

**AN UNDERGRADUATE THESIS**

**THE INFLUENCE OF USING ROUNDTABLE TECHNIQUE  
TOWARD THE STUDENTS' REPORT WRITING SKILL  
AT THE ELEVENTH GRADE OF SMA N 1 TRIMURJO  
CENTRAL LAMPUNG**

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THE STUDENTS' REPORT WRITING SKILL  
AT THE ELEVENTH GRADE OF  
SMA N 1 TRIMURJO CENTRAL LAMPUNG

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Metro, August , 2016  
The researcher,

**Dimas Sukma Cahyadi**  
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## ABSTRACT

### THE INFLUENCE OF USING ROUNDTABLE TECHNIQUE TOWARD THE STUDENTS' REPORT WRITING SKILL AT THE ELEVENTH GRADE OF SMA N 1 TRIMURJO CENTRAL LAMPUNG

By:  
DIMAS SUKMA CAHYADI

Basically, writing is one of productive skill in English that has to be learned by students. However, in reality, there are so many students that still find difficulties in writing because several factors in teaching and learning process. Based on the data of pre survey, the principal problems that is experienced by the students is they have low skill in report writing because they have difficulties in developing ideas and they have low motivation in writing.

Teaching by using an appropriate technique is considered as an important necessary related to the problems above. Roundtable technique is considered as the solution for the problems above because this technique brought two positive character namely cooperative learning group and brainstorming. In this case, the researcher tried to investigate the influence of using Roundtable technique (X) toward the students' report writing skill (Y) at the eleventh grade of SMA N 1 Trimurjo Central Lampung.

Furthermore, the researcher conducted quantitative research with the true experimental design, by applying pre-test and post-test as the instrument. The data was analyzed by using *t-test* formula that enable to investigate a positive influence from the traetment by investigating the differences between the experimental group which received the treatment (Roundtable technique) and the control group which didn't receive the treatment. Beside that, the researcher also analyzed the data by using *Chi-Square* formula to investigate a significant influence from the treatment by investigating the significant differences of students pre-test and post-test score (before and after the treatment) in experimental class.

Finally, the result of data analysis from t-test formula illustrates that  $t_{observed} = 4.722$  is higher than  $t_{table}$  with the significant level of 5% = 2.021 and 1% = 2.704. Thus, it can be inferred that there is a positive ifluence. Then, the result of data anlysis from *Chi-Square* formula illustrates that  $\chi^2_{observed} = 13.136$  is higher than  $\chi^2_{table}$  with the significant level of 5% = 5.99 and 1% = 9.21. It means that there is a significant influence. Therefore, the Alternative Hypothesis (Ha) is accepted. With the result that there is a positive and significant influence of using Roundtable technique toward the students' report writing skill at the eleventh grade of SMA N 1 Trimurjo Central Lampung.

## ABSTRAK

### PENGARUH PENGGUNAAN TEHNIK ROUNDTABLE TERHADAP KEMAMPUAN MENULIS REPORT SISWA KELAS XI SMA N 1 TRIMURJO LAMPUNG TENGAH

Oleh:  
DIMAS SUKMA CAHYADI

Pada dasarnya, *writing* merupakan salah satu kemampuan produktif dalam bahasa Inggris yang harus dikuasai oleh siswa. Namun, pada kenyataannya banyak siswa yang masih mengalami kesulitan dalam menulis dikarenakan beberapa faktor dalam proses pembelajaran. Berdasarkan hasil data pra survey, masalah utama yang dialami siswa yaitu rendahnya kemampuan siswa dalam penulisan teks report karena mereka mengalami kesulitan dalam pengembangan ide dan kurangnya motivasi mereka dalam menulis.

Penggunaan tehnik pembelajaran yang tepat dianggap menjadi kebutuhan yang sangat penting terkait dengan permasalahan diatas. Roundtable tehnik dianggap menjadi solusi untuk permasalahan diatas karena tehnik ini membawa dua karakter positif yaitu pembelajaran kooperatif kelompok dan *brainstorming*. Dalam hal ini, peneliti bertujuan untuk meneliti apakah terdapat pengaruh positif dan signifikan dari penggunaan tehnik Roundtable (X) terhadap kemampuan siswa menulis report (Y) pada kelas XI SMA N 1 Trimurjo Lampung Tengah.

Peneliti melaksanakan penelitian kuantitatif *True Experimental Design* (Penelitian Murni) dengan menerapkan *pre-test* dan *post-test* sebagai instrumen. Data di analisis dengan menggunakan rumus *t-test* yang memungkinkan untuk mengetahui pengaruh positif dari perlakuan dengan menemukan perbedaan antara kelompok eksperimen yaitu kelas yang mendapatkan perlakuan (tehnik Roundtable) dan kelompok control yang tidak mendapatkan perlakuan. Disamping itu, peneliti juga menganalisa data dengan rumus *Chi-Square* untuk mengetahui pengaruh signifikan dari perlakuan dengan menemukan perbedaan signifikan dari nilai *pre-test* dan *post-test* siswa (sebelum dan sesudah perlakuan) di kelas eksperimen.

Akhirnya, hasil analisa data dari rumus *t-test* menunjukkan bahwa  $t_{\text{observasi}} = 4.722$  lebih tinggi dibandingkan dengan  $t_{\text{table}}$  dengan taraf signifikan 5% = 2.021 dan 1% = 2.704. Dengan demikian, dapat diartikan bahwa terdapat pengaruh positif. Kemudian, hasil analisa data dari rumus *Chi-Square* menunjukkan bahwa  $\chi^2_{\text{observed}} = 13.136$  lebih besar dari pada  $\chi^2_{\text{table}}$  dengan taraf signifikan 5% = 5.99 and 1% = 9.21. Dapat di artikan bahwa terdapat pengaruh signifikan. Oleh karena itu, Alternatif Hipotesis ( $H_a$ ) diterima. Dengan hasil akhir bahwa ada pengaruh

positif dan signifikan dari penggunaan tehnik Roundtable terhadap kemampuan menulis menulis report siswa di kelas XI SMA N 1 Trimurjo Lampung Tengah.

## MOTTO

وَالَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ لَنُدْخِلَنَّهُمْ فِي الصَّالِحِينَ  
وَالَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ لَنُدْخِلَنَّهُمْ فِي الصَّالِحِينَ

“O you who have believed, seek help through patience and prayer. Indeed, Allah is with the patient” (QS.Al-Baqarah:153).

Another person said that “Experience is the best teacher”

Then I say that “Mistake is the marvelous teacher”

# CHAPTER 1

## INTRODUCTION

### A. Background of the Study

Language is a set of rules that plays the very important role in human's life, such as in thinking, communicating ideas, and negotiating with the others. Language is a tool that is used by human to communicate ideas, feelings, informations, knowledge, etc.<sup>1</sup>

Meanwhile, English as a language that plays an important role as an international language of politics, commerce, industry and education. Many countries have declared English as an official language, and it has become a language of teaching and learning in higher education. In Indonesia, the use of English is very important. It is the first foreign language which is learned and taught at school from kindergarten to university. It becomes a duty for all of students in Indonesia to learn about English in spoken or written form.

Basically, there are four skills in English that must be mastered by students namely listening, speaking, reading and writing. Writing is one of productive skill in english. <sup>2</sup> It means that students not only need to learn the theory for writing but also they have to know how to control and develop idea in their writing. Beside that, the students' motivation also belongs to important aspect in writing process because writing is also one of skill that is difficult enough to learn.

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<sup>1</sup> Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p. 1

<sup>2</sup> *Ibid.*, p.2



However, the techniques that are usually used by the teacher in teaching writing is considered unnefective yet. The teacher usually uses a traditional technique that ask students to work individually. It don't has positive and significant influence toward the students' writing skill. The problems are the students still feel strange and face some difficulties in writing process especially in developing text, because they cannot find ideas to express in their writing.

Teaching by using a great technique is tobe important necessary to improve skill in the process of teaching and learning writing. The teacher should choose a technique that can attract students' interest and encourage their involvement. By encourage students' participation, the students' will not be bored and will more creativity during the lesson. Beside that, teacher also need a technique that has character work in group to make students can contribute ideas each other in order to the students can more easy to develop ideas in their writing.

The solution of those problems of learning technique is by the use of a roundtable technique. Roundtable technique is a cooperative learning technique that has principle purpose to ask students work in group, all of members in the group have take turn cotributing their ideas in one piece of paper. This technique brought two positive character namely work in group and brainstorming. Brainstorming character that is brought by this technique is able to solve the problem about students' difficulties in developing ideas

and cooperative learning group character is able to solve the problem students' motivation in writing.

To identify the students' writing skill before doing a treatment, the researcher holds the pre survey that is focused on students' report writing skill by doing a test. Below is the students' test result of report writing skill at the eleventh grade of SMA N 1 Trimurjo:

Table 1  
The Students' Test Result of Report Writing Skill

No	Score	Category	Frequency	Percentage
1	>75	Pass	2	09,52 %
2	<75	Fail	19	90,48 %
Total			21	100%

Source: The Students' Test Result of Report Writing Skill that was taken on Pre survey at January 22<sup>th</sup>, 2016.

Based on the result of pre-survey above, it can be seen that the student's report writing skill is still low; there are only 2 from 21 students who passed from 75 and 19 students who failed from 75 as the Minimum Mastery Criteria (MMC). The problem is caused by students' difficulty in developing ideas and they have low motivation in writing. Therefore, the researcher tries to apply Roundtable technique to solve both of problems above especially and to develop the student's writing skill generally.

Based on situation above the writer will conduct a research entitled:

“ THE INFLUENCE OF USING ROUNDTABLE TECHNIQUE TOWARD THE STUDENTS’ REPORT WRITING SKILL AT THE ELEVENTH GRADE OF SMA N 1 TRIMURJO CENTRAL LAMPUNG”.

## **B. Problem Identification**

Based on the background of study that is explained above, the researcher can identify some problems that are caused by:

1. The students have low score in writing subject.
2. The students have difficulties to generate ideas in report writing.
3. The students have a low motivation in writing.
4. The teaching technique that is usually used by teacher is considered unnefective technique.
5. The students have a low skill especially in report writing.

## **C. Problem Limitation**

Limitation is very useful for the researcher to determine the focus point of problem that will be analyzed. So, this reasearch will be up of standard the maxim of quantity that means the elaborations are not out of the context.

In this case, the researcher focuses on the second and the third problem that the students have difficulties to generate ideas and they have low motivation in writing. The writing that is discussed here is a report writing skill.

## **D. Problem Formulation**

Based on the background of the study above, the researcher formulates the problem in this research namely “ Is there any positive and significant influence of using roundtable technique toward the students’ s writing skill especially in report text at the eleventh grade of SMA N 1 Trimurjo Central Lampung? ”

## **E. Objectives and Benefit of Study**

### **1. Objectives of the study**

Related to the problem formulated above this research is intended to find out and know whether there is any influence of Roundtable technique toward the students’ report writing skill.

### **2. Benefits of Study**

The benefits of the study in this research can be organized as follows:

#### **a. Theoretical benefits**

The result of the research paper can be useful input English teaching learning process for teaching writing using Roundtable technique.

#### **b. Practical benefits**

There are three kinds of practical benefit in this research namely:

##### **1) For the teacher**

The reseacher hopes that this research will be positive inspiration for the teacher in teaching and learning process,

especially in teaching writing that can implementate Roundtable technique.

2) For the students

The students can more participate fully in the class. So they will have more motivation in writing report text.

3) For the other researchers

This result can be used as prior information for the other researchers that conduct a relevant research.

## CHAPTER II

### THE REVIEW OF RELATED THEORIES

#### A. The Concept of Report Writing Skill

##### 1. The Concept of Writing Skill

###### a. Definition of Writing Skill

According to Sanggam Siahaan, “Writing is a psychological activity of the language user to put information in the written text”.<sup>1</sup> It can be concluded that writing is the activity that engage human thought and human act or involves physic and mental activities about certain topic in a context with a specific purpose.

Meanwhile, in his another book Sanggam defined that “It is a skill of a writer to communicate information to reader or group of readers. The writer skill is also realized by his or her ability to apply the rule of the language s/he is writing to transfer the information s/he has in her or his mind readers effectively”.<sup>2</sup> It means that writing is the skill to deliver information and express the ideas from the writer to the reader through written language. Moreover, on the proces to deliver information through written language, a good writer has to use sistematic language that agree with the rule of its language and simple language that easy to learn by the readers.

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<sup>1</sup> Sanggam Siahaan, *Issue in Linguistic*, (Yogyakarta : Graha Ilmu, 2008), p. 215

<sup>2</sup> Sanggam Siahaan, *The English paragraph*, (Yogyakarta: Graha ilmu, 2008), p. 2

Writing is used by students to express ideas around the curriculum. It means that writing has purpose to learn and to express student's background world knowledge.<sup>3</sup> So, it should be noted that the ideas that is expressed in writing is based on the background of knowledge probing or the result of collecting information in the social environment.

Skill is used to direct to a performance level, in the sense of precision and speed in performing a certain tasks (skilled performance). Skilled performance has long been a subject of psychological studies, that consider both physical psychomotor abilities and mental cognitive abilities.<sup>4</sup> So, skill is the output of abilities that involves physic and mind to apply knowledge and use know-how to complete tasks and solve problems.

Related to the writing skill, it can be concluded that writing skill is the ability how to apply idea, information, and knowledge in written language. The task that is usually given by teacher to evaluate the students' writing skill such as making a paragraph or text. The students must be able to apply their grammar mastery, vocabulary mastery and background of information to do this task.

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<sup>3</sup> Karen Kuelthau Allan, et al, *Learning to Write With Purpose*, ( New York: The Guilford Press, 2009). p. 47

<sup>4</sup> Jonathan Winterton, et. al, *Typology of knowledge, skills and competences*, (Luxembourg: Office for Official Publications of the European Communities, 2006), p. 7

## **b. Process of Writing**

Related to the researcher's statement in the previous discussion, there is cognitive process that is realized in the writing when the writer tries to express his idea in a written form.

Concerning about the cognitive process in writing, there are three process in the model of writing namely planning, producing text, and reviewing".<sup>5</sup> Firstly, planning is the preparation before writing that refers to think about purposes and ideas. Secondly, producing text is generating the language that refers to arranged words to be systematic sentences and paragraph. Finally, reviewing is the process that consist of evaluating, revising and editing the result of writing.

On the other hand, a much deeper Donal Graves in Andrew P. Johnson (2008) explains that there are five steps of writing process. There are:

### 1) Prewriting

The purpose of prewriting is to generate ideas. Listing, brainstorming, outlining, silent thinking, making a conversation with another person, or mastering writing are all ways to generate ideas.<sup>6</sup> It means that before the students are going to write, they must to plan or generate idea in order to know what the matter that they want to write.

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<sup>5</sup> Karen Kuelthau, *Learning to Write*, p.21

<sup>6</sup> Andrew P. Johnson, *Teaching Reading and Writing*, (United States of America: Britis Library Cataloging, 2008), p. 179



## 2) Drafting

Drafting is the writer's first effort to infuse his ideas on the paper. Actually, the draft is a rambling, disconnected accumulation of writer's ideas. Most of the writing activities in the classroom involve just these first two steps. Only those drafts that students feel are interesting or of value should be taken to the next step.<sup>7</sup> It means that, in the drafting process, the writer start to write their ideas on the paper with a sistematic language.

## 3) Revising

Revising is considered as the core of the writing process. In this process our writing is revised and reshaped in many times. Revising is where the students shape the blob, adding parts, taking parts away, adding parts, and continually molding and changing. Here the students look for flow and structure. The students reread paragraphs and move things around.<sup>8</sup>

## 4) Editing

Editing is the process to correct the grammar, spelling, and punctuation errors. A word of caution: The quickest way to ruin a good writing project or damage a writer is to insist that step 4 be included in step 1, 2, or 3. If writers are editing or worrying about mechanics at the prewriting, drafting, and revising stages, the

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<sup>7</sup> *Ibid.*;

<sup>8</sup> *Ibid.*

flow of ideas and the quality of writing suffers. Precious brain space that is devoted to generating and connecting ideas will instead be utilized worrying about writing mechanics.<sup>9</sup>

#### 5) Publishing and sharing

This is the final process to share the result of writing audience. Writing becomes real and alive at this stage. Publishing can involve putting together class books, collections of writing, school or class newspapers, school or class magazines, or displaying short samples of writing in the hall or out in the community. Writing experiences become even more powerful by having students read their work out loud in small groups, to another classmate, or in a large group setting.<sup>10</sup>

#### c. Compositions of Writing

Furthermore, According to Brown H. Douglas, the upshot of the compositional nature of writing has produced writing pedagogy that focuses students on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce final product.<sup>11</sup>

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<sup>9</sup> *Ibid.*, p. 180

<sup>10</sup> *Ibid.*

<sup>11</sup> H. Douglas Brown, *Teaching by Principles an interactive Approach to Language Pedagogy*, (The United States of New York: Longman, 2001), 2nd Edition, p.335

A good deal of attention was placed on “model” compositions that students would emulate and on how well a student’s final product measured up against a list of criteria that include:

- 1) Content
- 2) Organization
- 3) Vocabulary
- 4) Grammmarr
- 5) Mechanical considerations (spelling and punctuation)<sup>12</sup>

Regarding on the statement above, it should be remembered that the process in writing is an important aspect that determine the result of writing itself. Beside that, the final product of writing also has to agree with several measurement criteria in writing compositions such as content, organization, vocabulary, grammar and mechanical consideration.

## 2. Kinds of Writing

In generality, there are three kinds of writing namely academic writing, personal writing, and creative writing. Alice Oshima explained that “Academic writing is the kind of writing used in high school and college classes. Academic writing is different from creative writing and personal writing”.<sup>13</sup> It should be noted that creative writing is the kind of

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<sup>12</sup> *Ibid.*

<sup>13</sup> Alice Oshima & Ann Haque, *Introduction to Academic Writing*, (The United State of America: Longman, 2007), 3th Edition, p.3

writing such as stories, poetries etc. Then, personal writing is kind of writing such as letters or e-mails. Beside that, creative writing and personal writing are informal and academic writing is formal.

Focus on academic writing, there are several types of writing that is usually used in high school and college classes are as follows:

a. Description

Descriptive writing related to the senses that tell how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture. It that has a meaning that a good description has to be able make the reader can imagine the object, place, or person in his or her mind by read our writing.<sup>14</sup> It means that description has principle purpose to describe the object from specific until general character to make the reader are able to imagine the object in their mind based on the writer's elaboration in his writing.

b. Narration

Narration is an account or description of events in the past which entails following a time sequence or chronological.<sup>15</sup> It can be concluded that narration refers to a past story in writing because it has purpose to describe events in the past with a certain chronological sistematically.

c. Exposition

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<sup>14</sup> *Ibid.*, p. 61

<sup>15</sup>R.R Jordan, *Academic writing Course Study Skills in English*, (Cambridge: Longman, 1999), p. 27

Expository paragraphs is related to facts, ideas, beliefs. It explains, analyzes, defines, compares, illustrates. It answers the questions such as What? Why? How? What was the cause? The effect? Like what? Unlike what?. It is one kinds of paragraph that we write through reports or term papers or tests.<sup>16</sup>

In a expository type, the writer just tries to show the fact of an object in order to make the readers believe or disablieve something related to the object. It means that expository or exposition just show the fact of and object without a goal to make the reader agree with the writer's opinion.

#### d. Argumentation

While in argumentation type, in addition to only convincing the readers to believe or disablieve something the truth of the the fact of an object, the also has a goal to persuade the readers in order to take a certain course of action related to the new truth exposed to them.<sup>17</sup>

So, argumentation is a text in which you agree or disagree with a problem, using reasons to support your opinion, your goal is to convince your reader that your opinion is right. It means that argumentation is used to make a case or to prove or disprove a statement or proposition.

#### e. Report

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<sup>16</sup> Thomas S. Kane, *Essential Guide to Writing*, (New York: Oxford University Press, 2000), p.89

<sup>17</sup> Sanggam Siahaan, *Issue in Linguistics*, p. 217

Kennedy explained that “report is one kinds of writing that has purpose to provide generalism informations about whole class of things”.<sup>18</sup> So, report text just has purpose to tell a general informations of the object. It doesn’t have purpose to tell a stories, procedure or arguments.

### 3. Report Writing

#### a. Definition of Report Writing

According to Dedi Turmudi, “report is a text which presents information about something, as it is. It is as a result of systematic observation and analysis”.<sup>19</sup> Then, in report writing, the writer should present the information in an objective or equitable way. Also the information has to be presented in a clear, logical and precise manner.<sup>20</sup> An information report describes an object or subject and gives fact about the subject rather than instructing the reader on how to complete an activity.<sup>21</sup>

Based on statements above, the researcher conclude that report is a text that has purpose to present informations by describing factual data analysis of the object in general way. The information that is described here has to clear, logical and percise manner.

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<sup>18</sup> Graeme Kennedy, *Structure and Meaning in English*, (New York: Pearson Longman, 2003), p.334

<sup>19</sup> Dedi Turmudi, *Developing Writing 2*, (Lampung: Laduni, 2014), Revised Edition, p. 11

<sup>20</sup> Bruce Davis, *Targetting Text Information:Recount, Information report &Explanation*, (Australia: Blake Education, 2000), p. 43

<sup>21</sup> *Ibid.*

## b. Structure of Report Writing

Certainly, every text has a structure that is defined as a web of meaning relationships which relate the sentences to each other, give direction to the text and make it hold together.<sup>22</sup> It means that structure stands as a direction to write a text with a good coherence or meaning relationship.

According to Kate, report text has two structure; General Statement and Description (of different aspects of the topic).<sup>23</sup> More details, the generic structure of report text can be organized are as follows:

- 1) General classification: Stating classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general.
- 2) Description: Describing the thing which will be discussed in detail; part per part, custom or deed for living creature and usage for materials.<sup>24</sup>

Related to the statement above, there are two structures in report text namely general classifications and description. General classifications contains introduction phenomenon, general statement, or

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<sup>22</sup> Graeme Kennedy, *Structure and Meaning*, p.321

<sup>23</sup> Kate Grenville, *Writing From Start to Finish: A Six Step Guide*, (Australia: Australian Copyright Act, 2001), p. 194

<sup>24</sup> Dedy Turmudi, *Developing Writing*, p. 11

classification of the object. Refers. While, description refers to a detail discussion all of aspect from the object. Below is the example of the text structure that is applicated in report text:

### Text Structure<sup>25</sup>

#### **Amphibians**

##### **General Classification**

An amphibians is an animal that has moist, hairless skin. Amphibians are cold-blooded which means they cannot make their own body heat. They get warm in the sun and cool off in the shade.

##### **Description**

The three main groups of amphibians are frogs and toads, salamenders and caecilians. All amphibians have backbones. The three kinds of amphibians look very different from each other. Frog and toads have legs but do not have tails. Salamenders have short legs and long bodies ending in tails. Caecilians do not have any legs. They look a lot like big earthworms.

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<sup>25</sup> LBB UGAMA, *Logic: The Quickest and Easiest Solution*, (Yogyakarta: UGAMA, 2011), p. 2



### c. Language Features of Report Writing

Sometimes the language features in a text become a specific character and purpose of the text itself. As for the prominent language features in reports are:<sup>26</sup>

- 1) Simple present tense
- 2) Relationships such as time differences, comparisons with other things
- 3) Generalised participants rather than specific examples
- 4) Technical terms used when appropriate
- 5) Factual and precise descriptions
- 6) Little or no use of subjective opinions
- 7) Formal style

Regarding to the explanations above, report text discusses about general participant rather than specific examples. It means that report text discuss about object in generality, example: “Cat” that is considered as all of cat in the world. It’s different with descriptive text that discuss about specific participant, example “My Lovely Cat” that is considered as one pet in writer’s house

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<sup>26</sup> Graeme Kennedy, *Structure and Meaning*, p. 334

#### 4. Teaching Writing

Writing, speaking and listening are communication skills that are important in all subject areas in the curriculum.<sup>27</sup> Therefore, writing is one of important skill that have to be mastered by all of students in schools. Automatically, to make students are able to master writing skill, it need a teaching activity that is guided by the teacher.

Teaching can be defined as “the action of a person who teaches; the profession of a teacher” , "teaching is imparting knowledge or skill".<sup>28</sup> Also, Teaching is the activity to guide and to facilitate learning that enabling the learner to learn, also to sett the conditions for learning.<sup>29</sup> So, teaching refers to a proffesional skill of the teacher guides the students in the class that has principle purpose to make students can success in learning materials. It's also considered as a role of teacher because teaching is refers to what the teacher has to do inside and outside the classroom”.<sup>30</sup>

Speaking and writing skills are productive skills in English but do not have the same similarities when teaching.<sup>31</sup> They are different in both compositions and the way of teaching. The compositions of speaking that is taught by teacher more focuse on pronunciation, accurancy and fluency.

<sup>27</sup> Trudy Wallace, et al, *Teaching speaking, listening and writing*, (Geneva: The International Bureau of Education-IBE, 2004), EP14, p.7

<sup>28</sup> Definitions of Teaching, taken in part from B. O. Smith's *Definition of Teaching* in [http://www2.phy.ilstu.edu/pte/310content/teachlearn/teaching\\_learning.ppt](http://www2.phy.ilstu.edu/pte/310content/teachlearn/teaching_learning.ppt), p. 2

<sup>29</sup> H. Douglas Brown, *Principles of Language Language Learning and Teaching*, (The United States of New York: Longman, 2000), 4th edition, p.7

<sup>30</sup> David Riddel, *TeachingEnglish as a Foreign Language*, (London: Hodder Education, 2010). p.31

<sup>31</sup> *Ibid.*, p.15

The activities that is usually used are conversations, monologue, role play, speech,etc. While the compositions in teaching writing are grammar, punctuation and paragraph structure. Then, the way that is used in teaching writing such as write a simple sentence, write a paragraph or write a certain text.

Related to teaching writing, writing has always been used as a means of reinforcing language that has been taught.”<sup>32</sup> It can be noted that the teacher can has students to write sentences using recently learnt grammar. Then, the teacher can have the students to write paragraph or longer compositions to practise certain recently focused-on aspects of language or paragraph and text construction. The reinforcement writing that is discussed above will be able to guide the students improve their skill.

## **B. The Concept of Roundtable Technique**

### **1. Definition of Roundtable Technique**

Roundtable is considered as one kinds of cooperative learning techniques that is creted by Spencer Kagan in teaching and learning activity. According to Kagan, “Roundtable and Roundrobin are extremely important cooperative learning structures. In essence, students take turns contributing to the group—in an oral form for Roundrobin and in a written form for Roundtable. For Roundtable, there is usually one piece of paper

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<sup>32</sup> Jeremi Harmer, *How to Teach Writing*, (England: Pearson Longman, 2004), p.32

and one pen for the team. One student makes a contribution and then passes the paper and pen to the student on his or her left. The paper or pen literally goes around the table, thus the name: Roundtable. If the contributions are oral rather than written, it is called Roundrobin”.<sup>33</sup>

Moreover, Kagan elaborate that “Roundtable can be used repeatedly in many subject areas, at a variety of places in the lesson plan. Roundtable can be used to create an anticipatory set for a lesson, to check for acquisition of information, or to liven up drill and practice”.<sup>34</sup>

It can be concluded that Roundtable is a one of cooperative learning techniques that has principle purpose to has students work in group. To applies this technique, the teacher gives a piece of paper for each group, then all of members of group have to take turn give their contributions. So, all of students are able to participate fully during the lesson. Also, this technique is very effective to support the processes of teaching especially in planning, reviewing, or practicing.

Regarding to the concept of cooperative learning. Van Dat Tran elaborated that “cooperative learning comprises instructional methods in which teachers organize students into small groups, which then work together to help one another learn academic content.”<sup>35</sup>Also, Damon and Phelps argued that,” three types of group learning may be distinguished:

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<sup>33</sup> Spencer Kagan, *Kagan Cooperative Learning*, (San Clemente: Kagan Publishing, 2009), p. 10.21

<sup>34</sup> *Ibid.*

<sup>35</sup> Van Dat Tran, *The Effects of Cooperative Learning on the Academic Achievement and Knowledge Retention*, International Journal of Higher Education Vol. 3, No. 2; 2014, p.131,Print.

Tutoring, cooperative learning, and collaborative learning. In cooperative learning, students are seated in groups and have a mutual goal. Typically, student assignments in a cooperative learning setting do not require students to work together: The assignments can also be completed individually.”<sup>36</sup>

The relevant theory also comes from Jack C. Richard, “with cooperative learning, students work together in groups whose usual size is two to four members. However, cooperative learning is more than just putting students in groups and giving them something to do. Cooperative learning principles and techniques are tools which teachers use to encourage mutual helpfulness in the groups and the active participation of all members”.<sup>37</sup>

Based on the elaborations about cooperative learning above, it can be noted that the principal purpose of cooperative learning is not only has student to solve and finish a project together but also it has purpose to increase individual ability through contribution of all members in the group. So, although it has character works in groups, the evaluation in cooperative learning is allocated individually. Then, as a instructional method that applies work in group, cooperative learning also can be a solution to develop student’s motivation in learning process.

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<sup>36</sup> Edda Luzzatto and Giordano DiMarco, *Collaborative Learning Methodology Types of Interactions and Techniques*, (New York : Nova Science Publishers Inc., 2010), p.199

<sup>37</sup> Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002), p. 52

Furthermore, Roundtable is a technique that can be used for brainstorming, background knowledge probing or reviewing.<sup>38</sup> Focus on brainstorming, Stephen Bailey explain that, “it is best to begin planning by analysing the title and then writing down any ideas that seem relevant. This process is called ‘brainstorming’”.<sup>39</sup> Then, because of Roundtable technique refers to works in group, automatically the brainstorming process that is applied here is brainstorming group. According to James Manktelow, group brainstorming can be very effective for bringing the full experience and creativity of all members of the group to bear on an issue. When individual group members get stuck with an idea, another member’s creativity experience can take the idea to the next stage.<sup>40</sup>

Regarding to the concept of brainstorming, the researcher concludes that brainstorming is the process how to manage idea with a certain technique in planning before writing. The management ideas in this process is not only refers to developing ideas, but also refers to controlling ideas. Related to Roundtable technique, the brainstorming proces that is used is group brainstorming. It can more effective than individual brainstorming because the students can get an ilustration from listen or read to another member’s idea before they try to write.

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<sup>38</sup> Marry Beth Orrange, *Promoting Excellent Teaching*, the Annual International Conference for Community College Chairs, Deans, and Other Instructional Leaders , (Phoenix, AZ, February 17-20, 1993), p.2. Print.

<sup>39</sup> Stephen Bailey, *Academic Writing A Handbook for International Student*, (New York : Routledge, 2006), p. 39

<sup>40</sup> James C.E.O Manktelow, *Brainstorming Toolkit*, (London: Mind Tools, 2011), p.6

## 2. The Principle of Roundtable Technique

There are several principles of Roundtable technique that can be elaborated such as follows:

- a. Roundtable helps to collecting ideas about a given topic in planning and whilst writing stage. By collecting the ideas in a group, the students will not get confused about what they should write because they already have some ideas as the references to write.<sup>41</sup>
- b. Roundtable motivates the students to be active to participate in the teaching learning process.<sup>42</sup>
- c. Roundtable gives the same opportunities for the students for working in groups. However, the target skill is aimed for individual.
- d. Roundtable makes students to be more confidence in practicing writing.

## 3. The Teaching Procedure of Roundtable Technique

Round Table can be used for brainstorming, reviewing, or practicing.<sup>43</sup> The role of teacher is just a facilitator so that the students will be more active during the lesson.

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<sup>41</sup> Ety Dwi Astuti and Theresia Kumalarini, *Roundtable Brainstorming: A Technique To Improve The Writing Ability of Students in Writing Narrative Texts*, E - jurnal unesa . Volume 01 Nomor 01 Tahun 2013, p.3. Print.

<sup>42</sup> Sutarno, *Integrating Roundtable Brainstorming Into Team Pair Solo Technique For Improving Students' Participation In Writing Of Narrative Texts*, Jurnal SMART Volume 1 No. 1, Januari 2015, p.11. Print.

<sup>43</sup> Wafaa Salem Al-Yaseen, *Cooperative Learning in the EFL Classroom*, The 2014 WEI International Academic Conference Proceedings, Vienna, Austria, p. 94

According to Elizabeth, et al, the procedure of Roundtable technique can be described as follows:<sup>44</sup>

- a. Form groups of five students and tell groups the prompt or distribute the handout.
- b. Identify (or have students identify) which group member will begin and inform students that they will circulate the paper clockwise.
- c. Ask the student to write his or her words, phrases, or sentences as rapidly as possible and then read the response aloud so that other students have an opportunity to think about and build upon each other's responses.
- d. Ask the student to pass the paper to the next student, who follows the same steps.
- e. Inform students when time is up, or tell them in your instructions that the process is complete when all members have participated and all ideas are on the paper.<sup>45</sup>

#### **4. The Advantages and Disadvantages of Roundtable Technique**

Honestly, no one technique that is perfect. Automatically, they brought their own advantages and disadvantages. The advantages and disadvantages of using Roundtable technique can be mentioned as follows:

- a. The advantages
  - 1) It can be a solution to make students more interest in learning process because it has character semi game.
  - 2) Roundtable technique that has character brainstorming is be able to make students more easy in controlling and developing ideas.
  - 3) It can gives good opportunity to the students to participate fully in the class by contributed their ideas.

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<sup>44</sup> Elizabeth F. Barkley, et al, Collaborative *Learning Techniques, A Handbook for College Faculty*, (San Fransisco: JossetBass, 2005) p.241

<sup>45</sup> *Ibid.*,p. 242



- 4) By expressing their ideas about one concept, the students get a opportunity to explore their argumentation so that they will get more confidence.
- 5) Every student can get an additional concept and knowledge from their friends when take turn to express the ideas.
- 6) Brainstorming is designed to create a positive team identity and a willingness to work in teams.<sup>46</sup> So, the students can learn to give support, to appreciate friends' idea, and to make a good collaboration in team.

b. The disadvantages

- 1) In Roundtable, the problem that is examined should be very simple<sup>47</sup>.  
It means that the teacher can not use complex (problem or team project) that has to be solved by students.
- 2) It needs length of time to apply this technique during the lesson.
- 3) This technique may makes class little noisy.

### **C. The Teaching Procedure of Report Writing Skill Through Roundtable Technique**

Based on the teaching procedure of Roundtable technique that is elaborated by Barkley in the previous discussions. The researcher designs a

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<sup>46</sup> Robert E. Slavin, et al, *Learning Cooperate, Cooperating to Learn*,( New York: Plenum Press, 1985), p. 454

<sup>47</sup> *Ibid.*

teaching procedures of report writing through Roundtable technique are as follows:

1. The teacher explains the material about report text; definition, structure, language feature, and example.
2. The teacher divides students into eight groups. Then the teacher asks each group to seat around the table.
3. The teacher gives different topic for every group and provides think time before start to apply Roundtable technique.
4. Teacher start to apply Roundtable technique. The students take turn passing a paper and pencil or a team project, each writing one answer or making a contribution.<sup>48</sup>.
5. Every student in group only has 10 minutes to make contribution or write a sentences in a paper. When the teacher said “*move!*”, The student has to pass the paper to another member in left. The next student should read previous student’s contributions to get illustration before he/she writes contributions. This rule is continued by all of group till all of members have given their contribution.
6. When all of group have finished their project, the teacher write down all of the name of groups in the whiteboard and ask students to correct one each other group’s project. The teacher guide students to correct all of project and write down on the whiteboard how many mistakes for every group.

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<sup>48</sup> Spencer Kagan, *Kagan Cooperative*, p.6.34

7. The last, the teacher tells the best group that has least mistakes. Then, the teacher evaluate and explain more about report text that concern to students' mistake in writing.

#### **D. Theoretical Framework and Paradigm**

##### **1. Theoretical Framework**

Certainly, every research has variables. Variables is a general class of objects, events, situations, characteristics, and attributes that are interest to the researcher. In this research, the researcher determines two variables.<sup>49</sup> They are independent variable (X) and dependent variable (Y). Independent variable (X) is Roundtable technique and dependent variable (Y) is students' report writing skill. Scott W. explains that “the independent variable, that is, the variable that is systematically controlled by the researcher to determine the effect of that variable. By systematically changing the independent variable and holding all other variables constant, the researchers can be confident that any change in the dependent variable—the outcome the researchers are measuring—is actually due to the effect of the independent variable”.<sup>50</sup> It means that independent variable is a controlling variable that influences dependent variable in research.

Writing is one of four basic skills that important that must be mastery by the students. Many students consider that writing is difficult language skill to learn, this is because writing involves content, form,

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<sup>49</sup> Mark Balvanes And Peter Caputi, *Introduction Quantitative Research Methods*, (New Delhi: Sage Publications, 2001.), p. 46

<sup>50</sup> Scott W. Vanderstoep and Deirdre D. Johnston, *Research Methods for Everyday Life*, (San Francisco: Jossey-Bass, 2009), p. 35

grammar, vocabulary and mechanic. Moreover, writing is one of productive skills in English. Because of it is a productive skill, writing is not only need a knowledge or theories but also need idea in its process. The problems faced in the class are the students have difficulties to build and develop their ideas, choose the right dictions, and use the grammar. Also students has a low motivation to write because its complicated process. So, the teacher need to use an appropriate technique to solve it.

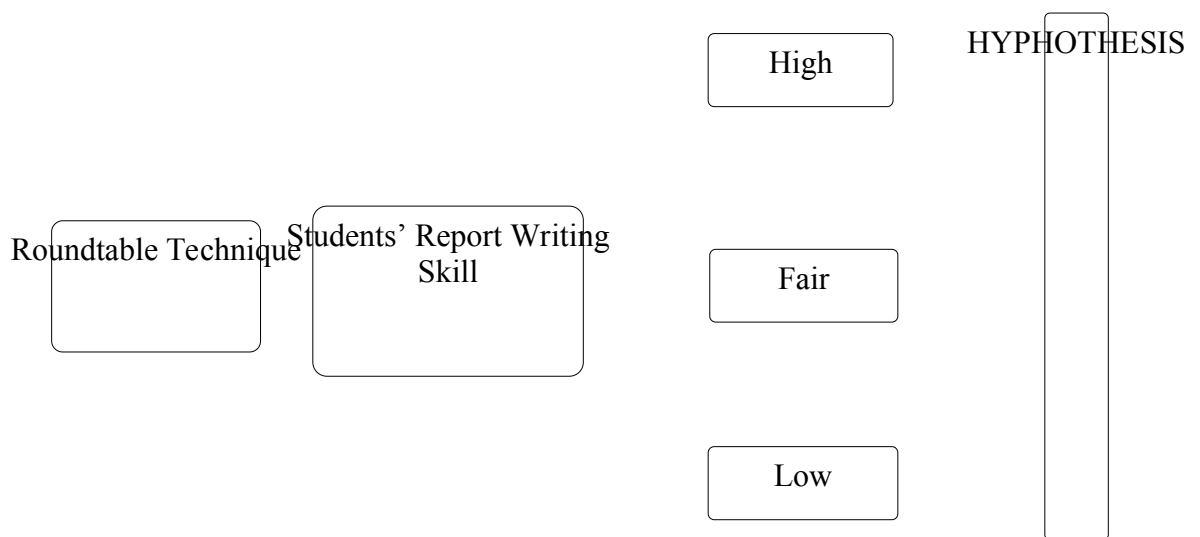
Actually, there are so many techniques in teaching writing especially report text. In this research, the researcher uses Roundtable technique to teach report text that focus at the eleventh grade of SMA N 1 Trimurjo Central Lampung. The researcher assumes that if teacher uses Roundtable technique in teaching writing about report text, the students will be easier in brainstorming ideas and they can participate fully in the clas through work in group.

If roundtable technique is effective for teaching report writing skill, it will give good influence to student's report writing skill. But if roundtable technique is uneffective for teaching report writing skill so it will give no influence to the student's report writing skill.

## 2. Paradigm

Paradigm is the correlation pattern among the variables that will be research. Furthermore, based on theoretical framework above, the researcher describes the paradigm as follow:

Figure 1  
The Description of Research Paradigm



Based on the figure above, it can be seen that if the roundtable technique is high and students's report writing skill is high, so there is a positive and significant influence of using Roundtable technique toward the students' report writing skill. Conversely, if the roundtable technique is low and students's report writing skill is low, so there is no a positive and significant influence of using Roundtable technique toward the students' report writing skill.

## E. Hypothesis

### 1. Hypothesis Formulation

The research hypothesis are the hypotheses developed from observation, the related literature, and/or the theory described in the study. A research hypothesis states the relationship one expects to find as a result of the research.<sup>51</sup> It may be a statement about the expected relationship or the expected difference between the variables in the study.

John Cresswell explains that hypothesis is prediction the researcher makes about the expected relationship among variables in quantitative research.<sup>52</sup> There are two kinds of hypotheses, such as alternative and null hypothesis.

Based on assumption above, hypothesis for this research can be formulated as follows:

#### 1. Alternative Hypothesis (Ha)

There is a positive and significant influence of using Roundtable technique toward the students' report writing skill at the eleventh grade of SMA N 1 Trimurjo Central Lampung.

#### 2. Null Hypothesis (Ho)

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<sup>51</sup> Donal Ary et al., *Introduction to research in Education*, (USA: Wadsworth Cengage Learning, 2010), 8th Edition, p. 91

<sup>52</sup> John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), P. 132

There is no a positive and significant influence of using Roundtable technique toward the students' report writing skill at the eleventh grade of SMA N 1 Trimurjo Central Lampung.

## 2. Statistical Hypothesis

Related to the concept of statistical hypothesis, Yogesh explains that “A hypothesis may be stated in the null form which is an assertion that no relationship or no difference exists between or among the variables. This form null hypothesis is a statistical hypothesis which is testable within the framework of probability theory. It is also a non- directional form of hypothesis”.<sup>53</sup>This hypothesis is considered as an assumption about a population parameter.

The formulation of statistical hypothesis in this research are:

- a. If  $t_{\text{observed}} > t_{\text{table}}$  and  $\chi^2_{\text{observed}} > \chi^2_{\text{table}}$ , So  $H_a$  is accepted and  $H_o$  is rejected.
- b. If  $t_{\text{observed}} < t_{\text{table}}$  and  $\chi^2_{\text{observed}} < \chi^2_{\text{table}}$ , So  $H_a$  is rejected and  $H_o$  is accepted.

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<sup>53</sup> Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International (P) Ltd., Publishers, 2006), p.61



**CHAPTER III**  
**RESEARCH METHODOLOGY**

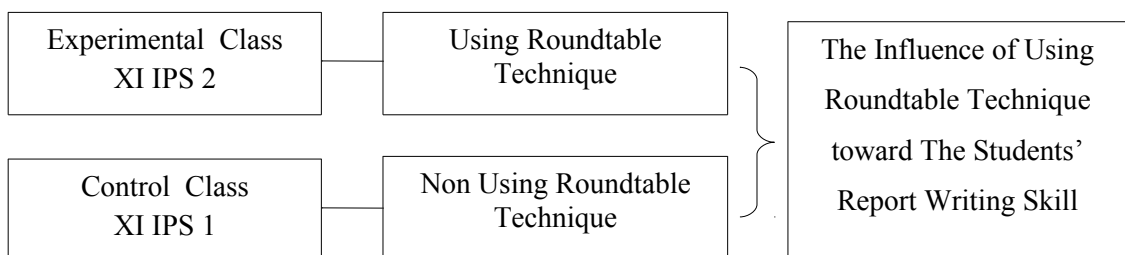
**A. Research Design**

In this research the researcher uses a quantitative design to investigate whether there is any positive and significant influence of roundtable technique toward students' report writing skill.

Actually, Daniel decided that there are two kinds of quantitative research design namely experimental design and non-experimental design. The experimental design is defined as a test under controlled conditions that is made to demonstrate a known truth or examine the validity of a hypothesis.<sup>1</sup>

In this research, the researcher conduct the experimental design that used two classes namely XI IPS 1 as a control class that didn't receive the treatment and XI IPS 2 as an experimental class that received the treatment that was teaching by using Roundtable technique. The design is follows:

Figure 2  
The Influence of Using Roundtable Technique  
In Experimental and Control Group



<sup>1</sup> Daniel Muijs, *Doing Quantitative Research In Education*, (London: Sage Publications, 2004), p. 13

Firstly, both of groups received the pre-test before doing a treatment. Secondly, the experimental class (XI IPS 2) got a treatment using Roundtable technique and control class (XI IPS 1) didn't get a treatment. Thirdly, both groups received the post-test with the same instrument in the pre-test. Finally, it could be found the influence of using Roundtable technique toward the students' report writing skill.

The description of sequence is:

Table 2  
The True Experiment Design

Group	1. Pre-test	2. Treatment	3. Post-test
Experimental group	X	X	X
Control group	X		X

Following the post-test, the analyses of statistical are carried out to see whether the treatment has had an effect for experimental group.<sup>2</sup>

## B. Population, Sample and Sampling Technique

### 1. Population

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<sup>2</sup> *Ibid.*, p. 18

Donal Ary assumes that “a population is all members of any well-defined class of people, events, or objects”.<sup>3</sup> Meanwhile, Jack R. Fraenkel explains that the term *population* refers to all the members of a particular group. It is the interesting group that is to be generalized by researcher in the result of study.<sup>4</sup> It means that population is all members of group such as people, objects, or events that is determined in a research.

In this research, the population is all of eleventh grades of SMA N 1 Trimurjo Central Lampung. There were 132 students at the eleventh grade of SMA N 1 Trimurjo.

## 2. Sample

A sample is small group that is observed or portion of a population.<sup>5</sup> A sample is any part of a population of individuals on whom information is obtained. It may, for a variety of reasons, be different from the sample originally selected.<sup>6</sup>

It can be concluded that sample is the small group of elements or individual part of population that is observed. Related to sample discussion, the samples of this research is the students at the seventh grades which consist of seven classes. The researcher took two classes at the eleventh grade of SMA N 1 Trimurjo as a sample. The researcher took

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<sup>3</sup> Donal Ary, et al., *Introduction to Research in Education*, (USA: Wadsworth Cengage Learning, 2010), 8th Edition, p.148

<sup>4</sup> Jack Fraenkel R. and Norman E. Wallen, *How to Design and Evaluate Research in Education*, (New York: McGraw-Hill, 2009), 7th Edition, p.105

<sup>5</sup> Donal Ary, *Introduction to Research*, p. 148

<sup>6</sup> Fraenkel, *How to Design*, p. 105

from XI IPS 1 which consist of 21 and XI IPS 2 which consist of 21 students. So, there were 42 students as the sample.

### 3. Sampling Technique

Sampling refers to the process of selecting the individuals who will participate in a research study.<sup>7</sup> In this research, the researcher used a cluster purposive sampling technique as a sampling technique which based on previous knowledge of a population and the specific purpose of the research. The researcher choosed XI IPS 2 as experimental class because their low score in writing.

## C. Operational Definition of Variables

An operational definition ascribes meaning to a construct by specifying operations that researchers must perform to measure or manipulate the construct.<sup>8</sup> In quantitative research, operational definitions are used to specify how variables will be measured in the study. By using operational definitions, researcher can proceed with investigations that might not otherwise be possible. There are two kinds of variables, namely:

### 1. Independent Variables

Independent variables are those that (probably) cause, influence or affect outcomes. They are also called treatment, manipulated, antecedent, or predictor variable.<sup>9</sup> Independent variable in this research is Roundtable

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<sup>7</sup> *Ibid.*

<sup>8</sup> Donal Ary, *Introduction to Research*, p.36

<sup>9</sup> John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), p. 50

technique. It is a cooperative learning technique that has principle purpose to ask students work in group, all of members in the group have take turn cotributing their ideas in one piece of paper.

Then, the researcher determines some indicators that should be attained by students in roundtable technique (independent variable) are as follows:

- a. The students are able to do duty in group.
- b. The students are able to communicate and interact to each others in group.
- c. The students are able to contribute and share ideas in a group.
- d. The students are able to be more confidence in participation.

## 2. Dependent Variables

In experimental studies, the treatment is the independent variable and the outcome is the dependent variable.<sup>10</sup> It means that dependent variable is the outcomes or result of the influence of the independent variables. Report writing skill is the dependent variable in this reserach. It is one kinds of text that has purpose to present informations by describing factual data analysis of the object in general way.

The researcher measured dependent variable by using test. The researcher tested the students by asking them to write a report text with a given topic. It was implemented to the students at the eleventh grade of SMA N 1 Trimurjo Central Lampung.

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<sup>10</sup> Donal Ary, *Introduction to Research*, p. 37

Regarding to the dependent variable in this research. Some indicators that should be attained by the students in writing report (dependent variable) are:

- a. The students are able to express and explore their background knowledge probing and ideas through written language.
- b. The students are able to arrange a good sentences grammatically.
- c. The students are able to write and organize a report text with a appropriate structure.
- d. The students are able to use spelling and punctuation correctly.

#### **D. Data Collecting Method**

##### 1. Test

The valid data can be reached through several techniques of data collection method, one of them is test. Moreover, Anderson with Arsenault decided that “instrument includes test and questionnaire, observation schedule and any other tool used to collect data”.<sup>11</sup>

Whereas, this research is a true experimental design research with applying pre-test and post-test group design. So, the researcher used test as data collection method to measure dependent variable. The researcher used written test as a data collecting method to measure students’ report writing skill.

##### **a. Pre-test**

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<sup>11</sup> Gary Anderson and Nancy Arsenault, *Fundamental of Education Research*, (USA: Falmer Press, 2005), p. 94

The pre-test was held in the first meeting before doing treatment in order to know ability of the students before doing the action research.

**b. Post-test**

The post-test was held in the last meeting after doing treatments to find out whether the treatment gives any contribution to the students' achievement in the class or is there any significant different between the experimental class and the control class scores.

**2. Documentation**

Arikunto explained that documentation is a method that is used to find data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes of meetings, agenda, etc.<sup>12</sup>

The researcher used this method to get the data about the history of school, the conditions of teachers and official employees, the quantity of students, and the organization structures of SMA N 1 Trimurjo Central Lampung.

**E. Research Instrument**

The research instrument in this research held the test which had explained as follows:

**Instrument Blueprint**

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<sup>12</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p. 274

To earn the data related to the research problems, the researcher designed with indicators which have been decided. Moreover, the researcher used Pre-test and Post-test instrument for the experimental class and the control class.

In order to know students' writing skill, the researcher measured the students' writing skill by asking them to make report text. The reasearcher was instructing the students to make a simple composition which was determined. The composition was analyzed and scored by this way:

1. The criteria of writing compositions

To make writing assessment used these criteria:

- a. Content
- b. Organization
- c. Vocabulary
- d. Grammarr
- e. Mechanic

2. Assessment Indicators

Based on the criteria above, the researcher used the assessment indicators that is integrated with the standard scores that has been tasted its validity and reability to measure students' writing skill. The standard scores that was used are as follows:

Table 3  
The Standard Score

No	Assesement	Score	Category	
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	Indicators			Standard
1.	Content	30-27	Excellence	Highly understand; very clever; very wide and complete; very suitable with title
		26-22	Good	Average to good; some knowledge of subject, mostly relevant to the topic but lack detail
		21-17	Fair	Poor to fair; limited knowledge of subject, inadequate development of topic
		16-13	Poor	Very poor; does not show knowledge, not pertinent to topic
2.	Organization	20-18	Excellence	Very good excellent; ideas clearly stated, well organized, logical sequencing and relevant to generic structure
		17-14	Good	Average to good; loosely organized, limited support and logical but incomplete sequencing, relevant to generic structure but sometimes using unclear sentences
		13-10	Fair	Poor to fair; not fluent, ideas confused, lacks logical sequencing, generic structure not clear
		9-7	Poor	Very poor; does not communicate, no organization, not enough to evaluate
3.	Vocabulary	20-18	Excellence	Very good to excellent; sophisticated range, effective word or idiom choice and usage, word form mastery, appropriate register
		17-14	Good	Average to good: adequate range, occasional errors of words/idiom, form, choice, usage, but meaning not obscured
		13-10	Fair	Poor of fair: limited range, frequent errors of words/idiom, form, choice, usage, meaning confused or

				obscured
		9-7	Poor	Very poor; essentially translation, little knowledge of vocabulary, idiom, word from, or not enough to evaluate
4.	Grammar	25-22	Excellence	Very good to excellent; effective complex construction, few errors of agreement, tense number, word order/function, article, pronoun, and preposition
		21-18	Good	Average to good; effective but simple construction, minor problem in complex construction, several errors of agreement, tense, word order/function, articles, pronoun, preposition, but meaning seldom obscured
		17-11	Fair	Poor to fair; major problem in complex/simple construction, frequent errors of negation, agreement, tense, word order/function, articles, pronoun, preposition and/of fragment, deletion, meaning confused or obscured
		10-5	Poor	Very poor: virtually no mastery of sentence construction rules, dominated by errors, did not communicate, or not enough to evaluate
5.	Mechanic	5	Excellence	Very good to excellent; demonstrated mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing
		4	Good	Average to good; occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
		3	Fair	Poor to fair; frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
		2	Poor	Very poor; no mastery of conventions, dominated by

				errors of spelling, punctuation, capitalization, paragraphing, handwriting, illegible, or not enough to evaluate
	Total scores <sup>13</sup>			

## F. Data Analysis Technique

In data analysis technique, the researcher used two formulas. Firstly, to investigate whether there is any positive influence of using Roundtable technique toward the students' report writing skill at the eleventh grader of SMA N 1 Trimurjo Central Lampung, the researcher used the true experiment in the form of paired t-test by using control group pretest-posttest design. The formulate of t-test: <sup>14</sup>

$$t = \frac{M_x - M_y}{\sqrt{\left( \frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2} \right) \left( \frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

Where:

t : t-test

M<sub>y</sub> : Mean Sample Experiment

M<sub>x</sub> : Mean Sample Control

N<sub>y</sub> : Number Study Experiment

N<sub>x</sub> : Number Study Control

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<sup>13</sup>Burhan Nurgiantoro, *Penilaian Dalam Pengajaran Bahasa dan Sastra*, (Yogyakarta: BPFE, 2001), p. 307-308

<sup>14</sup> Suharsimi Arikunto, *Prosedur Penelitian*, p. 354

$X$  : Deviation  $X_2$  and  $X_1$

$Y$  : Deviation  $Y_2$  from the Mean  $Y_1$ .

Secondly, to investigate whether there is any significant influence of using Roundtable technique toward the students's report writing skill at the eleventh grader of of SMA N 1 Trimurjo Central Lampung, the researcher used the researcher used Chi-Square formula.

According to Donal Ary, when dealing with nominal data, the most widely used tests of significance are the Chi-Square tests. They compare observed frequencies and expected frequencies.<sup>15</sup>It is used to examine the significant differences between observed frequencies and expected frequencies in this research, the researcher uses Chi-Square formula. The formula of Chi-Square:<sup>16</sup>

$$\chi^2 = \sum \frac{(f_o - f_h)^2}{f_h}$$

Where:

$\chi^2$  : Chi-Square obtained

$f_o$  : observed frequency

$f_h$  : expected frequency

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<sup>15</sup> Donal Ary, *Introduction to Research*, p. 188

<sup>16</sup> *Ibid.*

## CHAPTER IV

### THE RESULT OF RESEARCH

#### A. Description of Data

##### 1. Research Setting

###### a. Short Story About the Establishment of SMA N 1 Trimurjo Central Lampung

SMA N 1 Trimurjo Central Lampung is the only one state senior high school in Trimurjo Central Lampung, which was builded in 2001 based on the regent decree of Central Lampung Number: 307.A/ KTSP/ 04/ 2001, the 30<sup>th</sup> October 2001. This school is the pride school for Trimurjo society.

This school was builded on the donated land from 11F Simbarwarigin society 20.000m<sup>2</sup> area that was donated on Monday, July 2<sup>th</sup>, 2002. It located at Karang Bolong 11F street, Simbarwaringin, Trimurjo, Central Lampung Lampung. And as the grantor is Sudewo, Sm.Hk (village head) and the grantee is Mr. Saiful Tomi Hs. SH ( Head of Education Department of Tourism Arts and Culture of Central Lampung).

Then, SMA N 1 Trimurjo Central Lampung started to receive new students in the academic year 2002/2003. With the first Principal was Drs. Syatbi Tahmid (September 1<sup>th</sup>, 2002) and the Vice Principal of Field Curriculum and Infrastructure was Drs. Made Sukerte.

Meanwhile, the Vice Principal of Student and Public Relations are Drs. Loso. In the first year, the numbers of students of SMAN 1 Trimurjo are 115 students and only had three classrooms and the numbers of teachers were only 9 teachers.

Since the province government declared SMA N 1 Trimurjo Central Lampung as one of RSSN (Rintisan Sekolah Standar Nasional) in 2008, it gave new spirits and motivations for all of civitas academica to keep worked hardly in an effort to improve the quality of teaching and student learning outcomes, with expectation it is able to create students' achievement both academic and non academic.

Start from academic years 2008/2009 until 2015/2016 , SMA N 1 Trimurjo Central Lampung conducted the consolidation of the RSSN (Rintisan Sekolah Standar Nasional), which is based on the National Standard Education. The efforts to improve this status needs to be understood by the whole civitas academica, society and associated elements, to gain support for its success.

The condition of SMA N 1 Trimurjo Central Lampung was growing, the number of students was increasing from year to year, and the number of teachers was increasing as needed. Also, facilities and infrastructures were more sufficient. The establishment and development of SMA N 1 Trimurjo Central Lampung could not be separated from all of principals that had led this school. The principals that had been led this school are:

- a) Drs. Syatbi Tahmid (2001 – 2002)
- b) Drs. Deddy Irawan, M.Pd (2002 – 2010)
- c) Drs. Tri Hartoto, M.Pd (2010 – 2012)
- d) Drs. Puryanto, MM (2012 – Present)

**b. Vision, Mission, and Purpose of SMA N 1 Trimurjo Central Lampung**

1) Vision

To create human resources that “SATU” (Sehat, Akhlak Mulia, Terampil, Unggul)

2) Mission

- Completing school infrastructure.
- Create a harmonious school community.
- Realize the behavior of people in schools in accordance with the prevailing order.
- Developing the potential of learners.
- Set up models of adaptive learning.

3) Purpose

- To generate National Standard SKL SNP.
- To acquire academic and non academic achievement at district ,provincial and national levels.
- To generate National Standard School Curriculum.
- To produce National Standard Learning Models.
- To produce human resources that has a National Standard Competence Qualification.

- To have a National Standard of education facility.
- To produce ICT-Based School Management.
- To generate sources of funding with the National Standard.
- To generate assessment system in accordance with the demands of the National Standard Curriculum .

**c. School Identity of SMA N 1 Trimurjo Central Lampung**

Number of School : 30 1 12 02 09 043

Name of School : SMA Negeri 1 Trimurjo

Adress : Jl.Karang Bolong, 11F Simbarwaringin,  
Trimurjo, Central Lampung.

Postal Code : 34172

Website : smanjo@ymail.com/ www.sman1trimurjo.com

Status : Accreditation B

**d. The Conditions of SMA N 1 Trimurjo Central Lampung**

**1) Buildings of SMA N 1 Trimurjo Central Lampung**

This school has following buildings: 1 Principal's room, 1 Vice Principal's room, 1 Teacher's room, 1 Administration's room, 1 Living room, 21 Classroom, 1 Library, 3 Laboratory, 1 School health service room, 1 Counselor room, 1 Mosque, 1 Physical Educations room, 14 Toilet, 10 Canteen, and 1 parking area.

**2) Conditions of Teachers and Official Employers in SMA N 1 Trimurjo Central Lampung**



The conditions of teacher and official employers in SMA N 1 Trimurjo have been good enough for learning process. The numbers of teacher and official employers in SMA N 1 Trimurjo Central Lampung can be identified as follows:

Table 4  
The Condition of Teacher and Official Employers in  
SMA N 1 Trimurjo Central Lampung

No	Name	Sex	Occupation
1	Drs. Muslan	Male	Teacher
2	Drs. Mu'tamar	Male	Teacher
3	Drs. Tulus Amiseno	Male	Teacher
4	Drs Sunardi	Male	Teacher
5	Drs. Joni Lukiyartono	Male	Teacher
6	Sri Hartati, S.Pd	Female	Teacher
7	Drs. Loso	Male	Teacher
8	Drs. Sukamta	Male	Teacher
9	Drs. Suminarto	Male	Teacher
10	Maryudi, S.Pd	Male	Teacher
11	Drs. Teresia Binarsih Hastuti	Female	Teacher
12	Drs. Puryanto	Male	Headmaster
13	Suroso, S.Pd	Male	Teacher
14	Dra. Puji Handayani	Female	Teacher
15	Drs. Edi Supriyono	Male	Teacher
16	Sugiono, S.Pd	Male	Teacher
17	Drs. Muryatak	Male	Teacher
18	Suharno, S.Pd	Male	Teacher
19	Setyohadi Brahmo Putro, S.Pd	Male	Teacher
20	Sumirah, S.Pd	Female	Teacher
21	Sophan Krisna Aji, S.Pd	Male	Teacher
22	Sriyono, S.Pd	Male	Teacher
23	Septi Hartini, S.Sn	Female	Teacher
24	Sutiyem, S.Pd	Female	Teacher
25	Sri Setiyowati, S.Pd	Female	Teacher
26	Sri Supri Hartati, S.Pd	Female	Teacher
27	Emi Ita Sari, S.Pd	Female	Teacher
28	Maryatin, S.Pd	Female	Teacher
29	Drs. Sahabudin, S.Pd	Male	Teacher
30	Nedyo Widarsih, S.Sos	Female	Teacher

31	Suwartini, S.Pd	Female	Teacher
32	Tursila Widi Astuti, S.Pd	Female	Teacher
33	Ristuning Waluyati, S.Pd	Female	Teacher
34	Khoirunnisa, S.Pd	Female	Teacher
35	Dwi Rahayu, S.Pd	Female	Teacher
36	Andi Eko Susilo, S.Pd	Male	Teacher
37	Marwan Arifin, S.Pd	Male	Teacher
38	Jon Saldin, S.Pd	Male	Official Employe
39	Y.Fajar, S.Pd	Male	Teacher
40	Suyatno, S.Pd	Male	Official Employe
41	Siti Amanah, S.Pd	Female	Teacher
42	Eva Darmayanti, S.Pd	Female	Teacher
43	Broto Semedi, S.Sos	Male	Teacher
44	Nurhidayah, S.Pd	Female	Teacher
45	Nurhayati, S.Pd	Female	Teacher
46	Ilham, S.Ag	Male	Teacher
47	Sri Titin Astiningsih, S.Pd	Female	Teacher
48	Eliyanti, S.Pd	Female	Teacher
49	Siti Juariyah, S.Pd	Female	Teacher
50	Sindu Hermanto, S.Pd	Male	Teacher
51	Purwaningsih, S.Pd	Female	Teacher
52	Tri Hanifah, S.Ag	Female	Teacher
53	Sri Suwanti, S.Pd	Female	Teacher
54	Dewi Utami Suwarno, S.Pd	Female	Teacher
55	Titin Winarni, S.Pd	Female	Teacher
56	Dian Anggraeni, S.Pd	Female	Teacher
57	Fitri Handayani, S.Pd	Female	Teacher
58	Sunu Wahyuliono, S.Pd	Male	Teacher
59	Nita Aprilia, S.Pd	Female	Teacher
60	Surohman	Male	Official Employe
61	Sariyati	Female	Official Employe
62	Istoyip, S.Pd	Male	Teacher
63	Sumaryo, S.Sos	Male	Teacher
64	Siti Aisah, S.Pd	Female	Teacher
65	Eka Lestari, S.Pd	Female	Teacher
66	Vita Sari, S.Pd	Female	Teacher
67	Umardani, St.	Male	Teacher

Source: Documentation of SMA N 1 Trimurjo Central Lampung was taken on May 23<sup>th</sup>, 2016.

### 3) Quantity of SMA N 1 Trimurjo Central Lampung's students

The quantities of the students in SMA N 1 Trimurjo Central

Lampung are 479 students that can be identified as follows:

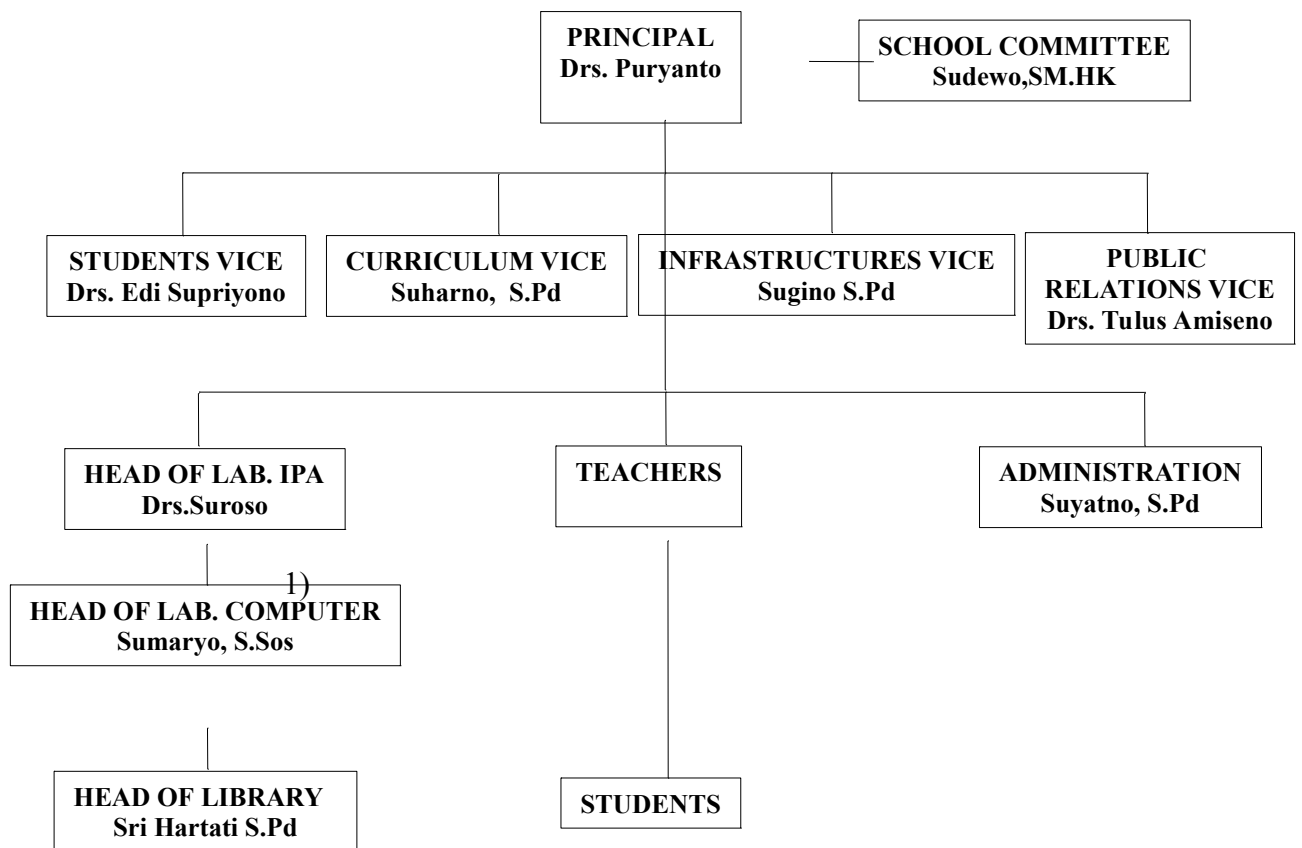
Table 5  
The Quantity of Students in SMA N 1 Trimurjo Central Lampung

<b>No</b>	<b>Class</b>	<b>Male</b>	<b>Female</b>	<b>Amount</b>
1	X	46	80	126
2	XI	54	78	132
3	XII	69	83	152
<b>Total</b>		<b>169</b>	<b>241</b>	<b>410</b>

Source: Documentation of Absence Class SMA N 1 Trimurjo Central Lampung was taken on May 23<sup>th</sup>, 2016.

## e. Organization Structure of SMA N 1 Trimurjo Central Lampung

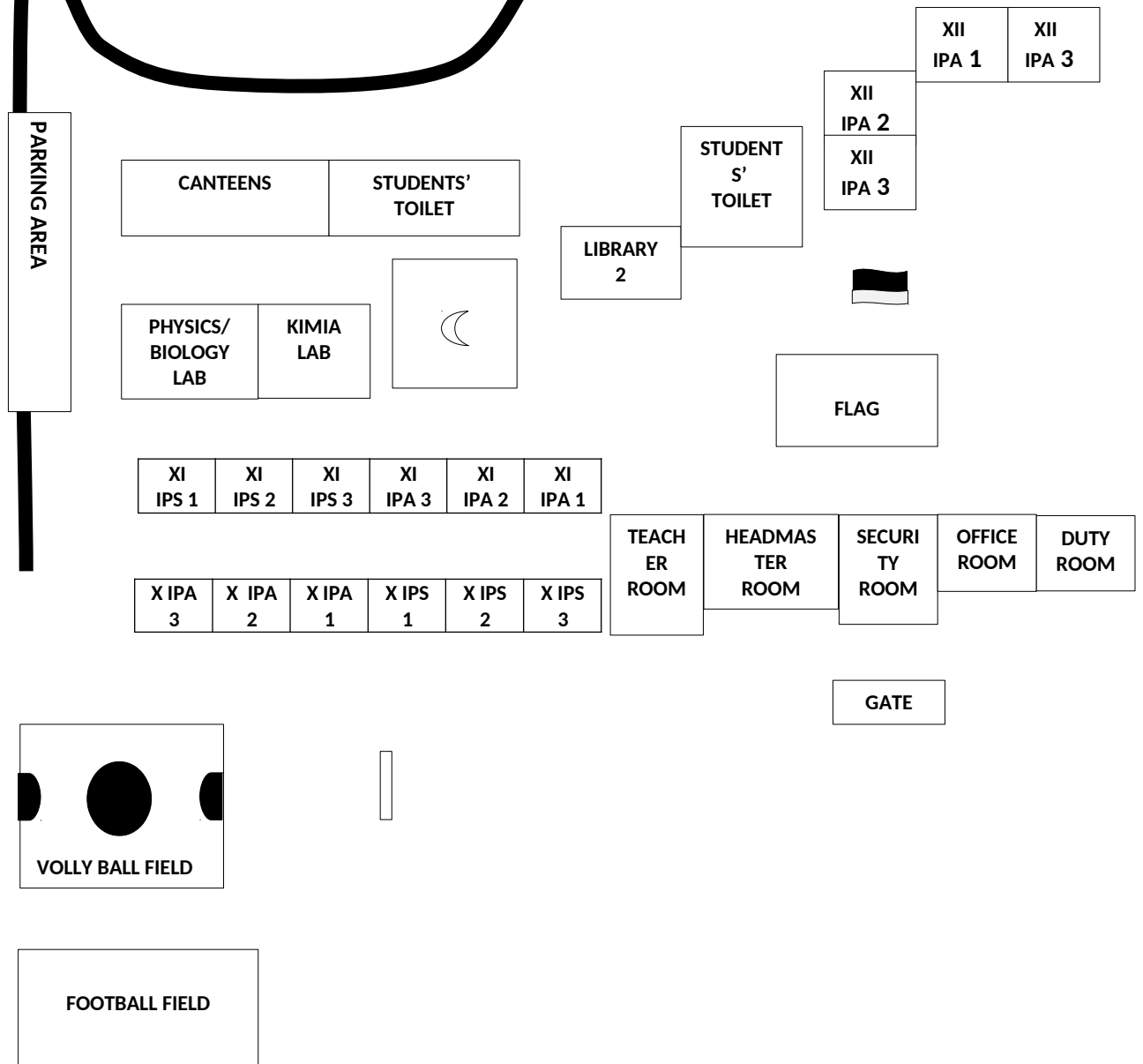
Figure 3  
The Organization Structure of  
SMA N 1 Trimurjo Central Lampung



Source: Documentation of SMA N 1 Trimurjo Central Lampung was taken on May 23<sup>th</sup>, 2016.

f. Location Sketch of SMA N 1 Trimurjo Central Lampung

Figure 4  
The Location Sketch of SMA N 1 Trimurjo Central Lampung



Source: Documentation of SMA N 1 Trimurjo Central Lampung was taken on May 23<sup>th</sup>, 2016.

## 2. Research Data

### a. The Result of the Students' Pre-Test

The researcher conducted pre-test in the first meeting of the research in order to find out the initial different between the classes who have similar level. The pre-test in this research is writing test. The Result of Students' Experimental Class Pre-Test can be identified as follows:

Table 6  
The Result of Students' Experimental Class Pre-Test at the Eleventh Grade of SMA N 1 Trimurjo Central Lampung

<b>N O</b>	<b>NAME</b>	<b>CO</b>	<b>OR</b>	<b>VO</b>	<b>GR</b>	<b>MC</b>	<b>SCORE</b>
1.	AP	16	13	13	17	4	63
2.	ARP	21	13	13	21	4	72
3.	AS	16	9	13	21	4	63
4.	CCP	16	13	13	10	4	56
5.	DMS	16	9	9	10	4	48
6.	EP	16	9	13	10	4	52
7.	ENS	16	9	17	17	4	63
8.	FBD	21	13	13	17	4	68
9.	FAL	16	9	13	21	4	63
10.	ILS	16	17	13	17	5	68
11.	MKDS	21	13	13	21	4	72
12.	SN	16	9	9	10	4	48
13.	SP	21	13	13	21	4	72
14.	SS	16	17	17	17	5	72
15.	SA	21	13	13	17	4	68
16.	SW	16	13	13	10	4	56
17.	TF	16	13	13	10	4	56
18.	TQ	21	13	13	21	4	72
19.	TS	21	13	13	17	4	68
20.	VRP	21	13	13	21	4	72
21.	VLA	16	13	13	21	5	68
Total							1340

Average	63,80
The highest score	72
The lowest	48
The number of the students who got 75 or more	0

Source: The Result of Students' Experimental Class Pre-Test on July 18<sup>th</sup>, 2016.

Based on the table above, the researcher measured the class interval using Sugiono's formula as follows:

$$\begin{aligned} R &= \text{the highest score} - \text{the lowest score} \\ &= 72 - 48 \\ &= 24 \end{aligned}$$

$$\begin{aligned} K &= 1 + 3.3 \log n \\ &= 1 + 3.3 \log 21 \\ &= 1 + 4.363 = 5.363 \\ &= 6 \end{aligned}$$

$$\begin{aligned} P &= \frac{R}{K} \\ &= \frac{24}{6} \\ &= 4 \end{aligned}$$

After knowing the interval class, then the data is taken from interval above was put on the table of frequency distribution as follows:

Table 7  
Frequency Distribution as the Result of Experimental Class Pre-Test at the Eleventh Grade of SMA N 1 Trimurjo Central Lampung

Interval	Frequency	Category	Percentages %
48-51	2	Low	9.52%
52-55	1	Low	4.76%
56-59	3	Low	14.29%
60-63	4	Low	19.05%
64-67	-	Fair	0%
68-71	5	Fair	23.81%
72-75	6	Fair	28.57%
	21		100%

Based on the table of frequency distribution above, it can be inferred that no one students who passed from 75 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it can be concluded that the students' report writing skill is very low.

Furthermore, The Result of Students' Control Class Pre-Test can be identified as follows:

Table 8  
The Result of Students' Control Class Pre-Test at the Eleventh Grade  
of SMA N 1 Trimurjo Central Lampung

<b>N O</b>	<b>NAME</b>	<b>CO</b>	<b>OR</b>	<b>VO</b>	<b>GR</b>	<b>MC</b>	<b>SCORE</b>
1.	AF	16	13	13	10	4	56
2.	AL	16	13	13	17	4	63
3.	AFN	16	13	13	10	4	56
4.	DS	16	9	13	10	4	52
5.	DV	21	17	13	21	4	76
6.	DNPS	21	13	13	17	4	68
7.	DP	16	13	13	21	5	68
8.	EK	16	13	13	17	4	63
9.	FSW	21	13	13	21	4	72
10.	GP	16	9	13	10	4	52
11.	IF	21	13	13	21	4	72
12.	IP	21	17	13	21	4	76
13.	LTN	16	9	17	10	4	56
14.	OM	21	13	13	21	4	72
15.	PP	21	17	13	21	4	76
16.	RF	16	13	13	10	4	56
17.	RA	21	13	13	21	4	72
18.	RS	21	17	13	21	4	76
19.	RO	21	13	13	17	4	68
20.	SD.F	21	13	17	21	4	76
21.	SA	16	13	13	10	4	56
Total							1382
Average							65,80
The highest score							76
The lowest							52



The number of the students who got 75 or more	5
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Source: The Result of Students' Control Class Pre-Test on July 18<sup>th</sup>, 2016.

Based on the table above, the researcher then measured the class interval using Sugiono's formula as follows:

$$\begin{aligned} R &= \text{the highest score} - \text{the lowest score} \\ &= 76 - 52 \\ &= 24 \end{aligned}$$

$$\begin{aligned} K &= 1 + 3.3 \log n \\ &= 1 + 3.3 \log 21 \\ &= 5.363 \\ &= 6 \end{aligned}$$

$$\begin{aligned} P &= \frac{R}{K} \\ &= \frac{24}{6} \\ &= 4 \end{aligned}$$

After knowing the interval class, the data then is taken from interval above was put on the table of frequency distribution as follows:

Table 9  
Frequency Distribution as the Result of Control Class Pre-Test at the Eleventh Grade of SMA N 1 Trimurjo Central Lampung

Interval	Frequency	Category	Percentages %
52-55	2	Low	09.52%
56-59	5	Low	23.81%
60-63	2	Low	09.52%
64-67	-	Fair	0%
68-71	3	Fair	14.29%
72-75	4	Fair	19.05%
76-79	5	High	23.81%
	21		100%

Based on the table of frequency distribution above, it can be inferred that there were only 5 (23.81%) students who passed from 75 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it can be inferred that the students' report writing skill is low.

b. The Result of the Students' Post-Test

The researcher conducted post-test in the last meeting of the research in order to compare the students' report writing skill before and after a treatment was given. And the data of post-test score at the control class as follows:

Table 10  
The Result of Students' Control Class Post-Test at the Eleventh  
Grade of SMA N 1 Trimurjo Central Lampung

<b>N O</b>	<b>NAME</b>	<b>CO</b>	<b>OR</b>	<b>VO</b>	<b>GR</b>	<b>MC</b>	<b>SCORE</b>
1.	AF	16	13	13	17	4	63
2.	AL	16	13	13	21	4	67
3.	AFN	16	13	9	17	5	60
4.	DS	16	13	13	10	4	56
5.	DV	21	13	13	21	4	72
6.	DNPS	21	20	13	17	5	76
7.	DP	21	17	13	17	4	72
8.	EK	16	13	13	21	4	67
9.	FSW	16	17	17	17	5	72
10.	GP	16	13	13	10	4	56
11.	IF	16	13	17	21	5	72
12.	IP	16	17	17	17	5	72
13.	LTN	16	13	9	17	5	60
14.	OM	16	13	17	21	5	72
15.	PP	26	13	13	21	5	78
16.	RF	16	13	9	17	5	60
17.	RA	16	13	17	21	5	72
18.	RS	26	13	13	21	5	78
19.	RO	16	13	17	17	5	68

20.	SD.F	21	20	13	17	5	76
21.	SA	16	13	13	10	4	56
Total							1425
Average							67,86
The highest score							78
The lowest							56
The number of the students who got 75 or more							4

Source: The Result of Students' Control Class Post-Test on July 26<sup>th</sup>, 2016.

Based on the table above, the researcher then measured the class interval using Sugiono's formula as follows:

R = the highest score – the lowest score

$$= 78-56$$

$$= 22$$

K =  $1+3.3 \log n$

$$= 1+4.363 = 5.363$$

$$= 6$$

P =  $\frac{R}{K}$

$$= \frac{22}{6}$$

$$= 3.7 = 4$$

After knowing the interval class, the data then is taken from interval above was put on the table of frequency distribution as follows:

Table 11  
Frequency Distribution as the Result of Control Class Post-Test at the Eleventh Grade of SMA N 1 Trimurjo Central Lampung

Interval	Frequency	Category	Percentages %
56-59	3	Low	14.29%
60-63	4	Low	19.05%

64-67	2	Fair	09.52%
68-71	1	Fair	04.76%
72-75	7	Fair	33.33%
76-79	4	High	19.05%
	21		100%

Based on the table of frequency distribution above, it can be inferred that there were only 4 (19.05%) students who passed from 75 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it can be concluded that the students' report writing skill is still low.

The researcher also conducted post-test for the experimental class. The result of the students' post-test at the experimental class can be identified as follows:

Table 12  
The Result of Students' Experimental Class Post-Test at the Eleventh  
Grade of SMA N 1 Trimurjo Central Lampung

<b>N O</b>	<b>NAME</b>	<b>CO</b>	<b>OR</b>	<b>VO</b>	<b>GR</b>	<b>MC</b>	<b>SCORE</b>
1.	AP	26	17	13	21	4	81
2.	ARP	26	20	17	21	4	88
3.	AS	21	13	13	21	4	72
4.	CCP	16	9	13	21	4	63
5.	DMS	16	13	13	10	4	56
6.	EP	16	17	13	17	5	68
7.	ENS	21	17	13	17	4	72
8.	FBD	26	20	17	21	4	88
9.	FAL	26	17	13	17	5	78
10.	ILS	16	17	13	17	5	68
11.	MKDS	21	17	13	21	4	76
12.	SN	21	13	13	10	4	61
13.	SP	26	17	17	21	4	85
14.	SS	21	17	17	17	5	77
15.	SA	21	17	17	17	4	76
16.	SW	21	13	13	21	4	72
17.	TF	21	13	13	10	4	61

18.	TQ	26	17	13	21	4	81
19.	TS	16	13	13	17	4	63
20.	VRP	21	13	13	21	4	72
21.	VLA	26	17	13	21	4	81
Total							1539
Average							73,29
The highest score							88
The lowest							56
The number of the students who got 75 or more							10

Source: The Result of Students' Experimental Class Post-Test on July 26<sup>th</sup>, 2016.

Based on the table above, the researcher then measured the class interval using Sugiono's formula as follows:

$R$  = the highest score – the lowest score

$$= 88-56$$

$$= 32$$

$K$  =  $1+3.3 \log n$

$$= 1+4.363 = 5.363$$

$$= 6$$

$P$  =  $\frac{R}{K}$

$$= \frac{32}{6}$$

$$= 5.33$$

$$= 5.33 = 5$$

After knowing the interval class, the data then is taken from interval above was put on the table of frequency distribution, as follows:

Table 13

Frequency Distribution as the Result of Experimental Class Post-Test at  
the Eleventh Grade of SMA N 1 Trimurjo Central Lampung

Interval	Frequency	Category	Percentages %
56-60	1	Low	04.76%
61-65	4	Low	19.05%
66-70	2	Fair	09.52%
71-75	4	Fair	19.05%
76-80	4	High	19.05%
81-85	4	High	19.05%
86-90	2	High	09.52%
	21		100 %

Based on the table of frequency distribution above, it can be inferred that there were 10 (47.62%) students passed from 75 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it can be concluded that the students' report writing skill in post test was increased or good.

## B. Hypothesis Testing

After applying the method, the researcher analyzed the data by using two formulas, as follows:

### 1. Analyzing the data by using t-test

The researcher used t-test in order to prove whether there is any positive influence between experimental class which received the treatment using Roundtable technique and control class which didn't receive treatment using Roundtable technique at the Eleventh Grade of SMA N 1 Trimurjo Central Lampung, as follows:

- a. Preparing the table in order to investigate the differences between experimental class and control class.

Table 14  
The Authentic Table of the Differences between Experimental Class and Control Class at the Eleventh Grade of SMA N 1 Trimurjo Central Lampung

NO	Control Class				NO	Experimental Class			
	Subject	Pre-Test (X1)	Post-Test (X2)	Difference (X)		Subject	Pre-Test (Y1)	Post-Test (Y2)	Difference (Y)
1.	AF	56	63	7	1.	AP	63	81	18
2.	AL	63	67	4	2.	ARP	72	88	16
3.	AFN	56	60	4	3.	AS	63	72	9
4.	DS	52	56	4	4.	CCP	56	63	7
5.	DV	76	72	-4	5.	DMS	48	56	8
6.	DNPS	68	76	8	6.	EP	52	68	16
7.	DP	68	72	4	7.	ENS	63	72	9
8.	EK	63	67	4	8.	FBD	68	88	20
9.	FSW	72	72	0	9.	FAL	63	78	15
10.	GP	52	56	4	10.	ILS	68	68	0
11.	IF	72	72	0	11.	MKDS	72	76	4
12.	IP	76	72	-4	12.	SN	48	61	13
13.	LTN	56	60	4	13.	SP	72	85	13
14.	OM	72	72	0	14.	SS	72	77	5
15.	PP	76	78	2	15.	SA	68	76	8
16.	RF	56	60	4	16.	SW	56	72	16
17.	RA	72	72	0	17.	TF	56	61	5
18.	RS	76	78	2	18.	TQ	72	81	9
19.	RO	68	68	0	19.	TS	68	63	-5
20.	SD.F	76	76	0	20.	VRP	72	72	0
21.	SA	56	56	0	21.	VLA	68	81	13
The Result		<b>1382</b>	<b>1425</b>	$\sum X= 43$	The Result		<b>1340</b>	<b>1539</b>	$\sum Y= 199$

b. Putting the data into t-test formula in order to get  $t_{\text{observed}}$ :

$$M_x = \frac{43}{21} = 2.048$$

$$M_y = \frac{199}{21} = 9.476$$

$$\begin{aligned}\sum x^2 &= \sum X^2 - \frac{(\sum X)^2}{N} \\ &= 281 - \frac{(43)^2}{21} \\ &= 281 - \frac{1849}{21} \\ &= 281 - 88.048\end{aligned}$$

$$\begin{aligned}\sum y^2 &= \sum Y^2 - \frac{(\sum Y)^2}{N} \\ &= 2735 - \frac{(199)^2}{21} \\ &= 2735 - \frac{39601}{21} \\ &= 2735 - 1885.761\end{aligned}$$

$$\sum x^2 = 192.952$$

$$\sum y^2 = 849.238$$

Therefore the researcher counted by using the formula of t-test as follow:

$$\begin{aligned}t &= \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}} \\ &= \frac{2.048 - 9.476}{\sqrt{\left(\frac{192.952 + 849.238}{21 + 21 - 2}\right)\left(\frac{1}{21} + \frac{1}{21}\right)}} \\ &= \frac{-7.428}{\sqrt{\left(\frac{1042.19}{40}\right)\left(\frac{2}{21}\right)}} \\ &= \frac{-7.428}{\sqrt{26.054 \times 0.095}} \\ &= \frac{-7.428}{\sqrt{2.475}} = \frac{-7.428}{1.573} = -4.722\end{aligned}$$



Moreover, after putting the data above into formula t-test, the researcher got  $t_{\text{observed}}$  is 4.722

## 2. Analyzing the data by using chi-square test

The researcher used chi-square test to prove whether there is any significant influence of using Roundtable technique in at the Eleventh Grade of SMA N 1 Trimurjo Central Lampung, as follows:

- a. Preparing the table distribution frequency of pre-test and post-test in experimental class (XI IPS 2)

Table 15  
Distribution Frequency of Pre-Test And Post-Test  
In Experimental Class (XI IPS 2)

Variables	Category			Total
	High	Fair	Low	
Pre-Test	0	11	10	21
Post-Test	10	6	5	21
Total	10	17	15	42

- b. Putting the data into Chi-Square analysis technique in order to get  $\chi^2$

observed-

$$\chi^2 = \sum \frac{(f_o - f_h)^2}{f_h}$$

Table 16  
Testing of The Data

Sel:	$f_o$	$\frac{f_h = \frac{Cn \times Rn}{N}}$	$f_o - f_h$	$(f_o - f_h)^2$	$\frac{(f_o - f_h)^2}{f_h}$
1	0	5	-5	25	5
2	11	8.5	2.5	6.25	0.735
3	10	7.5	2.5	6.25	0.833
4	10	5	5	25	5
5	6	8.5	-2.5	6.25	0.735

6	5	7.5	-2.5	6.25	0.833
$\Sigma$	<b>42</b>	<b>42</b>	<b>0</b>	<b>75</b>	<b>13.136</b>

Moreover, after putting the data above into Chi-Square analysis, the researcher got  $\chi^2_{\text{observed}}$  is 13.136

### C. Interpretations

Honestly, the researcher has formulated the alternative hypothesis (Ha) and null hypothesis (Ho) are as follows:

#### 1. Alternative Hypothesis (Ha)

There is a positive and significant influence of using Roundtable technique toward the students' report writing skill at the eleventh grade of SMA N 1 Trimurjo Central Lampung.

#### 2. Null Hypothesis (Ho)

There is no a positive and significant influence of using Roundtable technique toward the students' report writing skill at the eleventh grade of SMA N 1 Trimurjo Central Lampung.

Furthermore, after Ha and Ho has formulated, the researcher consulted  $t_{\text{observed}}$  to  $t_{\text{table}}$  and  $f_o$  to  $f_h$  as follows:

1. If  $t_{\text{observed}} > t_{\text{table}}$  and  $\chi^2_{\text{observed}} > \chi^2_{\text{table}}$ , So Ha is accepted and Ho is rejected.
2. If  $t_{\text{observed}} < t_{\text{table}}$  and  $\chi^2_{\text{observed}} < \chi^2_{\text{table}}$ , So Ha is rejected and Ho is accepted.

It means that if the  $t_{\text{observed}}$  is higher than  $t_{\text{table}}$  (there is a positive influence) and  $\chi^2_{\text{observed}} > \chi^2_{\text{table}}$  (there is a significant influence), Ha is accepted and Ho is rejected. On the other way, if the  $t_{\text{observed}}$  is smaller than

$t_{table}$  (there is no a positive influence) and  $\chi^2_{observed} < \chi^2_{table}$  (there is no a significant influence),  $H_a$  is rejected and  $H_o$  is accepted.

### 1. Interpretation of $t_{observed}$

After analyzing the data in hypothesis testing, the researcher found that the critical value of  $t_{observed}$  is 4.722. If the researcher interprets it base on the concept above. It can be infered that there is a positive influence of using Roundtable technique toward the students' report writing skill at the Eleventh Grade of SMA N 1 Trimurjo Central Lampung.

#### a. Statistical Significance

The hypothesis applied in this present research is there is a positive influence of using Roundtable technique toward the students' report writing skill at the eleventh grade of SMA N 1 Trimurjo Central Lampung.

To know the critical value of  $t_{table}$ , the researcher firstly counted degrees of freedom (d.f), as follows:

$$d.f = N_x + N_y - 2.$$

$$d.f = N_x + N_y - 2$$

$$= 21 + 21 - 2$$

$$= 40$$

The degrees of freedom (d.f) was 40, the researcher was able to find it in t-table. So, it is not done interpolation.

Table 17  
Critical Value of  $t_{table}$

	5%	1%
d.f 40	2.021	2.704

Source: Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010).

From all data analysis above, it can be known that:

$$t_{\text{observed}} = 4.722$$

$$t_{\text{table}} = 2.021 (5\%) \text{ and } 2.704 (1\%)$$

Furthermore, the data confirm that  $t_{\text{observed}}$  is higher than  $t_{\text{table}}$ , or it can be written as  $2.021 < 4.722 > 2.704$ . It means that there is a positive influence of using Roundtable technique toward the students' report writing skill at the Eleventh Grade of SMA N 1 Trimurjo Central Lampung.

## 2. Interpretation of $\chi^2_{\text{observed}}$

After analyzing the data in hypothesis testing, the researcher found that the critical value of  $\chi^2_{\text{observed}}$  is 13.136. If the researcher interprets it base on the concept of hypothesis. It can be infered that there is a significant influence of using Roundtable technique toward the students' report writing skill at the Eleventh Grade of SMA N 1 Trimurjo Central Lampung.

### b. Statistical Significance

The hypothesis applied in this present research is there is a significant influence of using Roundtable technique toward the students' report writing skill at the eleventh grade of SMA N 1 Trimurjo Central Lampung.

To know the critical value of  $\chi^2_{table}$ , the researcher firstly counted degree of freedom (d.f), as follows:

$$d.f = (\text{Column} - 1) (\text{Row} - 1)$$

$$d.f = (3 - 1) (2 - 1)$$

$$d.f = (2) (1) = 2$$

The degrees of freedom (d.f) was 2, the researcher was able to find it in  $\chi^2_{table}$ .

Table 18  
Critical Value of  $\chi^2_{table}$

	5%	1%
d.f 2	5.99	9.21

Source: Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010).

From all data analysis above, it can be known that:

$$\chi^2_{observed} = 13.136$$

$$\chi^2_{table} = 5.99 (5\%) \text{ and } 9.21 (1\%)$$

Furthermore, the data confirm that  $\chi^2_{observed}$  is higher than  $\chi^2_{table}$  or it can be written as  $5.99 < 13.136 > 9.21$ . There are high or significant difference between  $\chi^2_{observed}$  and  $\chi^2_{table}$ . It means that there is a significant influence of using Roundtable technique toward the students' report writing skill at the Eleventh Grade of SMA N 1 Trimurjo Central Lampung.

Regarding to the all the finding above, the data confirm that  $t_{observed}$  is higher than  $t_{table}$  (there is a positive influence) and  $\chi^2_{observed} > \chi^2_{table}$  (there is

a significant influence). It means that  $H_a$  is accepted and  $H_o$  is rejected. On the other word, there is a positive and significant influence of using Roundtable technique toward the students' report writing skill at the eleventh grade of SMA N 1 Trimurjo Central Lampung.

Thus are agreeable by the statement from Kagan that Roundtable is a cooperative learning technique that can be used repeatedly in many subject areas, at a variety of places in the lesson plan. Roundtable can be used to create an anticipatory set for a lesson, to check for acquisition of information, or to liven up drill and practice. It also can be used for brainstorming, background knowledge probing or reviewing.<sup>1</sup> This technique brought two positive character namely work in group and brainstorming. Brainstorming character that is brought by this technique are be able to solve the problem about students' difficulties in developing ideas. Students can be more easy to generate their ideas in their writing because the get the imginations from their friends's ideas. Meanwhile, cooperative learning group character that is brought by this technique are able to solve the problem students' motivation in writing. So that Roundtable technique has a positive influence toward the students report writing skill at the eleventh grade of SMA N 1 Trimurjo Central Lampung.

#### **D. Limitations**

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<sup>1</sup> Spencer Kagan, *Kagan Cooperative Learning*, (San Clemente: Kagan Publishing, 2009), p. 10.21

However, after conducting the research and gaining the data from test and documentation, the researcher found some problems and limitations are as follows:

1. Problem in applying Roundtable technique

In the first activity of the treatment, the researcher did not face difficulty to manage the class. Most of students are able to be active and participate fully during the lesson. However, in the end activity of the treatment, the researcher faced difficulty to manage the class because the students have lost their concentration or their focus. For example, when the researcher asked students to analyze another group's writing, most of students seemed very busy with their friends. Also, the class was a little noisy.

2. Students' problem in writing class

Some students did not care more about grammar. So, they have some errors in their writing

3. This research was conducted at the Eleventh Grade of SMA N 1 Trimurjo Central Lampung, so the result was limited only to this grade in this school. Moreover, this research was held in academic year 2015/2016, and then the result of this research is only for that year. It means this research is not generally accepted.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After analyzing the data by using t-test formula, the researcher found that the critical value of  $t_{\text{observed}}$  is 4.722. Then, considering the  $t_{\text{table}}$  by using df.40, the researcher found it in the table. So it's not done interpolation, and as the result, from df 40, it can be known that the critical value of  $t_{\text{table}}$  for the 5% level is 2,021 and for the 1% level is 2,704. Beside that, after analyzing the data by using Chi-Square formula, the researcher found that the critical value of  $\chi^2_{\text{observed}}$  is 13.136. Then, considering the  $\chi^2_{\text{table}}$  by using df.2, the researcher found it in the table. the critical value of  $\chi^2_{\text{table}}$  for the (5%) level is 5.99 and for the (1%) level is 9.21.

From those all of the data analysis, it can be seen that  $t_{\text{observed}}$  (4.722) is higher than  $t_{\text{table}}$  (5%=2,021, 1%=2,704), or it can be written as (2.021 < 4.722 > 2.704). It means there is a positive influence. Beside that, the data confirm that  $\chi^2_{\text{observed}}$  is higher than  $\chi^2_{\text{table}}$  or it can be written as 5.99 < 13.136 > 9.21.

There are high or significant difference between  $\chi^2_{\text{observed}}$  and  $\chi^2_{\text{table}}$ . It means that there is a significant influence.

Therefore, it can be inferred that  $H_a$  is accepted and  $H_o$  is rejected. It means that there is a positive and significant influence of using Roundtable



technique toward the students' report writing skill at the Eleventh Grade of SMA N 1 Trimurjo Central Lampung.

## **B. Suggestion**

Based on the explanation above, the writer suggests some points as follows:

### 1. For the Teachers

The teacher should choose a great technique in teaching English especially in writing class in order that the student can more participate fully in the class and understand the material that is delivered by the teacher, because by a great technique in teaching and learning, it can automatically improved the student motivation in learning process and try the best effort to accepting the material that is taught by the teacher.

### 2. For The Students

a. The Students should be more active in learning English, if they do not understand about the lesson that delivered by their teacher, they should ask to the teacher.

b. The students should to care more about grammar and punctuation in their writing.

c. The students are suggested to improve their report writing skill.

### 3. For The School

- a. The researcher greatly expects that this study can give contribution for the school, such as a good inspiration for further studies in learning report writing skill.
- b. The school is recommended to make the further study in applying Roundtable technique which is done by the teacher in learning report writing.

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# APPENDIXES

## CURRICULUM VITAE



Dimas Sukma Cahyadi who stands as the researcher in this present research was born in Rumbia, Central Lampung on August 30<sup>th</sup> 1994. He comes from simple and harmonic family. He is the second son from Hermasnyah and Prihatin.

He took his kindergarten at TK LKMD Rumbia, took elementary school at SDN 2 Reno Basuki, and took his junior high school at SMPN 1 Rumbia for three years. Then, having graduated from junior high school, he continued his study in SMAN 1 Rumbia Central Lampung. In that school, he is declared as The Chief of Art Organization and to be active person in OSIS. After graduated from senior high school, he continued his study in STAIN Jurai Siwo Metro with English Education Study Program. While he was a student in STAIN, he joined in the JSEC and he ever visited in Pare (English Village) Kediri to take a Speaking Acceleration Program (SAP) of Fabulous Course in order to improve his skill in English. Now, he get the job as a assistant manager and teacher in Ambisco Course Metro. Also he is an English teacher in SD N 2 Buminabung Baru Central Lampung. He really hope that he is able to continue his study to master of degree and to be a succesfull person that can present a happiness for his parents.