

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents an introduction of the research which consists of research context, research problem, research objectives, significance of research, scope and limitation, and the definition of key terms.

A. Research Context

Writing is one kind of the activities done by the language learners and it is one of the productive skills. It cannot be produced without the ability of grammar and vocabulary of a writer. Regarding this idea, Mukminatein states that writing English is not a simple matter because when one is to write, he/she demonstrates not only his competence or his ability in grammar of English, but also his knowledge in the acceptable English rhetoric or the communicative aspects of writing in English.¹ Hornby also states that writing is in the sense of the verb 'write'.² Writing is making letters/symbols on a surface, especially with a pen or a pencil on a paper.

As one kind of the language skills (productive language skills), writing plays a prominent role that is like household commodities consumed by everyone, especially for literate society. Considering the importance of written language, Hughey also points out that writing sentence structures and patterns must be carefully formulated, word choices are more precise,

¹ M. Syafi'i, S, *From Paragraphs to a Research Report: A Writing of English for Academic Purposes* (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive, 2007), 134.

² Albert Sydney Hornby, *Oxford Advanced Learner's Dictionary of Current English* (Oxford: Oxford University Press, 1974), 996.

and ideas organized in a manner are readily coherent to the reader.³ Meaning that, writing is a skill that cannot be produced without mastering some components of writing itself, like grammar, effective sentence structure, spelling, punctuation, coherent ideas, and etc. The writing production can be good when it contains the components of writing skill, and it can deliver the message as good as possible. Briefly, the students have the obligation to send their writing become appropriate message to the reader.

Writing is not an easy activity and to master the writing is not easy too. In line with this idea, Saddler wisely remarks that, a good writing is not only a hard work it is an extremely complex and challenging mental task⁴. It means that to understand and to master the writing need a hard work and mental readiness as the helping to take a part in the world of writing. In the context of writing, there are many interrelated components that should be understood by students as writers because writing is a complex act. Sturm and Koppenhaver also inform that composing for writing involves a complex thinking that must integrate multiple components including the topic or theme, choice of words, organization, purpose, audience, clarity, sequence, cohesion and transcription.⁵ The complexity of a printed writing is not only determined by components mentioned above, but it is also

³ Jane B. Hughey, *Teaching ESL Composition: Principles and Techniques* (London: Newbury House Publishers, 1983), 30.

⁴ Peter Westwood, *What Teacher Need to Know about Reading and Writing Difficulties* (Victoria: Acer Press, 2008), 57.

⁵ Westwood, 56.

determined by the kinds of writing. Different kinds of writings will show different difficulties.

In teaching learning process, English subject in education Indonesian institutional educational starts from the lowest to the highest level of education. Writing skill is categorized as the last of four language skills that should be mastered by all of the students. As the last of four language skills, writing is not only the difficult skill for students, but also an activity that is challenging for them. So that, they will be serious in the activities of writing. In line with this idea, Flower and Hayes states that “writing is like juggling”-many things have to happen at once, and to keep them all in the air, poses a challenge that a novice cannot readily meet.⁶

For explore their ideas in writing skill a descriptive text is popularly known as descriptive paragraph. Descriptive text as one of types of genre implemented in teaching learning process especially in teaching writing. The researcher taken an interest in research especially descriptive text as one of types of genre implemented in teaching writing. It is because the students need to construct their idea, arguments, and awareness about the case of the text (paragraph) which they should express in writing. It is support by Suadi statement as english teacher at MTs Miftahul Ulum Rombiya Timur Ganding Sumenep “ Roundtable technique needs to be done to iproe students abilities and skills, and to find out the leel of student solidarity. Therefore the 7th table layout is made circular.

⁶ Syafi'i, S, *From Paragraphs to a Research Report: A Writing of English for Academic Purposes*, 161.

The researcher found the problem in teaching learning writing, one of them is technique or strategy to be applied when the teacher teaches. And the roundtable technique is suitable for this case especially in teaching writing descriptive text. The roundtable focuses on group work or teamwork. According to Kagan, highly recommends using roundtable to improve interpersonal skill.⁷ Technique roundtable consists of four until five students; and teacher gives a picture about something and students describe in paper with share the ideas every student. This a technique can give the effect in learning English especially in writing descriptive text for learner. The importance of teaching writing through roundtable are; the students can share what information they know with the other friend, they can share their idea in group, they can help the other friends to make good paragraph, and students understand the material better, and learner can give response, command, or suggestion in order that learning will be better.

B. Research Focus

According to Creswell, research problem is an educational issue, or concern that guide the need for conducting a study.⁸ It means that the research problem that we make must have educational issue so that we can conduct the research. Based on the research context above,

The problems of this study are:

⁷ Spencer Kagan & Kagan, Miguel. *Kagan Cooperative Learning*. (San Clemente: Kagan Publishing, 2009), 6.

⁸ Jhon W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research Fourth Edition* (Boston: Pearson, 2012), 111.

1. How does the teacher use roundtable technique in teaching writing descriptive text for the 7th students at MTs Miftahul Ulum Rombiya Timur Ganding Sumenep?
2. What are the advantages of teaching writing descriptive text using roundtable technique at 7th students in MTs Miftahul Ulum Rombiya Timur Ganding Sumenep?
3. What are the disadvantages of teaching writing descriptive text using roundtable technique at 7th students in MTs Miftahul Ulum Rombiya Timur Ganding Sumenep?

C. Research Objective

Research objective is a statement of intent used in quantitative and qualitative research that specifies goals that the investigator plans to achieve in a study.⁹ It means that research objective is what the researcher want to know in do the research.

Based on the research problem, the objective of the study are:

1. To know how the teacher use roundtable technique in teaching writing descriptive text for the 7th students at MTs Miftahul Ulum Rombiya Timur Ganding Sumenep
2. To know the advantages of teaching writing descriptive text using roundtable technique at 7th students in MTs Miftahul Ulum Rombiya Timur Ganding Sumenep

⁹ Creswell, 111.

3. To know the disadvantages of teaching writing descriptive text using roundtable technique at 7th students in MTs Miftahul Ulum Rombiya Timur Ganding Sumenep

D. Significance of the Study

The significance of the study is continuation of objective of the study. This part explain about scientific significance and social significance.¹⁰ So, it is the researcher's hope of the research conducted with the theoretical significant and practical significant.

Researcher hope that the result of the study can contribute and support the existing theory of good writing teaching learning process which related each other, and the practically:

- a. For the students

It will improve the students' writing ability in descriptive text.

- b. For the teacher

The result of this research is expected to help teacher find out the alternatives way to teaching writing. The teachers can use roundtable technique in teaching writing. It is hoped that teachers can develop language teaching methods and improve the quality of teaching learning process.

- c. For the researcher

The result of this study can be used as reference to other researcher with difference skill or subject.

¹⁰ Suharsimi I Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2010), 90.

d. For further researcher

This research is expected to give a new knowledge of the future researcher to do better research of the same teaching and learning cases, it can be one of references to conduct a study about the same topic so the future researcher can make their studies more complete.

E. Scope and Limitation of the Study

This part explain about limitation of variable observed, population or subject of the study and location of the study. This part will limit the researcher to conduct the research in order to more effective and efficient in sector of time, energy, financial etc. the researcher need to give scope and limitation based on the case above.

The scope of this research is teaching writing and round table technique. The researcher focused on how the teacher taught using round table technique in teaching writing. This research is limited only on descriptive text because descriptive text is one of form of text that must be mastered by 7th grade of junior high school and the teachers activity during the application of roundtable technique in teaching writing descriptive text at 7th grade of MTs Miftahul Ulum Rombiya Timur Ganding Sumenep.

F. Definition of Key Terms

To avoid misunderstanding for the readers in classify the key term in the research study, the researcher provides the definition of some terms use as key words:

1. Descriptive Text

Descriptive text is a text that describe particular person, things, place, or event. Based on the definition of descriptive text, researcher can explain that a text that explain about how is someone describe about something that want to described, like describe a animal, fruit, and another thing.

2. Roundtable Technique

Roundtable Technique Roundtable technique in this study described as a number of persons gathered together for discussing some subject. Kagan defines roundtable technique is cooperative learning technique where the students take turn generating responses, solving problems, or making a contribution to project and sit in a round table.¹¹ Its means round table here refers to the technique that is used in a relay way. Roundtable does not refer to the form of the table it should be in round, but it can be any shape. So, all of the group members' give their contribution in group by taking turn.

¹¹ Agus Suprijono, *Cooperative Learning Teori dan Aplikasi Paikem*. (Yogyakarta : Pustaka Pelajar, 2015), 49.

CHAPTER II

REVIEW OF RELATED LITERATURE

Literature is written summary of journals, articles, books, and other documents describe the past and the current states of information on the topic of research study. In this chapter, the researcher aims to cover discussion about writing, descriptive text, and roundtable technique.

A. Theoretical of Study

1. Writing

a. Definiton of Writing

Writing is one of the four language skills besides listening, speaking, and reading. It is an activity in arranging words, phrases, and sentences that is grammatically correct and appropriate with its purpose. Generally, writing can be interpreted as the act of forming or tracing a character on paper or other suitable materials with a pen or pencil. As Hornby states in *Oxford Advance Learner's Dictionary*, writing is the activity to make letters or number on a surface, especially using pen or pencil.¹²

According to Harmer, writing is away to produce language and express idea, feeling and opinion. Furthermore he states that writing is a process that what people write is often heavily

¹² Hornby, *Oxford Advance Learner's Dictionary* (Oxford: Oxford University Press, 2007), 528.

influenced by the constraints of genres, and then these elements have to be present in learning activities.¹³

Another definition is given by Linse, she said that writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.¹⁴

In line with Linse, Marianne Celce-Murcia and Elite Olshtain define writing as the production of written word that result in a text, but the text must be read and comprehend.¹⁵

From the definitions above the researcher can conclude that writing is a way to produce language that comes from the thought. By using writing, people can share their ideas, feeling or anything that exist in their mind. It is also a creative process and good writer must learn to communicate their ideas clearly to an unseen audience. Writing will be read whenever the author is absent.

b. The Importance of Writing

Ramelan states that the more cultivated and more technologically man is the more use he will make of the written

¹³ Harmer Jeremy, *How to Teach Writing* (Longman: Pearson Education Limited, 2004), 31.

¹⁴ Caroline Linse, *Practical English Language Teaching: Young Learners* (New York: McGraw-Hill, 2006), 98.

¹⁵ Marianne Celce-Murcia dan Elite Olshtain, *Discourse and Context in Language Teaching* (United Kingdom: Cambridge University Press, 2000), 142.

language.¹⁶ This means that writing plays very important role in a modern society. It can even be said it is indispensable for the advancement of human civilization.

Writing, as one of the language skills, has given an important contribution to human work. It is not only records spoken language, but it also be used to preserve ideas of great thinkers in the past. There are so many records of recent activities that people can read today, which can also be read in the future. Writing can also be used to convey messages over long distance.

According to Ramelan, writing is another means of communicating ideas, which is more prevailing and more often used in daily life. Written texts are more exposed as found in newspapers, magazines or letters.¹⁷ So that the researcher can conclude that writing is very important as one medium of communication. The importance of writing can be seen in daily life and also in social life, like in education and business aspect.

Academicians and business people view writing skill is crucial. For academicians writing skill can be the ticket to better college grades and greater academic achievement. While, According to Prabhakar Pillai, writing skill is essential for achieving career and business goals. It is an important medium

¹⁶ Ramelan, *Introduction to Linguistic Analysis* (Semarang: IKIP Semarang, 1992), 13.

¹⁷ Ramelan, 13.

of communication. In business communication, it is not possible to conduct all transactions by speech alone.

From the statements above, the researcher can conclude that writing is very important as one media of communication that can help people to have a good socialization, can express idea, feeling, and opinion so that they can have a good interaction with their society, for example when they write letter, application letter or business transaction.

2. Writing process

Generally the writing process is seen as consisting of five stages: Prewriting, drafting / writing, revising, editing, and publishing. The five stages of the writing process are a framework for writing well and easily.

a. Prewriting

Prewriting is the time to get the brain focused. Prewriting is the thinking, talking, reading and writing about topic before write a first draft. Prewriting is a way of warming up before write. There are several ways to warm up before writing.¹⁸

b. Clustering

Clustering is another prewriting technique. It is a visual way of showing how ideas are connected using circle and line. In other words, clustering is an activity of drawing of ideas.

¹⁸ Karen Blanchad & Chrishyne Root, *Ready to Write*.(USA: Longman,2003) P.42

c. Drafting / Writing

This is actually writing the first draft of the piece. After thinking about topic and doing necessary prewriting, the next step in the writing process is writing paragraph. When write the first draft of the paragraph, the ideas generated from prewriting used as a guide

d. Revising

It is almost impossible to write a perfect paragraph on the first time. After completing the first draft, a writer must look for ways to improve it. This step is called revising. Many students believe that revision is about correcting grammar, spelling and mechanics. While these things are important, revision is primarily concerned with making the ideas clearer. Revision might call for the writer to eliminate sentences, paragraphs or even pages in order to make a piece clearer or to add sentences, paragraphs or even pages. The draft is just an attempt, but revision is the effort to make sense of the writing.

e. Editing

The editing stage is distinct from revision, and needs to be done after revising. Editing involves the close-up view of individual sentences and words. It needs to be done after a writer made revisions on a big scale: or else a writer could

agonize over a perfect sentence, only to end up cutting that whole paragraph from your piece.

f. Publishing

Publishing goes beyond getting a piece in a magazine or newspaper. Publishing means getting a piece into the hands of any reader. It means getting a friend or teacher or parent to read a piece is publishing. By knowing that others will read a piece a writer will work harder to make certain the piece reaches its highest possible potential.

g. Genre in writing

In this case, genre is used to differ the kind of context and text. Writing is not only express idea, information, or message in grammatical correct sentences. Ideas, information or message need to order in a text which is conventionally agreed by the language user. Pardiyono defines genre as a text type that has function as frame of reference so a written text can be write effectively; effective from the right purpose, choosing and writing the text element, and in using grammatical pattern.¹⁹ It means that students who are writing within a certain genre need to consider a number of different factors. They need to have knowledge of the topic, the conventions and style of the genre and the context in which their writing will be read and by whom.

¹⁹ Pardiyono, *Pasti Bisa!. Teaching Genre-Based Writing* (Yogyakarta: Andi, 2007) , 2.

3. Text

a. Definition of Text

In the oxford dictionary, text is any form of written material.²⁰ While according to Saggam Siahah text is a meaningful linguistics unit in a context.²¹ It means that text is types of the writing or reading skill that arrange the word, phrase, sentence so that it can be meaningful in a particular context. There are many kinds of the text, they are descriptive text, narrative text, procedure text, recount text, etc.

b. Kind of Text

The following definitions explain about the some kinds of text. Those are:²²

a. Descriptive text.

Descriptive text is a text about the features and the characteristics of a certain thing in detail. In other definition descriptive text is detailed account of physical attributes as well as qualities of person, a thing, or a place.

b. Procedure text

Procedure text is a kind of text that tells a procedure or way of making something, operate some thing or do something. The generic structure

²⁰ Victoria Bull, *Oxford Learner's Dictionary* (New York: Oxford University Press, 2008), 459.

²¹ Saggam Siahah, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), 1.

²² Siahah, 1.

of this text are topic and statement of purpose, materials, steps, and closing. The social function of procedure text is to show and describe the way how something is done or to describe how something is accomplished through sequences of actions or steps, etc. it can be said that procedure is a kind of action oriented.

c. Narrative text

Narrative text is a kind of text that tells a story. It is developed in some steps: orientation, complication, resolution, evaluation, and reorientation. In the steps of orientation the writer tell the characters in the story, their name and the place they live, their ages, their condition, and their willing in the complication step, the writer present the unexpected event that happens to the characters. In the resolution steps the writer tells how the complication is solved. In the evaluation step, the writer invites the reader to think what meaning or values that are taken from the story. In the reorientation step, the writer conclude the story by giving comments.

d. Recount text

Recount text is a kind of the text that usually found or presented in journals diary, personal letter, biography, travel, report, history, etc. the main elements of recount are orientation, , list of event and reorientation. The social function or purpose of recount is to inform and describe pas experiences by retelling events in the order in which they happened. Recount is also use to retell events for the purpose or entertaining.

4. Descriptive Text

a. Definition of Descriptive Text

Saggam Siahah in generic text structure book states that description is a kind of text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house.²³ While Ann Hugo defines that description are “word pictures.” tell what something looks, feels, smells, tastes, and sounds. You need to become a sharp observer and notice many small details so that you can write a good word pictures.²⁴ In the explanation above, the researcher re explain that descriptive text is a kind of text that describe about something and someone. The good descriptive text is written so detail so that it can make the reader

²³ Siahah, 89.

²⁴ Ann Hugo, *First Steps in Academic Writing* (United Stated: Person Longman, 2008), 94.

imagining something and someone described. It relates with Oshima's statement who states that a good description is a word picture, the reader can imagine the object, place, or person in his or her mind.²⁵

When someone desires to write descriptive text, it is better to know and comprehend the structures of descriptive text. There are two structure of descriptive text namely:

1. Identification: identifies thing, person, place, phenomenon to be described.
2. Description: gives the information of particular thing, person, or place being discussed or describes parts, qualities, or characteristics.

b. The purpose of descriptive text

1. To entertain the reader
2. To express feeling
3. To relate experience
4. To inform the reader about unfamiliar subject described

5. Definition of Roundtable Technique

Roundtable technique was introduced by King Arthur to solve the problems between his societies and to get strategy in war.²⁶ Lacy said that roundtable first introduced by Arthur (King of the British

²⁵ Alice Oshima dan Ann Hogue, *Introduction to Academic Writing* (n.p: Person Longman, 2007), 61.

²⁶ Anisatul Azizah Hasanah, "Peningkatan Keterampilan Menulis Deskripsi melalui Model Kooperatif Tipe Round Table pada Siswa Kelas Xa SMA Muhammadiyah 4 Yogyakarta" (Thesis, UNY, Yogyakarta, 2011), 29.

Empire). At that time the roundtable is used to resolve disputes between sugar farmers. In addition, the round table is also used by King Arthur in discussing problems that exist within the kingdom and outside the kingdom, for example in determine the strategy or tactics of war. Soldiers sit in a circle around king or chief warrior. In its development, the round table model is often used in solve a problem because this model is considered more effective provide more advantages in solving problems. Not only that, the round table model is now also used in learning in schools. One of them is learning to write descriptions using the round table technique. Round table is one type of cooperative learning model. In Indonesian, round table can be translated as "round table". Round table is one type of cooperative learning models that developed by Spencer Kagan.²⁷ Roundtable is a writing technique that apply learning by appointing each group member to participate in turns in their groups by forming a table round or sitting in a circle. Round Table is one of some cooperative learning which is developed by Spencer Kagan. According to Mccafferty, Round Table is a technique of writing that is applied by pointing each member to be a participant in their groups and they discuss a topic in round table.²⁸ In addition, Round Table technique is a technique useful

²⁷ Spencer Kagan & Kagan, Miguel. *Kagan Cooperative Learning*. (San Clemente: Kagan Publishing. 2009). 634.

²⁸ Anisatul Azizah Hasanah, "Peningkatan Keterampilan Menulis Deskripsi melalui Model Kooperatif Tipe Round Table pada Siswa Kelas Xa SMA Muhammadiyah 4 Yogyakarta" (Thesis, UNY, Yogyakarta, 2011), 29.

for brainstorming, reviewing, or practicing a skill.²⁹ Students use a single sheet of paper and pen for each group. Students in the group respond in turn to a question or problem by stating their ideas on the paper.

Currently teachers are required to be creative in teaching so that students don't get bored in teaching and learning activities. Abd. Ghofur said in his journal entitled reactive teaching. While creativity in teaching is a currently term among educators, the concept of newness and freshness which it conveys has always been basic to good teaching. Creativity should be the living experience of the teacher. In this case he tries to change the student experience by the teacher study together with his student.³⁰

a. Teaching Writing by Using Round Table Technique

As one of the writing techniques, there are some steps of Roundtable technique that have been described by Barkley.³¹

1. The teacher makes some groups; Students are formed into several groups, each group consists of 5-6 students heterogeneously
2. Each student sits according to his group with the position.

²⁹ Module_3: *Collaborative Learning*., p.12 (retrieved on April 3rd 2013, 10:08:17 am), <http://www.learningdomain.com>

³⁰ Abd. Ghofur, "Journal okara : Creative Teaching" vol II (2012) :215

³¹ Elizabert E. Barkley, et.al. *Collaborative Learning TechniqHues*. (San Francisco: Josset-Bass, 2005), 358

3. form a small circle around the table. Students discuss in groups about the object being observed and uniforming perception.
4. The teacher asks the students to give their ideas and to write it down in a paper. Each group member contributes his or her idea related to the objects in turn on the paper that has been distributed.
5. The paper is then passed to the next student to record another answer. The first student contributes his idea, followed by the second student and so on until the last student. The preparation of these ideas is carried out collaboratively.
6. The ideas that have been collected are used as material for each member groups to compose descriptive essays individually.
7. The process continues until the teacher tells the students to stop. Essay description of each member of the group that has been created exchanged and discussed in groups for editing.

According to Christopher, when this technique is applied, the instructor poseses a problem with many

possible answers. Then, the students write an answer and pass the sheet among the group. Finally, the group discusses all possible answers on the sheet.³²

B. Previous study

The first research which conducted by Ria Anggraini entitled teaching writing through round table to the semester of eight grade of SMPN 2 Sumberejo in the academic year of 2018/2019.³³ Her research is focused on the process of teaching writing through roundtable technique and teacher's and students' problem of teaching writing through roundtable technique. The similarity with this research is the same in using roundtable technique, the difference is that this research study about how teacher use roundtable technique and the advantages and disadvantages of using roundtable technique in teaching writing descriptive text.

The second research which ever conduct the research about using roundtable technique in teaching descriptive text is Abdul Ghafur with the title improving students' writing skill on descriptive text by using riddle time game at the 8 grade of SMP Ma'arif 4 Pamekasan³⁴. His research is focus on writing skill but in this research focus on technique of education. The similarity of the research is explain about descriptive text. So the

³² T. Arra, "Journal of Education: Students' Preferences for Cooperative Learning Instructional Approaches: Considerations for College Teachers," 115.

³³ Ria Anggraini, "Teaching Writing through Roundtable Technique at The Second Semester at The Eight Grade of SMP Negeri 2 Sumberejo in the Academic Year of 2018/2019" (Thesis, Raden Intan State Islamic University, Lampung, 2019), 20.

³⁴ Abd. Ghafur, "Improving Students' Writing Skill on Descriptive Text by Using Riddle Time Game at the 8 Grade of SMP Ma'arif 4 Pamekasan" (Thesis, STAIN Pamekasan Press, Pamekasan, 2015), 2.

researcher will conduct the same research on descriptive text but in different skill and the target is the 7th in MTs Miftahul Ulum Rombiya Timur.

From the result we can stated that writing skill can make the student able to comprehend well the roundtable technique. By using descriptive text we can learn things to make good sentence of grammar, and descriptive text is easier to understand by the student in institution or other organization.