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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Writing is one of the activities that is done by English language learners and must be mastered by them. It is caused writing activity is very important for the students that can help them to express their own ideas creatively and to learn the kinds of personal, academic, and professional writing which they will use in their daily lives. Furthermore writing cannot be produced without mastering English language components such as grammar, vocabulary, orthographic, and so on. In line with this idea, Nunan (2003:89) said that writing was used to show that students had mastered a particular grammatical rule, rather than had a good idea about the subject matter. In fact, correct spelling, grammar, and overall organization were the most important evidence of second or foreign language proficiency.

Writing also takes the important part as one of the English language skills. It is as household commodities that are consumed by all of the people especially literate society. Considering how important writing in English language teaching especially in educational world so Cole and Jay (2015:2) stated that writing has been identified as one of the essential skills because the world has become so text-oriented mainly in the educational world that almost all of the educational activities cannot be separated by writing. Teaching and learning English process in Indonesian educational institutions, writing skill is categorized as the last of



four language skills. It is clearly as the last of the four language skills, writing is not only difficult skill for the English language learners but also challenge and frightening activity.

State Senior High School 2 Bangkinang Kota is one of the senior high schools in Bangkinang. This school is offering the English subject to students, especially in term of writing skill. This school has used 2013 curriculum as a guide in teaching and learning process. Based on Ministry of Education and Culture about 2013 curriculum (2013:64), basic competence of writing especially in narrative is the students comprehend the purpose, generic structure, and language feature of narrative text both oral and written types that formed simple short story. So target in writing skill at this school is the students must be able to write the narrative text by using language feature, vocabulary, and punctuations correctly.

Based on the result of interiew from one of the English teachers, Mrs. Berry Syahputri, S.Pd, in State Senior High School 2 Bangkinang Kota on May 30<sup>th</sup> 2016, she said that the students have many problems in writing. They might not have interest in writing so that they could not write narrative text well. They rarely brought dictionary in teaching and learning English, although they were lack in vocabulary. They were difficult to produce a sentence even a paragraph because they were still confused to use tenses appropriately in writing. They also felt difficult to use punctuation correctly in writing. On the other hand, the problem might be caused by implementation of inappropriate technique in

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teaching writing. So the students should be given appropriate technique especially in teaching writing.

The students' ability in writing was still very far from the expectation of the curriculum. It could be proved by the writer from a result of passing grade in English that was achieved by the students. Dealing with the result of interview about passing grade in English subject that must be achieved by the students at this school was 72 while most of the students could only achieve less than 72.

According to the teacher explanation, the writer found the symptoms of the students in that school showed that most of students did not have interest in writing. They felt that writing was difficult skill so that they do not like writing in English. They could not produce a sentence by using good tenses. Then they got difficulties in developing and determining the sequence events in narrative text, and they were lack in vocabulary.

Pertaining to explanation above, it is clearly that writing skill needs some aspects or elements that must be mastered by the students. It means that if the students cannot master the elements needed in writing, so learning writing will be not effective. In relation to this idea, Bailey (2006:3) stated that the students need to be clear about the basic components of written texts. Without the components their writing will be useless.

Therefore the writer is interested to apply a technique in teaching writing. This technique is Round Table technique that can help the students in writing. According to Barkley (2005:241) revealed that Round Table technique can be used by the students to focus their attention, give students quit time to think about

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responses, and ensure equal participation among group members and exposes students to multiple viewpoints and ideas.

Based on the symptoms depicted above, the writer is interested in conducting research entitled **“The Effect of Using Round Table Technique in Teaching Writing toward the Students’ Writing Narrative Text Ability at Tenth Grade of State Senior High School 2 Bangkinang Kota.”**

## **B. Problem**

### **1. Identification of the Problem**

- a. Why were the students unable to write the good tenses in a sentence based on the types of text?
- b. Why were the students unable to express their ideas in narrative text?
- c. Why did the students get difficulties in developing narrative text and in determining the sequence of events in narrative text?
- d. Why did not the students have interest in writing?
- e. Why was the students lack in vocabulary?

### **2. Limitation of the Problem**

Based on the identification above, the writer needed to limit the problems in this study. The writer would like to focus on students’ writing narrative text ability. It would be taught by using Round Table technique in teaching writing at tenth grade of State Senior High School 2 Bangkinang Kota.

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**3. Formulation of the Problem**

- a. How is the students' writing narrative text ability taught by using Round Table Technique at tenth grade of State Senior High School 2 Bangkinang Kota?
- b. How is the students' writing narrative text ability taught without using Round Table Technique at tenth grade of State Senior High School 2 Bangkinang Kota?
- c. Is there any significant effect between the students' writing narrative text ability taught by using and without using Round Table Technique at the tenth grade of State Senior High School 2 Bangkinang Kota?

**C. Objective and Significance of the Research****1. Objective of the Research**

- a. To know the students' writing narrative text ability taught by using Round Table technique.
- b. To know the students' writing narrative text ability taught without using Round Table technique.
- c. To know whether there is or not a significant effect of using Round Table technique toward students' writing narrative text ability at tenth grade of State Senior High School 2 Bangkinang Kota.





## 2. Significance of the Research

- a. Hopefully, this research is able to benefit the writer as a novice in learning how to conduct a research.
- b. These research finding are also expected useful and valuable for both teacher and students of State Senior High School 2 Bangkinang Kota to focus on future especially in teaching and learning English process.
- c. Besides these research finding are also expected to be positive and valuable information for those who are concerned in the world of teaching a foreign language or second language.
- d. Finally, these research finding are expected to be the practical and theoretical information to the development on language teaching in general.

## D. Definition of the Terms

There are so many terms involved in this research, thus to avoid misunderstanding to the terms used in this research, the writer made some terms to focus on this research. These the following terms are necessarily defined as follows:

### 1. Round Table Technique

Kagan (1998) stated that Round Table technique is one of the cooperative learning that can be used to work well for assessing prior knowledge, practicing skills, recalling information, and creating cooperative art. In this research, it refers to a technique that will be applied

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on the students at tenth grade of State Senior High School 2 Bangkinang Kota in teaching writing by forming round table in a small group that will discuss about the topic related to narrative text, then write narrative text as the result of discussion.

## 2. Writing Ability

According to Nurhasanah (2014) said that writing ability is a skill of someone to explore her ideas and communicate them with somebody else through signs or symbols in written form. In this research it refers to skill on students' writing at tenth grade of State Senior High School 2 Bangkinang Kota, especially in the form of narrative text by giving full consideration toward the proper use of grammar, punctuation, spelling, language feature, content, organizational skills, and initiating writing.