



**USING ROUNDTABLE TECHNIQUE TO IMPROVE EIGHTH GRADE
STUDENTS RECOUNT TEXT WRITING ACHIEVEMENT AT SMPN 2
MUMBULSARI JEMBER**

THESIS

**Composed to fulfill one of the requirements to obtain S1 Degree at the English Education
Program, Language and Arts Education Departments, The Faculty of Teacher Training and
Education**

By

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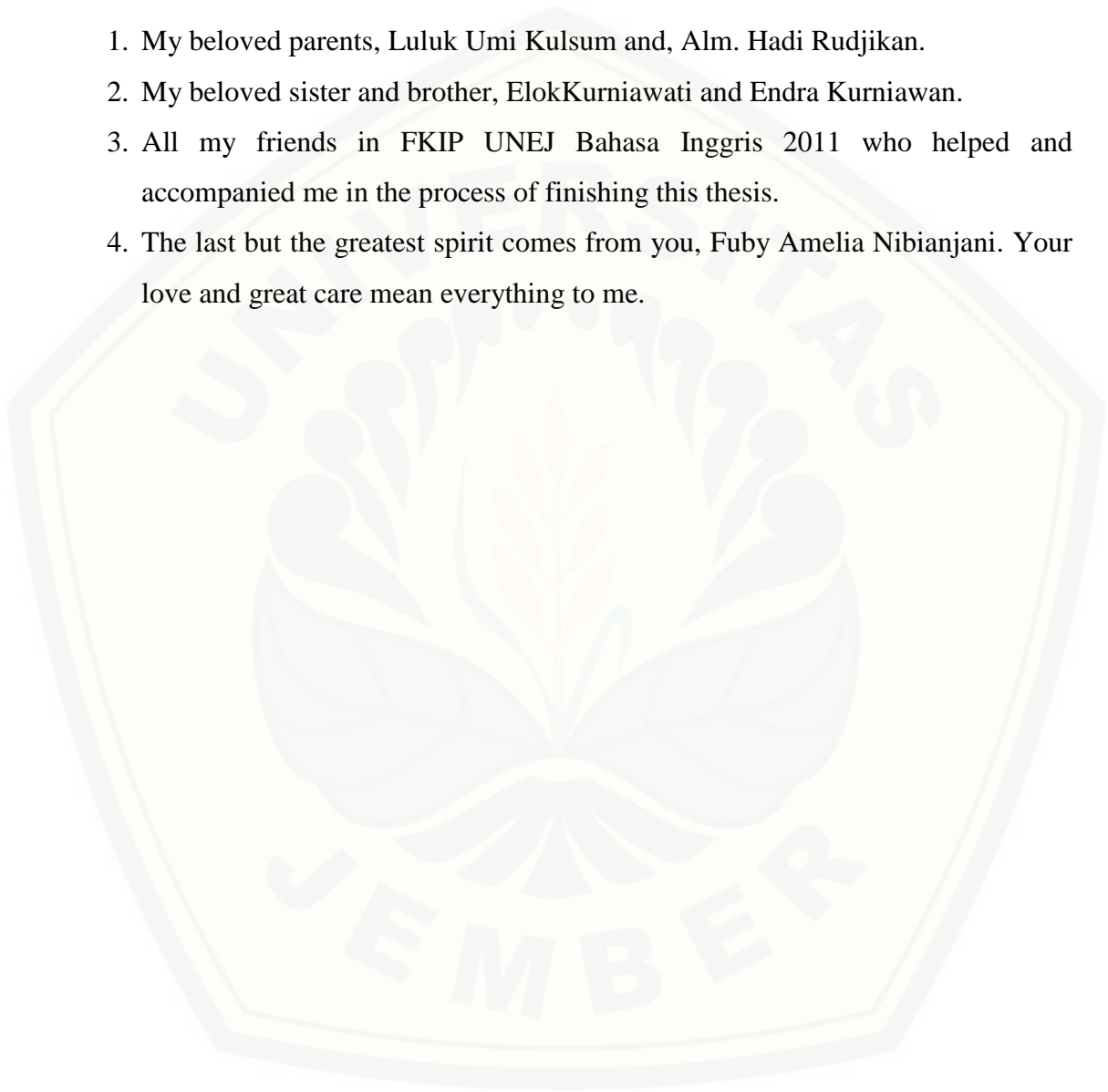
JEMBER UNIVERSITY

2019

DEDICATION

This thesis is honorably dedicated to the following people:

1. My beloved parents, Luluk Umi Kulsum and, Alm. Hadi Rudjikan.
2. My beloved sister and brother, ElokKurniawati and Endra Kurniawan.
3. All my friends in FKIP UNEJ Bahasa Inggris 2011 who helped and accompanied me in the process of finishing this thesis.
4. The last but the greatest spirit comes from you, Fuby Amelia Nibianjani. Your love and great care mean everything to me.



MOTTO

“Nothing last forever, we can change the future!”

(ALUCARD)



STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work. Hence, all materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is a result of my work which has been carried out since the official commencement date of the approved thesis title, this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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CONSULTANTS' APPROVAL

**USING ROUNDTABLE TECHNIQUE TO IMPROVE EIGHTTH GRADE
STUDENTS' RECOUNT TEXT WRITING ACHIEVEMENT AT SMPN 2
MUMBULSARI JEMBER**

Thesis

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the English Education Program, Language and Arts Education Department,
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First of all, I would like to thank Allah S.W.T, the Almighty, who gives me His guidance and blessing so that I can finish this thesis entitled “Using Roundtable Technique To Improve Eighth Grade Students Recount Text Writing Achievement At SMPN 2 Mumbulsari Jember”

This thesis which would have never been finished without any support, suggestion, and guidance from other people. In the relation to the writing and finishing of this thesis, I would like to express my deepest and sincerest thanks to:

- 1.The Dean of the Faculty of Teacher Training and Education, Jember University;
- 2.The Chairperson of the Language and Arts Education Department;
- 3.The Chairperson of the English Education Program;
- 4.The first and the second consultants, Dr. Budi Setyono, M.A., and Eka Wahjuningsih, S.Pd, M.Pd. for their guidance and suggestions for my thesis;
- 5.The first and second examiners of this thesis, Drs. Bambang Suharjito, M.Ed and Siti Masrifatul Fitriyah S.Pd., M.A., Ph.D.for their valuable guidance and contribution forthe successful of this thesis improvement;
- 6.The school principle, the English teacher, and the students of SMPN 2 Mumbulsari Jember for giving me opportunity, help and support to conduct this research.

I hope that this thesis will be useful for the readers. However, I realize that this thesis has some weaknesses and far for being perfect, therefore any suggestions and criticism will be fully appreciated.

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SUMMARY

USING ROUNDTABLE TECHNIQUE TO IMPROVE EIGHTH GRADE STUDENTS RECOUNT TEXT WRITING ACHIEVEMENT AT SMPN 2 MUMBULSARI JEMBER; Yanuar Rahmananda; 110210401050; 27pages; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

This research was intended to enhance the eighth grade students' writing achievement by using roundtable technique at SMPN 2 Mumbulsari Jember. Based on the preliminary study done by the researcher by interviewing the English teacher, most of the eighth grade students in this school had difficulties in learning English especially in writing skills. There were so many difficulties from the students to write such as lack of ideas, not using correct grammatical structure and the content or the story of their writings still did not match with what should be written. For these reasons, the researcher wanted to overcome the students' problems in learning writing, especially recount text writing by using roundtable technique.

The objectives of this research were: (1) to enhance the eighth grade students' recount text writing achievement at SMPN 2 Mumbulsari Jember and (2) to describe how the teaching and learning process by using roundtable technique can assist the eighth grade students to write a recount text at SMPN 2 Mumbulsari Jember. The design of this research was Classroom Action Research which covered four stages of activities namely: (1) preliminary study or fact finding, (2) planning of the action, (3) implementation, and (4) evaluation. SMPN 2 Mumbulsari Jember was chosen purposively as the research area because the students on this school still had difficulties in learning and mastering writing. Among the eighth grade students in this school, VIII C students were chosen as the subjects of the research since they had the almost problems in learning writing and had the lowest percentage of the students who pass the standard minimum

score for the previous English score. There were 30 students as the respondents of this research.

The data collection method used in this research was recount text writing achievement test, observation, and students' artifact. The recount text writing achievement test was conducted at the end of the cycle (after implementing the action) to get the students' score. Meanwhile, the observation was conducted during the implementation of the action to get the detail description of the students' recount text writing learning process through roundtable technique. And the last students' artifact was the result of the student's discussion while doing the tasks by using roundtable technique

This classroom action research was conducted only in one cycle since the result of the first cycle had achieved the research target. This research was considered to be successful if at least 75% of the VIII C students achieved the standard minimum score of the school, 75. The result of the recount text writing achievement test showed that there was an improvement of the percentage of the students who got ≥ 75 . It was increased from 33,33% in the preliminary study (the students' previous score) to 76,65% in the first cycle of the research (the students' score of writing achievement test). For this reason, the second or the next cycle of the research was not necessary to be conducted.

Moreover, the result of the observation by using field notes showed that the teaching and learning process by using roundtable technique could give some contributions to the students in learning recount text writing. It could be concluded that the students were helped to do the tasks by using roundtable technique taught by the teacher. It did not only help the students to brainstorm the ideas, roundtable technique also helped students to build contribution among group members, they helped each other in order to complete the tasks given. Based on the research results above, it could be concluded that the use of roundtable technique could enhance the eighth grade students' recount text writing achievement at SMPN 2 Mumbulsari Jember.

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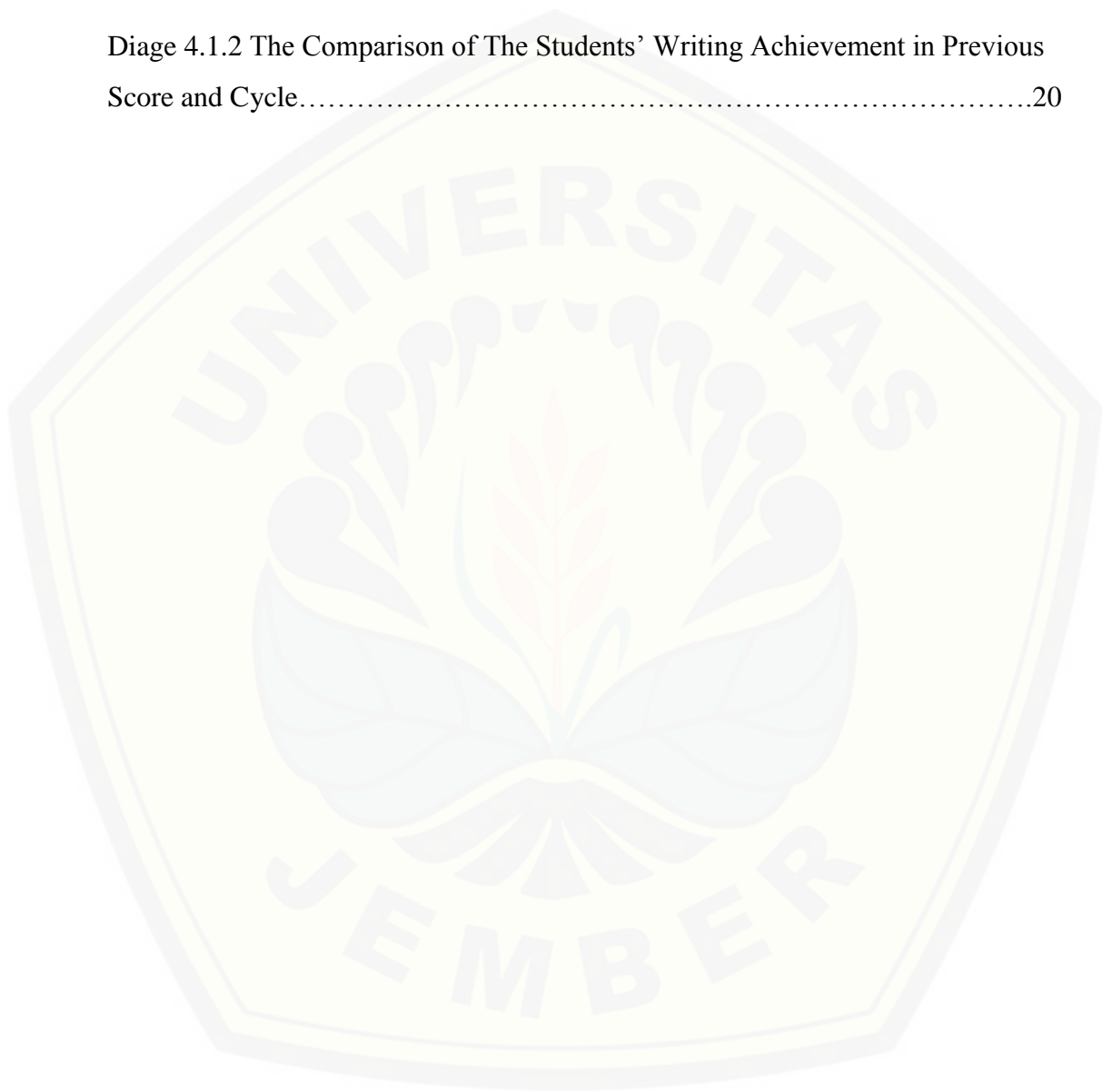
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CHAPTER 1 INTRODUCTION

This introductory chapter deals with the issue of investigation, the importance of discussing the issue, the position of this research in relation to the related previous studies, the research focus, and the research contribution.

1.1 Background of the research

The present research examines the issue of roundtable technique to promote students' writing ability. As a model of cooperative learning, roundtable technique has been widely used in ELT today because of the importance of cooperative learning in ELT. Colorado (2007) states that cooperative learning has been proven to be effective for all types of students, including academically gifted, mainstream students and English Language Learners (ELLs) because it promotes learning and fosters respect and friendships among diverse groups of students. Therefore, cooperative learning can engage the students in an interactive approach to process information, resulting in greater retention of subject matter, improving attitudes toward learning, and enhancing interpersonal relations among group members. One of cooperative learning techniques is Roundtable. It is a cooperative learning structure useful for brainstorming, reviewing, predicting, or practicing a skill, uses a single sheet of paper and pen for each cooperative learning group (Millis, 2007). It can be used to generate a large number of responses or ideas by responding in turn to a question and write on the paper.

As a technique in helping learners to gain writing ability, empirically Roundtable has been investigated by previous researchers in Indonesian context. Some of them are investigating the issue of roundtable technique on the students' writing ability, for instances the research conducted by Fajrin (2008) in Pekanbaru, Hapsari (2011) in Batang, and Handayani (2012) in Yogyakarta. The results of those researches are almost the same, that roundtable technique is an effective way to improve the students' writing achievement.

Specifically, the result of each research can be explained as follows. Fajrin (2008) reported that the use of roundtable technique could attract students' attention. This statement was strengthened by Handayani (2012) who stated that the students were motivated and seemed to be interested in learning writing by using roundtable technique. She even compared the classroom situation of teaching writing by using roundtable technique to teaching writing by using direct instruction as the proof that roundtable classroom atmosphere was more alive than the other one. Besides, Hapsari (2011) also reported that the use of roundtable technique could make teaching learning process more active because every student had to participate in writing argument or answer in their group.

Based on the results of the previous studies, it can be concluded that the use of roundtable technique not only can improve the students' writing achievement, but also students' active participation. However, the research issue on investigating the explanation of how roundtable technique can help the students in learning writing is under explored. Therefore, the researcher is interested in conducting a research on how using roundtable technique help the students' writing ability and improve their writing achievement. This study also considered to the result of the interview with the English teacher of SMP 2 Mumbulsari Jember which stated that the students had difficulties in English writing especially in organizing ideas and following some rules of writing.

1.2 Research Questions

The main focus of this research can be formulated in the following research questions.

1. Can the use of roundtable technique improve the junior high school students' recount text writing achievement at SMPN 2 Mumbulsari Jember?
2. How can roundtable technique help the junior high school students in the process of writing recount text?

1.3 Significance of the research

1. The Theoretical Contribution

This research results are hoped to be able to give contribute to the existing literature on the effectiveness of roundtable technique to enhance the English writing skill, especially in Indonesian context.

2. The Empirical Contribution

Hopefully, this research results can be useful reference for the future researchers to do another research dealing with the use of roundtable technique on writing achievement or on another skill.

3. The Practical Contribution

The result of this research is hoped to give benefits for teachers to improve their teaching methods and strategies in teaching writing by using roundtable technique.

CHAPTER 2 REVIEW OF RELATED LITERATURE

2.1 Constructivist Learning Theory

Constructivism is an approach to teaching and learning based on the premise that cognition (learning) is the result of "mental construction". In other words, students learn by fitting new information together with what they already know. Constructivists believe that learning is affected by the context in which an idea is taught as well as by students' beliefs and attitudes. An important restriction of education is that teachers cannot simply transmit knowledge to students, but students need to actively construct knowledge in their own minds. That is, they discover and transform information, check new information against old, and revise rules when they do not longer apply. Constructivism is a learning theory found in psychology which explains how people might acquire knowledge and learn. Constructivism is basically a theory which is based on observation and scientific study, about how people learn. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences (Bereiter, 1994).

Tam (2000) lists the following four basic characteristics of constructivist learning environments, which must be considered when implementing constructivist instructional strategies. They are:

- 1) Knowledge will be shared between teachers and students.
- 2) Teachers and students will share authority.
- 3) The teacher's role is a facilitator or guide.
- 4) Learning groups will consist of small numbers of heterogeneous students.

Constructivism is related to Curriculum 2013 which not use teacher center method. Those are the reasons why roundtable is suitable to be used for teaching which is not using teacher centered because roundtable could help students to build their own knowledge by discussion in their own groups. Each member of the group is asked to write their own sentences in a turn.

2.2 Roundtable Technique

Roundtable technique is one of cooperative learning techniques that can be applied in teaching writing. According to Lawrence (in Miller and Spencer, 1991:30), roundtable is a

technique that can be used for brainstorming, reviewing, or practicing a skill. It means that roundtable technique is an appropriate technique to use to teach writing skill because the process of writing is started with brainstorming or how to find ideas for the topic to be written. Then, after it is written as the first draft it will be reviewed by group members through discussing. Those activities of roundtable technique belong to writing skill practices. Moreover, Kagan (2009:6.33) states that in roundtable technique, the students take turn generating written responses, solving problems, or making a contribution to a project in their teams. It is in line with a statement that says “roundtable is also a cooperative learning technique which is useful for brainstorming, reviewing, practicing a skill, uses a single sheet of paper and pen for each cooperative learning group” (Millis, 2007). It means that by generating written responses student have been learning how to brainstorm ideas. According to Bookman *et al.* (200:1) roundtable technique consist of two form, sequential and simultaneous form. The differences between those two form is in the paper and the pens given to the student. In sequential form each student in group have paper and pen. Moreover in simultaneous form, 1 group only have 1 paper and 1 pen so the student have to write their sentence by taking turn. In this research, the researcher choose to use simultaneous form in order to make learning activities more effective and make sure all of the student participate and give contribution to their own group. Then, in reviewing stage students will find some problems to be solved and every student can make contribution for their own group in order to achieve the purpose. Those activities are parts of the way to practice a skill (writing skill).

2.3 How Roundtable Technique Affects Student’s Writing Performance

In teaching writing recount text, roundtable technique can be used to improve students’ writing achievement. Roundtable has some aspects that can affect the student’s process of learning writing. Those aspects can be divided as:

a. Advantages of Using Roundtable Technique

According to Barkley, et al (2005:75) Roundtable encourages students to adjust their writing (in area like content, convention, style, and vocabulary) as they respond and react comments of the writer that preceded them. It means that roundtable technique ensures students to participate among the group members and find multiple ideas to complete the task given.

In addition, by using roundtable technique students will easier to generate ideas easily because each member will write their ideas and share it to the other members of the group. In this case, students are able to build contribution among the group member.

b. Disadvantages of Using Roundtable Technique

Although roundtable technique has many advantages, there are still some weaknesses appear when we use this technique to teach writing in general. One of its weaknesses is that it can only be used for simple tasks writing, not for the complex tasks. It is only the surface technique in teaching writing actually, so it is not a good technique when it is used to write a long essay writing. This weakness doesn't give any affect this research because the subject of this research are 8th grade students of Junior High School in which their English materials are still considered as simple material such as recount text writing. Then, sometimes when taking turn in writing a sentence or word, students will work under pressure in order to complete the task given, it makes the students nervous and lose their focus. This weakness usually affects low level students. To solve this weakness the researcher will make heterogeneous groups based on their last result of writing test by the teacher that consist of high, average and low level students considering to their latest writing scores.

2.3.1 Writing in ELT

According to Spratt, et al. (2005:26), writing is one of productive skills which deal with conveying messages with the use of graphic symbols such as letters, words, phrases, and clauses to form a series of related sentences. In addition, Fairbairn and Winch in Retnaningsih (2014:6) states that writing is a form of communication as like speaking. In other words, writing can be defined as an activity of communication between the writer and the reader in which the writer tries to transfer or convey his or her messages through written text covering letters, words, phrases, and so on.

In English learning, writing is a complex skill which is important to be mastered by the students. Nunan (2003:88) states that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. It is also supported by Meyers (2005:2) that stated "writing is an action, a process of discovering and organizing our ideas, putting them on the paper and reshaping also revising them". From the statements above, it can be known that writing is identical with the way to

generate and organize the ideas in a written form. Writing needs thinking that focuses students on how to generate ideas. Therefore, in writing students are expected to explore and develop their ideas and make them into a good paragraph or even a text.

2.3.2 Aspects of Good Writing

In writing, students must concern of at least five aspects of good writing. They are grammar, vocabulary, mechanics, content and organization. Those aspects are necessary to make a readable and understandable writing. Each of the aspects will be discussed in the following parts.

a. Grammar

Good writing must show correct basic grammar pattern. According to Fairbairn and Winch (1996:108), grammar is a set of rules to construct sentences to make sense and acceptable in English. Correct grammatical sentences make the people who read them able to interpret the writer's ideas. Therefore, correct grammar in writing is important to be concerned in order to make the writing itself meaningful.

b. Vocabulary

Vocabulary is a set of words of particular language (Hatch and Brown, 1995:11). It is used by people to convey the meanings. Vocabulary is one of the essential components to be mastered in writing English. Bram (1995:45) states that words or lexicon are the basic tool for writing since they are the basic components to construct sentences. By having broad collection of words, learners can express their ideas and feelings more clearly and effectively.

c. Mechanics

To make a good writing, there is something else needs to be paid attention after exploring ideas and make them into sentences called mechanics. Lindner (2005:183) says that mechanics are used to determine and clarify meaning. Meanwhile, the ability to use correctly the specific conventions to a particular written language is called as mechanical skill (Heaton, 1991:135). The writer should apply appropriate mechanics in order to make his writing better and make the readers easy to catch his ideas. It is in line with the statement proposed by Langan (1997:86) that a paper that contains a number of errors in mechanics will not make a favorable impression on the readers. Mechanics of writing used in this research consist of punctuation, spelling and capitalization.

d. Content

A good writing should contain many ideas which are in line with the topic being discussed by the writer. Those ideas in the form of sentences in certain paragraphs are called as the content of a text. Heaton (1991:135) states that content deals with the writer's ability to think creatively and develop thoughts excluding the irrelevant information. In other words, the writer should deliver his ideas or messages by giving information which is relevant to the topic. To be able to give only relevant information related to the topic, the writer should have the knowledge and understand well about the topic itself.

e. Organization

According to Retnaningsih (2014:10), organizational skill means the ability to arrange sentences by following the generic structure of a text into logical arrangement and cohesion to make a unified text. Organization in writing has an important intention to make the readers reading the text easily.

Wingersky et al. (1999:36) state that a paragraph is regarded as a well-organized paragraph if it has unity and coherence. A paragraph can be said to have unity if all the supporting details or sentences are related and subordinated to the main idea of the topic sentence (Brandon and Brandon, 2011:287). In other words, the supporting sentences should explain the main idea which is expressed through the topic sentence. If there are any irrelevant sentences to the topic sentence, the paragraph can be said as lack of unity. Besides unity, another aspect in organization is coherence. According to Brandon and Brandon (2011:287), coherence means the flow of ideas, with each idea leading logically and smoothly to the next. In other words, a paragraph is said to be coherent if the sentences or the ideas are clearly connected to each other.

2.4 Conceptualizing Students' Writing Achievement and Roundtable Technique

In this subchapter, specific definition of two variables related in this study will be presented so that misunderstanding and misinterpretation between the researcher and the reader can be avoided. The variables are students' writing achievement as the dependent variable and roundtable technique as the independent variable.

2.4.1 Students' Writing Achievement

In this research, the students' writing achievement means how successful the students write a recount text which is evaluated by considering to five aspects of writing covering grammar, vocabulary, mechanics, content and organization. The achievement can be known from the students' writing result in the form of scores.

2.4.2 Roundtable Technique

In this research, roundtable was conducted to improve student recount text writing achievement. The researcher will analyze how can roundtable help student to improve their recount text writing achievement. Student will write their ideas in turn.

2.5 Previous Studies on the Use of Roundtable Technique in Writing

There are some previous studies conducted by other researchers which are used as references for this research. Two of them were classroom action researches conducted by Hapsari (2011) and Siregar (2012) about the use of roundtable technique in teaching hortatory exposition text writing. In Hapsari's research, she found out that the use of roundtable technique improved the students' writing hortatory exposition text achievement and also increased the students' motivation in learning English. Next, Siregar in her research found out that the use of roundtable technique could improve the students' writing achievement. According to Siregar (2012:8) the result of statistical analysis showed that the mean score in the pre test was 43.9, increased to 60.85 in post-test 1 and 76.37 in post-test 2.

The other research was done by Handayani (2012) about the influence of roundtable technique on the students' writing skill. In this research she tried to compare roundtable technique and direct instruction to know which one is more effective to teach writing achievement. The result showed that roundtable technique was more effective to teach writing rather than direct instruction. According to Handayani (2012:53), the mean score of the students taught by using roundtable was 75.44 and the mean score of the students taught by using direct instruction was 66.50.

The differences between this research and those previous studies are the text used and the main focus of the research. If the first and the second researches above used hortatory exposition text as the material to be given to the students, this research will use recount text to be applied since this kind of text is considered as a simple text and appropriate for junior high school

students. Moreover, the focus of this research emphasizes to the use of roundtable technique to help the students in brainstorming ideas.



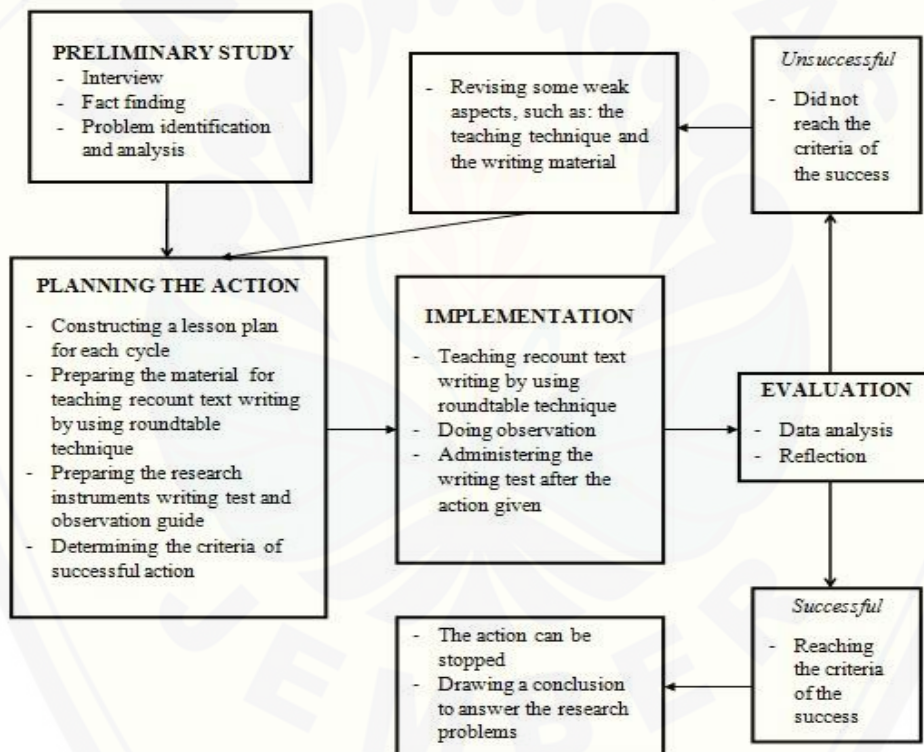
CHAPTER 3

THE STUDY

3.1 Research Design

Because the aim of this research was to solve the students' problems in writing and enhance their writing achievement, Classroom Action Research (CAR) was appropriate to be applied. Classroom action research was a type of applied research that was intended to solve a specific classroom problem (McMillan, 1992:44). It is a study of social situation, with a view to improve or increase the quality of certain phenomena (Elliot, 1991:69).

According to Lewin (in Elliot, 1991:70), there were four basic stages in doing classroom action research in each cycle, namely (1) preliminary study, (2) planning the action, (3) implementation and (4) evaluation. Below was the illustration of the research procedure.



(Adapted from Lewin's model in Elliot, 1991:71)

From the diagram of the research procedure above, the steps of this classroom action research were as follows:

1. Did a preliminary study by interviewing the English teacher of the eighth grade students at SMP Negeri 2 Mumbulsari Jember to identify the students' problems in learning writing. (Appendix 2)

2. Found out some documents to gain the data about the names of the subjects and the students' score of previous writing test from the English teacher. (Appendix 3)
3. Planned the action collaboratively with the English teacher by constructing the lesson plans and prepared the research instruments for each cycle such as writing test and observation guide, and preparing the materials of recount text. (Appendix 4 and 5)
4. Implemented the action of the first cycle by teaching writing recount text by using the roundtable technique. It was done by the researcher in meeting 1 and by the English teacher in meeting 2.
5. Observed the classroom activities done by the English teacher in meeting 1 and by the researcher in meeting 2 by using descriptive notes.
6. Administered the writing test to the students after the action given in the third meeting of the cycle.
7. Gave score to the results of the students' writing test.
8. Analyzed the results of observation and the students' writing test quantitatively in the percentage.
9. Reflected the results of writing test and observation in the first cycle descriptively.
10. Decided whether or not the research should continue to the next cycle. In this step, the research results had reached the criteria so the action was stopped.
11. Drew a conclusion to answer the research problems based on the results of observation and the students' writing test in the first cycle.

3.2 Research Context

This research was conducted at SMPN 2 Mumbulsari Jember. The school implemented Curriculum 2013 and used electronic school books to run the teaching and learning process. In this school, English subject was taught in two meetings per week (4 lesson hours) and there were no extracurricular activities of English. Based on the result of the interview done by the researcher with the English teacher, she just asked the students to write a certain text based on the instruction in the book in teaching writing. She rarely gave more explanation about how to write it or gave some examples of writing the text meant. She also had not taught writing by using any method or technique specifically. Therefore, the researcher was interested in conducting a research which had purpose to enhance the students' writing ability by using one of the techniques that was believed can improve writing achievement called roundtable technique.

3.3 Research Participants

The research participants were determined by using purposive method after conducting preliminary study in SMPN 2 Mumbulsari Jember. According to the English teacher's information, the students who had the most difficulties in writing English are Class VIII C students. It was proved when the researcher did a class observation in Class VIII C that many students there still get confused in doing the writing task, many of their writings were grammatically incorrect, and the content or the story of their writings still did not match with what should be written. Besides, most of the students' scores of writing test still could not pass the standard minimum score of English. It was indicated from the latest writing score that there were only 10 students from 30 students in total that achieved the standard minimum score of 75. Meanwhile, the other students could not achieve the standard minimum score.

3.4 Implementation Procedure of Roundtable Technique

The procedure of teaching recount writing by using roundtable technique was explained as follows.

Step 1: Making Group

1. The teacher made groups consist of 4-5 students with different level of abilities. The selection was based on the teacher's consideration.
2. The teacher distributed one paper and one pen for each of the groups.

Step 2: Posing the Topic and Guiding Questions

1. The teacher posed the topic and gave guiding questions. The guiding questions were needed to keep the students write continuously. The examples of the guiding questions were "Who was in the story?", "What kind of activities did they do there?"

Step 3: Writing Ideas in Group (Brainstorming)

1. After knowing about the topic that will be used for writing, the students brainstormed their ideas in group and wrote those ideas in a paper given by the teacher.
2. Each student took turn in writing, so the paper must be passed from one student to another. He/she should continue the idea from their friends' ideas who wrote before him/her.
3. When the time was over, every student had to stop working. The time given for doing the task was 20 minutes.

Step 4: Discussing and Writing the Final Copy

1. The students discussed and shared what had been collected in the previous activity.

2. The teacher asked the students to develop and edit the sentences that they had produced with group to make the whole recount text.
3. The students wrote their final copy individually in group.
4. The teacher asked the students to submit their final writing.

Step 5: Giving Feedback

1. The teacher collected all of students' results.
2. The teacher chose one of the results as an example and discussed it with all the students in classroom.
3. The teacher gave feedback on the students' work to make sure they had understood the lesson they had learned.
4. The teacher drew a conclusion of the lesson.

(Adapted from Kagan, 1992:88).

3.5 Data Collection Method

There were two kinds of data gathered in this research: the quantitative and qualitative data. The quantitative data in the form of students' scores of writing were collected from the results of students' writing test. The qualitative data were in the form of field notes and students' work artifacts. These data were gathered through observation and samples of writing tasks already done by students (students work artifacts).

a) Writing Test

Writing test has been developed to meet the content validity. Hughes (2003:26) claims that a test is said to be valid if it measures accurately what is intended to measure. To fulfill its content validity, the writing test has been developed to measure the writing ability stated in the curriculum 2013, i.e. students' ability to write a recount text. The students were required to write a recount text in the topic of last holiday, and the length of the text ranged from 200 to 250 words. The time allocation for the test was 60 minutes.

Besides the validity of the test, reliability of the test was also needed. To establish the reliability, the researcher applied inter-rater reliability. As stated by Weigle (2002:135), inter-rater reliability is the use two or more different raters to give the same scores to the same script. Therefore, this present research used two raters. The first rater was the researcher and the second rater is the English teacher. The students' writing test sheets were copied to the researcher and the English teacher. Then, the two raters gave score to the students' writing independently by using the scoring rubric. The use of inter-rater reliability could make the scores of the test more reliable.

The way of scoring applied by the researcher was analytical scoring method which referred to a method of scoring which requires a separate score for a number of aspects of the task (Hughes, 2003:100). In this research, the aspects that were scored separately were grammar, vocabulary, mechanic, content, and organization (see Appendix 6).

b) Observation

In this research, observation was used to collect the data/evidence to help explain how teaching writing by using roundtable technique can enhance the students' writing ability. The observation was done by using fieldnotes. Fieldnotes were created by the researcher to remember and record the behaviors, activities, events, and other features of the setting being observed. Observers would make important notes on students' behaviors when they did the writing tasks. These notes would be analyzed based on advantages of roundtable according to some experts to explain how roundtable technique help the students to learn writing especially in brainstorming ideas and enhance their writing ability. Fieldnotes in this research were used to describe the students' activities and behaviors whether or not they matched those statements. The notes were limited to the student activities in their group's while doing writing task by using roundtable technique. (see Appendix 10). This way helped the researcher in taking the notes in order to know whether or not the use of roundtable technique could help the students to learn how to write recount text. The form of field notes was illustrated as follows:

3.5.2 The Illustration of Fieldnotes

Obs. #1 Date : ... Lesson hours: ...	< Observations >	< Observer's comments (OC) >
Time		

.The left column for recording the actual observations and the right column for noting preliminary interpretations of what had been observed called as observer's comments (Leedy and Ormrod, 2005).

c) Students' Work Artifacts

Samples of students work artifacts were collected to provide more evidences to explain the extent to which roundtable technique can help the eighth gradestudents brainstorm ideas. For this purpose, students' works were analyzed to answer the research question 2.

3.5 Data Analysis Method

The observational data containing notes about students' behaviors in the process of teaching writing by using roundtable technique and samples of students' work artifacts were analyzed qualitatively. They were analyzed thematically through the process of coding, categorizing, and interpreting the data in order to answer the first research question. The results of analysis were reported descriptively.

The scores of writing were analyzed using descriptive statistics by calculating the number of students who achieve minimally score ≥ 75 . The following formula was used to calculate the percentage of students who achieve the standard score.

$$E = \frac{n}{N} \times 100\%$$

Notes:

E: the percentage of the total number of the students whose score is ≥ 75

n: the total number of the students whose score ≥ 75

N: the total number of the students

(Adapted from Ali, 1998:18)

The criteria used to evaluate the success of the action by using the formula above was: at least 75% of the students who took the test after joining the teaching and learning process by using roundtable technique reach the school standard score of 75.

CHAPTER 5

CONCLUSION AND SUGGESTIONS

This chapter deals with the conclusion of this classroom action research and some suggestions proposed by the researcher to the English teacher, the students, and the future researchers.

5.1 Conclusion

According to the results of the data analysis and discussion, the conclusion of the research could be drawn as follows:

1. The use of roundtable technique could enhance the eighth grade students' recount text writing achievement at SMPN 2 Mumbulsari Jember.
2. The activities in teaching and learning recount text writing by using roundtable technique could assist the eighth grade students' recount text writing by giving some beneficial contributions at SMPN 2 Mumbulsari.

The improvement of the students' recount text writing achievement could be seen from the percentage of the students who achieved the standard score. It was 43,32.% higher than the percentage of the students who achieved the school standard score in their previous score, that was 33.33%. In other words, the percentage of the students who achieved the standard score after the actions given was 76.65% and it had fulfilled the research criteria of success.

Furthermore, the process of teaching and learning recount text writing by using roundtable technique in this research showed that the activities could assist their writing skill by giving some beneficial contributions to the students. Those contributions were in line with the experts' statements about the strengths of the roundtable technique in order to enhance the students' recount text writing achievement. They could be proven from the result of the observations which were relevant to the theories proposed by some experts dealing with the use of roundtable technique.

5.2 Suggestions

Considering to the research findings, it was known that the use of roundtable technique could enhance the students' recount text writing achievement. Thus, the following suggestions are proposed to the following people.

1. The English Teachers

Based on the research results, the English teachers are suggested to use roundtable technique as an alternative technique in teaching writing to improve the students' writing achievement. Roundtable technique is easily done and considered as an effective technique which could help the students in brainstorming the ideas and practicing writing skill.

2. The Students

The students are suggested to learn and practice their writing skill by using roundtable technique since this technique can be used for useful learning that can assist them to improve their writing.

3. The Future Researchers

The future researchers who have the similar problems are suggested to use the results of this research as references to conduct a further research dealing with the use of roundtable technique using the same or different research design like experimental or descriptive research, with different language skills for different level of subjects and schools.

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RESEARCH MATRIX

Title	Problems	Variables	Indicators	Data Resources	Research Methodology
<p>Using Roundtable Technique to Improve the Eighth Grade Students' Recount Text Writing Achievement at SMPN 2 Mumbulsari Jember</p>	<p>1. Can the use of roundtable technique improve eighth grade students' writing achievement at SMPN 2 Mumbulsari Jember? 2. How can the learning activities using roundtable technique assist the student in writing recount text at SMPN 2 Mumbulsari Jember</p>	<p>1. Independent Variable: Using roundtable technique in teaching recount text writing 2. Dependent Variables: The students' writing achievement</p>	<p>1. The procedure of roundtable technique in teaching recount text writing covers: - Making group/team - Posting the topic and guiding questions - Writing ideas in group - Discussing and Writing the final copy - Giving feedback 2. At least 75% of the subjects can get score at least 75 (the standard minimum score of English)</p>	<p>1. Respondents: The eighth grade students' of SMPN 2 Mumbulsari Jember . 2. School Documents: - The names of the eighth grade students' of SMPN 2 Mumbulsari Jember - The students' previous score of English</p>	<p>1. Research Design: Classroom Action Research with the cycle model with steps: - Planning - Acting - Observing - Reflecting 2. Area Determination Method: Purposive Method 3. Subject Determination Method: Purposive Method 4. Data Colection Method: - Writing achievement test - Observation 5. Data Analysis Method: Writing test was analyzed quantitatively. The</p>

					<p>writing test that were analyzed quantitatively by using percentage formula as follows :</p> $E = \frac{n}{N} \times 100 \%$ <p>Notes:</p> <p>E = the percentage of the students who get score ≥ 75 in the writing test</p> <p>n = the number of the students who get ≥ 75 in the writing test</p> <p>N = the number of the students (subject)</p> <p><i>(Ali, 1998: 189)</i></p>
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Appendix 2

Interview Guide

1. How many meetings per week do you teach for each classes? How many lesson?
 - Twice a week and 4 lesson total..
2. What kind of books do you used for teaching English?
 - LKS (Lembar Kerja Siswa)
 - Book from E-Learning
3. Have you ever used a particular technique to teach English?
 - Yes, I have used cooperative learning to teach reading.
4. Are there any difficulties in teaching English?
 - Yes, one of them is lack of enthusiasm in learning English and there is also huge differences between one student and another student, some are very smart and some are not smart..
5. In English there are 4 skill, listening, reading, speaking and writing in your opinion which skill is the most difficult to teach to the student? What factors influence that problem?.
 - In my opinion the most difficult skill is writing, because they lack of vocabulary, confused about grammar and the main problem is they cannot find ideas to write..
6. How do you teach writing?
 - I give the student the text, ask them to read and rewrite it bu use their own word..
7. Is there any English extra curricular in this school?
 - There is an extra curricular Story Telling, but this year is no longer active due to a lack of student interest..

Appendix 3 : The Students' Previous Score

NO	Name	Total
1	Abdus Solihin	70
2	Aditya Putra Pratama	75
3	Ahmad Renaldi	65
4	Alfan Zainudin Jakfar	75
5	Ana Rizkiatul Khairiyah	78
6	Davis Sa'adah	72
7	Dendi Yahya Ardiansyah	70
8	Ferly Yulianti	70
9	James Febriyan Pratama	72
10	Mailani Habibah	67
11	Moch. Rizal Dwi A S	75
12	Moh Dimas	65
13	Moh. Abdul Wafi	70
14	Muhammad Alvin Nur Hidayat	65
15	Nabila Putri Dwina Kurniawan	80
16	Nanda Susilowati	65
17	Nur Adelia Taufirotus Syafa'ah	75
18	Putri Abelika	70
19	Rendi Maulana	78
20	Retno Ayu Nur Rodiah	65
21	Rio Juli Prassty	68
22	Riski Ananda Tria Zehla	75
23	Riyan Afandi	75
24	Roni Gunawan	72
25	Sati Indahsari	72
26	Sendy Seto Satrio	80
27	Sepra Maulana	65
28	Sesa Oktavinata	72
29	Siska Ayu Wulandari	80
30	Sultan Jagis	70

LESSON PLAN 1 (Cycle I) First Meeting

School	: SMP Negeri 2 Mumbulsari
Subject	: English (Eighth Grade / Semester 2)
Theme	: Holiday at a Recreation Place
Topic	: My Holiday at the Beach
Time Allocation	: 2 x 40 minutes

A. Main Competence

Kompetensi Sikap Spriritual

 KI.1 Menghargai dan menghayati ajaran agama yang dianutnya.

Kompetensi Sikap Sosial

 KI.2 Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

Kompetensi Inti

 KI.3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

 KI.4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Basic Competence and Indicators

Basic Competence	Indicators
3.11 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Mengidentifikasi persamaan fungsi sosial, struktur teks, dan unsur kebahasaan teks personal recount berdasarkan cerita dua orang siswa • Mengidentifikasi perbedaan fungsi sosial, struktur teks, dan unsur kebahasaan teks personal recounts berdasarkan cerita dua orang siswa
4.11.2 menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	<ul style="list-style-type: none"> • Mengisi mind map/ outline sebelum menulis personal recount 'Visiting Papuma Beach in my last holiday' pada tahap 3 • Menulis draft personal recount tentang 'Visiting Papuma Beach in my last holiday' sesuai dengan mind map yang dibuat • Merevisi isi dan mengedit bahasa dari teks recount yang sudah ditulis sebelum dikumpulkan

C. Learning Objectives

Setelah selesai pembelajaran peserta didik dapat :

1. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks *recount* dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.
2. Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

D. Learning Material

(enclosed)

E. Teaching and Learning Approach

1. Approach : Constructivist Approach
2. Method : Cooperative Learning
3. Technique : Roundtable Technique

F. Teaching and Learning Activities

No	Teacher's Activities	Students' Activities	Time
1	<p><u>Set Induction</u></p> <p>1.1 Greeting the students</p> <p>1.2 Pray along</p> <p>1.3 Checking the students' attendance</p> <p>1.4 Motivating the students:</p> <p style="padding-left: 20px;">a. Asking the students about their activities in last holiday</p> <p style="padding-left: 20px;">b. Stating objectives</p>	<p>Responding greeting</p> <p>Pray along</p> <p>Responding</p> <p>Answering questions</p> <p>Paying attention</p>	<p>1'</p> <p>1'</p> <p>1'</p> <p>3'</p> <p>1'</p>
2	<p><u>Main Activities</u></p> <p>2.1 Giving brief explanation and showing the example of recount text entitled "My Holiday in Dieng"</p> <p>2.2 Asking students to identify the generic structure, language features and purpose of recount text</p> <p>2.3 Giving instruction about the students' task (explain about how to work cooperatively through roundtable technique in writing recount text)</p> <p>Step 1: Making Group</p> <ul style="list-style-type: none"> • Dividing the students into groups and asking them to sit around the group • Distributing a sheet of paper and a pen for every group <p>Step 2: Posing the Topic and Guiding Questions</p> <ul style="list-style-type: none"> • Posing the topic and guiding questions related to the topic (in this part, guiding 	<p>Paying attention</p> <p>Answering question</p> <p>Listening to the teacher</p> <p>Finding their own group and sitting around the group</p> <p>Receiving a sheet of paper and a pen</p> <p>Making notes dealing with the guiding</p>	<p>10'</p> <p>5'</p> <p>3'</p> <p>3'</p> <p>1'</p> <p>6'</p>

	<p>questions are needed to make the students' writing are going in order based on the generic structure of recount text)</p> <p>Step 3: Writing Ideas in Group (Brainstorming)</p> <ul style="list-style-type: none"> Asking the students to write down their ideas in the form of sentences (here, the students take turn writing their ideas clockwise until all the students have chance to write down their ideas into paper) <p>Step 4: Discussing and Writing the Final Copy</p> <ul style="list-style-type: none"> Asking the students to discuss their ideas which are produced with group member Asking the students to write a recount text based on the sentences they have produced with the group to be a whole recount text, each student writes the final copy (individual task) Asking the students to submit their work to the teacher <p>Step 5: Giving Feedback</p> <ul style="list-style-type: none"> The teacher collects all of students' results. The teacher chooses one of the results as an example and discusses it with all the students in classroom. The teacher gives feedback on the students' work to make sure they understand the lesson they have learned. 	<p>questions</p> <p>In group, the students are writing down their ideas in turn clockwise</p> <p>Discussing with their own group</p> <p>Writing a final copy of recount text individually</p> <p>Submitting their work to the teacher</p> <p>Paying attention</p> <p>Discussing the result of their writing</p> <p>Paying attention and understanding</p>	<p>15'</p> <p>5'</p> <p>5'</p> <p>1'</p> <p>1'</p> <p>10'</p> <p>3'</p>
3	<p>Closure</p> <p>3.1 Reviewing the material has been learned</p> <p>3.2 Guiding the students to make conclusion</p> <p>3.3 Parting</p>	<p>Paying attention</p> <p>Making conclusion</p> <p>Responding the parting</p>	<p>2'</p> <p>2'</p> <p>1'</p>

G. Media and Source

Media : Powerpoint, whiteboard.

Source : English Electronic School Book, google.com

H. Evaluation

Process Evaluation

Instrument: Descriptive Notes

The students' behavior and attitude during the roundtable grouping activity will be evaluated using these guiding indicators:

- The students are responding and accepting the other members' ideas during discussion activity.
- The students are giving contribution by posing/writing down their ideas in doing brainstorming activity.

- c. The students are helping each other, sharing ideas, motivating and supporting the other members' effort during group activity.
- d. The students can work cooperatively during group activity.
- e. The students can give the solution of the problem during group activity.

English Teacher,

Researcher,

Susi Ariani, S.Pd.
NIP.

Yanuar Rahmananda
NIM. 110210401050



LEARNING MATERIALS

Set Induction

Leading Questions:

1. Did you go somewhere in the last holiday?
2. Where did you go?
3. Most of the students here have ever been gone to the beach, have you?
4. When and what did you do there?

Learning Objective:

After joining the lesson, the students are expected to be able to write a recount text with the theme “Holiday at a Recreation Place” such as Beach.

Main Activities

Recount Text

Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience.

Generic Structure of Recount Text

- a. Orientation: Introducing the participant, place and time.
- b. Events: Describes series of events that happen in past.
- c. Reorientation: Personal comment of the writer about the story.

Language Feature of Recount Text

- a. Using Simple Past Tense.
- b. Using chronological connection: then, after that, etc.
- c. Using action verbs: go, look, walk, etc.

Example of Recount Text

My Vacation at the Beach

One day, my sister named Putri said to me that she really wanted to go to the beach. So I promised her that the following week we would go to Mutun beach in Lampung.

The following week, we prepared everything needed in the morning. We brought some foods and beverages, such as chocolate wafers, potato chips, water and orange juice. Before going to the beach, I asked our brother, Bayu, to join us. He agreed to join and we went there together with our parents. We went there by car. It took 3 hours to arrive there. Then, we bought tickets in the entrance gate. Before swimming, we changed our clothes first. We swam there for more than one hour. We felt so tired that we decided to eat the foods that we had brought. Next, three of us created a very big sand castle, while my parent enjoyed the beautiful scenery there. After that, we decided to go home because it was getting dark. On the way home, we still felt hungry. So we stopped at a restaurant to have dinner. I ordered sruit, Lampungnese traditional food, while my brother, my sister, and my parents ordered fried rice.

After finished eating, we paid our bills. Then, we went home. We arrived at home at 9 o'clock. We were tired but we were absolutely happy.

ORIENTATION

EVENTS

REORIENTATION

Adapted from <https://www.jatikom.com/2017/07/pengertian-dan-contoh-recount-text.html>

Appendix 5.

LESSON PLAN 2 (Cycle I)
Second Meeting

School	: SMP Negeri 2 Mumbulsari
Subject	: English (Eighth Grade / Semester 2)
Theme	: Holiday at a Recreation Place
Topic	: My Holiday in Dieng
Time Allocation	: 2 x 40 minutes

A. Main Competence

Kompetensi Sikap Spiritual

 KI.1 Menghargai dan menghayati ajaran agama yang dianutnya.

Kompetensi Sikap Sosial

 KI.2 Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

Kompetensi Inti

 KI.3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

 KI.4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Basic Competence and Indicators

Basic Competence	Indicators
3.11 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Mengidentifikasi persamaan fungsi sosial, struktur teks, dan unsur kebahasaan teks personal recount berdasarkan cerita dua orang siswa • Mengidentifikasi perbedaan fungsi sosial, struktur teks, dan unsur kebahasaan teks personal recounts berdasarkan cerita dua orang siswa
4.11.2 menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur	<ul style="list-style-type: none"> • Mengisi mind map/ outline sebelum menulis personal recount 'Visiting Papuma Beach in my last holiday' pada tahap 3 • Menulis draft personal recount tentang 'Visiting Papuma Beach in my last holiday' sesuai dengan mind map yang dibuat • Merevisi isi dan mengedit bahasa dari teks

kebahasaan, secara benar dan sesuai konteks	recount yang sudah ditulis sebelum dikumpulkan
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C. Learning Objectives

Setelah selesai pembelajaran peserta didik dapat :

1. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks *recount* dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.
2. Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

D. Learning Material

(enclosed)

E. Teaching and Learning Approach

1. Approach : Constructivist Approach
2. Method : Cooperative Learning
3. Technique : Roundtable Technique

F. Teaching and Learning Activities

No	Teacher's Activities	Students' Activities	Time
1	<p><u>Set Induction</u></p> <p>1.1 Greeting the students</p> <p>1.2 Pray along</p> <p>1.3 Checking the students' attendance</p> <p>1.4 Motivating the students:</p> <p>a. Asking the students about their activities in the last meeting</p> <p>b. Stating objectives</p>	<p>Responding greeting</p> <p>Pray along</p> <p>Responding</p> <p>Answering questions</p> <p>Paying attention</p>	<p>1'</p> <p>1'</p> <p>1'</p> <p>3'</p> <p>1'</p>
2	<p><u>Main Activities</u></p> <p>2.1 Reviewing the lesson in the last meeting</p> <p>2.2 Giving the other example of recount text entitled "My Vacation at The Beach" and asking them to identify the generic structure and language features</p> <p>2.3 Giving the instruction about the students task (asking the students to work cooperatively through roundtable technique in writing recount text)</p> <p>Step 1: Making Group</p> <ul style="list-style-type: none"> • Asking the students to gather with their own group • Distributing a sheet of paper and a pen for every group <p>Step 2: Posing the Topic and Guiding</p>	<p>Paying attention</p> <p>Answering questions</p> <p>Listening to the teacher</p> <p>Finding their own group and sitting around the group</p> <p>Receiving a sheet of paper and a pen</p>	<p>5'</p> <p>5'</p> <p>3'</p> <p>3'</p> <p>1'</p>

	<p>Questions</p> <ul style="list-style-type: none"> • Posing the topic and guiding questions related to the topic (in this part, guiding questions are needed to make the students' writing are going in order based on the generic structure of recount text) <p>Step 3: Writing Ideas in Group (Brainstorming)</p> <ul style="list-style-type: none"> • Asking the students to write down their ideas in the form of sentences (here, the students take turn writing their ideas clockwise until all the students have chance to write down their ideas into paper) <p>Step 4: Discussing and Writing the Final Copy</p> <ul style="list-style-type: none"> • Asking the students to discuss their ideas which are produced with group member • Asking the students to write a recount text based on the sentences they have produced with the group to be a whole recount text, each student writes the final copy (individual task) • Asking the students to submit their work to the teacher <p>Step 5: Giving Feedback</p> <ul style="list-style-type: none"> • Collecting all of students' results. • Choosing one of the results as an example and discussing it with all the students in classroom. • Giving feedback on the students' work to make sure they understand the lesson they have learned. 	<p>Making notes dealing with the guiding questions</p> <p>In group, the students are writing down their ideas in turn clockwise</p> <p>Discussing with their own group</p> <p>Writing a final copy of recount text individually</p> <p>Submitting their work to the teacher</p> <p>Paying attention</p> <p>Discussing the result of their writing</p> <p>Paying attention</p>	<p>6'</p> <p>15'</p> <p>5'</p> <p>10'</p> <p>1'</p> <p>1'</p> <p>10'</p> <p>3'</p>
3	<p>Closure</p> <p>3.1 Reviewing the material has been learned</p> <p>3.2 Guiding the students to make conclusion</p> <p>3.3 Parting</p>	<p>Paying attention</p> <p>Making conclusion</p> <p>Responding the parting</p>	<p>2'</p> <p>2'</p> <p>1'</p>

G. Media and Source

Media : Powerpoint, whiteboard.

Source : English Electronic School Book, google.com

H. Evaluation

Process Evaluation

Instrument: Descriptive Notes

The students' behavior and attitude during the roundtable grouping activity will be evaluated using these guiding indicators:

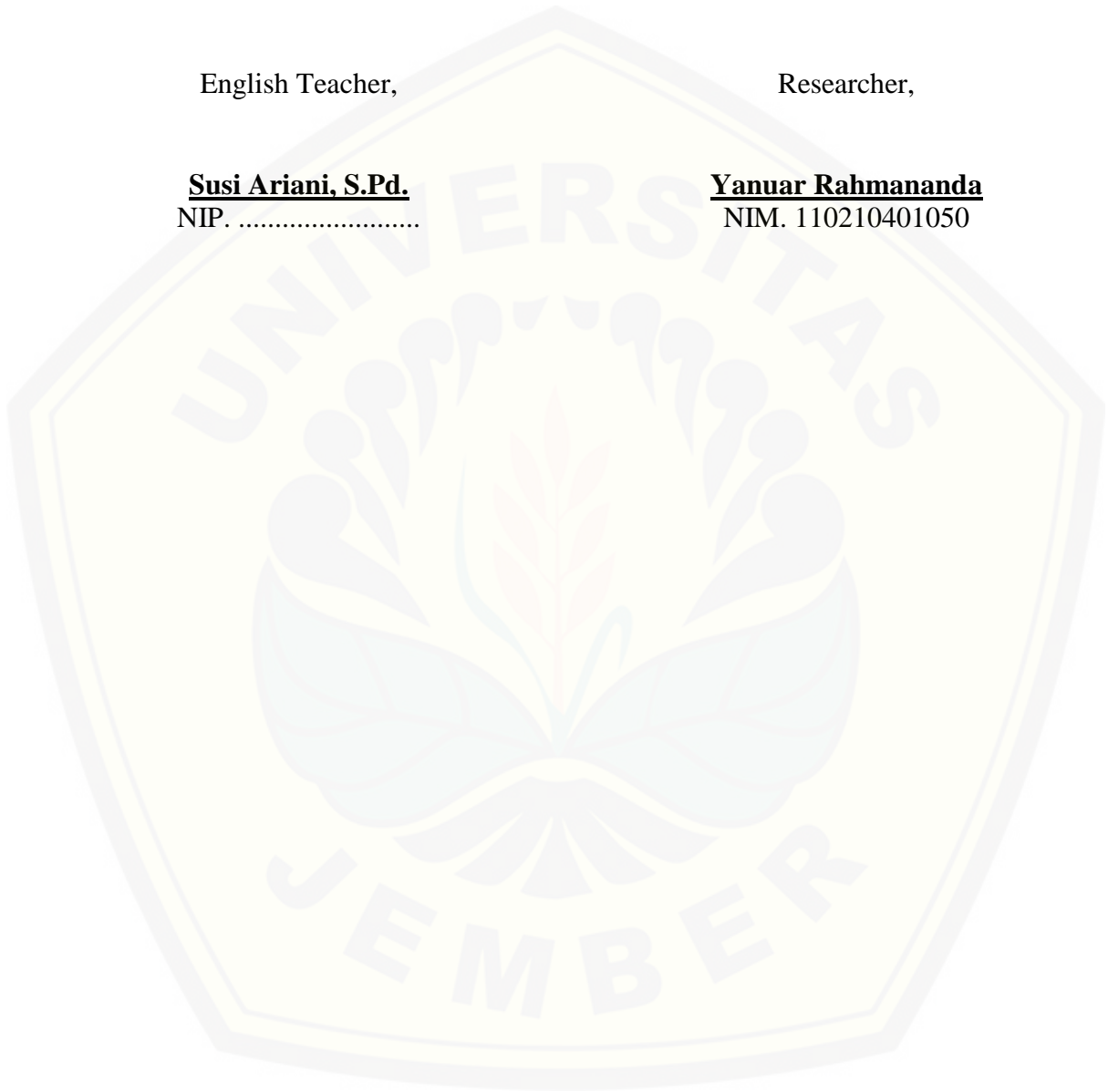
- a. The students are responding and accepting the other members' ideas during discussion activity.
- b. The students are giving contribution by posing/writing down their ideas in doing brainstorming activity.
- c. The students are helping each other, sharing ideas, motivating and supporting the other members' effort during group activity.
- d. The students can work cooperatively during group activity.
- e. The students can give the solution of the problem during group activity.

English Teacher,

Researcher,

Susi Ariani, S.Pd.
NIP.

Yanuar Rahmananda
NIM. 110210401050



LEARNING MATERIALS

Set Induction

Leading Questions:

1. Where should you go if you want to see a crater?
2. Do you know the name of the mountain located in Central Java started with D?
3. Have you ever gone holiday there?
4. Then I will show you someone's experience there.

Learning Objective:

After joining the lesson, the students are expected to be able to write a recount text with the theme "Holiday at a Recreation Place" such as Dieng.

Main Activities

Recount Text

Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience.

Generic Structure of Recount Text

- a. Orientation: Introducing the participant, place and time.
- b. Events: Describes series of events that happen in past.
- c. Reorientation: Personal comment of the writer about the story.

Language Feature of Recount Text

- a. Using Simple Past Tense.
- b. Using chronological connection: then, after that, etc.
- c. Using action verbs: go, look, walk, etc.

Example of Recount Text

My Holiday in Dieng

Last holiday, my family and I went to Dieng. We departed from home at 4 p.m. We expressly departed in the afternoon because we wanted to stay overnight there. To decrease my boredom on the way there, I chatted with my family.

At about 9 p.m, finally we arrived there. When we entered Dieng region, we felt very cold, because the temperature in Dieng region was very low. After that, all of us looked for home stay. Finally, we found a place to take a rest in one of home stays in Dieng comfortably.

In the morning, my family and I visited one of tourism objects. It was called "Kawah Sikidang" or we usually called "Sikidang Crater" in English. The crater was the easiest crater to reach and it had some facilities, such as prayer place and bathroom. In Sikidang Crater, the sulphur odor was very inciseive so that we had to use mask. We spent our time by taking pictures and drinking tea. After we had done with our activity, we continued our trip. Before we went home, we dropped in the Dieng gifts store. There, we could buy some gifts and brought them back from our trip. We bought carica. When we were on the way to our home, I tried to eat carica. I thought that carica was not delicious, but actually the taste was very sweet and made me addicted.

At 3 p.m, we arrived home. I was so tired, but I felt happy because I got many lovely experiences when we had holiday. I hope I can visit Dieng again next time.

ORIENTATION

EVENTS

REORIENTATION

Adapted from <https://nindyatiaraf.wordpress.com/2017/02/21/recount-text>

Appendix 6. Scoring Rubric

APPENDIX 1: Scoring Rubric

Aspect of writing	Score	Criteria
Grammar	25-22	Excellent : No errors and almost free of grammatical errors in writing sentences of simple past tense; time signal; article; pronouns; and preposition. (0-1 error in making sentences).
	21-18	Good : Few errors in making sentences of simple past tense; time signal; article; pronouns; and preposition that do not make the readers confused (2-4 errors in making sentences).
	17-11	Fair : Some errors in making sentences of simple past tense; time signal; article; pronouns; and preposition that sometimes make the readers confused (5-7 errors in making sentences).
	10-5	Poor : Dominated by errors in making sentences of simple past tense; time signal; article; pronouns; and preposition and its difficult to understand (more than 7 errors in making sentences).
Vocabulary	25-22	Excellent : Uses of variety of words choice; uses the appropriate and correct word in sentences based on their function. All of the word refers to the exact meaning; has a few errors in words spelling (0-3 words are used inappropriately).
	21-18	Good : Uses of moderate range of word choice; some word are used inappropriately; some errors in using the words based on their function; some words used do not refer to the exact meaning; some errors in word spelling (4-6 words are used inappropriately).
	17-11	Fair : Uses a limited range of word choice; some words are used inappropriately frequently; frequently uses some word that do not refer to the exact meaning; frequent errors in word spelling (6-9 words are used inappropriately (7-9 words are used inappropriately).
	10-5	Poor : Uses very limited range of word choice; dominated errors in choosing the appropriate words and word spelling; almost all the words do not refer to the exact meaning. (more than 9 words are used inappropriately).
Content	20-18	Excellent: the content of the text tells about the topic that includes clear explanation and information of the event; most sentences in the text are relevant to the topic (1 sentence is not relevant to the topic).
	17-14	Good : the content of the text tells about the topic that includes clear explanation and information of the event; only few sentences are not relevant to the topic (2-3 sentences are not relevant to the topic).

	13-10	Fair : the content of the text tells about the topic but lose focus; insufficiency detail or unclear information of the topic (4-6 sentences are not relevant to the topic).
	9-7	Poor : almost all of the sentences are not relevant to the topic; the information of the event is unclear (7 or more sentences are not relevant to the topic).
Organization	20-18	Excellent : highly organized; complete and correct generic structure of recount text; clear supporting details; most of the transitions are used correctly (1-2 errors).
	17-14	Good : well organized; complete generic structure of recount text; limited supporting details; few errors in using the transition (3-5 errors).
	13-10	Fair : lack of organization; incomplete generic structure of recount text; lack of supporting details; some errors in using transition (6-8 errors).
	9-7	Poor : disorganized; does not follow the generic structure of recount text; lack of supporting details; no transition used.
Mechanic	10-9	Excellent : free or few errors of punctuation, spelling and capitalization (0-3 errors).
	8-5	Good : some errors of punctuation, spelling, and capitalization (4-7 errors).
	4-3	Fair : frequent errors of punctuation spelling, and capitalization; sometimes it lead to obscurity meaning of sentences (8-10 errors in punctuation, spelling, and capitalization..
	2-1	Poor : severe errors in punctuation and spelling; it is difficult to understand; most of the sentences in the text use incorrect punctuation, spelling, and capitalization (more than 10 errors).

Appendix 7 : The Student's Task of Meeting 1 and 2

Name : Rio Juli P.
Class : VIII C
No Abs : 21

Visiting Tanjung Pupuma Beach

Last holiday I and my family went to Pupuma beach. We went there because we want to see sunset in there. We not forget to bring some snack to eat. We go there by using 2 motorcycle. I with my brother, and my father with my mother.

At 4 pm we arrived. We started to searched good place for watched sunset. After take several time, we found a good place. While waiting the sunset, I and my brother swim in the beach. My parents are sit and watch us play. After swim about 15 minute, I decided to search a crab below the stone. But unfortunately I cant found it. At 5 pm, we eat the snack that brought.

At 5.20 the sunset begin, I and my brother took some picture of it and also we take a selfie picture for our Instagram. Then after that we decided to go home. Before we going home we stopped at the cafe there to dinner. At 6.30 pm we arrived in home. Although it's cheap place for holiday, I think I really enjoy it.

Fabri Yulianti
08
8C

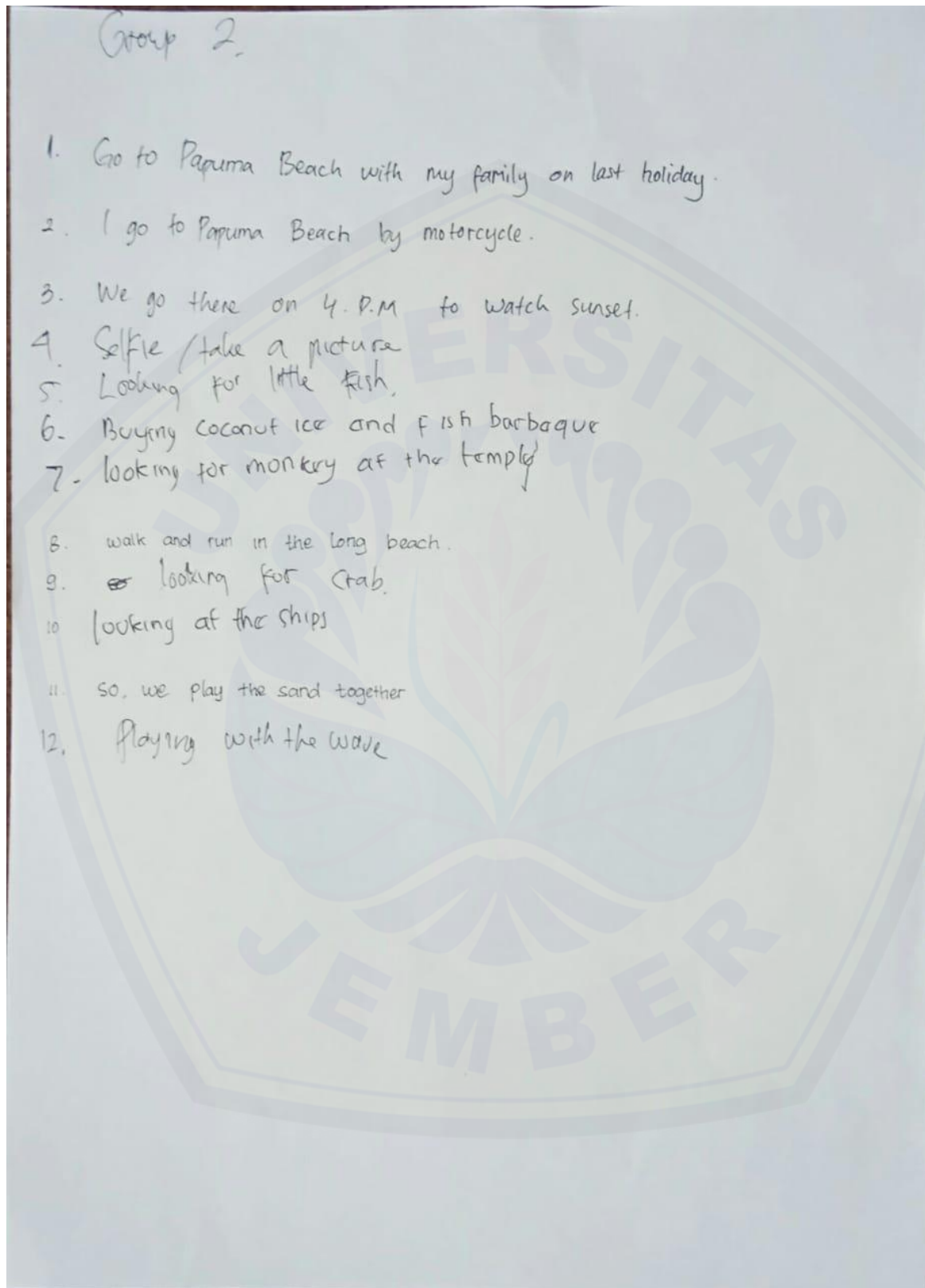
Visiting Botani Garden

Last holiday my family went to Botani Garden. We want to take a vacation at Botani to refresh our mind any body. We choose botani garden as our destination because we never go to there before. We departure at 9 a.m. we went to botani garden by using car.

At 9.45 we arrived there. after that we have to climbed down the stairs in order to enter the garden. After took some a rest we began to started explore the garden. There are so many plant and animal in there. after exploring the garden, we picnic in the garden. My mom prepared so many food from home.

After eat, I and my brother swim in the pool there. Then, after that we go home. We arrived at home at 4 p.m. Eventhough I tired, I feel very happy today. Not only that I also get new knowledge about some species of plant and animal.

Appendix 8 : Student's Artifact



Appendix 9 The Students' Recount Text Writing Test of Cycle 1

WRITING TEST
Third Meeting

(Time Allocation: 60 minutes)

Name : Abdus Solihin
Student's number : 1
Class : VIII C

Do the test by following these steps

1. Write a recount text based on the topic about "Last Holiday At Recreation Place" at least 3 paragraphs completed by orientation, events and reorientation! (per paragraph at least consists of 5 sentences)

Answer:

My holiday at Payangan Beach.....
Last holiday I and my brother went to Payangan Beach, it located near pupuma and wata ulu beach. I and my brother go to there by using motorcycle. We went there at 3 pm, because we want to see sunset in there. In the middle of the way to payangan beach we stop at mini market to buy some snacks. We arrived at payangan beach at 4 pm.
While waiting for sunset we spent our time there by climb a short cliff to take some selfie for Instagram photo propile. There was an accident when I went to climb down from the cliff. I was fall, luckily the cliff is not high. I was wounded in the arms but im okay. After that accident, we stop to climb the cliff, eventhough its short cliff its still dangerous. We decide to hike the hill in order to see teluk love.
After several times, we arrived at teluk love. In there, we began to eat our snacks and enjoy the scenery of the payangan beach. And finally the sunset which we want was came. I and my brother was amazed with it. Finally night came, I and my brother decide to go home. Eventhough my arm is hurt, but I'm very happy that day. Its unforgettable moment.

Grammar : 15
Vocabulary : 20
Mechanic : 6
Organization : 15
Content : 19

75

WRITING TEST
Third Meeting

(Time Allocation: 60 minutes)

Name : Sultan Jajis.....
Student's number : 30.....
Class : VIII C.....

Do the test by following these steps

1. Write a recount text based on the topic about "Last Holiday At Recreation Place" at least 3 paragraphs completed by orientation, events and reorientation! (per paragraph at least consists of 5 sentences)

Answer:

My Holiday at Coffee and Cacao Research

Last holiday, I and my parents went to coffee and cacao research that is located in Jember. We choose to go there because I want to know about how chocolate produced. We departure at 9 am from our home in Mumpulhari. It takes 45 minutes from our home to there. We went there by using car.

At 9.45 we arrived in there. There are so many visitors. After that we follow tour provided by coffee and cacao research. This tour used minibus, it can used by so many passengers. While joining this tour, I get a new knowledge about how to plant, harvest, and produce coffee and chocolate.

After taking that tour, we went to cafe in there who serves the product of coffee and cacao such as drink, food and also as a snack. Finally, after eat and take a rest in cafe, we decided to go home. I feel very happy because I really like chocolate and finally I have known about the chocolate produce.

Grammar : 16
Vocabulary : 16
Mechanic : 6
Organization : 17
Content : 15

75

Appendix 10 : Fieldnote

Field meeting

Observer : Rauf Eka
Group : 3

No	Indicator	Result
1	The students are responding and accepting the other members' ideas during discussion activity.	Not all member of the group listened during discussion
2	The students are giving contribution by posing/writing down their ideas in doing brainstorming activity	All of the member in group are write their idea based on the themes give.
3	The students are helping each other, sharing ideas, motivating and supporting the other members' effort during group activity.	When the group member having difficulties, the other member try to help to solve it.
4	The students can work cooperatively during group activity.	Overall the member of the group are doing their own task so the process of group activity running smoothly.

Record meeting

Observer : Ridu Eko A.
Group : 4

No	Indicator	Result
1	The students are responding and accepting the other members' ideas during discussion activity.	When other member proposed an idea, the other members listened and fixed the idea if there was an error
2	The students are giving contribution by posing/writing down their ideas in doing brainstorming activity	All of the member in group are write their idea.
3	The students are helping each other, sharing ideas, motivating and supporting the other members' effort during group activity.	When there is a student having difficulties or making some mistakes, the other member helped to fix it
4	The students can work cooperatively during group activity.	All of member in group doing the task together. Each student doing their task.

Appendix 11 : The Statement Letter of Accomplishing the Research from the Principal of SMPN 2 Mumbulsari Jember



PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SMP NEGERI 2 MUMBULSARI JEMBER
Jln. Mayjen Witarmin Wirajaya Lengkong Mumbulsari
Telp (0331) 339799 Kode Pos : 68174

SURAT PERNYATAAN TELAH MELAKSANAKAN PENELITIAN
NOMOR : 800/64/413.15.20558459/2018

Yang Bertanda tangan di bawah ini :

Nama	: Susi Ariani , S.Pd.
NIP	: 19650218 198903 2 007
Pangkat / Gol Ruang	: Pembina Tk I/ IVb
Jabatan	: Kepala Sekolah
Unit Kerja	: SMPN 2 Mumbulsari Jember

Dengan ini menyatakan dengan sesungguhnya, bahwa :

Nama	: Yanuar Rahmananda
NIM	: 110210401050
Jurusan	: Pendidikan Bahasa dan Seni
Program Studi	: Pendidikan Bahasa Inggris

Nama tersebut di atas benar – benar telah melaksanakan penelitian mulai 6 November 2018 hingga 16 November 2018

Demikian surat pernyataan ini dibuat dengan sesungguhnya, dan dipergunakan sebagaimana mestinya.

Jember, 17 November 2018

Kepala SMP Negeri 2 Mumbulsari



SUSI ARIANI, S.Pd
NIP. 19650218 198903 2 007