

CHAPTER II

RELATED LITERATURE REVIEW AND HYPOTHESIS

2.1 Previous Studies

In conducting this research, the writer takes some references from the previous studies. The first reference is article entitled “The Effectiveness of Roundtable and One Stay Two Strays Techniques to Teach Speaking Skill to Students with High and Low Self-Confidence” written by (Farista, Anggani, Bharati, & Fitriati, 2018). This research there are two experimental classes that be taught with different method. The pre-test score of the experimental class of the student with high self-confident is 54,55, and the student in low self-confidence was 54,75. The experimental class two, the pre-test score in high self-confidence was 73,48. While, the students with low self-confidence is 68,81. After the technique Roundtable had been applied, there are increments of the mean each class. The result of the post-test in the experimental class one in students with high and low self-confidence. The research tells the roundtable is effective to teach speaking skill with high and low self-confidence. The difference from this article with this study is the researcher in this article uses two methods in implementation, and this research only uses one method.

The second is article entitled “Penerapan Model *Kooperatif Teknik Round Table* untuk Meningkatkan Motivasi Belajar Sejarah Siswa” written by (Noviasari, Maskun, & Ekawandari, 2002). The data from this study showed that the mean score of first meeting after given the treatment was

(57,70%), second meeting was (68,85%), and the last meeting was There was no s (76,9%). There is increase from indicator in each meeting. So, round table technique can increase students' motivation. In this previous study researcher use one shot case study design and this study use quasi experimental design.

The next previous research is research entitled "The Use of Roundtable Technique to Improve Students' Writing Skill of Narrative Text at Eleventh Grade in Senior High School 1 South Polongbangkeng". The research was a Classroom Action Research (CAR) conducted by Adelina (2017). The researcher scores the students' writing test in each cycle by using Glencoe's criteria. After the researcher get the students' score in writing test, the researcher calculate the percentage of the test. The standard score in the Senior High School 1 South Polongbangkeng is 75. Therefore, this research was successful, if round table technique improves students' score in writing skill is 75 is 70% of the total students 100%. In this previous study the difference is also in the method. The researcher use classroom action research and this study use quasi experimental group.

The next reference is article entitled "The Effect of Round Table Technique on the Writing Ability in Recount Text of the Second Year Students of SMPN 1 Kubu" which is written by (Fitri, Azhar, & Eliwarti, 2017). The research shows that the result, the t-test was larger than the t table on significant level 5%. The level of significance $11.738 > 2.037$. Furthermore, it concludes that there is the difference between the pre-test and

post-test. So, there is an increase. This previous study and this study use same independent variable. But, use difference dependent variable.

The next reference is article entitled “Group Grid and Roundtable for Teaching Writing of Descriptive Text” which is written by (Silvia, Linggar, & Abdurrachman, 2017). The research findings from pre-test and post-test mean scores of experimental group showed that it statistically increased from 75.81 to 82.68. Meanwhile, the scores of control group only increased from 76.34 to 79.18. The data were analyzed by using Independent Sample T-Test. This previous study use more than two variable and this study use two variables. But still round table technique has been proven to provide improvement in students’ writing.

From the previous study above can be concluded that Round Table Technique is effective to improve students’ narrative text writing. Considered the technique is used to improve students’ writing skill on narrative text. So, the differences this study with the previous studies is the previous study focus on students’ writing in general, meanwhile the present research focus on students’ narrative text writing.

2.2 Theoretical Review

2.2.1 Writing

a. Definition of Writing

According to Hyland (2004) in Adelina (2017) writing is a way to share personal meanings. The people construct their own views on topic. They share their idea on a topic to each other. Writing also is

a way the writer a way to thinking which is shared to the other or the reader.

Writing is one of productive skills, besides speaking, which contains of symbols (orthographic) and involves a complex process {Formatting Citation}. Writing needs more efforts than speaking does. Writing needs hard effort to dig and manage the ideas which are from the writer's mind and pour it into written form effectively so it will be readable (Silvia et al., 2017). So, writing is one skill that is difficult to master.

Writing is one of the ways to express ideas in written form and then share them top reader or listener. (Evi, 2015) state that writing is a way of communicating and sharing one's idea to other people through a written language. Writing also helps us to express our thinking, feeling, and our ideas.

b. Aspect of Writing

Each skill has different aspects. The writing aspects include content, organization, language use, and mechanics (Endah, 2016). According to Jacobs et al (1981) in (Sepianita, 2010) state that components of writing are content, organization, vocabulary, language use and mechanics. The different is only in the vocabulary. Here are the more explanation about those aspects:

1) Content

In content aspect it must be clear, because in content the writer tries to convey the message from what the writer writes to the readers. In order to have a good contents writing, its contents should be well unified and completed (Sepianita, 2010)

2) Organization

Aspect organization in writing prioritizes the correct writing sequence. For example in a narrative text the writer writes the story in the order of the generic structure, starting from orientation until re-orientation. Good writing sequence will help and facilitate the reader's understanding of writing.

3) Vocabulary

Vocabulary is one language aspect that exists in all language skill. In writing a writer always think about putting words into sentences and then putting sentences into paragraph until they can create a piece of writing (Sepianita, 2010)

4) Language use

According to (Sepianita, 2010) language use in writing involves correct usage of the rules of language or grammar. It focuses on verbs, noun, and agreement. (Endah, 2016) state that in term of the language use, it should show few errors of agreement, tense, articles, pronouns, and prepositions. In

language use in writing is a used of correct grammar in writing, it is makes easy for readers to understand what the writer writes.

5) Mechanic

The mechanic aspect in writing is very important because it helps reader to understand or recognized immediately what the writer means to express definitely. Endah (2016) state that in the mechanics aspect, it should demonstrate mastery of conventions which shows few errors of spelling, punctuation, and capitalization. Meanwhile, according to {Formatting Citation} the mechanic aspect in writing are capitalization, punctuation, and spelling.

c. Teaching Writing

According to Brown (2007) in (Endah, 2016), teaching may be defined as showing or helping someone to learn how to do something, giving someone instructions, guiding someone in the study of something, providing someone with knowledge, and causing someone to know or understand. Teaching writing is an activity to teach students how to express their ideas, opinion, feeling, or imagination in writing form.

2.2.2 Narrative Text

a. Definition and Social Function of Narrative Text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problem. Munand (2014)

in Hartanto & Purwanto (2017). According (Hartanto & Purwanto, 2017) social function of narrative text is to amuse, entertain and to deal with actual or various experience in different ways. Narrative texts are told to entertain the readers or listeners about the story (fairy tales, legends, fables etc) and take some moral values on it (Adelina, 2017).

a. Generic Structure of Narrative Text

There are four generic structures in narrative text: orientation, complication, resolution, re-orientations. Based on (Hartanto & Purwanto, 2017) first is orientation. This part is a set the scene and introduces the participants. Second is complication. According to Djatmika and Wulandari (2013) in Adelina (2017). Complication is the main body of the story. This part includes an event that leads the characters into a complication when the normal events are upset by some forms of conflict. The third is resolution. This part is the crisis is resolved, for better or for worse. And the last is re-orientation. In this part is optional stage.

b. Language Features of Narrative Text

The language features of narrative text are focusing on specific participants. According to (Hartanto & Purwanto, 2017) language features of narrative text is using action verb and linking verb, using verbal verb and mental verb, using past tense, using temporal conjunction and temporal circumstance, and the last is using behavior verb and spatial circumstance.

2.2.1 Round Table Technique

a. Definition of Round Table Technique

According to Barkley, Cross, & Major (2005) Roundtable is a technique where the students take turn responding to a prompt by writing one or two words or phrases before passing the paper along to others who do the same. Round table technique is written version of discussion Round Robin technique.

Round table technique can help students to express their ideas into written form. Round table technique also helps students to brainstorm their ideas or their thoughts about the topic and review it in a group (Adelina, 2017). Round table technique is one of technique that can help and makes it easy for students to write. Round table is good implemented in teaching writing, especially in helping improve students' writing.

b. Procedure Round Table Technique

According to Barkley, Cross, & Major (2005) the procedures of Round Table technique are:

- 1) The teacher divide students into some group consists 4-6 students and tell groups the prompt or distribute the handout.
- 2) Identify (or have students identify) which group member will begin and inform students that they will circulate the paper clockwise.

The teacher can also ask the each student to provide a paper where they will write their words, phrase, or sentence on the paper.

- 3) Ask the first students to write his/her words, phrase, or sentence as rapidly as possible and then read the response aloud so that other students have an opportunity to think about and build upon each other's response.
- 4) Ask the students to pass the paper to the next students, who the follows the same step. In this technique one can use a large sheet of paper or a small piece of paper used by each student. So, unneeded to take turn using the paper. They can gather small paper together
- 5) Inform students when time is up, or tell them in the teacher's instructions that the process is complete when all members have participated and all ideas are on the paper.

c. Advantages and Disadvantages Round Table Technique

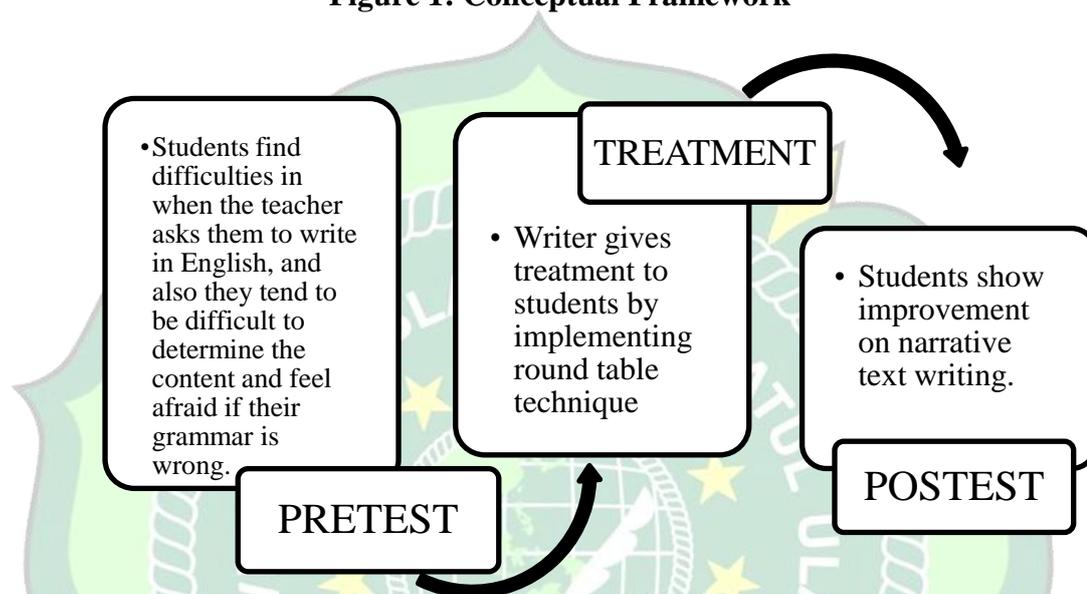
The advantage of round table technique is help students to train students to express their ideas into the form of writing. The benefits of having students write their ideas as opposed to speaking them are that writing helps students to focus their attention, gives students quite time to think about responses, and provide a cumulative record (Barkley et al., 2005). Round table technique also ensures equal participation among group members and exposes students to multiple viewpoints and ideas.

Meanwhile disadvantages of this technique are this technique requires a long time. This technique also only applies to simple writing lesson where it does not confuse students how they begin writing.

(Barkley et al., 2005) state that Roundtable is one of the brainstorming techniques called as the natural way in developing the writing. So, if it is for students then only for simple writing.

2.3 Conceptual Framework

Figure 1: Conceptual Framework



Based on interview with English teacher in MA Walisongo, the researcher knew that the students in eleventh grade have lack of interest to writing in English. They tended to be difficult to determine the content and felt afraid if their grammar is wrong. Each student still felt difficult when the teacher asked them to write something in English, including when writing narrative text. So here the researcher applied Round Table techniques during English class. In this technique the students are able to work in the group. They can share their ideas with the other. Each member of the group shares her/his opinion to the other and compiles the ideas that have been collected into the text.

2.4 Hypothesis of Study

Based on the research framework above, researcher formulated the hypothesis of the study as below:

The researcher formulated the hypothesis in this research as the follow:

Ha = Round Table technique is effective in improving students' narrative text writing.

Ho = Round Table technique is not effective in improving students' narrative text writing.

To know whether accept or refuse Ho, it can use criterion testing. Criterion testing is a form of determining whether accept or refuse Null Hypothesis (Ho) by comparing the result of t-test (t_0) and t_{table} according to rule of testing. Null Hypothesis will be accepted if $t_0 < t_{table}$, but it will be refused if $t_0 > t_{table}$ (Sa'idah, 2017:95-96)

