



THE EFFECT OF USING ROUNDTABLE TECHNIQUE IN COOPERATIVE  
LEARNING ON THE EIGHTH GRADE STUDENTS' WRITING  
ACHIEVEMENT AT SMPN 1 WULUHAN - JEMBER

THESIS

Proposed to Fulfill One of the Requirements to Obtain the S1 Degree at the English  
Education Program of Language and Arts Department  
The Faculty of Teacher Training and Education  
Jember University

By  
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ENGLISH EDUCATION PROGRAM  
LANGUAGE AND ARTS DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
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Date : Jember, November 2014

## **DEDICATION**

This thesis is honorably dedicated to:

1. My great parents, Bonaji and Yuliani;
2. My two brothers, Dendi Renata P. and Moh. Trio Chandra Alfiandi;
3. All my friends and colleagues at Jember University.

## **MOTTO**

Sit down to write what you have thought, and not to think about what you shall write.

(William Cobbett)

Problems are not stop signs, they are guidelines.

(Robert H. Schuller)

## CONSULTANTS' APPROVAL

THE EFFECT OF USING ROUNDTABLE TECHNIQUE IN COOPERATIVE  
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ACADEMIC YEAR

### THESIS

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Finally, I hope this thesis will be useful for the readers. Any constructive suggestions and criticisms are extremely appreciated.

Jember, November 2014

The Writer

## TABLE OF CONTENTS

<b>TITLE</b> .....	i
<b>STATEMENT OF THESIS AUTHENTICITY</b> .....	ii
<b>DEDICATION</b> .....	iii
<b>MOTTO</b> .....	iv
<b>CONSULTANTS' APPROVAL</b> .....	v
<b>APPROVAL OF THE EXAMINATION COMMITTEE</b> .....	vi
<b>ACKNOWLEDGEMENT</b> .....	vii
<b>TABLE OF CONTENTS</b> .....	ix
<b>THE LIST OF APPENDICES</b> .....	xii
<b>THE LIST OF TABLES</b> .....	xiii
<b>SUMMARY</b> .....	xiv
<b>CHAPTER 1. INTRODUCTION</b>	
<b>1.1 Background of the Research</b> .....	1
<b>1.2 The Problem Formulation</b> .....	3
<b>1.3 The Objective of the Study</b> .....	4
<b>1.4 The Significance of the Research</b> .....	5
<b>CHAPTER 2. REVIEW OF RELATED LITERATURE</b>	
<b>2.1 Writing in English Language Teaching</b> .....	6
<b>2.2 The Text Types of Writing in Junior High School</b> .....	7
2.2.1 Descriptive Text .....	7
<b>2.3 The Components of Writing</b> .....	8
2.3.1 Grammar .....	8
2.3.2 Vocabulary .....	9
2.3.3 Mechanics .....	9
2.3.4 Content .....	10

2.3.5 Organization .....	10
<b>2.4 Assessing Writing .....</b>	<b>11</b>
<b>2.5. Cooperative Learning .....</b>	<b>12</b>
2.5.1 Basic Elements of Cooperative Learning .....	13
2.5.2 Advantages and Disadvantages of Cooperative Learning .....	15
2.5.2.1 Advantages of Cooperative Learning .....	15
2.5.2.2 Disadvantages of Cooperative Learning .....	17
2.5.3 Roundtable Technique .....	18
2.5.4 Procedures of Using Roundtable Technique in Teaching a Descriptive Text .....	21
2.5.5 Procedures of Teaching Writing Using Direct Instruction .....	23
<b>2.6 Hypothesis of the Research .....</b>	<b>23</b>
<b>CHAPTER 3. RESEARCH METHOD</b>	
<b>3.1 Research Design .....</b>	<b>25</b>
<b>3.2 Area Determination Method .....</b>	<b>26</b>
<b>3.3 Respondent Determination Method .....</b>	<b>27</b>
<b>3.4 Operational Definition of the Term .....</b>	<b>27</b>
3.4.1 Roundtable Technique .....	28
3.4.2 Direct Instruction .....	28
3.4.3 Students' Writing Achievement .....	28
<b>3.5 Data Collection Method .....</b>	<b>29</b>
3.5.1 Writing Test .....	29
3.5.2 Interview .....	32
2.5.3 Documentation .....	32
<b>3.6 Data Analysis Method .....</b>	<b>32</b>
<b>CHAPTER 4. RESEARCH RESULT AND DISCUSSION</b>	
<b>4.1 The Description of the Experimental Treatment .....</b>	<b>34</b>

<b>4.2 The Result of Supporting Data</b> .....	35
4.2.1 The Result of Interview .....	35
4.2.2 The Result of Documentation .....	35
<b>4.3 The Result of Homogeneity Analysis</b> .....	36
<b>4.4 The Result of Primary Data</b> .....	38
4.4.1 The Analysis of the Post Test .....	38
4.4.2 The Hypothesis Verification .....	40
<b>4.5 Discussion</b> .....	40
<b>CHAPTER 5. CONCLUSION AND SUGGESTIONS</b>	
<b>5.1 Conclusion</b> .....	43
<b>5.2 Suggestion</b> .....	43
5.2.1 The English Teacher .....	43
5.2.2 The Students .....	43
5.2.3 The Other Researchers .....	44
<b>REFERENCES</b> .....	45
<b>APPENDICES</b> .....	48

## **THE LIST OF APPENDICES**

- Appendix A. Research Matrix
- Appendix B. The Guide of Supporting Data Instrument
- Appendix C. The Homogeneity Test
- Appendix D. The Scores of Homogeneity Test
- Appendix E. Lesson Plan 1
- Appendix F. Lesson Plan 2
- Appendix G. Post Test
- Appendix H. The Scores of Post Test
- Appendix I. The Names of the Respondents
- Appendix J. The Samples of the Students' Result of Writing
- Appendix K. The Letter of Research Permission from the Dean of Faculty of Teacher  
Training and Education of Jember University
- Appendix L. The Letter of Accomplishing the Research from the Principal of SMPN  
1 Wuluhan - Jember

## **THE LIST OF TABLES**

Table 2.1 The Example of Descriptive Text

Table 3.1 The Scoring Criteria

Table 4.1 The Schedule of Administering the Research

Table 4.2 The Total Number of the Eighth Grade Students of SMPN 1 Wuluhan -  
Jember in the 2014/2015 Academic Year

Table 4.3 The Mean Score of the Eighth Grade Students

Table 4.4 The Result of the Homogeneity Test

Table 4.5 The Output of Group Statistics of Post Test

Table 4.6 The Output of Independent Sample T-Test of the Post Test

## SUMMARY

**The Effect of Using Roundtable Technique in Cooperative Learning on the Eighth Grade Students' Writing Achievement at SMPN 1 Wuluhan - Jember in the 2014/2015 Academic Year;** Yusnita Dwi Retnaningsih, 100210401100; 2014:47 pages; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

The research was intended to know whether or not there was a significant effect of using roundtable technique in cooperative learning on the eighth grade students' writing achievement at SMPN 1 Wuluhan - Jember in the 2014/2015 academic year. The population of this research was all the eighth grade students of SMPN 1 Wuluhan - Jember in the 2014/2015 academic year. The research respondents were determined by using cluster random sampling based on the result of homogeneity analysis. According to the result of homogeneity analysis by using ANOVA formula, the population of the research was homogeneous. Therefore, two classes were chosen as the respondents of the research by lottery. The number of the respondents was 72 students, consisting of 36 students of class VIII-B as the experimental group and 36 students of class VIII-H as the control group. The experimental group was taught writing by using roundtable technique and the control group was taught writing by using direct instruction.

The primary data of this research were collected from the students' scores of writing post test. The writing post test was given to both the experimental and the control groups after the treatment given. Then, the result of the post test was analyzed to find the mean difference of both groups. They were

analyzed by using independent sample t-test formula (SPSS) to know whether or not there was a significant effect of using roundtable technique on the students' writing achievement.

The result of the data analysis by using independent sample t-test formula showed that the value of significant (2 tailed) column of t-test table was 0.035 which was lower than 0.05 (significant level of 5%). It means that the null hypothesis ( $H_0$ ): "there is no significant effect of using roundtable technique in cooperative learning on the eighth grade students' writing achievement at SMPN 1 Wuluhan - Jember in the 2014/2015 academic year" was rejected. Then, the alternative hypothesis ( $H_a$ ): "there is a significant effect of using roundtable technique in cooperative learning on the eighth grade students' writing achievement at SMPN 1 Wuluhan - Jember in the 2014/2015 academic year" was accepted.

The research showed that there was a significant effect of using roundtable technique in cooperative learning on the eighth grade students' writing achievement at SMPN 1 Wuluhan - Jember in the 2014/2015 academic year. Therefore, it is recommended that the English teachers to use roundtable technique as an alternative technique in teaching writing to increase the students' writing achievement.