

## CHAPTER I

### INTRODUCTION

This chapter covers research background, the identification of problem, the scope of study, the statement of problem, the purpose of study, and the significance of study. This chapter is provided to give clear understanding of the facts that underlie the researcher in doing this study. The detailed explanations are presented below.

#### 1.1 Research Background

Students on today's era tend to think that writing belongs to a complex and challenging skill among those four skills besides speaking, listening, and reading (Pratiwi, 2016). Writing skill is significantly needed to achieve the goals of learning English. Basically students are able to develop what is on their mind through writing, but sometimes they still commit grammatical mistakes and we cannot guarantee the appropriateness of content that they write. Pratiwi (2016) also states that the students' achievement on writing is still low, and that is why the students need to understand about the grammar and vocabulary well.

In recent years, writing is considered as a crucial thing for ELF learners. According to Banerjee (2012) as cited in Jupri (2018), writing is not only dealing with grammatical and rhetorical issues, but it emphasizes in the concept. Writing is also defined as an activity to produce language in terms of organizing idea (Jupri, 2018). Writing is also defined as an activity to make a text through developing ideas, as well as by understanding what is being expected by the readers Iftanti (2016). Another definition of writing comes from Graham, Harris,

Capizzi, and Hebert, in which they define writing as an activity to produce persuasive information by having a well-organized text in order to give information to readers.

In addition, writing itself is an action where practice is really needed in which the students can learn how to write something by practicing. According to Harmer (2007), writing is a way where people can produce language by developing their idea, feeling, and opinion which has a meaning. Through writing, the students also can express or share their ideas, and they also can get more ideas (Barnet & Stubbs, 1990). It is also supported by Rogers (2005) who states that writing is the simple way to develop or express the ideas, thoughts, and feeling to achieve the purpose in which this skill should deal with grammar, punctuation, spelling, and vocabulary. In expressing the students' ideas, they can use some different form of writing namely, letters, e-mails, short story, diary, autobiographies, fairy tales, and essays (Rainey, 2003).

Nowadays, schools in Indonesia are applying Curriculum 2013 which means that the students must be able to develop their competencies or skills to achieve the learning goals (Kemendikbud, 2014). Conceptually, Curriculum 2013 is very significant and the development truly meant to make the education better. The government writes this new curriculum which focuses to the students' competency as the instrument and expects the students can master those four competencies. Those four basic competencies are important to be taught in school in order to make the students be able to express or share the ideas, thought, feeling and information orally or written. Besides, by mastering those competencies the students will be able to improve their skill in learning English especially in term

of writing. In writing there are many types of texts that must be mastered by students such as narrative text, descriptive text, procedure text, report text, and so on. In this case, the students should know how to write those texts correctly because those texts have their own characteristics in which the students must be able to arrange some words become a text or paragraph, yet in teaching and learning process especially in writing activity, some students seem not be able in arranging the words, it might be they lack of vocabulary and also they do not master the grammar well. In writing, students also need to learn its component including content, organization, grammar, vocabulary, and mechanics (spelling and capitalization) as stated by Brown (2007). In this case, the students should produce the product of writing which can attract the readers' attention, well-organized, correct word form and grammar, good mechanics which make the readers easy to read. Yet, if the students have less knowledge about those components of writing, they will get the difficulties in making a text. In writing a text, the students are confused to share their own ideas. Generally, they find difficulties in finding theme, in wording, and master language norm poorly, and etc. These difficulties make the students incapable in expressing idea and thought well, even they write reluctantly.

Regarding to the aspects that should be achieved by students in writing competency, round table technique can be used as an alternative way to help the teacher in providing activity to achieve the learning goals. According to Kagan (1990) round table technique is type of cooperative learning in which the students will work in group and each member in the group must participate to share their own opinions toward the topic given. This technique focuses on students' writing

competency where the students pass around a sheet of question on desks and each student has an opportunity to answer the questions in turns or create a written text in quickly and efficiently. Furthermore, Barkley, Cross, & Major (2012), round table is a type of cooperative learning which gives the students chance to write their ideas based on what things they focus on and share their responses into a paper in turns in their own group. Using this technique, each student must contribute to give their own ideas and cooperatively discuss their own perspective based on the topic given where the students easily express their thought and give their own opinions in their own group. Based on the study done by Larasati (2016), it is found that this strategy successfully improved students' writing competency. This study investigated the effect of round table strategy on writing competency and the implementation of round table strategy as the solution of writing problem for students in SMP N 1 Sumbergempol. The result of this study showed that students' score in writing competency was improved. This strategy stimulated students to be more active in learning that affected the increasing of students' motivation in learning. Thus, round table strategy as the part of cooperative learning gives significant effect on students' writing competency as it is proven from a research by Larasati (2016).

Other research which indicate round table strategy successfully improves students' achievement especially in writing competency were conducted by Riwayatiningsih & Kencanawati (2018), Fidyati, Rufinus, Wardah (2016). From the experimental research, it is found that statistically round table strategy took a role in giving significant effects on students' writing competency. Further explanation given that round table strategy also gives effect on significant writing

achievement on the high and average achieving learners (Riwayatningsih & Kencanawati, 2018). Besides, by using this strategy the students showed their activeness in class and could improve personal ideas and knowledge (Fidyati, Rufinus, & Wardah, 2016). For these result of the previous researches, round table strategy actually gives a positive effect of students' achievement in writing competency.

In addition, picture series was also used in this study. According to Wright (1989), picture series can be used as guidance for teacher in doing writing activity in order to minimize the students who are not able in developing their ideas become writing. Picture series is guidance for students in writing when they want to write something into a paragraph, they will not be confused about what they should write and be able to express their idea, so they can write and follow based on what they see on the picture series given and the students can create their own story and visualize their ideas from its pictures. Regarding to picture series media, some research have been conducted by Yuliarsih (2016), Pratiwi (2016), and Apsari (2017). From those researches, it was found that picture series media also successfully gave impact on students' writing competency and learning achievement. Yuliarsih (2016) mentioned that there was significant difference on students writing after implementing picture series media where the students can elaborate their ideas through picture series. Pratiwi (2016) also found that picture series can build positive atmosphere where the students so enthusiast and interested in teaching and learning activity especially writing activity. Furthermore, picture series can be used as a creative media for English teacher in providing writing activity (Apsari, 2017). Therefore, picture series media can help



the teacher in building a cooperative learning atmosphere that still achieve the goal of learning as proposed in standard and basic competency.

From those related studies which state that round table technique combined with picture series media provides the opportunity of rising positive atmosphere and gives significant effect on students' writing competency. In this study, the strength of using round table technique combined with picture series media is the students will be easier to learn the lesson and do discussion during teaching and learning process through picture series. Picture series can also help the students to develop their ideas especially for those who are not able in giving and developing their ideas. Meanwhile, if this technique is applied without using picture series, it can make the students feel confused in stating their ideas and feel bored during the discussion. Yet, there was little attention about round table technique combined with picture series media. So far there are only some articles which discuss about this topic. In this study, round table technique was combined with picture series media in order to make the students easier to give and share their own ideas or opinion from the picture given. Therefore, this current research was inspired to use this round table technique combined with picture series media in terms of its effect on students' writing.

## **1.2 Identification of Problem**

Based on the observation which was done in SMP N 2 Singaraja, there were several problems identified as follows.

1. The students are bored during the learning process and less efforts toward their writing

2. The students have difficulty in finding and organizing their ideas for writing
3. Some students seem not be able in arranging the words, it might be they lack knowledge of vocabulary and also they do not master the grammar well.
4. The conventional model of learning was still used by the teacher in teaching writing where the students only followed the instruction given by the teachers.

### **1.3 Scope of Study**

From the identification of problems, this research focused on the effect of round table technique combined with picture series media on students' writing at eighth grade in SMP N 2 Singaraja.

### **1.4 Statement of Problem**

1. Is there any significant difference on students' writing between the students who are taught by using round table technique combined with picture series media and those who are taught by using conventional technique at eighth grade students of SMP N 2 Singaraja in academic year 2019/2020?

### **1.5 Purpose of Study**

1. To find out the significant difference on students' writing between students who are taught by using round table technique combined with picture series media and students who are taught by using conventional

technique at eighth grade students in SMP N 2 Singaraja in academic year 2019/2020.

## **1.6 Significance of Study**

1. Theoretically, this research was designed in order to give the students improvement in writing by using round table technique combined with picture series media in teaching and learning process and also can give benefits for the students itself.
2. Practically, this research has benefit for students. It can be used as feedback to improve their ability in writing competency. This research also has benefit for teacher as reference in designing teaching strategy for writing competency. At last, this research also beneficial for other researchers as a consideration related to the implementation of round table technique combined with picture series media.

