

**THE IMPLEMENTATION OF ROUNDTABLE TECHNIQUE IN
TEACHING WRITING NARRATIVE TEXT TO THE EIGHTH GRADE
STUDENTS OF SMP NEGERI 26 PALEMBANG**

THESIS

**BY
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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH PALEMBANG
AUGUST 2022**

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THESIS

**Present to
Universitas Muhammadiyah Palembang
In partial fulfillment of the requirements
For the Degree of Sarjana in English Language Education**


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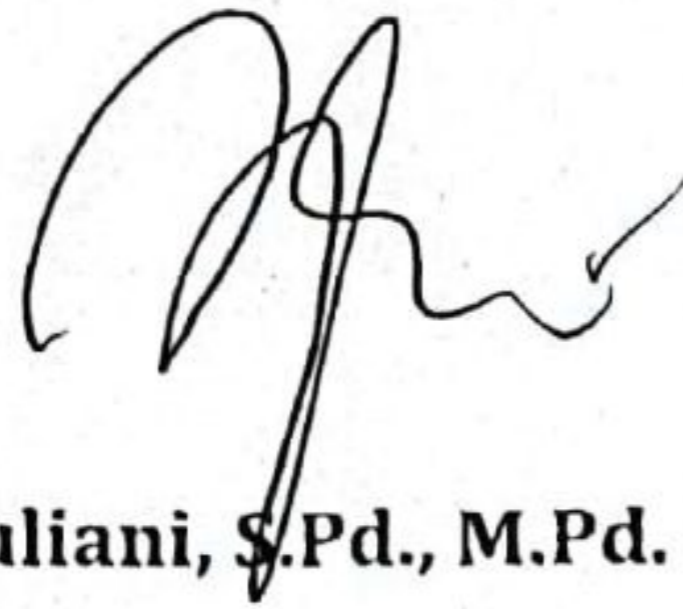
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Menyatakan bahwa skripsi berjudul:

“The Implementation of RoundTable Technique in Teaching Writing Narrative text to the Eighth Grade Students of SMP Negeri 26 Palembang”

Beserta seluruh isinya adalah benar merupakan hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu, apabila dikemudian ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap keaslian skripsi saya.

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MOTTO AND DEDICATION

Motto:

- ❖ A great person is a person who has the ability to hide difficulties, so that others think that she is always happy.
- ❖ Whatever is your destiny, will find its way to find you.

This thesis is dedicated to:

- My beloved parents (Alm. Badarman and Nursani) thanks for your love, care, support, advances, and prayers. There were no words which can describe my biggest thanks for you.
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ABSTRACT

Oktarina, Aas. 2022. *The Implementation of RoundTable Technique in Teaching Writing Narrative Text To Eighth Grade Students of SMP Negeri 26 Palembang*. Thesis, English Education Study Program Sarjana Degree (S.1). Faculty of Teacher Training and Education Muhammadiyah University. Advisors: (1) Sri Yuliani, S.Pd., M.Pd. (II) Asti Gumartifa, S.Pd., M.Pd.

Key word: Teaching, Writing Narrative Text, and RoundTable technique.

The objective of this study was to find out whether or not there were any significant of English writing narrative text through RoundTable technique between students' who were not taught. This research used quasi- experimental method. The population of this study was 270 students from all the eighth grade student of SMP Negeri 26 Palembang. The sample of this study was 60 students taken by using purposive sampling. The data was collected through writing test for students to make a narrative text about folktale. The result showed that there was a significant improvement from students' scores in experimental group taught by using Roundtable technique where the value of t-table was 0.000 that was lower than 0.05 and control group where the value of t-table was 0.808 and it was greater than the value of t-table 0.05 Thus, the H_0 (the null hypothesis) was rejected and H_a (the alternative hypothesis) was accepted. It means that there was significant difference on students' narrative writing taught using RoundTable than those who are not.

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The Writer,

Aas Oktarina

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CHAPTER I

INTRODUCTION

The Chapter Consist of: (1) Background, (2) Problem of Study, (3) Limitation of the Study, (4) Formulation of the Problem, (5) Objective of the Study, (6) Significance of the Study, (7) Research Hypothesis.

A. Background

English is a language whose learning method is relatively complicated. In other words, learning English is not only learning the language, but English needs to learn every aspect of language skills. There were several aspects that can affect the overall performance of learning English, namely student motivation, inspiration, understanding, competence and so on. Another thing that can influence students' English learning is motivation which is an important factor to support students in learning English. Motivation to learn is not only from students but also from the teacher. In developing eagerness to learn, both students and teachers should provide or complete motivation in teaching and learning (Gumartifa and Sirajuddin, 2021).

In learning English there were four language skills as (Pramudya, 2005, p.50), namely listening, speaking, reading and writing. In writing sentences or texts, students must focus on writing rules such as paragraph topics, paragraph contents, paragraph conclusions and so on. Writing is important to learn because writing is one of the important ways to express thoughts and communicate ideas. Writing is not an easy activity to master writing (Westwood, 2010).

Writing is the most difficult skill to learn and master, because writing is an active or productive skill so students who are learning writing must learn how to find ideas, and express them in writing (Tarigan, 2008, p. 3). The difficulty lies not only in producing and organizing ideas, but also in translating

these ideas into readable text. In the fact is that many students still have difficulty writing because the students are less mastering grammar and lack of vocabulary (Richards and Renandya, 2002).

According to Oshima and Hogue (2007, p. 20), writing is progressive activity, it means that when you write something down firstly, you have been thinking about what you will say it. According to Steven (2000, p. 1), there were five elements of effective writing: organization, supporting material, expression, word choice, point of view, spelling, grammar, and punctuation.

In the process of writing, a writer must explore his mind to find new ideas that make his writing meaningful. These ideas will be expressed in a sentence, paragraph, and text. There were several texts to gather ideas such as descriptive text, recount text, and narrative text. Narrative text is a form of story text that aims to entertain the reader. It tells about imaginary experiences that have a social function to entertain, and handles actual or representative experiences in a different way (Indaryati, 2011).

Based on my observation, the writer found there were many problems about how to express students' ideas clearly. Besides, students were still confused about how to organized the text in a systematic and well-ordered manner as it should be. Therefore the writer chose RoundTable Technique to improving students writing, especially in wring narrative text. The writer chose eighth grade students' as the research subjects because students expected to be able to make students' writing correctly and they solve problems in writing.

The RoundTable Technique is one of the cooperative learning techniques for writing. According to Harms and Meyers (2013), RoundTable is a useful activity for brainstorming, writing, reviewing concepts, and learning vocabulary. This means that this technique can help students to brainstorm their ideas, write texts and review text drafts. The RoundTable consists of small groups of five students, and the students have assignments that have been determined by the teacher. RoundTable can direct students to be active and responsible in their

groups. Furthermore, each group member is responsible for the instructions given. In addition, according to Kagan,(2009, p. 31), the RoundTable technique is learning in which students take turns in their teams with their responses, solving problems, or contributing to a project. "Empowering Students Through RoundTable Talking".

Furthermore, the implementation of this technique helps students improve their writing ability (Khadafi, 2017) states that the RoundTable technique helps students significantly improve their narrative text writing. In addition, this technique can also be used to improve students' hortatory exposition text writing (Hapsari, 2011) and narrative text writing (Suhesti, 2012). Therefore, RoundTable technique can be widely accepted as a technique for helping students improve writing ability.

The writer had read some studies which analyzed about Teaching English by using RoundTable technique. Thus, writer found some studies Improvement Teaching English by using RoundTable. Therefore, the improvement of Ganis Suhesti (2011) on the research entitle" Teaching Descriptive Text Writing through Roundtable Technique." Based on the findings from this research, the writer concluded that Teaching Descriptive Text Writing through Roundtable Technique was effective.

Based on the statement above, the writer is interested in conducting research entitled: **"The Implementation of RoundTable Technique in Teaching Writing Narrative Text To Eighth Grade Students of SMP Negeri 26 Palembang"**.

B. Problem of the Study

Based on the observation and small survey that had been done, the writer found there were so many problems about how to express their ideas clearly and students were still confused about how to organized the text in a systematic and well-ordered manner as it should be. Thus, this research focused on The

Implementation of Roundtable Technique in Teaching Writing Narrative Text To Eighth Grade Students of SMP Negeri 26 Palembang.

C. Limitation of Study

Based on problem identification, the writer only focused on implementation of student problems by brainstorming ideas in writing using the RoundTable Technique. The writer only focused on the narrative text.

D. Formulation of the Problem

The formulation of the research problem is : "Is there were significant difference from students' learning Implementation in writing narrative paragraphs taught using the RoundTable Technique with students who were not taught?".

E. Objectives of the Study

The objective of this study was: to find out whether or not significant English writing narrative text through RoundTable between those who were taught by eighth grade students of SMP Negeri 26 Palembang.

F. Significance of the Study

1. For teachers, this research is expected to help students about teaching and learning activities. This is also an effort to achieve the goal of a clear change in the steps of teaching and learning to write in an easy ways for English teachers so that the quality of learning will increase.
2. For students, the benefits of this strategy were students become more interested in learning English and students learn to uses proper writing teaching using a RoundTable which makes it easier for them to learn because this strategy provides students with concepts to help them more easily in compiling narrative texts.

G. Research Hypothesis

The hypotheses of this research were formulated as follows:

1. H₀ (Null Hypotheses): there was no significance of the difference of the students' writing skill before and after teaching writing through roundtable technique.
2. H_a (Alternative hypotheses): there was a significance of the students' writing skill before and after teaching writing through roundtable technique.

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