master the mechanics in writing. |
| | 4 | High | The students master the mechanics in writing. |
| | 3 | Fair | The students less master the mechanics in writing and many mistake. |
| | 2 | Poor | The students do not master the mechanics in writing and their writing are difficult to be read. ²¹ |

²¹Burhan Nurgiyantoro, *Penelitian Dalam Pengajaran Bahasa Dan Sastra*, (Yogyakarta: BBFE Yogyakarta, 2001), p.307

B. The Concept of Roundtable Technique

1. The Definition of Roundtable Technique as Cooperative Learning Technique

According to Knight, Cooperative Learning is learning mediated by students rather than the instructor. Incooperative 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 assignment and skills, because cooperative learning can give many benefits in learning process.²²

On the other hand, Jon 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.²³

Moreover, Roundtable Technique is one of cooperative learning technique which led students to work together in a small group by taking turns in a round table.

²²Jim Knight, *Cooperative Learning*, (Kansas: Instructional Coaching, 2000), p.3

²³Jon E Pederson and Annette D.D, *Secondary School and Cooperative Learning*, (New York: Routledge, 1995), p.341

According to Kagan's, Roundtable is learning technique where he students take turn generating written responses, solving problem, or making a contribution to a project. Students take turn in their team.²⁴ Heartland express that roundtable is Form pairs within team and take turns with a partner sharing ideas back and forth. Afterwards, the team discusses which ideas were common to the pairs and which ideas where unique.²⁵

A roundtable tehniqe can be used for brainstorming, reviewing, and practicing while also serving as a team builder. Students take turns responding to a prompt with on or two words written on a paper before passing it on to next student.²⁶

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 atributes of terorism before these topics are formalyintoduced.

2. The Characteristics of Roundtable Technique

According to Kagan states the are some characteristics of Roundtable Technique. They are:

- a. Each group consist of 4-6 persons.

²⁴Spencer Kagan, *Cooperative Learning*, (San Clemente: Kagan Publishing, 2009), p.6.34

²⁵Heartland, *Strategies and Tool For Group Processing*, (Chicago: Area Education Ageney, 2006), p.5

²⁶ Barkley, E., Cross, K. P. & Major, C., *Collaboration learning techniques*, (San Francisco, CA: Jossey-Bass, 2005), p.47

- b. A paper and a pen or pencil for each group.
- c. Each member of group has to write his or her answer in the paper.

3. The Steps of Roundtable Technique

Kagan stated that there are some steps of roundtable, such as:

- a. The teacher assign a topic or question and provides think time.
- b. All four student respond, simultaneously writing, drawing or building something with manipulatives.
- c. The teacher signals time, or students place thumbs up when done with the problem.
- d. Students pass papers or projects one person clockwise.
- e. Students continue, adding to what was already completed.²⁷

According to Ken Blanchard there are four step of Roundtable, there are:

- a. One person in your group should briefly state an answer to the following question and write it down in abbreviated form on a piece of paper.”What is something an instructor might do on the first day of class to build community?” Refrain from evaluating answer.
- b. Pass the paper clockwise and have the next student add an answer.
- c. Continou until everyone has had a chance to answer at least once. If timekeep going. Students may be allowed to “pass” only once.
- d. Randomly choose a group and/ or student to share a favorite group answer.²⁸

²⁷Ibid

From the explanation above, there are two opinion from expert about the steps of roundtable technique. The reseacher use Kagan's opinion about steps of roundtable technique.

4. The Advantages and Disadvantages of Roundtable Technique

a. The Advantages of Roundtable Technique

Kagan has the opinion "Roundtable Technique will achieve some advantages in terms of academic and social point of view".The advantages of Roundtable Technique are:²⁹

- 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.

b. The Disadvantages of Roundtable Technique

- 1) The students are possible to cheat each other.
- 2) If there is homework and students are supposed to work with team, they have to work together. However, there is student's house is too far from the others.³⁰

²⁸Ken Blanchard, *Ten Cooperative Learning Techniques for Building Classroom Communities*, (Taylor University: Mark Colgan, 2010), p.2

²⁹*Ibid*

³⁰*Ibid*

C. Action Hypothesis

Based on the Theoretical Review above, The researcher formulates the action hyphotesis that the use of Roundtable technique can to improve the student's writing ability and their learning activities at SMA Negeri 1 Kotagajah in Central Lampung in Academic year 2017/2018.

CHAPTER III

RESEARCH METHOD

This chapter discussed about the research methodology. The topics that were discussed in this chapter were setting, object of the study, action plan, data collection method, data analysis technique and indicator of success.

A. Variables and Definition of Operational Variables

1. The Variable of Research

A variable is an attribute of an object that becomes the main of the research. On the other hand, variable is a characteristic of individual or organization that can be observed by the writer. The variables of research are, as follows:

a. Independent Variable

Independent variable is the major variable which is hoped to investigate. Independent variable of this research is using Roundtable technique which can helps the students to writethe topic of writing ability which is assisted by the individual in teams.

b. Dependent Variable

Dependent variable of this research is the variable which is observed and measured to determine the effect of the independent variable. Dependent variable of this research is writing ability.

2. Definition of Operational Variables

Operational definition is the definition which based on characteristic of the things that will be defined and it can be observed. Meanwhile, a variable can be defined as an attribute of a person or of an object which “varies” from person to person or from object to object.

Based on the quotation above, the operational definition of variables as following:

a. Independent Variable

The independent variable is the major variable which you hope to investigate. It is the variable which is selected, manipulated, and measured by the researcher. Independent variable of this research is using Roundtable technique which can help the students to write the paragraph which assisted by individual in teams.

A way to measure this research is using observation, the measuring instrument is an observation sheet, and for the score is start from 0-100 to assess and measure use of Roundtable technique.

The indicator of independent variable are:

- 1) Students can answer the question based on the type of the question,
- 2) Students can communicate to share information with others in their teams well,

- 3) Students can work as a team. However, in the test the student have to work individually.

b. Dependent Variable

The dependent variable is the variable which you observe and measure to determine the effect of the independent variable. Dependent variable of this research is writing ability. To measure the students writing ability, the writer will use a written test.

The indicator of dependent variable are:

- 1) The students can understand the instruction of the question,
- 2) The students can use the role of the written paragraph well,
- 3) The students can find the main idea of the text.

B. Research Setting

The kind of this research is Classroom Action Research. According to Hendricks, Action research is a powerful tool for studying and improving ones practice. It means that action research is an activity to practice and analyze the students comprehension about the material using action in the class.

This research will be conducted at SMA N 1 Kotagajah is located in Kotagajah Central Lampung. The reseacher conducts this research in the eleventh grade of SMA N 1 Kotagajah. There are 30 students at SMA N 1 Kotagajah will be researched.

C. Research Subject

The subject of the research is the students of eleventh graders at SMA N 1 Kotagajah – Center Lampung in the first semester academic years

2017/2018. The number of the students consists of 30 students. The students are taken as the subject of the study since they have poor ability in Writing Ability.

Table 4
The subject of the research

| Class | Sex | | Total |
|-------|--------|------|-----------|
| | Female | Male | |
| IPA 4 | | | 30 |

Based on the teacher's experience during teaching and learning process and the students' result test in writing ability, the teacher found problems such as incapability of the students in write the text well. After finishing the problems, she examined the problem solution. The problem solution was teaching writing ability through Roundtable technique. In addition, this class must get 78 score to fulfill the Minimum Mastery Criterion-*Kriteria Ketuntasan Minimal (KKM)* in English lesson.

D. Research Procedure

The design of this research is classroom action research. It is called CAR because the research is aimed at developing a certain instructional technique to solve problems in a class. According to Glenda Mac, Action research is a cyclical process of 'think –do –think' to research and create change. We think about what we do at present, then we do something to create change, then we think again about what we've done and its effects.³¹

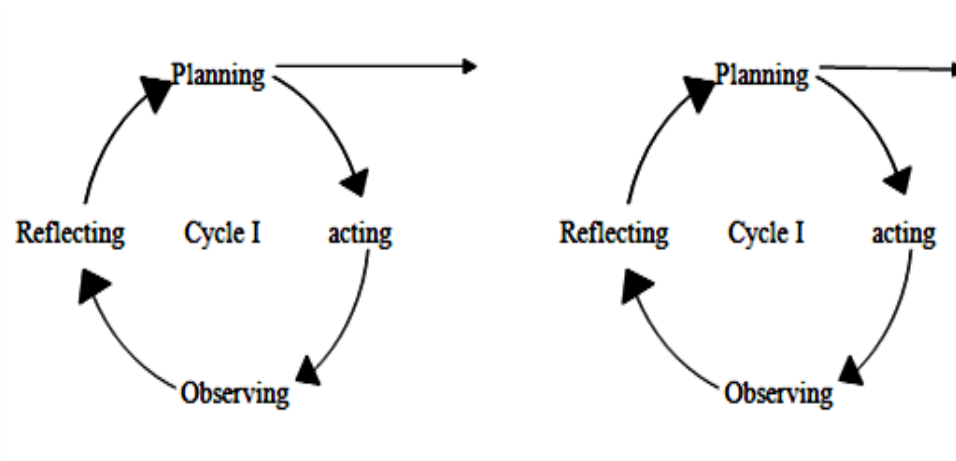
³¹Glenda Mac Naughton and Patrick Hughes, *Do Action Research in Early Childhood Studies: A Step by Step Guide*, (New York: Open University Press, 2009), p.1

Jean McNiff Also stated that, “Action research is a name given to a particular way of researching your own learning. It is a practical way of looking at your practice in order to check whether it is as you feel it should be.”³²

The writer describes the cycles through the scheme of action research design by Kurt lewin as follows:

Picture 1

Kurt Lewin’s Action Research Design



Source: Adapted from Jean McNiff³³

CAR was Applied in this research since it is regarded important to researcher to develop writing ability of the eleventh graders of SMA N 1 Kotagajah by applying Roundtabletechnique. By applying this technique it was expected to solve students’ problems in teaching-learning process of writing ability.The classroom action research design applied in this research is a collaborative classroom action research. In conducting the research, the

³²Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (New York: RoutledgeFalmer, 2002) Second Edition, p.15

³³*Ibid*, p.41

researcher collaborated with the real English teacher of SMA N 1 Kotagajah as an observer and collaborator.

The writer plays a role as an English teacher who teaches writing ability through Roundtable technique to the students, while the real English teacher's role is as an observer who observes the action of the study while teaching-learning activities happens in the classroom. Also the real English teacher acts as a collaborator when helps the writer in designing lesson plan, carrying out the reflection, and determining the follow up of the study. Here, the researcher is not only as an observer but she also took actions by making lesson plan and giving assessment. Then, she also collecting and analyzing data together with the teacher to know the result of their student writing result.

Action Plan

Based on the Kurt Lewin's action research design, the writer wants to describe a plan for Classroom Action Research (CAR) as follows:

1. Cycle 1

a. Planning

Planning is the first steps in activity. Without planning the activity that the researcher does not focus. Here is step that the research can make in planning:

- a) The reseacherprepared the lesson plan for the learning process.
- b) The reseacher prepared the material of the subject.
- c) The reseacher planed to give the text about something.

- d) The reseacher prepared the learning design. The reseacher ordered the students to make some groups in the learning process.

b. Acting

Acting is the second step in the action research. It is the implementation about the planning. The step would be taken by the reseacher in the action are as follows:

a) Pre Teaching activities

- (1) Greeting and praying together with the students.
- (2) The reseacher checked attendance list.
- (3) The reseacher asked the students condition.
- (4) The reseacher choosed the text or the material.

b) Main Teaching activities

- (1) The reseacher applied the lesson plan.
- (2) The reseacher divided students into some groups consist of 4-6 students.
- (3) The reseacher explained about the material.

c) Post Teaching activities

- (1) The reseacherasked to students to answer question about the topic.
- (2) The reseacher summarized the material of learning.
- (3) The reseacher gave motivation to the students.
- (4) The reseacher closed the meeting.

c. Observing

Observation is the activity to record the action. In this step, the writer will observe the student activity in the teaching process by using observation sheet in this step, such as responding to teachers question, giving question to the teacher, answering the teachers question, and giving explanation. The observer would notice the important thing teaching learning process.

d. Reflecting

Reflecting is the last step of this process. The researcher would analyzed and discussed the result of observation during teaching process. In this step, the researcher would used the data from evaluating to make improvement for the second cycle.

If the first cycle is not successful, so the reseacher should conduct the second cycle. The result of the first cycle is for evaluation material and for reflection to the second cycle

2. Cycle 2

a. Planning

The reseacher indentifies the problem and finds the problem from the first cycle.

a) The reseacher arranges the detail plan about the action on the second cycle.

b) The reseacher prepares the material.

b. Acting

This stages design on the basis of the result of planning of the second cycle.

c. Observing

In this step, the reseacher observes the process of teaching learning by using observation sheet to collect the data in the second plan.

d. Reflecting

In this step, the reseacher analyzes the result of the action. By reflecting, the writer knew the strength and weakness of the action. The writer compares the score distribution of pre-test and post-test. The writer reviewed and reflect on the student activities and the teacher performance wheter its positive or negative. If the result of the second cycle is satisfied, the resecher would be stopped.

E. Data Collecting Technique

In this research, the reseacher choose Classroom Action Research (CAR) as her research that it included quantitative research and qualitative research. For more explanation, here are the following data collecting technique that is used by the reseacher:

1. Observation

Observation is a mainstay of action research. It enables researchers to document and reflect systematically upon classroom interaction and events, as they actually occur rather than as we think they occur.³⁴

In this case, the researcher observes the students directly in the classroom and gets the description about students' activity in learning writing process by using roundtable technique. This section was taken in each cycle to get the data about the implementation of roundtable technique to improve students' writing ability.

2. Test

The researcher uses test to get data result of the students' writing ability. The type of this test is written test and the form is essay. The tests are *pre-test* and *post-test (based on Roundtable technique applied)*.

a. Pre-test

The pre-test is completed before implementing *Roundtable technique* in preparations study.

b. Post-test

The post-test is implemented after using Roundtable technique in teaching writing ability.

³⁴ Anne Burns, *Collaborative Action Research for English Language Teachers*, (New York: Cambridge University Press, 1999), p.80

3. Documentation.

Documentation is collection of various documents relevant to the research questions which can include students' writing worksheet, student records and profile, course overviews, lesson plans, classroom materials.³⁵ In this research, the researcher took data from the documentation of school such as the total of students, teacher, and school history and the condition of the school (photo).

4. Field Note

Beside three data collection method above, the writer also use field note to collect the data. As every writer knows field notes are the most common of data collection strategy used in action research to provide a record of what is going to during an observation. Field notes can include description of place, people, the activity and the atmosphere in the classroom.

F. Research Instrument

Research instrument is helping tool of technique in collecting data. The researcher use three kinds of the instrument to collect the data, there are test, observation, and documentation.

1. Test

The researcher used two kinds of test, there are pre-test and post-test. The pre-test instrument was different with the post-test instrument,

³⁵Ibid, p.117

but have the same difficulty level. In this research, the researcher gave a test which contained written text.

| Research Variable | Indicators | Kind of Test | Type of Test |
|--------------------------|----------------------------------------------------|---------------------|---------------------|
| Writing Ability | The student are able to producetheparagraph | Written test | Composing |

The pre-test have done before implementing the teaching and learning process. It is to measure students' writing ability at first. Meanwhile, the post-test is implemented after doing Roundtable technique in teaching and learning process.

2. Observation Guidance

The researcher used the observation guidance as the instrument for collecting the data. Therefore, the researcher makes the observation list to know the students' activity in the classroom directly. There were some indicators of the observation instrument and it were the students' observation guidance as follows:

Observation Sheet

The Students' Activity

| | NAME | The students activity | | | | | Total score |
|--|-------------|------------------------------|--|--|--|--|--------------------|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

- a. Giving attention to the teacher's explanation
- b. The students understand the writing ability by Roundtable technique rules
- c. The students discuss the answer with the group
- d. The students asked/ answered the question from the teacher
- e. The students write the answer in paper one person clockwise.

3. Documentation Guidance

The researcher used the documentation guidance as the instrument for collecting the data. Instrument which would be used in documentation was documentation guidance, as follows:

- a. Documentation about historical background of SMA Negeri 1 Kotagajah.
 - b. Documentation about condition of the teachers and official staff of SMA Negeri 1 Kotagajah.
 - c. Documentation about students of SMA Negeri 1 Kotagajah.
 - d. Documentation about structural organization of SMA Negeri 1 Kotagajah.
 - e. Documentation about facilities of SMA Negeri 1 Kotagajah.
 - f. Documentation about sketch of location SMA Negeri 1 Kotagajah.
- SMA Negeri 1 Kotagajah.

4. Field Note

The researcher used field notes to record activities during the teaching and learning or writing ability through Roundtable technique in the

classroom. Those are including classroom atmosphere, students attitude, activity and teachers activity in presenting the material.

G. Data Analysis Technique

Data analysis conducted by using a statistical technique in scoring the pre test and post test. The students score is counted with the following formula :³⁶

$$\bar{X} = \frac{\sum X}{N}$$

Notes: \bar{X} = Mean

$\sum X$ = The total number of students' scores

N = Number of students

In order to know the class percentage whether it passes the minimum mastery criteria (KKM) 78, this formula is used:

$$P = \frac{F}{n} \times 100\%$$

Notes :

P = Mean Score

F = Total of Students

n = Number of The Students

³⁶ Donald Aryet. Al., *Introduction to Research in Education*, (USA: Wadsworth Cengage Learning, 2010) Eighth edition, p.108

To get total score and increased the student progress from the implemented treatments, the researcher compare the average of pre-test and post-test.

H. Indicator of Success

The indicator of success was taken from the process and the result of the action research. According to the criteria mastery learning (KKM), the class can be successful in achieving the material if 75% of the students get score 78. In addition, there was improving in study activities and learning result in the learning process. So, this research complete and don't need to continue to next cycle.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Setting

a. Brief History About the Establishment of State Senior High School 1 of Kotagajah in Central Lampung.

This classroom action research was conducted at State Senior High School 1 of Kotagajah in Central Lampung. SMA Negeri 1 Kotagajah Lampung Tengah stands on a land area of 16,250 M² on the basis of the Decree of the Minister of Education and Culture of the Republic of Indonesia Number: 0188/O/1979 on 7 March 1979. The name of SMA Negeri Kotagajah have changed into various changes: first in 1998 turned into SMA Negeri 1 Punggur. These change caused by the instruction from the Directorate General of Higher Education Ministry of Education. The name of SMA Negeri Kotagajah have changed into four times from SMA Negeri 1 Punggur into SMA Negeri 1 Kotagajah. Geographically it is located on Kotagajah, Central Lampung,.

SMA Negeri 1 Kotagajah have changed leader eight times. These school had been led by the following principals:

- | | |
|-----------------------------|-------------|
| 1) Drs. R. Ahmad Matin | 1979 – 1987 |
| 2) Hi. Slamet Soeparman, BA | 1987 – 1996 |
| 3) Drs. Sukirman | 1996 – 1999 |

- | | |
|-----------------------------|--------------------|
| 4) Drs. Hamim Hamzah | 1999 – 2000 |
| 5) Drs. Abdullah Makmur, HA | 2000 – 2002 |
| 6) Drs. Syatbi Tahmid, M.M | 2002 – 2012 |
| 7) Drs. MaksumYusup, M.Pd | 2012 – 2014 |
| 8) Drs. Mashudi, M.Pd | 2014 – 2015 |
| 9) Drs. Dasiyo P, M.Pd | 2015 up until now. |

b. The Condition of Teachers in SMA Negeri 1 Kotagajah

The data of teachers in academic year of 2016/2017 based on the employment of the status, it can be identified as follow;

Table5

The Data of Teachers in SMA Negeri 1 Kotagajah

| NO | NAME | SEX | OCCUPATION |
|----|-------------------------|--------|--------------------------------|
| 1 | Drs. Dasiyo P,M.pd | Male | Headmaster Indonesian Teachers |
| 2 | Erniati, S.Pd. | Female | Engglish Teachers |
| 3 | Drs. Sumiyati, S.Pd. | Female | Mathematic Teachers |
| 4 | Drs. Mashudi | Male | Chemistry Teachers |
| 5 | Drs. Abdul Malik, S.Pd. | Male | Physics Teachers |
| 6 | Edi Purwanto, M.Si. | Male | Biology Teachers |
| 7 | Dra. Sumini | Female | Economic Teachers |
| 8 | Herlini Veronika, S.Pd. | Female | Sociology Teachers |
| 9 | Dra. Librawati | Female | Geography Teachers |
| 10 | Dra. Husnayati | Female | History Teachers |

| | | | |
|----|---------------------------|--------|-------------------------------|
| 11 | Sustyaningsih, S.Pdi | Female | PKN Teachers |
| 12 | Sugito, S.Ag. | Male | Religion Teachers (Moeslim) |
| 13 | Andreas Yoyok | Male | Religion Teachers (Christian) |
| 14 | Samuel Hariyadi | Male | Religion Teachers (Catholic) |
| 15 | SC Riyananda, S.Ag. | Female | Religion Teachers (Hindu) |
| 16 | Akhmad Qurniawan, S.Pd | Male | Sport Teachers |
| 17 | Rini Gustini, S.Kom | Female | TIK Teachers |
| 18 | Estu Utami, S.Pd | Female | Art Teachers |
| 19 | Dra. Endang Setiowati | Female | BK Teachers |
| 20 | Rusmanto | Male | Staff TU |

Source: The documentation result of teacher in academic year of 2016/2017 SMA Negeri 1 Kotagajah.

c. The Students Quantity of SMA Negeri 1 Kotagajah

The quantity of SMA Negeri 1 Kotagajah Students in academic year of 2016/2017 can be identified as follows;

Table 6

The Quantity of the Students at SMA Negeri 1 Kotagajah

| No | Class | Sex | | Total |
|--------------|-------|------------|------------|------------|
| | | Male | Female | |
| 1. | VII | 125 | 102 | 227 |
| 2. | VIII | 110 | 124 | 234 |
| 3. | IX | 64 | 74 | 138 |
| Total | | 299 | 300 | 601 |

Source: The documentation result of teacher in academic year of 2016/2017 SMANegeri 1 Kotagajah

d. Facilities and Infrastructure

The facilities and infrastructure of SMA Negeri 1 Kotagajah in academic year of 2016/2017 can be identified as follows;

Table 7

The Facilities and Infrastructure in SMA N 1 Kotagajah

| No | Facilities | Conditions | | | Total |
|-------|-----------------|------------|------------------|-------------------|-------|
| | | Good | Slightly damaged | Seriously damaged | |
| 1. | Headmaster room | 1 | | | 1 |
| 2. | Teacher room | 1 | | | 1 |
| 3. | Office house | 1 | | | 1 |
| 4. | Library | 1 | | | 1 |
| 5. | Computar lab | 1 | | | 1 |
| 6. | Science lab | | | | 0 |
| 7. | Physics lab | 1 | | | 1 |
| 8. | Chemistry lab | 1 | | | 1 |
| 9. | Biology lab | 1 | | | 1 |
| 10. | Language lab | 1 | | | 1 |
| 11. | Hall | 1 | | | 1 |
| 12. | Mosque | 1 | | | 1 |
| Total | | 11 | | | 11 |

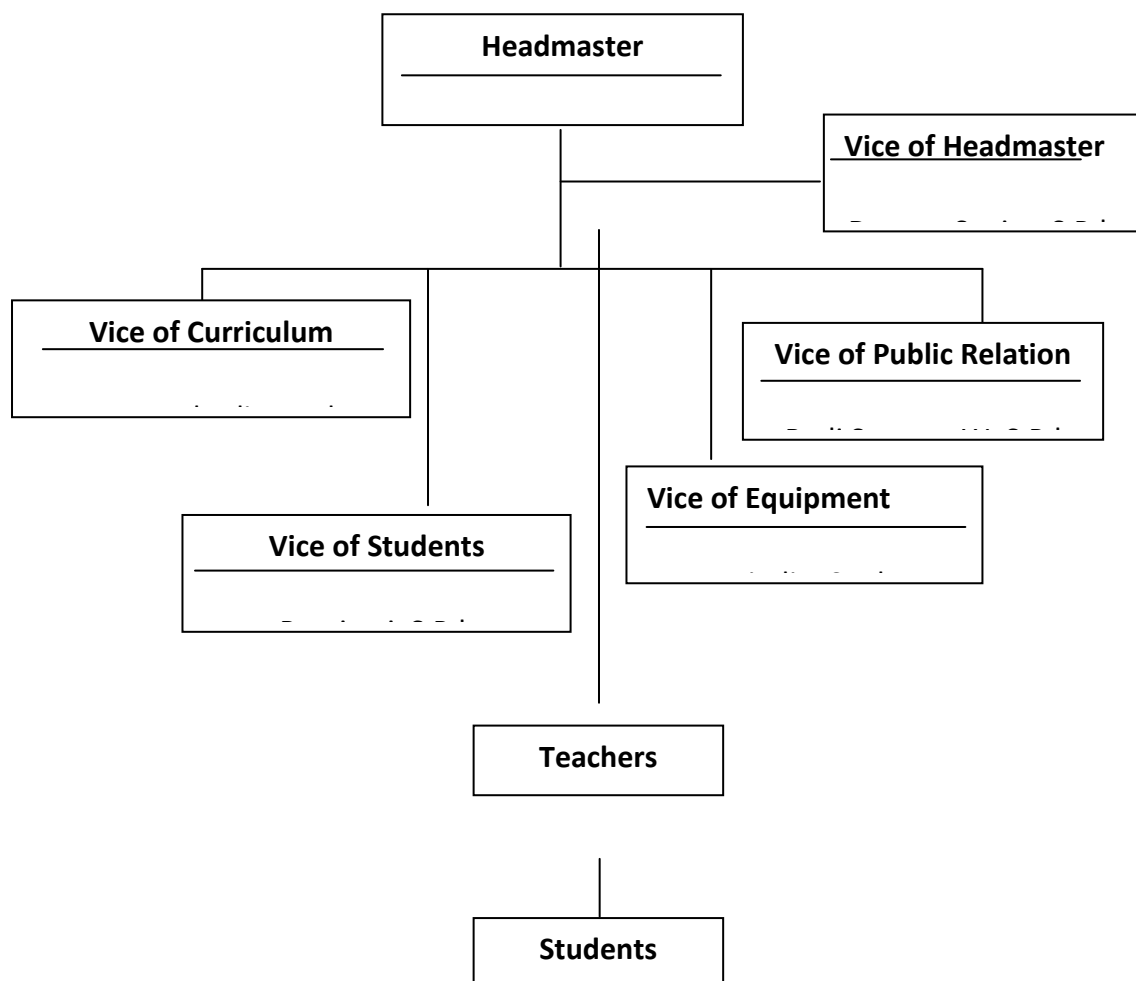
Source: The documentation result of facilities and infrastructure in academic year of 2016/2017 SMA Negeri 1 Kotagajah

e. Organization Structure

The Organization Structure of SMA Negeri 1 Kotagajah in the academic year of 2016/2017 can be shown in the following:

Picture 2

The Organization Structure of SMA Negeri 1 Kotagajah



f. Location Sketch

2. Data Description of Research

This research used classroom action research. It was conducted in two cycles. The action in cycle I and cycle II were conducted about three meetings in each cycle and each meeting in these cycles took 2x45 minutes. As it was mentioned before each cycle comprised of planning, action, observation and reflection. In relation to the problem in the class and the analysis, the researcher made lesson plan. The material of classroom action research was utilizing Roundtable technique to improve the students' writing ability.

a. Action and Learning at Pre-Test

1) Pre-test activity

The learning was conducted on Tuesday, Nov 14th, 2017. All the students had already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their ability of writing before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of the test was written test.

2) The students' pre-test result.

Table 8

The Students Writing Ability Pre-Test Result

| No | Student Name | Score | Ket |
|-----------|---------------------|--------------|-------------------|
| 1 | AB | 60 | Incomplete |
| 2 | ACB | 75 | Incomplete |
| 3 | AW | 64 | Incomplete |
| 4 | AVYP | 90 | Complete |
| 5 | AY | 74 | Incomplete |
| 6 | AM | 83 | Complete |
| 7 | CM | 78 | Complete |
| 8 | CP | 80 | Complete |
| 9 | CKAP | 74 | Incomplete |
| 10 | DAP | 63 | Incomplete |
| 11 | DH | 70 | Incomplete |
| 12 | DAS | 65 | Incomplete |
| 13 | ED | 87 | Complete |
| 14 | FR | 72 | Incomplete |
| 15 | FDL | 67 | Incomplete |
| 16 | GL | 85 | Complete |
| 17 | LW | 75 | Incomplete |
| 18 | MDH | 80 | Complete |

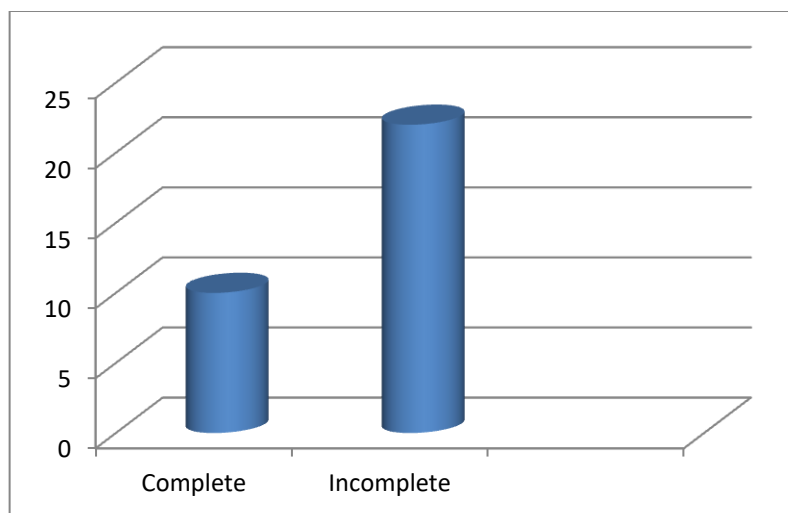
| | | | |
|---------|-------------------|---------------|-----------------|
| 19 | MDN | 74 | Incomplete |
| 20 | MDAW | 66 | Incomplete |
| 21 | NLGPS | 72 | Incomplete |
| 22 | PSS | 54 | Incomplete |
| 23 | RAM | 79 | Incomplete |
| 24 | RPH | 52 | Incomplete |
| 25 | RRDP | 82 | Complete |
| 26 | SAYF | 58 | Incomplete |
| 27 | SPA | 50 | Incomplete |
| 28 | SRD | 70 | Incomplete |
| 29 | VM | 74 | Incomplete |
| 30 B | WDL | 85 | Complete |
| | Total | 2158 | |
| | Average | 71,93% | |
| | High score | 90 | |
| | Low score | 52 | |

Based on the table above , can be seen that 9 from 30 students were success beside that 21 students were not success. The average from the data was 71,93%. To know about percentages from the score of pre-test can be seen on the table as follows :

Table 9
Frequency of Students' Score at Pre-test

| No | Score | Frequency | Percentage | Category |
|----|--------------|-----------|-------------|------------|
| 1 | ≥ 78 | 9 | 30% | Complete |
| 2 | ≤ 78 | 21 | 70% | Incomplete |
| | Total | 30 | 100% | |

Graph 1
Frequency of Students' Complete at Pre-test



Referring the data above, the Minimum Mastery Criteria (MMC) for English lesson at SMA Negeri 1 Kotagajah 78. It can be seen that only 9students (30%) got score up to the standard, then 21 students (70%) got score less than the standard. That is the

reason, the researcher used Roundtable technique to improve the students' writing ability at SMA Negeri 1 Kotagajah.

b. Cycle 1

1) Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post test in the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem based on the pre survey data where and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2) Acting

a) The first meeting

In the first meeting was conducted on Thursday, November 16th 2017. In this meeting, the researcher was being the teacher and the collaborator was being the observer, the action as follow:

- (1) The teacher greeted the students and checks the attendance list.
- (2) The teacher gave the information about the material.

- (3) The teacher gave instruction based on the procedure of Roundtable technique, so the students divided into group of 6 consist of 5 students each group
- (4) The teacher gave the material about the Hortatory Exposition.
- (5) The teacher gave the example.
- (6) The teacher asked the student about the material that was related and the students answered with their group discuss with their group.
- (7) The students write the answer in the paper one person clockwise.
- (8) The teacher and the students to review and made the conclusion about the subject material that was studied.
- (9) Closing the learning process.

b) The second meeting

In the second meeting was conducted on Tuesday, November 21th 2017. In this meeting, the researcher was being the teacher and the collaborator was being the observer. The meeting was started by praying and greeting, checking the attendance list, and asking the students condition. The students did the test by individually, after the students were given the action in the first meeting. The

result of the students' score in post-test 1 will be showed in the following table:

Table 10
The Students' Post- Test 1 Result of Cycle 1

| No | Student Name | Score | Ket |
|-----------|---------------------|--------------|-----------------|
| 1 | AB | 85 | Complete |
| 2 | ACB | 80 | Complete |
| 3 | AW | 70 | Incomplete |
| 4 | AVYP | 85 | Complete |
| 5 | AY | 78 | Complete |
| 6 | AM | 95 | Complete |
| 7 | CM | 60 | Incomplete |
| 8 | CP | 82 | Complete |
| 9 | CKAP | 88 | Complete |
| 10 | DAP | 74 | Incomplete |
| 11 | DH | 84 | Complete |
| 12 | DAS | 69 | Incomplete |
| 13 | ED | 90 | Complete |
| 14 | FR | 65 | Incomplete |
| 15 | FDL | 87 | Complete |
| 16 | GL | 85 | Complete |
| 17 | LW | 75 | Incomplete |
| 18 | MDH | 80 | Complete |
| 19 | MDN | 70 | Incomplete |

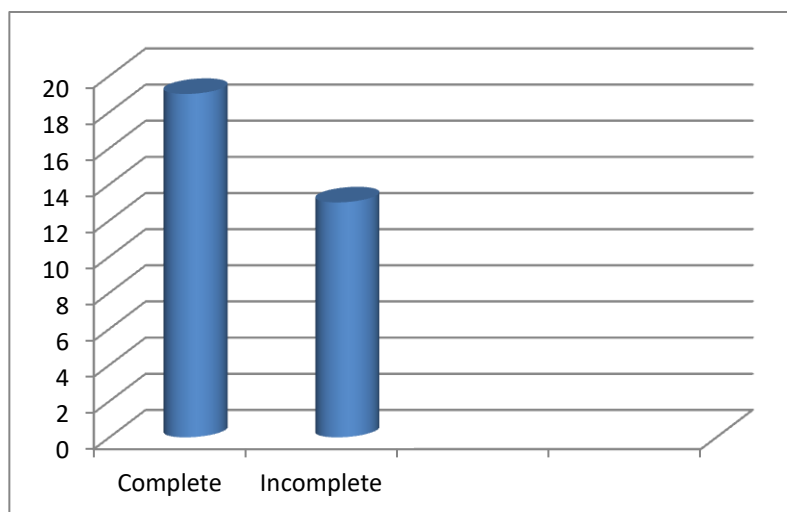
| | | | |
|----|-------------------|---------------|-----------------|
| 20 | MDAW | 77 | Incomplete |
| 21 | NLGPS | 83 | Complete |
| 22 | PSS | 78 | Incomplete |
| 23 | RAM | 81 | Complete |
| 24 | RPH | 66 | Incomplete |
| 25 | RRDP | 88 | Complete |
| 26 | SAYF | 70 | Incomplete |
| 27 | SPA | 74 | Incomplete |
| 28 | SRD | 84 | Complete |
| 29 | VM | 86 | Complete |
| 30 | WDL | 80 | Complete |
| | Total | 2369 | |
| | Average | 78,97% | |
| | High score | 95 | |
| | Low score | 66 | |

Based on the table above , can be seen that 18 from 30 students were success beside that 12 students were not success. The average from the data was 78,97%.

To know about percantages from the score of pre-test can be seen on the table as follows :

Table 11**Frequency of Students' Score at Post-test 1 in cycle 1**

| No | Score | Frequency | Percentage | Category |
|----|-----------|-----------|------------|------------|
| 1 | ≥ 78 | 18 | 60% | Complete |
| 2 | ≤ 78 | 12 | 40% | Incomplete |
| | Total | 30 | 100% | |

Graph 2**Frequency of Students' Complete at Post-test 1 in cycle 1**

Based on the data above can be seen that 12 students (40%) got score less than standard and 18 students (60%) got score up to the standard. It was higher than the result of pre-test. The criterion of students who was successful in mastering the material was the students who got minimum score of 78. Learning process is said succes when 75% students got score 78. The fact showed that the result was unsatisfying.

3) Observing

The result of learning process to increase the students' writing ability by using Roundtable technique in cycle 1 was rising than before. It can be seen from the score at pre-test and post-test. The using of Roundtable technique in the learning process is something new at this class, because the students are supposed to be active, not only in a pair at every students, each one of them, also be expected to be active in this case.

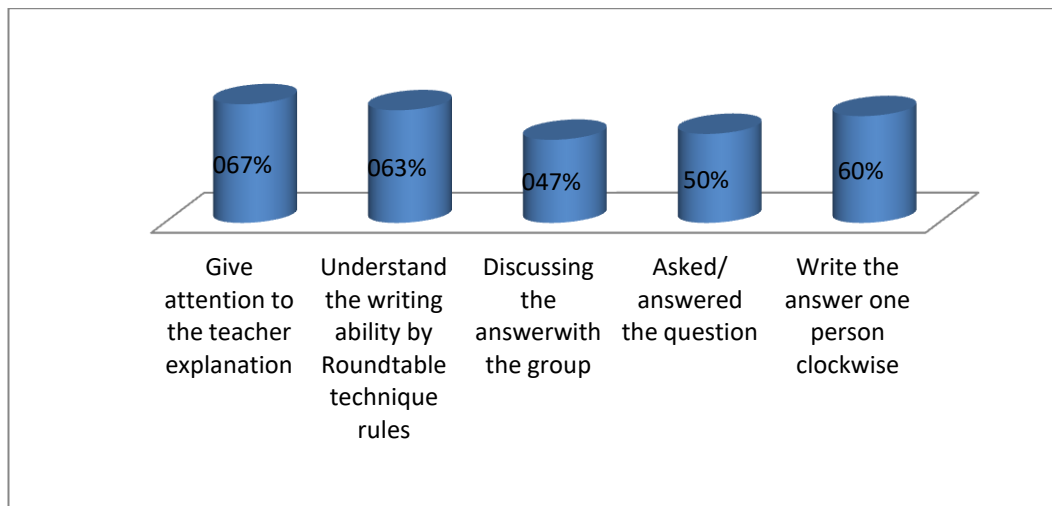
The students began be active and interested in teaching learning process. In the post test of cycle 1 there were 18 students of 30 students who got 78 or more but this result be better than before giving treatment. The data of the students' activity can be seen in the table bellows:

Table 12

The Result of the Students' Activity of Cycle 1

| No | Students' Activity | Frequency | Percentage |
|--------------|--------------------------------------------------------------|------------------|-------------------|
| 1 | Giving attention to the teacher's explanation | 20 | 66.7% |
| 2 | Understand the writing ability by Roundtable technique rules | 19 | 63.3% |
| 3 | Discussing the answer with the group | 14 | 46.7% |
| 4 | Asked/ answered the question | 15 | 50% |
| 5 | Write the answer one person clockwise | 18 | 60% |
| Total | | 30 | |

Graph 3
Frequency Of Students' Activities in Cycle 1



The data showed that not all the students' active in learning process. There were 20 students (66,7%) give attention to the teacher explanation, 19 students (63,3%) understand the writing ability by Roundtable rules, 14 students (46,7%) discussing the answer with the group, 15 students (50%) asked/ answered the question and 18 students (60%) write the answer on person clockwise.

4) Reflecting

From the result of cycle 1, it showed that there was an increasing of the result at pre-test and post-test 1. The students were intereted enough in learning process although the condition of learning process still uncontrolled. Some students still did not focus on the material and made the condition be noise.

Based on the analyzing above, the reseacher and collaborator sharing to give solution students problem. For solving the problem the researcher conclude that this research should be continuing in cycle 2.

c. Cycle 2

The action in the cycle I was not success enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. The steps of the cycle II as follows:

1) Planning

Based on the reflection that had been conducted in the cycle 1, the researcher and the collaborator made the planning of the action, as follow:

- (1) Preparing the material of Hortatory Exposition.
- (2) Preparing the lesson plan.
- (3) Preparing the items that will be examined as the post-test in the end cycle.
- (4) Giving instruction to the team as following the procedure of Roundtable technique for learning.
- (5) Preparing the observation sheet of the students' activity .

2) Acting

a) The first meeting

The first meeting was conducted on Thursday, November 23th, 2017. The action that was conducted as follow:

- (1) The teacher greeted the students and checked the attendance list.
- (2) The teacher gave the information about the subject that would study.
- (3) The teacher reviewed the material that had studied in the cycle 1 that was Hortatory Exposition.
- (4) The teacher give instruction based on the procedure of Roundtable technique, so the students divided into group of 6 consist of 5 students each group
- (5) The teacher gave the material about the Hortatory Exposition.
- (6) The teacher gave the example.
- (7) The teacher asked the student about the material that was related and the students answered with their group discuss with their group.
- (8) The students write the answer in the paper one person clockwise.
- (9) After the task is collected, the teacher and students to study the answer that corrects from the task it. To study the post-test I item that has been done in the end cycle 1
- (10) The teacher and the students to review and made the conclusion about the subject material that was studied.
- (11) Closing the learning process.

b) The second meeting

The second meeting was conducted on Tuesday, November 28th 2017. This meeting used as the post-test II in the end of cycle II, the students was given the action. It has been finished well by the students where they had to write the text by themselves without their group. The result of the students' score in post-test II can be seen in the following table:

Table 13
The Students' Post- Test 2 Result of Cycle 2

| No | Student Name | Score | Ket |
|-----------|---------------------|--------------|-----------------|
| 1 | AB | 90 | Complete |
| 2 | ACB | 95 | Complete |
| 3 | AW | 85 | Complete |
| 4 | AVYP | 88 | Complete |
| 5 | AY | 80 | Complete |
| 6 | AM | 85 | Complete |
| 7 | CM | 75 | Incomplete |
| 8 | CP | 82 | Complete |
| 9 | CKAP | 96 | Complete |
| 10 | DAP | 80 | Complete |
| 11 | DH | 80 | Complete |
| 12 | DAS | 74 | Incomplete |

| | | | |
|----|-------------------|---------------|-----------------|
| 13 | ED | 90 | Complete |
| 14 | FR | 88 | Complete |
| 15 | FDL | 80 | Complete |
| 16 | GL | 86 | Complete |
| 17 | LW | 88 | Complete |
| 18 | MDH | 90 | Complete |
| 19 | MDN | 84 | Complete |
| 20 | MDAW | 77 | Incomplete |
| 21 | NLGPS | 87 | Complete |
| 22 | PSS | 89 | Complete |
| 23 | RAM | 80 | Complete |
| 24 | RPH | 70 | Incomplete |
| 25 | RRDP | 92 | Complete |
| 26 | SAYF | 76 | Incomplete |
| 27 | SPA | 78 | Complete |
| 28 | SRD | 82 | Complete |
| 29 | VM | 80 | Complete |
| 30 | WDL | 95 | Complete |
| | Total | 2522 | |
| | Average | 84,07% | |
| | High score | 96 | |
| | Low score | 70 | |

Sult of the post-test II showed that there were 5 students failed to achive the minimum standard of mastery. The highest score in post-test was 96 and the lowest score was 70. But, the result of the students' test was better than the students' post test in cycle 1. To know about percantages from the score of pre-test can be seen on the table as follows :

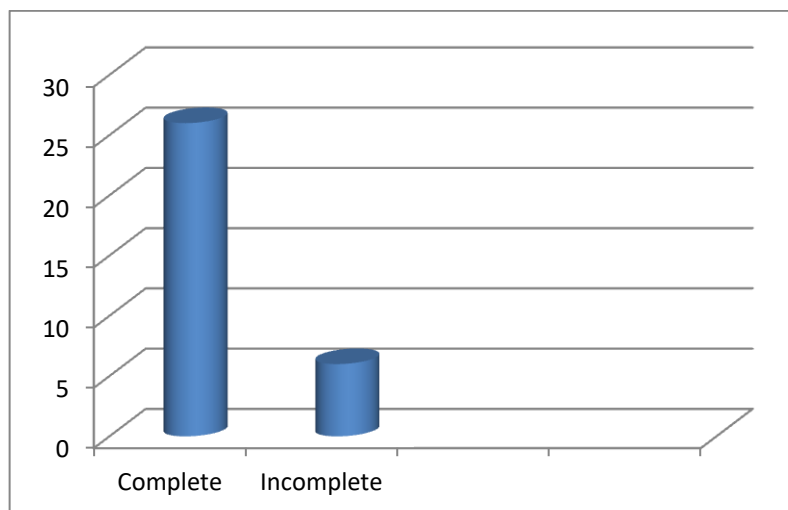
Table 14

Frequency of Students' Score at Post-test 2 in cycle 2

| No | Score | Frequency | Percentage | Category |
|----|--------------|-----------|-------------|-----------------|
| 1 | ≥ 78 | 25 | 83,3% | Complete |
| 2 | ≤ 78 | 5 | 16,7% | Incomplete |
| | Total | 30 | 100% | |

Graph 4

Frequency of Students' Complete at Post-test 2 in cycle 2



Based on the data above, it can be seen that there was an increasing from the score of post-test 1 and post-test 2. The highest score was 96 and the lowest score was 70. According to standard score, 75% students had passed the test. Most of students could develop their writing ability. It means that cycle 2 was succesful.

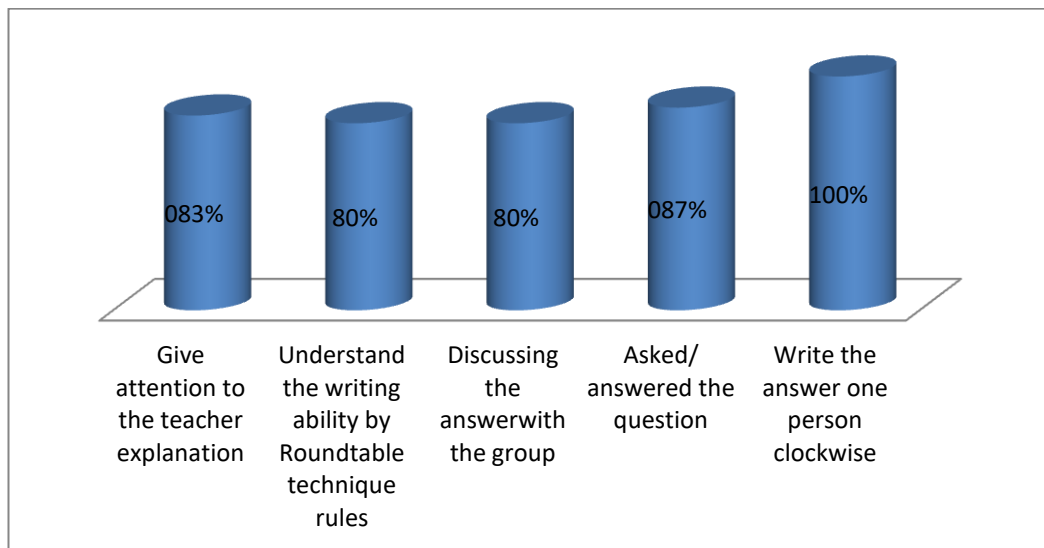
3) Observing

In this step, there were also five indicators used to know the students' activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result score of students' learning activities observation, as follow:

Table 15
The Result of the Students' Activity of Cycle 2

| No | Students' Activity | Frequency | Percentage |
|-------|--------------------------------------------------------------|-----------|------------|
| 1 | Giving attention to the teacher's explanation | 25 | 83,3% |
| 2 | Understand the writing ability by Roundtable technique rules | 24 | 80% |
| 3 | Discussing the answer with the group | 24 | 80% |
| 4 | Asked/ answered the question | 26 | 86,67% |
| 5 | Write the answer one person clockwise | 30 | 100% |
| Total | | 30 | |

Graph 5**Frequency Of Students' Activities in Cycle 1**

The data showed that not all the students' active in learning process. There were 25 students (83,3%) give attention to the teacher explanation, 24 students (80%) understand the writing ability by Roundtable rules, 24 students (80%) discussing the answer with the group, 26 students (86,67%) asked/ answered the question and 30 students (100%) write the answer on person clockwise. Based on the result above, the researcher indicated that learning process in cycle II was successful because the fifth students' activity got percentage $\geq 86\%$.

Based on the result of the research in cycle II, it could be inferred that cycle II was successful. The researcher felt satisfied about the result of the research. There were $\geq 86\%$ of students passed the examination. It means the students' writing ability had

improved. From the result above, the researcher concluded that this research was successful and would be not continued in the next cycle.

4) Reflecting

According to the result of the observation above, it can be inferred that the result of using Roundtable technique to teach Hortatory Exposition text was good. The researcher checked the students' score before and after using Roundtable to teach Hortatory Exposition text. The researcher found the significant improvement in students' score in Hortatory exposition text. The comparison between the students' score at pre-test, post-test I, and post-test II has taken. All students got improvement score in cycle II.

B. Discussion

1. Interpretation Action and Learning Result in Cycle I and Cycle II

There was an improving score of the students' pre-test, post test 1 and post test 2 in cycle I and cycle II. This is the result score as follow:

Table 16
The Result Score of Students' Pre test,
Post-test 1 and Post test 2

| No | Name | Cycle I | | Improving % | Cycle II | Improving % | Criteria |
|----|------|----------|-------------|-------------|--------------|-------------|----------|
| | | Pre-test | Post-test I | | Post test II | | |
| 1 | AB | 60 | 85 | 41,67 | 90 | 5,88 | Improve |
| 2 | ACB | 75 | 80 | 6,67 | 95 | 18,75 | Improve |

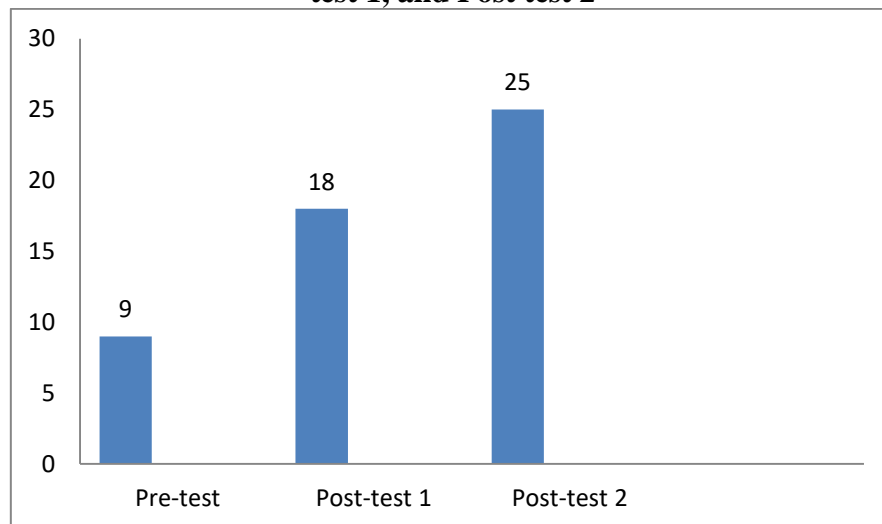
| | | | | | | | |
|----|----------------|---------------|---------------|--------|---------------|-------|---------|
| 3 | AVYP | 64 | 70 | 9,37 | 85 | 21,43 | Improve |
| 4 | AYM | 90 | 85 | -16,67 | 88 | 3,53 | Improve |
| 5 | AM | 74 | 78 | 5,41 | 80 | 2,56 | Improve |
| 6 | CM | 83 | 95 | 14,46 | 85 | -1,05 | Improve |
| 7 | CP | 78 | 60 | -23,1 | 75 | 23,1 | Improve |
| 8 | CKAP | 80 | 82 | 2,5 | 82 | 0 | Improve |
| 9 | DAP | 74 | 88 | 18,9 | 96 | 9,1 | Improve |
| 10 | DH | 63 | 74 | 17,46 | 80 | 8,12 | Improve |
| 11 | DAS | 70 | 84 | 20 | 80 | -4,76 | Improve |
| 12 | DAP | 65 | 69 | 6,15 | 74 | 7,24 | Improve |
| 13 | ED | 87 | 90 | 3,45 | 90 | 0 | Improve |
| 14 | FR | 72 | 65 | -9,7 | 88 | 35,4 | Improve |
| 15 | FDL | 67 | 87 | 29,85 | 80 | -8,05 | Improve |
| 16 | GL | 85 | 85 | 0 | 86 | 1,17 | Improve |
| 17 | LW | 75 | 75 | 0 | 88 | 17,33 | Improve |
| 18 | MDH | 80 | 80 | 0 | 90 | 12,5 | Improve |
| 19 | MDN | 74 | 70 | -5,41 | 84 | 20 | Improve |
| 20 | MDAW | 66 | 77 | 16,67 | 77 | 0 | Improve |
| 21 | NLGPS | 72 | 83 | 15,28 | 87 | 4,82 | Improve |
| 22 | PSS | 54 | 78 | 44,44 | 89 | 14,1 | Improve |
| 23 | RAM | 79 | 81 | 2,53 | 80 | -1,23 | Improve |
| 24 | RPH | 52 | 66 | 26,92 | 70 | 6,06 | Improve |
| 25 | RDPP | 82 | 88 | 7,32 | 92 | 4,55 | Improve |
| 26 | SAF | 58 | 70 | 48,3 | 76 | 8,57 | Improve |
| 27 | SPA | 50 | 74 | 48 | 78 | 5,41 | Improve |
| 28 | SRD | 70 | 84 | 20 | 82 | -2,38 | Improve |
| 29 | VM | 74 | 86 | 16,22 | 80 | -6,98 | Improve |
| 30 | WDL | 85 | 80 | -5,88 | 95 | 18,75 | Improve |
| | Total | 2158 | 2369 | | 2522 | | |
| | Average | 71,93% | 78,97% | | 84,07% | | |

From the improving each cycle, it can be seen know that the use of Roundtable technique can improve the students' writing ability, because the students able to write well, they could improve their writing. It can be seen from the average 78,97% from the data become 84,07% in the cycle II. It means that the students could achieve the target, the target is 75% students gained score 78.

Tabel 17
Frequency complete of the students' score on Pretest,
Post test 1, Post test2 .

| Name | Frequency | Percentage | Category |
|-------------|------------------|-------------------|-----------------|
| Pretest | 9 | 30% | Complete |
| Post Test 1 | 18 | 60% | Complete |
| Post Test 2 | 25 | 83,3% | Complete |

Graph 6
The Complete of the Students' Score on Pre test,
test 1, and Post test 2



There was an improving of the students who got score up to the standard from the pre-test to the post-test 1, and from post-test 1 to the post-test 2. From 9 students (30%) in pre-test to 18 students (60%) in post-test 1 and become 25 students (83,3%) in post-test 2.

The researcher was success if 75% of students able to achieving the minimum mastery criteria (MMC), that was 78. Based on the result of pre-test and post-test, it could be seen that Roundtable technique was able to improve the students writing ability

significantly based on the students' average before and after given the treatment. The students' average in the pre-test was 30%, in post test 1 was 60% and in post-test 2 was 83,3%.

Based on the explanation above, the researcher concluded that the research was succesful because the result score of the students had achieved the indicator of succes that was 75% with the minimum mastery criteria was 78.

2. Result of the Students' Activities

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in cycle I and cycle II could be seen as follow:

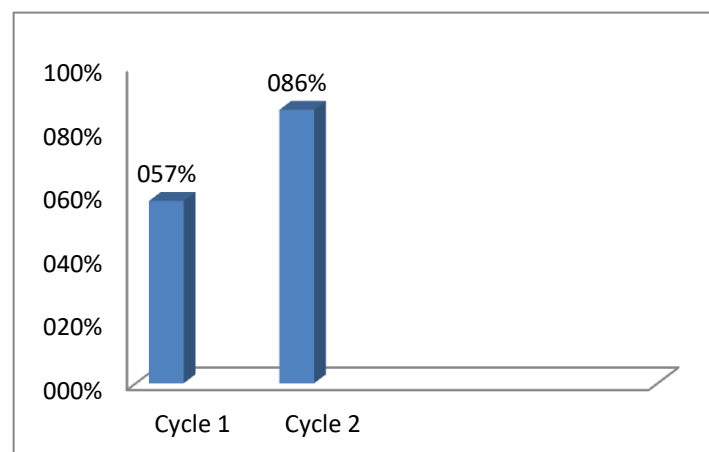
Table 18
Result of the students' activities in Cycle I & Cycle II

| No | Students' Activity | Cycle I | Cycle II | Improving |
|----------------|--------------------------------------------------------------|---------------|------------|---------------|
| 1. | Giving attention to the teacher's explanation | 66,67% | 83,33% | 16,66% |
| 2. | Understand the writing ability by Roundtable technique rules | 63,3% | 80% | 16,7% |
| 3. | Discussing the answer with the group | 46,7% | 80% | 33,3% |
| 4. | Asked/ answered the question | 50% | 86,67% | 36,67% |
| 5. | Write the answer one person clockwise | 60% | 100% | 40% |
| Average | | 57,33% | 86% | 28,66% |

Based on the data above, it could be inferred that the students felt comfortable and active in following the teaching and learning process. Most of the students showed good improving in learning activities when Roundtable was applied in teaching and learning process from cycle I to cycle II.

Then, the result of the students' activities could be seen in the graph below:

Graph 7
Comparison of students' activities in Cycle I and Cycle II



Based on the graphic above, it could be concluded that there was an improving of students' learning activity during study time came by using Roundtable technique in improving the students' writing ability. It could look on the result of observation sheet when cycle I that was 57,33%. In addition, the result observation sheet in cycle II was 86%. Therefore, this research was stated finish and could be stopped in cycle II because the

results of the students' activities had achieved the indicator of success that was 75%.

C. Discussion

In teaching writing in the Senior High School especially in students of SMA Negeri 1 Kotagajah, based on pre-survey there were some problems, such as some students' writing ability still low to write the text, because the technique used in learning process did not suitable enough to improve students' writing ability. The reseacher choose Roundtable Technique to improve the students' writing ability.

Based on the explanation of cycle I and cycle II, it could be inferred that the use of Roundtable technique could improve the students' writing ability. There was a progress average score from pre-test was 71,93%, post-test I was 78,97% and become 84,07% in post-test II. We could be seen that there was an improvement on the average score and total of the students who passed the test from pre-test, post-test I and post-test II.

In improving the students' writing ability, the reseacher used Roundtable technique to train the students' writing and made the students more active to write also interested in learning writing ability. The students' score improved because the students' had trainned with Roundtable Technique. Roundtable Technique contained some steps that made the student more active to learning with other students so that the students' writing abilityl could improve after trainnedRoundtable technique continously.

Moreover, This activity was did until the end of the meeting. After did the the cycle I, and cycle II the students' writing ability improve because the reseacher used Roundtable technique.From the explanation above, the reseacher concluded that the research was successful because the indicator of success (75% of students got score ≥ 78) was reached.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the explanation of cycle I and cycle II, it could be inferred that the use of Roundtable technique could improve the students' writing ability. There was a progress average score from pre-test was 71,93%, post-test I was 78,97% and become 84,07% in post-test II. We could be seen that there was an improvement on the average score and total of the students who passed the test from pre-test, post-test I and post-test II.

In improving the students' writing ability, the reseacher used Roundtable technique to train the students' writing and made the students more active to write also interested in learning writing ability. The students' score improved because the students' had trained with Roundtable Technique. Roundtable Technique contained some steps that made the student more active to learning with other students so that the students' writing abilityl could improve after trained Roundtable technique continously.

Moreover, This activity was did until the end of the meeting. After did the the cycle I, and cycle II the students' writing ability improve because the reseacher used Roundtable technique. From the explanation above, the reseacher concluded that the research was successful because the indicator of success (75% of students got score ≥ 78) was reached.

B. Suggestions

Based on the result of research, the researcher would like to give some suggestion as follows :

1. The students are suggested to follow the rule of Roundtable technique and can understand how to use this technique to make them more easy in learning process.
2. The teachers are suggested to use this technique to help the students more active in the class.
3. The headmaster should support the English learning process by the preparing the facilitation and instrument completely .

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APPENDIXES

SILABUS WAJIB

Satuan Pendidikan : SMA

Mata Pelajaran : Bahasa Inggris / Lintas Minat

Kelas : XI (Sebelas)

Tahun Pelajaran : 2017/2018

Materi : Hortatory Exposition

Kompetensi Inti :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotongroyong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 :Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.9 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks hortatory exposition lisan dan tulis dengan memberi dan meminta informasi terkait pandangan/ pendapat mengenai topik yang hangat dibicarakan umum, argumentasi pendukung, serta saran, sesuai dengan konteks penggunaannya | <ul style="list-style-type: none"> • Fungsi Sosial Mengajak, membujuk orang lain/ pembaca atau pendengar untuk menyetujui melakukan tindakan yang direkomendasikan dalam teks • Struktur Teks <ul style="list-style-type: none"> - Menyebutkan pokok permasalahan terhadap sesuatu yang hangat dibicarakan (<i>Thesis statement</i>) - Menyebutkan pandangan/ | <ul style="list-style-type: none"> • Menyimak guru membacakan beberapa teks hortatory exposition • Menirukan guru membaca teks tersebut secara bermakna, dengan intonasi, ucapan, dan tekanan kata yang benar. • Bertanya dan mempertanyakan tentang fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam teks tersebut. • Membaca dan mendiskusikan contoh tabel analisis isi teks yang sedang dipelajari. • Membahas cara | <p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> • Membaca dan menangkap makna teks eksposisi hortatori • Menulis dan membaca hasil tulisan teks hortatori | | <ul style="list-style-type: none"> • Buku Teks • Audio CD/ DVD/ VCD • SUARA GURU • Koran/ majalah berbahasa Inggris |

| | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| <p>4.9Teks hortatory exposition</p> <p>4.9.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks hortatory exposition lisan dan tulis, terkait isu aktual</p> <p>4.9.2 Menyusun teks hortatory exposition tulis, terkait isu aktual</p> | <p>pendapat mengenai permasalahan tersebut beserta ilustrasi sebagai pendukung (<i>Argument</i>)</p> <ul style="list-style-type: none"> - Diakhiri dengan jalan keluar/ solusi yang ditawarkan untuk mengatasi permasalahan tersebut <ul style="list-style-type: none"> • UnsurKebahasaan <ul style="list-style-type: none"> - Kalimat Simple Present - Conditional Clauses - Modals - Kosakata, tata bahasa, ucapan, tekanan kata dan intonasi. | <p>mempresentasikan hasil analisis tersebut.</p> <ul style="list-style-type: none"> • Menulis teks eksposisi hortatori secara | <ul style="list-style-type: none"> • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan <p>Observasi</p> <ul style="list-style-type: none"> • Penilaian untuk tujuan memberibalikan. Sasaran penilaian: • Ketepatan dan kesesuaian dalam menangkap makna, menyampaikan dan menu listekseksposisi hortatori • Ketepatan dan kesesuaian menggunakan strategi dalam membuat teks eksposisi hortatori <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa menyampaikan dan | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

| | | | | | |
|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| dengan memperhatikan fungsi sosial struktur teks dan unsur kebahasaan secara benar dan sesuai konteks | <ul style="list-style-type: none"> • Topik Berbagai hal terkait dengan interaksi antara guru dan peserta didik selama proses pembelajaran, didalam maupun luar | kontekstual. <ul style="list-style-type: none"> • Menyampaikan isi teks eksposisi hortatori yang telah dibuatnya secara lisan sesuai dengan konteksnya. • Melakukan refleksi tentang proses dan hasil belajar | menulis teks eksposisi hortatori <ul style="list-style-type: none"> • Ketepatan dan kesesuaian menggunakan strategi dalam membuat teks eksposisi hortatori <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan • Kumpulan karya siswa yang mendukung proses. | | |
|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

Kotagajah, Oktober 2017

Guru Mata Pelajaran



ERNIATI, S.Pd.
NIP : 1964060319890322007

Mahasiswa Ybs.



DWI ASTUTI
NPM : 13106077

LESSON PLAN Pre Test

School : State Senior High School 1 of Kotagajah

Subject : English

Class/Semester : XI/1

Skill : Writing

Time Allocation : 2 x 45 minutes

Topic : Hortatory Exposition

I. Core Competence

3. Understanding knowledge (factual, conceptual, and procedural) based on his/her curiosity about science, technology, arts, culture related phenomena and real events.
4. Trying, processing and presenting various things in the realm of concrete (using, parsing, composing, modifying, and creating) and the realm of the abstract (writing, reading, counting, drawing and composing) in accordance with the learned in school and from other sources in the same point of view / theory.

II. Basic Competence

- 3.4 Analyzing text structure and linguistic elements to carry out the social function of the personal letter text according to the context of its use.

- 4.3 Understanding the contextual meaning related to social function, text structures and linguistic elements in the form of oral or personal letter in relation to personal activities.

III. Indicators

1. The student can identify short structure of hortatory exposition.
2. The students can find the main idea of the text.
3. The students are able to produce the text of hortatory exposition.

IV. Learning Aims

Improving students writing ability by using Roundtable Technique at the end this learning activity, the students are able to:

1. Identify short structure of hortatory exposition.
2. Identify the main idea of the text.
3. The students can produce the text.

V. Teaching Method

1. Method : Building Knowledge of Field, Scientific Approach and Discussion
2. Technique : Roundtable Technique

VI. Media

1. Netbook, White Board, Board marker, and Paper

VII.Sources of Material

1. Text book/ A set of National Examination questions
2. Newspaper
3. Internet

VIII. Teaching Material

Hortatory Exposition

Definition : Hortatory exposition is a type of English text that belongs to the class of Argumentation.

Purpose : To persuade the readers/ listeners that something should or should not be the case.

Generic Structure

- **Thesis :** The contain of thesis introduction to the main idea of a effect or event that will be raised or discussed
- **Argument :** The contain of argument is the opinions of the writer that support the main idea. The more opinions the authors write, the more attractive a Hortatory Exposition text, because readers tend to believe in an event if there are many opinions that support in it.
- **Recommendation :** Recommendation contains a recommendation or solicitation writer to the reader.

Language Features

- Simple Present Tense

The use simple present tense (is, am, are, and verb 1)

- The use temporal connectives (firstly, secondly, thirdly, etc)
- The use evaluative words (importantly, valuably, trustworthily, et

IX. Learning Activities

| ACTIVITY | DESCRIPTION OF ACTIVITY | TIME |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Pre Activity | a. Teacher greets the students using English in order to create English Environment. b. Teachers and students pray together c. Teacher checks the student's attendance d. Students receive information competence, material, purpose, benefits, and lessons that will be implemented. | 10 minutes |
| Main Activity | a. Observing 1. Students read the question. 2. With teacher guidance, students are able to produce the text. b. Questioning Teacher gives chance to students to ask questions if they still confuse from the question. c. Exploring Students try to identify the function, purpose and idea from the question by themselves d. Associating Teacher ask the students to ask if they still confuse about material. e. Communicating Each Student try to answer the question related to | 30 minutes |

| | | |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| | the material. | |
| Post Activity | a. Students with teacher conclude the learning. b. Students reflect on the activities that have been carried out c. Students answer the questions given by the teacher | 5 minutes |

X. Assessment Rubric

- a. Technique : Written test
- b. Form : Composing
- c. Instrument : Make a hortatory exposition text about corruption
- d. Scoring guidance :
 Maximal score : 100
 Rubric scoring :

| No. | Criteria | Score |
|-----|------------------|-------|
| 1. | Content | 13-30 |
| 2. | Sto Organization | 7-20 |
| 3. | Vocabulary | 7-20 |
| 4. | Grammar | 5-25 |
| 5. | Mechanic | 2-5 |

XI. Test

PRE-TEST OF WRITING ABILITY

Name :

A. Direction

1. Write your name on the paper.
2. Work individually.
3. Make a paragraph that consists 100-150 words.
4. Write your paragraph based on the generic structure.

B. Question

1. Make a text Hortatory Exposition about "Corruption", please!

Corruption

Metro, 14 November 2017

Collaborator (English Teacher)



ERNIATI, S.Pd.
NIP : 1964060319890322007

Researcher



DWI ASTUTI
St. ID 13106977

LESSON PLAN I

| | |
|-----------------|-------------------------------------------|
| School | : State Senior High School 1 of Kotagajah |
| Subject | : English |
| Class/Semester | : XI/1 |
| Skill | : Writing |
| Time Allocation | : 2 x 45 minutes |
| Topic | : Hortatory Exposition |

XI. Core Competence

5. Understanding knowledge (factual, conceptual, and procedural) based on his/her curiosity about science, technology, arts, culture related phenomena and real events.
6. Trying, processing and presenting various things in the realm of concrete (using, parsing, composing, modifying, and creating) and the realm of the abstract (writing, reading, counting, drawing and composing) in accordance with the learned in school and from other sources in the same point of view / theory.

XII. Basic Competence

- 3.4 Analyzing text structure and linguistic elements to carry out the social function of the personal letter text according to the context of its use.

- 4.3 Understanding the contextual meaning related to social function, text structures and linguistic elements in the form of oral or personal letter in relation to personal activities.

XIII. Indicators

1. The student can identify short structure of hortatory exposition.
2. The students can find the main idea of the text.
3. The students are able to produce the text of hortatory exposition.

XIV. Learning Aims

Improving students writing ability by using Roundtable Technique at the end this learning activity, the students are able to:

1. Identify short structure of hortatory exposition.
2. Identify the main idea of the text.
3. The students can produce the text.

XV. Teaching Method

1. Method : Building Knowledge of Field, Scientific Approach and Discussion
2. Technique : Roundtable Technique

XVI. Media

2. Netbook, White Board, Board marker, and Paper

XVII. Sources of Material

- 4.** Text book/ A set of National Examination questions
- 5.** Newspaper
- 6.** Internet

XVIII. Teaching Material

Hortatory Exposition

Definition : Hortatory exposition is a type of English text that belongs to the class of Argumentation.

Purpose : To persuade the readers/ listeners that something should or should not be the case.

Generic Structure

- **Thesis :** The contain of thesis introduction to the main idea of a effect or event that will be raised or discussed
- **Argument :** The contain of argument is the opinions of the writer that support the main idea. The more opinions the authors write, the more attractive a Hortatory Exposition text, because readers tend to believe in an event if there are many opinions that support in it.
- **Recommendation :** Recommendation contains a recommendation or solicitation writer to the reader.

Language Features

- Simple Present Tense

The use simple present tense (is, am, are, and verb 1)

- The use temporal connectives (firstly, secondly, thirdly, etc)
- The use evaluative words (importantly, valuably, trustworthily, etc)

XIX. Learning Activities

| ACTIVITY | DESCRIPTION OF ACTIVITY | TIME |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Pre Activity | <ul style="list-style-type: none">e. Teacher greets the students using English in order to create English Environment.f. Teachers and students pray togetherg. Teacher checks the student's attendanceh. Students receive information competence, material, purpose, benefits, and lessons that will be implemented.i. Teacher asking to their student<ul style="list-style-type: none">· Did u ever make a paragraph ? | 10 minutes |
| Main Activity | <ul style="list-style-type: none">f. Observing<ul style="list-style-type: none">3. Students read carefully the question.4. With teacher guidance, students try to understand the structure of a text.g. Questioning<ul style="list-style-type: none">1. Teacher gives chance to students to ask questions if they still confuse from the question in relation to the hortatory exposition.h. Exploring<ul style="list-style-type: none">1. Teacher put the student into the group based on the placement test and doing | 30 minutes |

| | | |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| | <p>following activities based on the procedure of Roundtable technique.</p> <ol style="list-style-type: none"> 2. Students try to identify the structure, purpose and idea from the hortatory exposition. 3. The students discuss the topic, The student learn by using students's worksheet and catch the specific information. 4. The students nswer the question one person clockwise. <p>i. Associating</p> <p>Teacher ask the students to understand, So the Team score recognition and Team score are taking.</p> <p>j. Communicating</p> <ol style="list-style-type: none"> 1. Each Student try to answer the questions related to the text that given by teacher. 2. Teacher asks the students about the comprehension of the material. | |
| Post Activity | <ol style="list-style-type: none"> d. Students with teacher conclude the learning. e. Students reflect on the activities that have been carried out f. Students answer the questions given by the teacher | 5 minutes |

XX. Assessment Rubric

- a. Technique : Written test
- b. Form : Composing
- c. Instrument : Make a hortatory exposition text about corruption
- d. Scoring guidance :
 - Maximal score : 100
 - Rubric scoring :

| No. | Criteria | Score |
|-----|-------------------|-------|
| 1. | Content | 13-30 |
| 2. | St o Organization | 7-20 |
| 3. | Vocabulary | 7-20 |
| 4. | Grammar | 5-25 |
| 5. | Mechanic | 2-5 |

XI. Test

POST-TEST 1 OF WRITING ABILITY

Name :

A. Direction

1. Write your name on the paper.
2. Work individually.
3. Make a paragraph that consists 100-150 words.
4. Write your paragraph based on the generic structure.

B. Question

1. Make a text Hortatory Exposition about "Internet for Students", please!

Internet for Students

Metro, November 2017

Collaborator (English Teacher)



ERNIATI, S.Pd.
NIP : 1964060319890322007

Researcher



DWI ASTUTI
St. ID 13106977

LESSON PLAN 2

| | |
|-----------------|-------------------------------------------|
| School | : State Senior High School 1 of Kotagajah |
| Subject | : English |
| Class/Semester | : XI/1 |
| Skill | : Writing |
| Time Allocation | : 2 x 45 minutes |
| Topic | : Hortatory Exposition |

XXI. Core Competence

7. Understanding knowledge (factual, conceptual, and procedural) based on his/her curiosity about science, technology, arts, culture related phenomena and real events.
8. Trying, processing and presenting various things in the realm of concrete (using, parsing, composing, modifying, and creating) and the realm of the abstract (writing, reading, counting, drawing and composing) in accordance with the learned in school and from other sources in the same point of view / theory.

XXII. Basic Competence

- 3.4 Analyzing text structure and linguistic elements to carry out the social function of the personal letter text according to the context of its use.

- 4.3 Understanding the contextual meaning related to social function, text structures and linguistic elements in the form of oral or personal letter in relation to personal activities.

XXIII. Indicators

4. The student can identify short structure of hortatory exposition.
5. The students can find the main idea of the text.
6. The students are able to produce the text of hortatory exposition.

XXIV. Learning Aims

Improving students writing ability by using Roundtable Technique at the end this learning activity, the students are able to:

4. Identify short structure of hortatory exposition.
5. Identify the main idea of the text.
6. The students can produce the text.

XXV. Teaching Method

1. Method : Building Knowledge of Field, Scientific Approach and Discussion
2. Technique : Roundtable Technique

XXVI. Media

3. Netbook, White Board, Board marker, and Paper

XXVII.

Sources of Material

7. Text book/ A set of National Examination questions
8. Newspaper
9. Internet

XXVIII.

Teaching Material

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Generic Structure

- **Thesis :** The contain of thesis introduction to the main idea of a effect or event that will be raised or discussed
- **Argument :** The contain of argument is the opinions of the writer that support the main idea. The more opinions the authors write, the more attractive a Hortatory Exposition text, because readers tend to believe in an event if there are many opinions that support in it.
- **Recommendation :** Recommendation contains a recommendation or solicitation writer to the reader.

Language Features

- Simple Present Tense

The use simple present tense (is, am, are, and verb 1)

- The use temporal connectives (firstly, secondly, thirdly, etc)
- The use evaluative words (importantly, valuably, trustworthily, etc)

XXIX. Learning Activities

| ACTIVITY | DESCRIPTION OF ACTIVITY | TIME |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Pre Activity | j. Teacher greets the students using English in order to create English Environment. k. Teachers and students pray together l. Teacher checks the student's attendance m. Students receive information competence, material, purpose, benefits, and lessons that will be implemented. n. Teacher asking to their student · Did u ever get a paragraph ? | 10 minutes |
| Main Activity | k. Observing 5. Students read carefully the question. 6. With teacher guidance, students try to understand the structure of a text. l. Questioning 2. Teacher gives chance to students to ask questions if they still confuse from the question in relation to the hortatory exposition. m. Exploring 5. Teacher put the student into the group based on the placement test and doing | 30 minutes |

| | | |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| | <p>following activities based on the procedure of Roundtable technique.</p> <p>6. Students try to identify the structure, purpose and idea from the hortatory exposition.</p> <p>7. The students discuss the topic, The student learn by using students's worksheet and catch the specific information.</p> <p>8. The students nswer the question one person clockwise.</p> <p>n. Associating</p> <p>Teacher ask the students to understand, So the Team score recognition and Team score are taking.</p> <p>o. Communicating</p> <p>3. Each Student try to answer the questions related to the text that given by teacher.</p> <p>4. Teacher asks the students about the comprehension of the material.</p> | |
| Post Activity | <p>g. Students with teacher conclude the learning.</p> <p>h. Students reflect on the activities that have been carried out</p> <p>i. Students answer the questions given by the teacher</p> | 5 minutes |

XXX. Assessment Rubric

30.12 Technique : Written test

30.13 Form : Composing

30.14 Instrument : Make a hortatory exposition text about corruption

30.15 Scoring guidance :

Maximal score : 100

Rubric scoring :

| No. | Criteria | Score |
|-----|-------------------|-------|
| 1. | Content | 13-30 |
| 2. | St o Organization | 7-20 |
| 3. | Vocabulary | 7-20 |
| 4. | Grammar | 5-25 |
| 5. | Mechanic | 2-5 |

XI. Test

POST-TEST 2 OF WRITING ABILITY

Name :

A. Direction

1. Write your name on the paper.
2. Work individually.
3. Make a paragraph that consists 100-150 words.
4. Write your paragraph based on the generic structure.

B. Question

1. Make a text Hortatory Exposition about "Throw Trash in Its Place", please!

Throw Trash in Its Place

Metro, November 2017

Collaborator (English Teacher)



ERNIATI, S.Pd.

NIP : 1964060319890322007

Researcher



DWI ASTUTI
St. ID 13106977

PRE-TEST OF WRITING ABILITY

Name :

A. Direction

1. Write your name on the paper.
2. Work individually.
3. Make a paragraph that consists 100-150 words.
4. Write your paragraph based on the generic structure.

B. Question

1. Make a text Hortatory Exposition about “Corruption”, please!

Corruption

POST-TEST 1 OF WRITING ABILITY

Name :

A. Direction

1. Write your name on the paper.
2. Work individually.
3. Make a paragraph that consists 100-150 words.
4. Write your paragraph based on the generic structure.

B. Question

1. Make a text Hortatory Exposition about “Internet for Students”, please!

Internet for Students

POST-TEST 2 OF WRITING ABILITY

Name :

A. Direction

1. Write your name on the paper.
2. Work individually.
3. Make a paragraph that consists 100-150 words.
4. Write your paragraph based on the generic structure.

B. Question

1. Make a text Hortatory Exposition about “Throw Trash in Its Place”, please!

Throw Trash in Its Place

PRE-TEST OF WRITING ABILITY

Name : DEWI HIDAYATI

A. Direction

1. Write your name on the paper.
2. Work individually.
3. Make a paragraph that consists 100-150 words.
4. Write your paragraph based on the generic structure.

B. Question

1. Make a text Hortatory Exposition about "Corruption", please!

70

Corruption

thesis :

Corruption is a crime that in its action involves embezzlement of money, which harm a company, an agency, and state.

Argument :

In Indonesia the acts of corruption very harmful. but the eradication of corruption is considered less than maximum. They are corrupt but still free to go anywhere.

Recommendation :

the eradication of corruption must be done

| | | |
|-----------|---|-----------|
| Cause | - | 20 |
| arg | - | 15 |
| Voc | - | 15 |
| Gram | - | 10 |
| mechanics | - | 5 |
| | | <u>70</u> |

POST-TEST 1 OF WRITING ABILITY

Name : DEWI HIDAYATI

A. Direction

1. Write your name on the paper.
2. Work individually.
3. Make a paragraph that consists 100-150 words.
4. Write your paragraph based on the generic structure.

B. Question

1. Make a text Hortatory Exposition about "Internet for Students", please!

84

Internet for Students

Thesis :

Internet is quite familiar term for student in this modern era.

Argument :

We all know that internet facility is an additional benefit for student.

Recommendation :

From those argument above. Internet has many fraction, but we must use internet to get information about knowledge.

C : 22

O : 20

V : 15

G : 22

M : 5
89

POST-TEST 2 OF WRITING ABILITY

80

Name : DEWI HIDAYATI

A. Direction

1. Write your name on the paper.
2. Work individually.
3. Make a paragraph that consists 100-150 words.
4. Write your paragraph based on the generic structure.

B. Question

1. Make a text Hortatory Exposition about "Throw Trash in Its Place", please!

Throw Trash in Its Place

thesis : throwing trash on the side of the road and ground looks bad.

Argument : there a good places in other country like Japan, where you will not get bins for trash, mostly people carry the trash in their pocket.

Recommendation :

So, people from now on when you have garbage don't throw it on the ground, put in the trash bin.

C : 25

D : 20

V : 15

E : 15

M : 5

80.

74

PRE-TEST OF WRITING ABILITY

Name : CRISTOPHER KEVIN ANUGRAH P

A. Direction

1. Write your name on the paper.
2. Work individually.
3. Make a paragraph that consists 100-150 words.
4. Write your paragraph based on the generic structure.

B. Question

1. Make a text Hortatory Exposition about "Corruption", please!

Corruption

Thesis :

corruption is an unpleasant act , corruption has become a habbit for the people of Indonesia .

Argument :

I think measures taken so far to overcome the problem by punishing the corruptors is still not for enough -

Recommendation :

With that , we must begin the step by learning and trying to be eradicated corruption

15

15

20

21

3

79

POST-TEST 1 OF WRITING ABILITY

Name : CHRISTOPHER KEVIN A. P

A. Direction

1. Write your name on the paper.
2. Work individually.
3. Make a paragraph that consists 100-150 words.
4. Write your paragraph based on the generic structure.

88

B. Question

1. Make a text Hortatory Exposition about "Internet for Students", please!

Internet for Students

Thesis :

Nowadays , in modern era , I think internet is very important .

Argument :

Internet gives us various information , news , knowledge . Internet helping student to search about education around the world .

Recommendation :

We as the student should use internet facility well to get knowledge , friend , information .

C: 28

O: 20

V: 19

S: 17

M: 4

88

96

POST-TEST 2 OF WRITING ABILITY

Name : CHRISTOPHER KEVIN A. P

A. Direction

1. Write your name on the paper.
2. Work individually.
3. Make a paragraph that consists 100-150 words.
4. Write your paragraph based on the generic structure.

B. Question

1. Make a text Hortatory Exposition about "Throw Trash in Its Place", please!

Throw Trash in Its Place

Thesis :

Trash is a phenomenon that we often find
trash also has bad impact for our environment.
trash can't be used anymore

Argument :

trash at first also can bring disaster such as flood.
If flood occurs, it will make people cannot do their
activities like usual. In addition, in areas where
the land is slope it can caused landslides.

Recommendation :

Lots of negative impacts caused by trash, for
that reason we must keep our environmen clean from
the trash. we can start by doing a small thing such as
throw trash in its place

C : 30

D : 20

E : 18

F : 23

M : 5

96

TEACHING LEARNING PROCESS

Pre-test of writing ability





The reseracher explain the material





The students studied by using Roundtable technique in cycle 1





Post test 1 of writing ability



The students studied by using Roundtable technique in cycle 2



Post-test 2 of writing ability



OBSERVATION SHEET OF WRITING ABILITY

POST-TEST 1

| No | Name | Content | | | | Organization | | | | Vocabulary | | | | Grammar | | | | Mechanics | | | | Total Score | Category |
|----|------|---------|---|---|---|--------------|---|---|---|------------|---|---|---|---------|---|---|---|-----------|---|---|---|-------------|------------|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | | |
| 1 | AB | | ✓ | | | ✓ | | | | | ✓ | | | | ✓ | | | ✓ | | | | 85 | Complete |
| 2 | ACB | ✓ | | | | | ✓ | | | | ✓ | | | | ✓ | | | | | ✓ | | 80 | Complete |
| 3 | AW | | | ✓ | | | ✓ | | | | ✓ | | | | | | ✓ | ✓ | | | | 70 | Incomplete |
| 4 | AVYP | | ✓ | | | ✓ | | | | ✓ | | | | ✓ | | | | | | | ✓ | 85 | Complete |
| 5 | AYM | | ✓ | | | ✓ | | | | | ✓ | | | | | ✓ | | | ✓ | | | 78 | Complete |
| 6 | AM | ✓ | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ | | | | 95 | Complete |
| 7 | CM | | | ✓ | | | ✓ | | | | | ✓ | | | | ✓ | | | | | ✓ | 60 | Incomplete |
| 8 | CP | ✓ | | | | ✓ | | | | | ✓ | | | | | ✓ | | | ✓ | | | 82 | Complete |
| 9 | CKAP | ✓ | | | | ✓ | | | | ✓ | | | | | | ✓ | | | ✓ | | | 88 | Complete |
| 10 | DAP | | | | ✓ | | ✓ | | | ✓ | | | | | ✓ | | | | | ✓ | | 74 | Incomplete |
| 11 | DH | | ✓ | | | ✓ | | | | | ✓ | | | ✓ | | | | ✓ | | | | 84 | Complete |
| 12 | DAS | | ✓ | | | ✓ | | | | | ✓ | | | | | | ✓ | | | ✓ | | 69 | Incomplete |
| 13 | ED | | ✓ | | | ✓ | | | | ✓ | | | | | ✓ | | | ✓ | | | | 90 | Complete |

| | | | | | | | | | | | | | | | | | | | | | |
|----|-------|---|---|---|---|---|--|---|---|---|---|--|---|---|---|--|---|---|---|----|------------|
| 14 | FR | | ✓ | | | ✓ | | | ✓ | | | | ✓ | | ✓ | | ✓ | | ✓ | 65 | Incomplete |
| 15 | FDL | | | ✓ | | ✓ | | | ✓ | | | | ✓ | | | | ✓ | | | 87 | Complete |
| 16 | GL | | | ✓ | | ✓ | | | ✓ | | | | ✓ | | | | ✓ | | | 85 | Complete |
| 17 | LW | | | ✓ | | ✓ | | | ✓ | | | | ✓ | | | | | ✓ | | 75 | Incomplete |
| 18 | MDH | ✓ | | | | ✓ | | | ✓ | | | | | ✓ | | | ✓ | | | 80 | Complete |
| 19 | MDN | | | ✓ | | ✓ | | | ✓ | | | | | ✓ | | | | | ✓ | 70 | Incomplete |
| 20 | MDAW | | | ✓ | | ✓ | | | ✓ | | | | | ✓ | | | | | ✓ | 77 | Incomplete |
| 21 | NLGPS | ✓ | | | | ✓ | | | ✓ | | | | | ✓ | | | | ✓ | | 83 | Complete |
| 22 | PSS | | ✓ | | | ✓ | | | ✓ | | | | | ✓ | | | | | ✓ | 78 | Complete |
| 23 | RAM | | | | ✓ | ✓ | | | ✓ | | | | ✓ | | | | ✓ | | | 81 | Complete |
| 24 | RPH | | ✓ | | | | | ✓ | | ✓ | | | | ✓ | | | | | ✓ | 66 | Incomplete |
| 25 | RDPP | | ✓ | | | ✓ | | | ✓ | | | | | ✓ | | | | | ✓ | 88 | Complete |
| 26 | SAF | | | ✓ | | | | ✓ | ✓ | | | | | ✓ | | | ✓ | | | 70 | Incomplete |
| 27 | SPA | | | ✓ | | ✓ | | | | | ✓ | | | ✓ | | | | | ✓ | 74 | Incomplete |
| 28 | SRD | | | ✓ | | ✓ | | | ✓ | | | | | ✓ | | | | ✓ | | 84 | Complete |
| 29 | VM | | ✓ | | | ✓ | | | ✓ | | | | | ✓ | | | ✓ | | | 86 | Complete |
| 30 | WDL | | ✓ | | | ✓ | | | | ✓ | | | | | ✓ | | | ✓ | | 80 | Complete |

Direction :

- Give a tick (✓) for the active students

Criteria :

- 1 Excellent
- 2 Good
- 3 Fair
- 4 Poor

Metro, November 2017

Collaborator (English Teacher)

Researcher



ERNIATI, S.Pd.
NIP : 1964060319890322007



DWI ASTUTI
St. ID 13106977

OBSERVATION SHEET OF WRITING ABILITY

POST-TEST 2

| No | Name | Content | | | | Organization | | | | Vocabulary | | | | Grammar | | | | Mechanics | | | | Total Score | Category |
|----|------|---------|---|---|---|--------------|---|---|---|------------|---|---|---|---------|---|---|---|-----------|---|---|---|-------------|------------|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | | |
| 1 | AB | ✓ | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ | | | | 90 | Complete |
| 2 | ACB | ✓ | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ | | | | 95 | Complete |
| 3 | AW | ✓ | | | | ✓ | | | | ✓ | | | | | ✓ | | | ✓ | | | | 85 | Complete |
| 4 | AVYP | | ✓ | | | ✓ | | | | ✓ | | | | | ✓ | | | ✓ | | | | 80 | Complete |
| 5 | AYM | ✓ | | | | | ✓ | | | | ✓ | | | | ✓ | | | | | ✓ | | 85 | Complete |
| 6 | AM | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ | | | 80 | Complete |
| 7 | CM | | | ✓ | | | | | | | ✓ | | | | ✓ | | | | | ✓ | | 75 | Incomplete |
| 8 | CP | ✓ | | | | ✓ | | | | | ✓ | | | | ✓ | | | | | | ✓ | 82 | Complete |
| 9 | CKAP | ✓ | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ | | | | 96 | Complete |
| 10 | DAP | | ✓ | | | ✓ | | | | ✓ | | | | ✓ | | | | | | | ✓ | 85 | Complete |
| 11 | DH | | ✓ | | | ✓ | | | | | ✓ | | | | | ✓ | | ✓ | | | | 80 | Complete |
| 12 | DAS | | | | ✓ | | ✓ | | | ✓ | | | | | ✓ | | | | | ✓ | | 74 | Incomplete |
| 13 | ED | | | ✓ | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ | | | | 80 | Complete |

| | | | | | | | | | | | | | | | | | | | | | |
|----|-------|---|---|---|--|---|---|--|--|---|---|---|---|---|---|--|---|---|---|----|------------|
| 14 | FR | | | ✓ | | ✓ | | | | ✓ | | | ✓ | | | | ✓ | | | 88 | Complete |
| 15 | FDL | | ✓ | | | ✓ | | | | ✓ | | | | ✓ | | | ✓ | | | 80 | Complete |
| 16 | GL | | ✓ | | | ✓ | | | | ✓ | | | ✓ | | | | | | ✓ | 86 | Complete |
| 17 | LW | ✓ | | | | ✓ | | | | ✓ | | | ✓ | | | | ✓ | | | 88 | Complete |
| 18 | MDH | | ✓ | | | | ✓ | | | ✓ | | | ✓ | | | | ✓ | | | 90 | Complete |
| 19 | MDN | | ✓ | | | | ✓ | | | ✓ | | | ✓ | | | | | ✓ | | 84 | Complete |
| 20 | MDAW | | | ✓ | | | ✓ | | | | ✓ | | ✓ | | | | | | ✓ | 77 | Incomplete |
| 21 | NLGPS | | | ✓ | | ✓ | | | | ✓ | | | ✓ | | | | | ✓ | | 87 | Complete |
| 22 | PSS | | | ✓ | | ✓ | | | | ✓ | | | | ✓ | | | ✓ | | | 89 | Complete |
| 23 | RAM | | ✓ | | | ✓ | | | | | ✓ | | | ✓ | | | | ✓ | | 80 | Complete |
| 24 | RPH | | ✓ | | | ✓ | | | | ✓ | | | | | ✓ | | | | ✓ | 70 | Incomplete |
| 25 | RDPP | ✓ | | | | ✓ | | | | ✓ | | | ✓ | | | | ✓ | | | 92 | Complete |
| 26 | SAF | | | ✓ | | | ✓ | | | | ✓ | | ✓ | | | | | ✓ | | 76 | Incomplete |
| 27 | SPA | | ✓ | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ | | 78 | Complete |
| 28 | SRD | | ✓ | | | | ✓ | | | ✓ | | | | ✓ | | | | ✓ | | 82 | Complete |
| 29 | VM | ✓ | | | | | ✓ | | | | ✓ | | ✓ | | | | | | ✓ | 80 | Complete |
| 30 | WDL | ✓ | | | | ✓ | | | | ✓ | | ✓ | | | | | ✓ | | | 95 | Complete |

Direction :

- Give a tick (✓) for the active students

Criteria :

- | | |
|---|-----------|
| 1 | Excellent |
| 2 | Good |
| 3 | Fair |
| 4 | Poor |

Metro, November 2017

Collaborator (English Teacher)

Researcher



ERNIATI, S.Pd.

NIP : 1964060319890322007



DWI ASTUTI

St. ID 13106977

OBSERVATION SHEET OF WRITING ABILITY**POST-TEST 1**

| No | Name | Content | Organization | Vocabulary | Grammar | Mechanics | Score | Category |
|-----------|-------------|----------------|---------------------|-------------------|----------------|------------------|--------------|-----------------|
| | | 30 | 20 | 20 | 25 | 5 | | |
| 1 | AB | 25 | 20 | 15 | 20 | 5 | 85 | Complete |
| 2 | ACB | 27 | 15 | 17 | 18 | 3 | 80 | Complete |
| 3 | AW | 20 | 15 | 15 | 10 | 5 | 70 | Incomplete |
| 4 | AVYP | 22 | 20 | 18 | 23 | 2 | 85 | Complete |
| 5 | AYM | 26 | 19 | 14 | 15 | 4 | 78 | Incomplete |
| 6 | AM | 28 | 20 | 19 | 23 | 5 | 95 | Complete |
| 7 | CM | 20 | 15 | 11 | 12 | 2 | 60 | Incomplete |
| 8 | CP | 27 | 20 | 17 | 14 | 4 | 82 | Complete |
| 9 | CKAP | 28 | 20 | 19 | 17 | 4 | 88 | Complete |
| 10 | DAP | 15 | 15 | 20 | 21 | 3 | 74 | Incomplete |

| | | | | | | | | |
|----|-------|----|----|----|----|---|----|------------|
| 11 | DH | 22 | 20 | 15 | 22 | 5 | 84 | Complete |
| 12 | DAS | 23 | 19 | 14 | 10 | 3 | 69 | Incomplete |
| 13 | AD | 23 | 20 | 20 | 22 | 5 | 90 | Complete |
| 14 | FR | 25 | 15 | 17 | 16 | 2 | 65 | Incomplete |
| 15 | FDL | 20 | 20 | 20 | 23 | 4 | 87 | Complete |
| 16 | GL | 20 | 20 | 20 | 20 | 5 | 85 | Complete |
| 17 | LW | 20 | 17 | 15 | 20 | 3 | 75 | Incomplete |
| 18 | MDH | 28 | 18 | 16 | 14 | 4 | 80 | Complete |
| 19 | MDN | 20 | 16 | 19 | 13 | 2 | 70 | Incomplete |
| 20 | MDAW | 20 | 20 | 15 | 19 | 3 | 77 | Incomplete |
| 21 | NLGPS | 27 | 19 | 16 | 17 | 4 | 83 | Complete |
| 22 | PSS | 25 | 15 | 15 | 21 | 2 | 78 | Complete |
| 23 | RAM | 16 | 20 | 18 | 22 | 5 | 81 | Complete |
| 24 | RPH | 20 | 13 | 15 | 16 | 2 | 66 | Incomplete |
| 25 | RDPP | 26 | 20 | 19 | 20 | 3 | 88 | Complete |

| | | | | | | | | |
|----|-----|----|----|----|----|---|----|------------|
| 26 | SAF | 20 | 10 | 20 | 15 | 5 | 70 | Incomplete |
| 27 | SPA | 19 | 20 | 12 | 20 | 3 | 74 | Incomplete |
| 28 | SRD | 20 | 20 | 20 | 20 | 4 | 84 | Complete |
| 29 | VN | 26 | 20 | 20 | 15 | 5 | 86 | Complete |
| 30 | WDL | 26 | 20 | 14 | 16 | 4 | 80 | Complete |

OBSERVATION SHEET OF STUDENTS' ACTIVITIES

Subject : Bahasa Inggris
Class : XI IPA 4
Material : Hortatory Exposition
Cycle : 1

| No. | Name | Students' Activities | | | | | Total | Category |
|-----|------|----------------------|---|---|---|---|-------|-------------|
| | | 1 | 2 | 3 | 4 | 5 | | |
| 1. | AB | ✓ | ✓ | | ✓ | ✓ | 4 | Less active |
| 2. | ACB | | ✓ | ✓ | ✓ | | 3 | Less active |
| 3. | AW | ✓ | | ✓ | ✓ | | 3 | Less active |
| 4. | AVYP | ✓ | ✓ | | | ✓ | 3 | Less active |
| 5. | AYM | | ✓ | ✓ | ✓ | ✓ | 4 | Less active |
| 6. | AM | ✓ | ✓ | ✓ | ✓ | | 4 | Less active |
| 7. | CM | ✓ | | | | ✓ | 2 | Unactive |
| 8. | CP | | ✓ | | ✓ | | 2 | Unactive |
| 9. | CKAP | | | ✓ | ✓ | ✓ | 3 | Less active |

| | | | | | | | | |
|-----|-------|---|---|---|---|---|---|-------------|
| 10. | DAP | ✓ | | ✓ | | ✓ | 3 | Less active |
| 11. | DH | ✓ | ✓ | | ✓ | ✓ | 4 | Less active |
| 12. | DAS | | ✓ | ✓ | | | 2 | Unactive |
| 13. | AD | ✓ | ✓ | ✓ | ✓ | ✓ | 5 | Active |
| 14. | FR | | | | ✓ | ✓ | 2 | Unactive |
| 15. | FDL | ✓ | | | | ✓ | 2 | Unactive |
| 16. | GL | ✓ | ✓ | ✓ | ✓ | ✓ | 5 | Active |
| 17. | LW | ✓ | ✓ | ✓ | ✓ | ✓ | 5 | Active |
| 18. | MDH | ✓ | | | | | 1 | Unactive |
| 19. | MDN | | ✓ | | ✓ | | 2 | Unactive |
| 20. | MDAW | | ✓ | ✓ | | | 2 | Unactive |
| 21. | NLGPS | | | ✓ | ✓ | ✓ | 3 | Less active |
| 22. | PSS | ✓ | ✓ | | ✓ | ✓ | 4 | Less active |
| 23. | RAM | ✓ | ✓ | | | | 2 | Unactive |
| 24. | RPH | ✓ | | ✓ | | | 2 | Unactive |
| 25. | RDPP | | ✓ | | | ✓ | 2 | Unactive |
| 26. | SAF | ✓ | ✓ | ✓ | | | 3 | Less active |
| 27. | SPA | ✓ | | | | | 1 | Unactive |

| | | | | | | | | |
|------------------|-----|-------|-------|-------|-----|-----|---|------------|
| 28. | SRD | ✓ | ✓ | | | ✓ | 3 | lessactive |
| 29. | VM | ✓ | | | | ✓ | 2 | Unactive |
| 30. | WDL | ✓ | ✓ | | | ✓ | 3 | lessactive |
| Total | | 20 | 19 | 14 | 15 | 18 | | |
| Presentation (%) | | 66,7% | 63,3% | 46,7% | 50% | 60% | | |

Direction :

- Give a tick (✓) for the active students
- Let it empty for unactive students

Criteria :

- 1-2 : unactive
- 3-4 : less active
- 5 : active

NOTES :

Indicators of the students's activities that observed are:

1. Giving attention to the teacher's explanation
2. The students understand the writing ability by Roundtable technique rules
3. The students discuss the answer with the group
4. The students asked/ answered the question from the teacher
5. The students write the answer in paper one person clockwise

$$P = \frac{F}{n} \times 100\%$$

Notes :

P = Mean Score

F = Total of Students

n = Number of The Students

Metro, November 2017

Collaborator (English Teacher)



ERNIATI, S.Pd.

NIP : 1964060319890322007

Researcher



DWI ASTUTI
St. ID 13106977

OBSERVATION SHEET OF WRITING ABILITY**POST-TEST 2**

| No | Name | Content | Organization | Vocabulary | Grammar | Mechanics | Score | Category |
|----|------|---------|--------------|------------|---------|-----------|-------|------------|
| | | 30 | 20 | 20 | 25 | 5 | | |
| 1 | AB | 21 | 20 | 20 | 24 | 5 | 90 | Complete |
| 2 | ACB | 28 | 20 | 19 | 23 | 5 | 95 | Complete |
| 3 | AW | 20 | 20 | 20 | 20 | 5 | 85 | Complete |
| 4 | AVYP | 23 | 20 | 20 | 20 | 5 | 88 | Complete |
| 5 | AYM | 27 | 15 | 17 | 18 | 3 | 80 | Complete |
| 6 | AM | 25 | 17 | 16 | 18 | 4 | 80 | Complete |
| 7 | CM | 20 | 17 | 15 | 20 | 3 | 75 | Incomplete |
| 8 | CP | 28 | 18 | 15 | 18 | 2 | 82 | Complete |
| 9 | CKAP | 30 | 20 | 18 | 23 | 5 | 96 | Complete |
| 10 | DAP | 22 | 20 | 18 | 23 | 2 | 84 | Complete |

| | | | | | | | | |
|----|-------|----|----|----|----|---|----|------------|
| 11 | DH | 25 | 20 | 15 | 15 | 5 | 80 | Complete |
| 12 | DAS | 15 | 15 | 20 | 21 | 3 | 74 | Incomplete |
| 13 | AD | 21 | 20 | 20 | 24 | 5 | 90 | Complete |
| 14 | FR | 20 | 20 | 20 | 24 | 4 | 88 | Complete |
| 15 | FDL | 26 | 20 | 14 | 16 | 4 | 80 | Complete |
| 16 | GL | 24 | 20 | 20 | 20 | 2 | 86 | Complete |
| 17 | LW | 28 | 20 | 15 | 20 | 5 | 88 | Complete |
| 18 | MDH | 25 | 15 | 20 | 25 | 5 | 90 | Complete |
| 19 | MDN | 25 | 15 | 20 | 20 | 4 | 84 | Complete |
| 20 | MDAW | 20 | 15 | 15 | 24 | 3 | 77 | Incomplete |
| 21 | NLGPS | 20 | 20 | 20 | 23 | 4 | 87 | Complete |
| 22 | PSS | 19 | 20 | 20 | 15 | 5 | 89 | Complete |
| 23 | RAM | 26 | 20 | 14 | 16 | 4 | 80 | Complete |
| 24 | RPH | 20 | 20 | 15 | 12 | 3 | 70 | Incomplete |
| 25 | RDPP | 27 | 20 | 20 | 20 | 5 | 92 | Complete |

| | | | | | | | | |
|----|-----|----|----|----|----|---|----|------------|
| 26 | SAF | 20 | 15 | 15 | 22 | 4 | 76 | Incomplete |
| 27 | SPA | 25 | 20 | 14 | 15 | 4 | 78 | Complete |
| 28 | SRD | 25 | 17 | 20 | 16 | 4 | 82 | Complete |
| 29 | VN | 27 | 15 | 17 | 18 | 3 | 80 | Complete |
| 30 | WDL | 28 | 20 | 19 | 23 | 5 | 95 | Complete |

OBSERVATION SHEET NOTE WRITING ABILITY

| Writing Ability | Score | Level | Indicator |
|-----------------|-------|---------------|--------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT | 27-30 | (1) Excellent | The students really understand the content of writing. Their writing is really wide and complete. It's very suitable with the title. |
| | 22-26 | (2) Good | The students can understand the content of writing. Their writing is wide, complete and suitable with the title but less detail. |
| | 17-21 | (3) Fair | The students less understand the content. Their writing is less complete and less detail. |
| | 13-16 | (4) Poor | The students do not understand to content of writing. |
| | 18-20 | (1) Excellent | Writing really organized and neat, much ideas and the sequence is very logic. |
| | 14-17 | (2) Good | Writing is organized, neat, |

| | | | |
|---------------------|-------|---------------|-------------------------------------------------------------------------------------------|
| ORGANIZATION | | | clear, much ideas, and the sequence is logic. |
| | 10-13 | (3) Fair | Writing is less organized and neat, it is less ideas and the sequence is less logic. |
| | 7-9 | (4) Poor | The sequence is not logic. |
| VOCABULARY | 18-20 | (1) Excellent | The students have many vocabularies. They use the words very effective and appropriately. |
| | 14-17 | (2) Good | The students have little vocabularies; use the words effectively and appropriately. |
| | 10-13 | (3) Fair | The students have little vocabularies; the words less effective and less appropriate. |
| | 7-9 | (4) Poor | The students do not master the words and their writing like translation. |
| | 22-25 | (1) Excellent | The students can master the grammar well. |
| | 18-21 | (2) Good | The students uses and arranges the sentence simply. |

| | | | |
|------------------|-------|---------------|---------------------------------------------------------------------------------------------------------------|
| GRAMMAR | 11-17 | (3) Fair | The students are difficult in using and arranging the simple sentence. |
| | 5-10 | (4) Poor | The students do not master the grammatical in their writing. |
| MECHANICS | 5 | (1) Excellent | The students can master the mechanics in writing. |
| | 4 | (2) Good | The students master the mechanics in writing. |
| | 3 | (3) Fair | The students less master the mechanics in writing and many mistake. |
| | 2 | (4) Poor | The students do not master the mechanics in writing and their writing are difficult to be read. ³⁷ |

³⁷Burhan Nurgiyantoro, *Penelitian Dalam Pengajaran Bahasa Dan Sastra*, (Yogyakarta: BBFE Yogyakarta, 2001), p.307

OBSERVATION SHEET OF STUDENTS' ACTIVITIES

Subject : Bahasa Inggris
Class : XI IPA 1
Material : Hortatory Exposition
Cycle : 2

| No. | Name | Students' Activities | | | | | Total | Category |
|-----|------|----------------------|---|---|---|---|-------|-------------|
| | | 1 | 2 | 3 | 4 | 5 | | |
| 1. | AB | ✓ | ✓ | | ✓ | ✓ | 4 | less active |
| 2. | ACB | | ✓ | ✓ | ✓ | ✓ | 4 | less active |
| 3. | AW | ✓ | | ✓ | ✓ | ✓ | 4 | less active |
| 4. | AVYP | ✓ | ✓ | ✓ | | ✓ | 4 | less active |
| 5. | AYM | ✓ | ✓ | ✓ | ✓ | ✓ | 5 | Active |
| 6. | AM | ✓ | ✓ | ✓ | ✓ | ✓ | 5 | Active |
| 7. | CM | ✓ | ✓ | | ✓ | ✓ | 4 | less active |
| 8. | CP | | ✓ | ✓ | ✓ | ✓ | 4 | less active |
| 9. | CKAP | ✓ | ✓ | ✓ | ✓ | ✓ | 5 | Active |

| | | | | | | | | |
|-----|-------|---|---|---|---|---|---|-------------|
| 10. | DAP | ✓ | | ✓ | | ✓ | 3 | less active |
| 11. | DH | ✓ | ✓ | ✓ | ✓ | ✓ | 5 | Active |
| 12. | DAS | | ✓ | ✓ | ✓ | ✓ | 4 | less active |
| 13. | AD | ✓ | ✓ | ✓ | ✓ | ✓ | 5 | Active |
| 14. | FR | ✓ | | ✓ | ✓ | ✓ | 4 | less active |
| 15. | FDL | ✓ | | | | ✓ | 2 | Unactive |
| 16. | GL | ✓ | ✓ | ✓ | ✓ | ✓ | 5 | Active |
| 17. | LW | ✓ | ✓ | ✓ | ✓ | ✓ | 5 | Active |
| 18. | MDH | ✓ | ✓ | | | ✓ | 3 | less active |
| 19. | MDN | ✓ | ✓ | ✓ | ✓ | ✓ | 5 | Active |
| 20. | MDAW | ✓ | ✓ | ✓ | ✓ | ✓ | 5 | Active |
| 21. | NLGPS | | | ✓ | ✓ | ✓ | 3 | less active |
| 22. | PSS | ✓ | ✓ | | ✓ | ✓ | 4 | less active |
| 23. | RAM | ✓ | ✓ | ✓ | ✓ | ✓ | 5 | Active |
| 24. | RPH | ✓ | | ✓ | ✓ | ✓ | 4 | less active |
| 25. | RDPP | | ✓ | | ✓ | ✓ | 3 | less active |
| 26. | SAF | ✓ | ✓ | ✓ | ✓ | ✓ | 5 | Active |
| 27. | SPA | ✓ | ✓ | ✓ | ✓ | ✓ | 5 | Active |

| | | | | | | | | |
|------------------|-----|--------|-----|-----|--------|-------|---|--------|
| 28. | SRD | ✓ | ✓ | ✓ | ✓ | ✓ | 5 | Active |
| 29. | VM | ✓ | ✓ | ✓ | ✓ | ✓ | 5 | Active |
| 30. | WDL | ✓ | ✓ | ✓ | ✓ | ✓ | 5 | Active |
| Total | | 25 | 24 | 24 | 26 | 30 | | |
| Presentation (%) | | 83,3 % | 80% | 80% | 86,67% | 100 % | | |

Direction :

- Give a tick (✓) for the active students
- Let it empty for unactive students

Criteria :

- 1-2 : unactive
- 3-4 : less active
- 5 : active

NOTES :

Indicators of the students's activities that observed are:

1. Giving attention to the teacher's explanation
2. The students understand the writing ability by Roundtable technique rules
3. The students discuss the answer with the group
4. The students asked/ answered the question from the teacher
5. The students write the answer in paper one person clockwise

$$P = \frac{F}{n} \times 100\%$$

Notes :

P = Mean Score

F = Total of Students

n = Number of The Students

Collaborator (English Teacher)



ERNIATI, S.Pd.

NIP : 1964060319890322007

Metro, November 2017

Researcher



DWI ASTUTI

St. ID 13106977

FIELD NOTE

| Cycle | | Student's Attitude |
|----------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cycle I | First Meeting | <ul style="list-style-type: none"> - Students discussed with their team by using Roundtable technique. - Student gave respond still low at the first - Some students are enjoy to their test |
| | Second Meeting | <ul style="list-style-type: none"> - Student contributed with their group in one period-time. - Student more interested in their learning - Some students not cooperative to did the task together after that did the post test 1 |
| Cycle II | First Meeting | <ul style="list-style-type: none"> - Student discussed with their team with question - Student gave the best respond - Student felt enthusiastic in reviewing material |
| | Second Meeting | <ul style="list-style-type: none"> - Review the material of Hortatory Exposition - Student gave the best respond - Student did the post test II. |

Collaborator (English Teacher)



ERNIATI, S.Pd.
NIP : 1964060319890322007

Kotagajah, November 2017
Researcher



DWI ASTUTI
St. ID 13106977



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metro.univ.ac.id E-mail: iainmetro@metro.univ.ac.id

Nomor : B-2118/In.28.1/J/TL.00./10/2017
Lamp : -
Hal : **Bimbingan Skripsi**

20 Oktober 2017

Kepada Yth:

1. Drs. Kuryani Utih, M.Pd
2. Ahmad Subhan Roza, M.Pd.

Dosen Pembimbing Skripsi

di-

Tempat

Assalamualaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Saudara/i untuk membimbing mahasiswa tersebut dibawah ini:


Nama : Dwi Astuti
NPM : 13106977
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

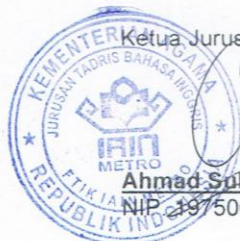
Dengan ketentuan sebagai berikut:

1. Dosen pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian
 - a. Dosen Pembimbing I bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
 - b. Dosen Pembimbing II bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
 - a. Maksimal 4 (empat) semester semenjak mahasiswa yang bersangkutan lulus komprehensif
 - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (Pendahuluan+ Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan bahasa Inggris dengan:
 - a. Pendahuluan ± 1/6 bagian
 - b. Isi ± 2/3 bagian
 - c. Penutup ± 1/6 bagian

Demikian disampaikan untuk di maklumi dan atas kesediaan Saudara kami ucapkan terima kasih.

Wassalamualaikum Wr. Wr.

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.ain@metrouniv.ac.id

Nomor : B-2065/In.28/D.1/TL.00/10/2017
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA NEGERI 1
KOTAGAJAH
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2064/In.28/D.1/TL.01/10/2017, tanggal 18 Oktober 2017 atas nama saudara:

Nama : **DWI ASTUTI**
NPM : 13106977
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 1 KOTAGAJAH, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF ROUNDTABLE TECHIQUE TO IMPROVE STUDENTS WRITING ABILITY AMONG THE ELEVENTH GRADES AT SMA NEGERI 1 KOTAGAJAH IN CENTRAL LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



18 Oktober 2017

Kota Metro

Dra. Sri Fatonah MA

0670531 199303 2 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-2064/In.28/D.1/TL.01/10/2017

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : DWI ASTUTI
NPM : 13106977
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA NEGERI 1 KOTAGAJAH, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF ROUNDTABLE TECHIQUE TO IMPROVE STUDENTS WRITING ABILITY AMONG THE ELEVENTH GRADES AT SMA NEGERI 1 KOTAGAJAH IN CENTRAL LAMPUNG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 18 Oktober 2017

Mengetahui,
Pejabat Setempat

*A.n. Kepala Sekolah
Wakabid. Kurikulum
Drs. M. Ashadi, M. Pd*



[Signature]
Dekan I,
Dra. Isu Fatonah MA

0531 199303 2 003



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 KOTAGAJAH

Jalan Raya Kotagajah Lampung Tengah. Kode Pos 34153
Telp. 0725-48318, Fax 0725-48318, E-mail, sman1koga@yahoo.com



Nomor : 420/284/04/C.2/D.1/2017
Lamp : -
Perihal : **SURAT IJIN PENELITIAN**

Kotagajah, 13 November 2017

Menindaklanjuti surat dari saudara Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, tertanggal ; 18 Oktober 2017, dengan No ; B-2065/In.28/D.1/TL.00/10/2017 Maka selaku Kepala SMA Negeri 1 Kotagajah :

Nama : **Drs. H. DASIYO P, M.Pd**
NIP : **19630317 199003 1 006**
Pangkat/Gol : **Pembina Tk I, IV/B**
Jabatan : **Kepala Sekolah**
Unit kerja : **SMA Negeri 1 Kotagajah**

Dengan ini memberi Rekomendasi/Ijin mengadakan Penelitian kepada Mahasiswi atas nama :

Nama : **DWI ASTUTI**
NPM : **13106977**
Program Study : **Pendidikan Bahasa Inggris**
Fakultas : **Tarbiyah dan Ilmu Keguruan**
Semester : **IX (Sembilan)**

Demikian surat keterangan ini dibuat semoga dapat dipergunakan sebagaimana mestinya



Kepala SMAN 1 Kotagajah
Lampung Tengah

Drs. H. DASIYO. P, M.Pd
NIP. 19630317 199003 1 006



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 KOTAGAJAH

Jalan Raya Kotagajah Lampung Tengah. Kode Pos 34153
Telp. 0725-48318 Fax 0725-48318 E-mail smn1koga@yahoo.com



Nomor : 420/285/04/C.2/D.1/2017
Lamp : -
Perihal : **SURAT KETERANGAN PENELITIAN**

Kotagajah, 29 November 2017

Yang bertanda tangan di bawah ini :

Nama : **Drs. H. DASIYO. P, M.Pd**
NIP : **19630317 199003 1006**
Pangkat/Golongan : **Pembina Tk I, IV/B**
Jabatan : **Kepala Sekolah**
Unit Kerja : **SMA Negeri 1 Kotagajah Lampung Tengah**

Dengan ini menerangkan :

Nama : **DWI ASTUTI**
NPM : **13106977**
Program Study : **Pendidikan Bahasa Inggris**
Fakultas : **Tarbiyah dan Ilmu Keguruan**
Semester : **IX (Sembilan)**

Telah melaksanakan Penelitian di SMA Negeri 1 Kotagajah Kabupaten Lampung Tengah, dari tanggal 14 November s.d 28 November 2017, Tahun Pelajaran 2017 / 2018, sebagai persyaratan untuk menyelesaikan Skripsi dengan judul :

" "USE OF ROUNDTABLE TECHNIQUE TO IMPROVE STUDENT WRITING ABILITY AMONG THE ELEVENTH GRADES AT SMA NEGERI 01 KOTAGAJAH IN CENTRAL LAMPUNG "

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



Kepala SMA Negeri 1 Kotagajah
Lampung Tengah

Drs. H. DASIYO. P, M.Pd
NIP. 19630317 199003 1 006



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telp. (0725) 41507, Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id Website: www.stainmetro.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA FAKULTAS
TARBIYAH DAN ILMU KEGURUAN IAIN METRO

Nama : Dwi Astuti
NPM : 13106977

Jurusan/Prodi : Tarbiyah/TBI
Semester/TA : IX/2017

| No | Hari/Tanggal | Pembimbing | | Hal yang dibicarakan | Tanda Tangan |
|----|-------------------------------|------------|----|----------------------------------------|--------------|
| | | I | II | | |
| 1. | Wednesday 29 11 2017 | | ✓ | - Revisi cover - Revisi Grammatikal | |
| 2. | Wednesday 6 12 2017 | | ✓ | Revisi the all of Kersi | |
| | | | ✓ | | |

Diketahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

Pembimbing II

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA FAKULTAS
TARBIYAH DAN ILMU KEGURUAN IAIN METRO**

Nama : Dwi Astuti
NPM : 13106977

Jurusan/Prodi : Tarbiyah/TBI
Semester/TA : VIII/2017

| No | Hari/Tanggal | Pembimbing | | Hal yang dibicarakan | Tanda Tangan |
|----|--------------|------------|----|------------------------|--------------|
| | | I | II | | |
| 1 | 11/12/2017 | ✓ | | Revisi Chapter 10 & 11 | |
| 2 | 15/12/2017 | ✓ | | Acc Mengajar | |

Diketahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 197506102008011014

Pembimbing I

Drs. Kuryani Utih, M.Pd.
NIP. 196202151995031001

CURRICULUM VITAE



The complete name of the researcher is Dwi Astuti. She was born in Margorejo, August 08rd, 1994. She is the second child of happy couple namely Sugianto and Murtini (Alm). She lives in Metro, Lampung.

The researcher had studied at The Elementary School for 6 years in SDN 05 Metro.

Then she continued his studying in Junior High School for 3 years in SMP N 5 Metro. After that she took the Senior High School at SMA N 2Metro for 3 years and finished her studying in 2013. And the last she kept on his school at State Institute of Islamic Studies (IAIN) of Metro inTarbiyah Faculty, English Education Department in 2013 until now.