

CHAPTER I

INTRODUCTION

A. Background of the Problem

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 (in Syafi'i, 2007) 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, 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

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

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

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

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 (In Westwood, 2008) 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 (In Westwood, 2008) 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 transcription⁵. The complexity of a printed writing is not only determined by components mentioned above, but it is also determined by the kinds of writing. Different kinds of writings will show different difficulties.

In teaching learning process, English subject in education Indonesian intuitional educational starts from the lowest to the highest level of education.

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

⁵ *Ibid.* p. 56

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 (Nickerson, 1985; in Syafi'i, 2007) 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

State Senior High School 1 Rumbio Jaya is one of the State Senior High School in the Kampar Regency, Riau Province. As a formal school, it also provides English to the students, especially writing skill. In this school, writing has been taught since the first year of English teaching period. Based on School Based Curriculum (*KTSP*), the goal of the learning process is to develop the skills of communication and the basic competence of writing English refers to capability of students in expressing the meaning in monologue text or essays which use various written language accurately, fluently, and contextually in the forms of text such as report, narration, and analytical exposition.⁷

Based on the writer's observation, the teacher at the eleventh grade of State Senior High School 1 Rumbio Jaya taught English based on the curriculum and syllabus and report paragraphs was taught at the eleventh grade particularly at the first semester. In teaching writing, the teacher used

⁶ M. Syafi'i, S., *From Paragraphs to a Research Report: A Writing of English for Academic Purposes*, (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive (LBSI), 2007), p. 161

⁷ Depdiknas., "*School Based Curriculum (KTSP) 2006*", (Jakarta: Depdiknas, 2006), p. 317

Three-Phase Technique in teaching process. The steps of the technique are the teacher showed to the students the example about report paragraphs, and then the teacher explained the elements in report paragraphs. Next step is that the students wrote a report paragraphs. The students who had finished writing could share their works with other students to check the grammar mistakes. The students submitted their works to their teacher and the teacher made correction and told it to the entire class.

However, the writing was taught maximally. The teacher had explained the material clearly and used some examples. But when the teacher let them write a report paragraphs, some of the students were not able to do it.

The factors above made students' writing ability far from the curriculum expectation. Even though they had already studied English since they were in the first semester, there was an indication that they still had many difficulties getting their own minimal standard curriculum achievement/KKM. The minimum score that should be reached by the students was 70.

Based on explanation above, ideally students of State Senior High School 1 Rumbio Jaya should be able to write a report paragraphs. It was because they had already known how to organize their ideas in written form. But, in fact, the teacher found that some of them still faced some problems and difficulties in English, especially in term of writing skill. Although they had already learned English since the first year of English teaching period, most of them had difficulty getting their own criteria of passing grade, even most

of them were not able to achieve it. Their writing scores were still far from the expectation of curriculum. The followings are the phenomena that the writer found during her preliminary at State Senior High School 1 Rumbio Jaya:

1. Some of the students were not able to choose appropriate vocabulary in making report paragraphs.
2. Some of the students were not able to express their ideas in writing report paragraphs.
3. Some of the students were not able to use correct grammatical order in writing report paragraphs.
4. Some of the students were not able to develop their ideas into coherent paragraph in writing report paragraphs.
5. Some of the students were not able to construct the relationship of ideas within and between paragraphs clearly.

However, based on the symptoms above, thus the writer would like to offer a solution in order to make their writing ability better in writing report paragraphs. The solution is an appropriate technique in teaching writing, named Round Table technique. According to Kagan, in the Round Table cooperative learning model, each team member writes one answer on a piece of paper that is passed around a table. Round Table is highly effective with creative writing and brainstorming activities. This structure encourages

responsibility for the group and team building.⁸ Round Table technique is often used to solve the problem. This technique can also be used in teaching writing report paragraphs. Steven (in Anisatul, 2011) also informs that Round Table is a technique in writing that can be applied by point to each member of a group to be a participant by making round table.⁹ So, the writer concluded that by using Round Table, students could give their own report about the topic in making report paragraphs.

Based on the phenomena depicted above, it could be concluded that most of the second year students are still problematic in terms of writing. Therefore, the writer was interested in investigating the problems above into a research entitled “The Effect of Using Round Table Technique toward Writing Ability on Report Paragraph of the Eleventh Grade Students at State Senior High School 1 Rumbio Jaya”.

B. Problem

Based on the background of the problems depicted above, it is clear that most of the eleventh grade students of State Senior High School 1 Rumbio Jaya were still encountering the problems in learning English, especially in writing report paragraphs. To make the problems of this research clearer, thus, the problems of this research are identified as follows:

⁸ Kagan, S., “*The Structural Approach to Cooperative Learning*” Educational Leadership, 47.4 (1989), p. 12-15

⁹ Anisatul Azizah Hasanah, “Peningkatan Keterampilan Menulis Deskripsi melalui Model Kooperatif Tipe Round Table pada Siswa Kelas Xa SMA Muhammadiyah 4 Yogyakarta”, (Yogyakarta: UNY, 2011), p. 29

1. Identification of the Problem

Based on the problems in the information above, the problems of this research are identified as follows:

- a. Why some of the students are not able to choose appropriate vocabulary in making report paragraphs?
- b. Why some of the students are not able to express their ideas in writing report paragraphs?
- c. Why some of the students are not able to use correct grammatical order in writing report paragraphs?
- d. Why some of the students are not able to develop their ideas into coherent paragraph in writing report paragraphs?
- e. Why some of the students are not able to construct the relationship of ideas within and between paragraphs clearly?

2. Limitation of the Problem

Based on the problems identified above and considering the weaknesses that the writer had, thus the writer limited the problems only about writing ability on report paragraphs at the eleventh grade students of State Senior High School 1 Rumbio Jaya that consisted of some aspects: content, organization, vocabulary, language use, and mechanics. Therefore, the writer would like to use Round Table technique to overcome the students' problems in writing above.

3. Formulation of the Problem

Based on the limitation of the problems above, thus, these research questions are formulated as follows:

- a. How is students' ability in writing report paragraphs taught by using Round Table technique of the eleventh grade at State Senior High School 1 Rumbio Jaya?
- b. How is students' ability in writing report paragraphs taught without using Round Table technique of the eleventh grade at State Senior High School 1 Rumbio Jaya?
- c. Is there a significant difference of result between the use of Round Table technique and TPT on students' ability in writing report paragraphs of the eleventh grade at State Senior High School 1 Rumbio Jaya?

C. Objective and Significance of the Research

1. Objective of the Research

- a. To find out whether or not students' ability on writing report paragraphs taught by using Round Table technique is higher than those who are taught without using Round Table technique.
- b. To find out whether or not there is a significant difference of result between the use of Round Table technique on writing report paragraphs of the eleventh grade at State Senior High School 1 Rumbio Jaya.

2. Significance of the Research

- a. Hopefully, these research findings are expected to be very meaningful, especially for the writer as a novice researcher in term of learning how to conduct a research.
- b. These research findings are also expected to be valuable inputs for both students and teacher of English of the eleventh grade at State Senior High School 1 Rumbio Jaya as a consideration for the following teaching points.
- c. Besides, these research findings are also expected to be meaningful, especially for those who are concerned with teaching and learning English.
- d. Finally, these research findings are also expected to be meaningful inputs for both practical and theoretical development of TEFL and TESL in general.

D. Definition of the Terms

There are some terms involved in this research, thus to avoid misunderstanding of the terms used in this research, the following terms are defined as follows:

1. Effect

According to Hornby, effect is a change that something or somebody causes in something or somebody else, or result.¹⁰ In addition, Richard states that effect is measure of the strength of one variable's effect on another or the

¹⁰ Albert Sydney Hornby, *Oxford Advanced Learner's Dictionary of Current English, Seventh Edition.*, (New York: Oxford University Press, 2005), p.138

relationship between two or more variables.¹¹ In this research, effect is referring to the implication of two different variables in her quasi experimental research between two variables (X and Y). X is referring to the use of Round Table technique and Y is referring to students' ability in writing report paragraphs. It means that, effect is referring to the implication of the use of Round Table technique toward students' ability in writing report paragraphs of the eleventh grade at State Senior High School 1 Rumbio Jaya.

2. Round Table technique

Round Table technique is a useful technique for brainstorming, reviewing, or practicing a skill.¹² In addition, Round Table is a technique in writing that can be applied by point to each member of a group to be a participant by making round table.¹³ In this research, Round Table is a technique used by the writer to know the effect of the technique on students' ability in writing report paragraphs at the eleventh grade of State Senior High School 1 Rumbio Jaya.

3. Writing Ability

Writing ability is specific ability that helps writers to put their ideas into words in meaningful form¹⁴. In this research, it refers to ability in writing of the eleventh grade students at State Senior High School 1 Rumbio Jaya, particularly in the form of report paragraphs by giving full consideration

¹¹ Jack C. Richard, et al. *Longman Dictionary of Language Teaching and Applied Linguistics*, (UK: Longman Group, 1992), p. 175

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

¹³ Anisatul Azizah Hasanah, "Peningkatan Keterampilan Menulis Deskripsi melalui Model Kooperatif Tipe Round Table pada Siswa Kelas Xa SMA Muhammadiyah 4 Yogyakarta", (Yogyakarta: UNY, 2011), p. 29

¹⁴ SIL, International, "What are Writing Skill?" *Version 4*, 1999, p.1 (Retrieved on August 7th, 2013) www.sil.org/lingualinks/literacy/.../whaterewritingskills.htm

toward the proper use of grammar and syntax, punctuation, spelling, organizational skills, and initiating writing.

4. Report Paragraphs

According to Chintia, the paragraph is the basic of academic writing in English¹⁵. Each paragraph should include a topic sentence, supporting sentences, and a concluding sentence. Report is one of the paragraphs to describe the way things; with reference to arrange natural, man-made and social phenomena in our environment.¹⁶ The stages of a report are context-specific and relate very closely to its purpose.¹⁷ In this research paper, report paragraph is paragraph that is used to know the students' ability in writing report paragraphs by using Round Table technique of the eleventh grade at State Senior High School 1 Rumbio Jaya.

¹⁵ Chintia A. Boardman and Jia Frydenberg, *Writing to Communicate 2: Paragraphs and Essays, Third edition*, (New York: Pearson Longman, 2008), p. 3

¹⁶ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: Gred Stabler, 1994), p. 196

¹⁷ Rigby Heinemann, *Writing Resource Book*, (Bassendean: Advance Press, 2004), p. 85