THE EFFECT OF ROUNDTABLE MODEL IN COOPERATIVE LEARNING ON THE WRITING ACHIEVEMENT OF THE SECOND YEAR STUDENTS OF SMAN 1 ARJASA IN THE 2005/2006 ACADEMIC YEAR

THESIS

Presented as one of the requirements to obtain the S-1 Degree
at The English Education Program, The Language and Arts Education Department,
The Faculty of Teacher Training and Education,
Jember University

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DEDICATION

This thesis is honourably dedicated to:

1. My beloved mother, Srinanik, and my beloved father, Winaryo, who have done everything for me. I love you more than words I can say.

2. My great brother, Eko Santoso, my beautiful sister, Tri Nur H, and my little brother, Tri Cahyo W, I believe that you can do the best. I love you.

3. My nice uncle, Budi, and my aunt, Eni, thanks a lot for your favor to my family.

4. My beloved grandmother, Musriatun, and my grandfather, Modo, thanks for giving me the greatest parents.

5. My beloved sisters and brothers; Mida, Riski, Vivin, Erwin, Rudi, Himawan, Ivan, Endro, thanks for being a part of my life.

6. My beloved brothers and sisters of my big family Persaudaraan Setia Hati Terate. Let's be the greatest family on the world forever, wherever and whatever we are.

7. My beloved almamater, Jember University.

MOTTO

WHERE IS A WILL, THERE IS A WAY
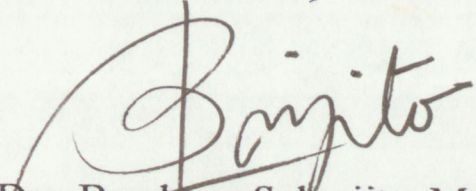
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CONSULTANTS' APPROVAL

THE EFFECT OF ROUNDTABLE MODEL IN COOPERATIVE LEARNING ON THE WRITING ACHIEVEMENT OF THE SECOND YEAR STUDENTS OF SMAN I ARJASA IN THE 2005-2006 ACADEMIC YEAR

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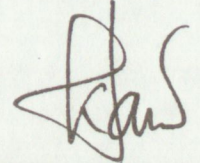The Faculty of Teacher Training and Education,

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She believes that this thesis might have some weaknesses. Therefore, she really hopes that there will be some criticisms and suggestions from the readers to make this thesis better improved. She also hopes that this thesis will be useful for the readers.

Jember, 2006   Writer

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ABSTRACT
The Effect of Roundtable Model in Cooperative Learning on the Writing Achievement of the Second Year Students of SMAN 1 Arjasa in the 2005-2006 Academic Year

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Key words: *cooperative learning, roundtable model, writing achievement.*

The purpose of the research entitled 'The Effect of Roundtable Model in Cooperative Learning on the Writing Achievement of the Second Year Students of SMAN 1 Arjasa in the 2005-2006 Academic Year' was to know whether or not there is a significant effect of roundtable model in cooperative learning on the writing achievement of the second year students of SMAN 1 Arjasa in the 2005/2006 academic year. Based on the result of the homogeneity test of writing, it was known that the English ability of the students was homogenous. This research took two classes as the sample of the population randomly, in which one that was taught writing using roundtable model in cooperative learning, was the experimental group, and the other one that was taught writing using lecturing technique, was the control group. In this research, to get the primary data, the post test of writing was used. Meanwhile, to get the secondary data, the documentation, observation, and interview were used in this research. Furthermore, t-test formula was used to analyze the result of the writing test. The result of this research showed that t statistic is 2,75, while t-table was 2,00 with 5% significant level and db = 60 (db 60 was used because it was the closest value of db 86). Thus, t statistic was higher than t table (2,75>2,00). It means that there was a significant effect of roundtable model in cooperative learning on the writing achievement of the students of the second year of SMAN 1 Arjasa in the 2005/2006 academic year. Based on the result above, it seems that roundtable model in cooperative learning is applicable to teach writing. Thus, it was suggested to the English teacher to use roundtable model in cooperative learning to teach writing.

I. INTRODUCTION

This chapter will discuss about the background of the research, the research problem, the objective of the research, the significance of the research, and the operational definitions of the terms used in this research.

1.1. The Research Background

As a means of communication, language is used by people to express their thoughts, feelings, ideas, and whatever they have in minds. Wallace and Mcloughlin (1975:131) state:

> " It is through language we can express our feelings, discuss an idea, or present a point of view. Through language we can share our experiences with others by describing thing we have seen, or people we have met. Through language we can speak or write about an object without the necessity of having the object presented and we can understand an abstract idea with which we have had no personal experience".

It seems that language is a very essential thing, because it is needed to express feeling, discuss an idea, present a point of view, share experiences, or describe an object. Thus, our life will be very difficult without language.

There are four language skills that must be achieved by students who are learning English. They are listening, speaking, reading, and writing. These language skills are taught integratedly in Indonesian schools. It is stated in 2004 English Curriculum, that English subject involves reading, listening, speaking, and writing skill should be taught integratedly.

Writing, as one of the language skills, is considered to be the most difficult one. It is because a writer must be able to communicate with the reader without face-to-face interaction. It means that he or she is required to write on his or her own, without having the possibility to do interaction with the reader directly. Sometimes, students might be good in speaking but they are not good in writing. Lyon and Heasly

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in Sudarsono (2001:65) state that writing is clearly a complex process, and competent writing is frequently accepted as being the last language skill to be acquired. Then, Hammerly in Kasbolah (1993:81) believes that writing, which is considered as the most difficult language skill, is a complex activity. It is because a writer is writing for readers, someone who is not physically present. A writer has to ensure that what he or she writes can be understood without any further help from her or him. Thus, to be able to write English well, students should practice writing a lot so that they have writing competence. By practicing writing a lot, students do more exercises. As a result, they will get more experiences in writing. In this case, Tarigan (1993:9) states that writing skill cannot come by itself, but it must be practiced a lot regularly. It concerns with the fact that there is no skill that can come by itself, including writing. Based on the ideas, it is essential to ask the students to practice writing regularly for purpose of improving the students' writing skill.

Related to writing, Porto (2001:40) believes that writing is an interactive activity. A writer is writing for the other person or at least for him or herself at the other time. A writer needs to know for whom he or she writes and why. It seems that when a writer writes, actually, there will be an interaction between a writer and his or her reader in a form of indirect interaction. Then, Russo in Rivers (1987:85) states that writing is not necessarily activity on the part of the author but can be intensely interactive, involving the instructor, other students, and individuals outside the formal classroom setting. Moreover, she adds that writing skill could be developed by using some techniques, such as class writing, group writing, individual writing, and community writing. Based on the explanation above, it can be assumed that it is essential to give the students opportunities to interact among each other to improve their writing skill.

Since, writing is considered as a complicated work. The method used by English teacher in teaching writing must be suitable with the students' level of language proficiency in order that both the lower achiever and the higher achiever are able to achieve the teaching objectives and improve their writing achievement. One

method that can be used in teaching writing is cooperative learning. According to Joyce (2005:1), in cooperative learning students group together to accomplish significant cooperative task. It can be said that cooperative learning is a learning activity in which students work together to accomplish shared learning goal. Thus, each student can achieve his/her learning goal only if the other members achieve theirs. Long and Poter; Pica and Doughty in Arnold (1999:234) say that in cooperative learning, students work together to develop their output, engaging in negotiation to accomplish the task. In addition, Crandall in Arnold (1999:237) states that in cooperative groups, students are afforded the opportunity to develop skill in listening to divergent views, asking for greater support for ideas they find confusing or disagreeable, and providing for differences in opinion. In other words, cooperative learning encourages students to discuss any problems with others. They should be able to react positively for the different views, asking question about something they do not understand, and giving different opinion about a problem they have. Based on the ideas, it can be assumed that cooperative learning allows the students to do interaction with one another easily for achieving the learning objectives. Thus, students who are involved in cooperative learning will get many social and academic benefits.

A variety of cooperative learning models have been developed, such as jigsaw, learning together, roundtable, and group investigation. The selection of a particular model or design is influenced by the desired outcomes for instruction, the subject area, and the social skill of the students (Joyce, 2005:1). Concerning with writing, roundtable is a technique that can be used for brainstorming, reviewing, or practicing a skill (Miller and Spencer, 2005:4). To begin brainstorming, a teacher asks a question for which there are a large number of possible answers. Each group is given one pen and a piece of paper to record answer. The paper is passed around the group and the students write the answer. This process continues until the students run out of the answer or time is called. After the brainstorming stage, the groups are given time to review and clarify their ideas which can then be shared with the class. It

seems that in roundtable activity, students practice both oral and written communication skills. In roundtable, the multiple answers encourage creativity and deeper thinking toward students. It means that each student tries to contribute his or her group by finding as many answers as possible for the teacher's question. This activity builds positive interdependence among team's members because of the shared writing surface, but more importantly, it builds team's cohesion and reinforces the power of teamwork because students see in action the value of multiple viewpoints and ideas (Millis, 2005:4). Roundtable encourages students to work together as a team to do the best for their group's success. Each student should give written contribution for her or his group. There is a positive correlation among the group's members to help each other for gaining the goal of their group. It is stated previously that writing skill can be developed through class writing, group writing, individual writing, and community writing. Therefore, it is possible to adapt roundtable activity for teaching writing.

However, roundtable model in cooperative learning is never applied to teach English in SMA Negeri 1 Arjasa in the 2005/2006 academic year. It is a new technique for the English teachers of that school. Based on the explanation above, it is interesting to conduct a research entitled **"The Effect of Roundtable Model in Cooperative Learning on the Writing Achievement of the Second Year Students of SMAN 1 Arjasa in the 2005/2006 Academic Year"**.

1.2. Formulation of the Research Problem

Based on the background of the research above, the problem of this research is: "Is there any significant effect of roundtable model in cooperative learning on the writing achievement of the second year students of SMAN 1 Arjasa in the 2005/2006 Academic Year?"

1.3. The Operational Definition

1.3.1 Roundtable Model in Cooperative Learning

Roundtable Model in Cooperative Learning in this research refers to the cooperative learning activities done by students during the writing class, in which they are divided into some groups. Each group consisted of 5-6 students.

1.3.2 Writing Achievement

Writing achievement in this research deals with the result of writing material achieved by the students in a period of time after the treatment. The students' writing achievement measured in this study was focused on descriptive writing. The result was presented in the form of scores that were taken from the writing test.

1.4. The Objective of the Research

In order to answer the problem defined above, the objective of the research is to know whether or not there is a significant effect of roundtable model in cooperative learning on the writing achievement of the second year students of SMAN 1 Arjasa in the 2005/2006 academic year.

1.5. The significance of the Research

The results of this research are expected to give significant contribution to the following persons:

a. English teacher, especially the English teacher of SMAN 1 Arjasa Jember.

The result of the research can be an input for English teacher to know the new method in teaching English; that is roundtable model in cooperative learning. Thus, she or he can select the most appropriate method in teaching English.

b. The students

Through cooperative learning applied in this research, students will know the new learning environment that can be created in writing class, in which it allows them to interact easily. Further, the students will know the importance of interaction among them for improving their writing skill.

c. Other researcher

The result is hopefully useful for other researcher as a reference to conduct further researches dealing with similar problem by using another research design such as a classroom action research to improve the students' writing achievement by applying cooperative learning model roundtable.
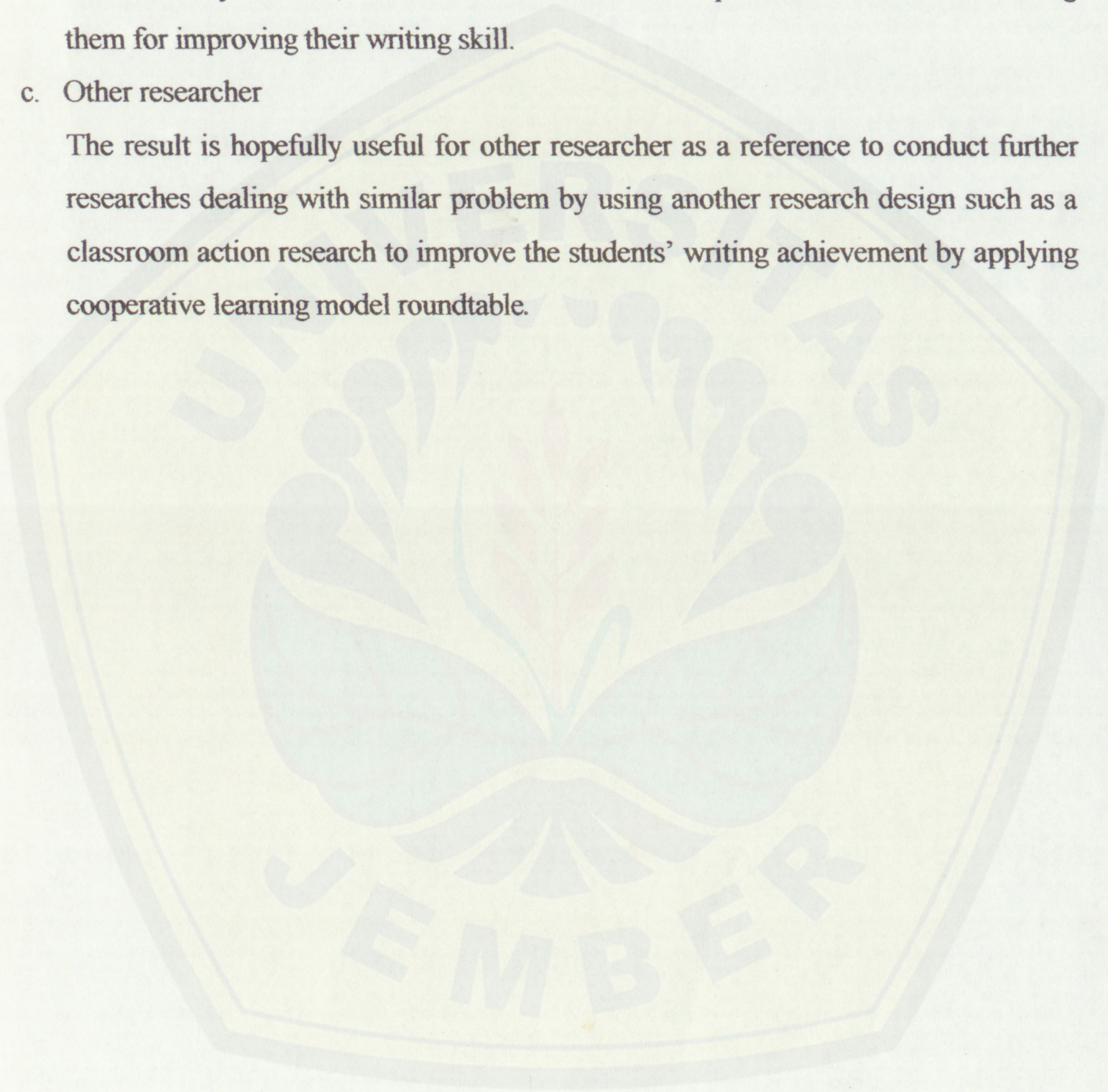
II. LITERATURE REVIEW

This chapter highlights the discussion of some literatures related to the variables of the research. They are cooperative learning, the characteristics of cooperative learning, the benefits of cooperative learning, the models of cooperative learning, think/pair/share, jigsaw, roundtable, and writing achievement, grammar, mechanics, and organizations.

2.1 Cooperative Learning

At its base, cooperative learning requires social interaction and negotiation of meaning among heterogeneous group's members engaged in tasks in which all group members have both something to contribute to and learn from the other members (Crandall in Arnold,1999:226). There are many definitions of cooperative learning stated by the experts. However, there are only some definitions of cooperative learning that will be written in this research. They are:

1. Cooperative learning is an instructional task design that engages students actively in achieving lesson objectives through their own effort and the efforts of the members of their small learning team (Leighton,1999:273). It means that in cooperative learning, students' learning success is not only determined by their own effort, but the efforts of the member of their small group also play an important role.

2. Cooperative learning is an activity organized in such a way so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others (Olsen and Kagan in Oxford, 1997:443). It can be concluded that cooperative learning is an activity in which students are engaged to help each other for the whole group to be success and each student is accountable for her or his own learning.

3. Cooperative learning is the instructional use of small group through which students work together to maximize their own and each other's learning (Johnson, Johnson and Holubc in Joyce,2005:1). In this case, cooperative learning is described as a small group interactive method in which students work together to achieve their own and others' learning.

4. Cooperative learning is the instructional use of small groups in order to achieve common learning goals via cooperation (Dornyei,1997:487). In cooperative learning, students cooperate with the members of their small group to gain their learning objectives. They help each other for their learning success.

Based on the definitions above, it can be concluded that cooperative learning is the learning activity that is involving small group interaction, in which each student is given responsibility for his or her own learning and in which students work together to maximize their own and each others' learning. Students gain their learning objectives through their own effort and the effort of the members of their group. It can be seen that cooperative learning is more than just small group activity. There are some characteristics belonging to cooperative learning.

2.1.1 The Characteristics of Cooperative Learning.

Cooperative learning has been defined in different ways. However, Crandall in Arnold (1999:227) mentioned five characteristics of cooperative learning activity. Those are: positive interdependence, group interaction, individual accountability, development of small group social skill, and group processing. The following is the details of the characteristics.

a. Positive Interdependence.

Positive interdependence is a positive correlation among the students. Cooperative learning requires positive interdependence. Dornyei (1997:484) says that cooperative classroom is characterized by positive interdependence. When there is no positive interdependence in the learning activity, it means that the learning activity is

not cooperative. Kagan (2000:2) states that positive interdependence is a positive correlation among outcomes where the students are positively interdependent when a gain for one is a gain for another and they therefore feel themselves to be on the same side. According to Joyce (2005:2), positive interdependence can be built into the task by jigsawing information, by limiting information, by having a single team product, through team roles, or by randomly selecting one student to answer for the team. Based on the theory, it can be said that learning can be cooperative when positive interdependence occur in the learning activity that is when students feel that a gain for one is a gain for another.

b. Face to face, group interaction.

Another characteristic of cooperative learning is the emphasis on small group interaction. In cooperative learning situations, students interact, assist one another with learning task, and promote one another's success. It means that when students get the difficulties in learning they may ask help from others. Orlich *et. al* (1998:277) say that the small group setting allows the students to work directly with one another, to share opinions and ideas, to come to common understandings and to work as a team to ensure each member's success and acceptance. Concerning with cooperative group, Joyce (2005:2) recommends that the smallest group consists of two students, while the largest one consists of six students. In other words, a learning group can be cooperative if it is not more than six so that the group's members are able to interact and assist one another directly to achieve their success. It may happen because small group can encourage all members to participate and benefit from multiple ideas and roles of the individual members. Besides, by using face-to-face interaction, learning will become active rather than passive. Thus, in cooperative learning situation, group interaction should be enhanced.

c. Individual accountability

Individual accountability is the individual responsibility for doing his or her share of the work and for learning the material. Johnson and Johnson in Dornyei (1997:484) argue that cooperative learning works best when the group rewards for learning are combined with individual accountability in order to ensure that participants performs their share of the work. Each group's member should have something to be contributed to his or her group in order to gain group's success. In cooperative learning setting, each student is held accountable for his or her own academic progress and task completion, apart from the accomplishments of the group as a whole. In cooperative learning, individuals are asked to sign statements describing their contribution to particular project. Crandal in Arnold (1999:228) states that individual accountability is encouraged through the assignment of specific roles or tasks, and individuals are held accountable for the success of each of the other members. Accountability is also developed through activities, which ask learners to engage in self-evaluation concerning their participations and their attitudes and actions towards the other members. In other words, in cooperative learning, each student must be held individually responsible for doing his or her own effort for learning. He or she cannot rely only upon the effort of the members of his or her group.

d. Development of small group social skills

It has been stated that cooperative learning involves group interaction. To be able to interact among group's members, students should have social skills that are the skills for working together effectively. Crandall in Arnold (1999:228) states that for cooperative groups to succeed, individuals need to develop not only linguistics but also social skills which facilitate teamwork, create trust and enhance communication, leadership, problem solving and decision-making in group interaction. It means that students need to learn how to work together as a team and how to help each other, assuming responsibility for their own and each other's learning. Based on the

explanation, it can be assumed that cooperative learning activity should encourage students to develop their social skill so that they can work together with one another as well.

e. Group Processing

Besides engaging in group tasks, learners also need to reflect upon their group's experiences, noting how group members interacted doing that task, the kind and number of contributions each made, and the difficulties that were encountered as different views were suggested or one members was noticeable silent or vocal. Group processing is needed to evaluate how well did the students learn and how well did the cooperative group work. According to Joyce (2005:2), group processing means giving students the time and procedures to analyze how well their groups are functioning and how well they are using the necessary collaborative skills. Students need to evaluate how well they are meeting their goals, what actions help their group, and what actions seem to hurt group interaction. It will help them to recognize what actions should or should not be done when they work together as a team. In this way, next time, they can improve the effectiveness of their cooperative learning activity.

Those characteristics of cooperative learning can be used to create comfortable environment for the students to practice writing. Positive interdependence will make students feel that they learn together, not competed with each other. They are asked to be cooperative, not competitive. Group interactions encourage them to get more idea, because they may share opinion with another. Individual accountability will motivate them to think deeper, because they want to give their group some contributions. The social skills can increase students self confidence, because they know that they are not alone. They know how to ask question, share opinion, and present point of view. They learn together to achieve their learning success. The last characteristics of cooperative learning, group processing, will make students know how to work cooperatively.

2.1.2 The Benefits of Cooperative Learning.

The reason why use cooperative learning is that cooperative learning offers many benefits. Crandall in Arnold (1999:233-234) mentioned some of the benefits of cooperative learning as follows;

a. Reducing anxiety

Oxford and Ehrman in Arnold (1999:233) include cooperative learning as a classroom procedure that can lower anxiety in the language classroom. It is because when students involved in cooperative learning, they get opportunity to work with one another and to share their opinion with their group's member. Besides, they also have more time to think so that they feel more comfortable in learning. Crandall in Arnold (1999:233) states that time to think, opportunities to rehearse and receive feedback, and the greater likelihood of success reduce anxiety and can result in increased participation and language learning. Students may get the feedback from the others. They get more time to think, so it will increase the possibility for them for providing a correct or acceptable answer. As a result, it will increase their participation in learning activity. Cooperative learning provides students those requirements so that it can reduce students' anxiety.

b. Promoting interaction

Cooperative learning encourages students to interact with each other during the learning activity. Besides, students should work together as a team to gain their group success. Crandall in Arnold (1999:233) says that in cooperative classroom, students learn to rely on each other and also have security of knowing that they will have several opportunities to rehearse a contribution before they are asked to share it with larger class. Thus, for learning groups to be effective, students should respect one another's differences, support one another through learning processes, and communicate effectively with one another. In other words, students who are involved

in cooperative learning must interact with their peers for gaining their learning success.

c. Increasing self-confidence and self-esteem

Cooperative learning can increase self-confidence and self-esteem of the students. In cooperative learning, positive interdependence is enhanced. It makes each student hopes their partner comes up with good answer because they know that a gain for one is a gain for the other (Kagan,2000:3). As a result, sharing, caring, verbal skills, and listening skills are enhanced. Thus, it can increase the students' self-confidence and self-esteem. In this case, Slavin in Arnold (1999:234) states that by encouraging group interdependence, cooperative activities build greater learners' confidence and self-esteem. Cooperative learning can increase self-confidence and self-esteem through the enhancement of its positive interdependence.

d. Increasing motivation

Cooperative learning activity can increase students' motivation. It is because of cooperative learning encourages students to work in small group, so they feel more comfortable in learning activity. They know that everything will be easier because they can ask help from others. Long and Porter in Arnold (1999:235) say that group work increased students' motivation. When students are allowed to work together, they know that they can get feedback and assistance in making contribution as clear, relevant and appropriate as possible. This situation can motivate students to continue to try participating at their own level proficiency. Thus it can be said that cooperative learning can increase motivation by encouraging students to work in-group so that they have more enjoyable activity.

It can be seen that cooperative learning environment is appropriate to teach writing. It is because those benefits of cooperative learning are needed by the students when they practice writing. It is difficult for students to have idea if they feel anxious. As a result, they do not know what they will write. Group interaction will make

students more comfortable, because they may share opinion with others. Self-confidence will increase their motivation to write what they want to. With self-confidence and high motivation, students are able to enjoy their writing activities. Furthermore, it plays the main role for the success of their writing.

2.1.3 Models of Cooperative Learning

There are so many cooperative activities that have been developed. Crandall in Arnold (1999:229) says that a number of books have appeared in the few years which provide hundreds of cooperative activities either designed for the language classroom or easily adapted for language learning. It is impossible for the writer to write all of the cooperative activities because of the limited time and resources provided. However, the writer will describe some models of cooperative learning that have been used by Crandall in Arnold (1999:229). They are; Think/Pair/Share, Jigsaw, and Roundtable. While the model that will be used in this research is roundtable, for the reason that this model is possible to be easily adapted for teaching writing.

a. Think/pair/share

Think/Pair/Share is a "multi-mode" developed to encourage students' participation in the classroom (lyman, 2005:4). It is a four steps discussion strategy that incorporates wait time and aspects of cooperative learning. The first step is 'Listen', in which students learn to listen while a question is posed. The second step is 'Think', in which students think (without raising hands) of a response. The third step is 'Pair', in which students pair with neighbor to discuss response. Then the last step is 'Share', in which students share their responses with the whole class (Joyce.2005:3). For those steps, it seems that in doing Think/Pair/Share students have several opportunities to develop their ideas, rehearse their language and receive feedback on both language and content before having to commit to speaking in front of the entire class (Crandall in Arnold,1999:229). In Think/Pair/Share activity,

students have more time to think of the appropriate response, because there is a' wait-time' for them to think of a response after a question is posed, before they share it with their pairs or before they have to share their response to the whole class.

Think/Pair/Share can be used for writing class. The steps of Think/Pair/Share in writing class are as follows:

1. Teacher poses a question while the students listen to her. For example: do you think English is difficult or not? Why?

2. Students are given time (15 minutes) to think of responses, and to reflect it in free writing.

3. Students are then cued to pair with a neighbor and discuss their response.

4. Finally, students are invited to share their response with the whole class.

This technique is applicable for all grade levels. However, Think/Pair/Share will not be used in this research. It was because this research was focused on roundtable model in cooperative learning that was considered as the simpler one.

b. **Jigsaw**

Rouviere (2005:2) defines jigsaw as a cooperative learning activity where each member in a team becomes an "expert" on a topic. After the teacher introduces the material, each team separates, with the members joining different groups who study one particular aspect of the topic. As a result, they become "expert" on that topic. The teacher's role is to move among the students' group, listening, probing, and assuring that the groups make progress and correctly understand the concepts. When asked, the teacher should not try to "teach" the material, but rather pose question, which lead the students to form their own correct conclusion. When students return to their original teams, they teach the other members what they have learned. The teacher is responsible for choosing topics and for monitoring the groups to assist and verify that what is being learned is accurate. Crandall in Arnold (1999:231) states that jigsaw can be used to divide the task for reading or listening to a text among members of a group (each reading a different section or listening for

different information). For example, students are asked to complete a graphic organizer about the characters, setting and major event in several books by the same author. In this activity, each student has different information to be taught to the members of their group.

Cooperative learning model jigsaw is difficult to be adapted for teaching writing. It is because in doing jigsaw, each student become an expert with the different information for his or her group. Each student must present the members of their group the information he has in order that all members of his or her group will master the complete information. It means that in doing this activity, students spent most of the time to discuss the complete information only. As a result, it is impossible for the students to be able to write well just in the rest of time after they discussed the complete information. In short, jigsaw is not applicable for teaching writing because it does not give students more time to write.

c. **Roundtable**

Roundtable is a technique that can be used for brainstorming, reviewing, or practicing a skill (Miller and Spencer,2005:4). Teacher can be used the roundtable structure for activities such as creative writing, brainstorming, and reviewing previously taught material (Freeman,2005:1). It means that that roundtable is applicable for teaching writing. In doing roundtable, all students are involved. In this research, roundtable will be used for teaching writing. The procedures of using roundtable model in cooperative learning in writing class were formatting roundtable team or group; posing "multiple answer" question; responding "multiple answer" question; and discussing the answer of the "multiple answer" question

The following discussed those procedures of using roundtable model in cooperative learning in detail.

1. Formatting Roundtable Team/Group

Several details should be considered when a teacher forms roundtable group. Groups can be composed of three to six students (Freeman,2005:1). However, in this research each roundtable group will be formulated of five or six students. It is considering that the experimental class is a large class. Besides, it is because five or six students is considered to be large enough to contain students who will bring diverse opinion, experiences, and learning style to aid problem solving (Millis, B.J, 2005:5). In addition, Stein and Hurt in Millis (2005:5) state that team should be heterogeneous; diverse in gender, ethnic background, and academic ability. It means that groups should be formed on the basis of different gender, academic skill level, ethnicity, or combination of these factors. In short, roundtable groups must be heterogeneous. It is because in heterogeneous groups, the weaker students can gain an understanding from seeing how the better students study and approach to problem, and the strong students can gain a deeper understanding by teaching it to others. It can be seen that heterogeneity groups are effective groups.

Dealing with this research, the heterogeneity of groups is based on the gender and academic ability. The ethnic background is ignored because nearly all students have the same ethnic background. Students are not allowed to select their own teammates because students' self-selection of group tends to be homogeneous, reducing the likelihood of divergent thinking.

In doing roundtable, all students are sitting around the table with their own group so that they can interact directly with the other members. Each member of group can do face-to-face interaction easily with the other members of his or her own group. Each group is given a pen and a piece of paper to be shared by the group. It will be used for answering the teacher's question.

2. Posing "Multiple Answer" Question

The key to Roundtable is the question or problem. It must be one with "multiple answers" and one, which offers a high probability of success to all

participants (Rouviore,2005:3). A "multiple answers" question is a question, in which it has the potential for a number of different 'right' answers so that each member of group has opportunity to get different right answer. Teacher should relate the question to the purpose of the class, but keep it very simple so that all participants can contribute and experience working productively as a group. For instance, teacher can ask "what kind of sports do you know?" It means each member of group has to give different answer with others to be contributed to his or her group so that his or her group can get as many as answer possible. Then, teacher can continue his or her question, "What do you know about football?" Each member has to give different opinion to answer this question. It means each group will have many answers from its member. In this case, those activities are used for brainstorming and practicing writing skill.

3. Responding "Multiple Answer" Question

It has been stated that in roundtable activity, each group are given one pen and a piece of paper to be shared. After the teacher posed the 'multiple answers' question, groups should be told that their job is to brainstorm as many answers as possible for the question or problem. They have a set of time for answering the 'multiple answers' question. They must follow certain rules in answering that question. They are as follows:

a. Group members must take turn writing answers on the piece of paper, passing the paper around the circle clockwise.

b. Members must not skip a turn, teacher may decide if helping is allowed.

c. Groups must stop when time is called.

In addition, Millis (2005:1) says that students in the roundtable group respond in turn to a question or problem by stating their ideas aloud as they write them on the paper. It is important to state the ideas aloud because of some reasons. The first reason, silence in a setting like this is boring. Then, the second reason is that other team members need to be reflecting on the preferred thoughts. The following

reason that is the third reason, is that there are various results because teammates learn immediately that someone has come up with idea they know now not to repeat. The last reason is that hearing the responses said loudly means that students do not have to waste valuable brainstorming time by reading the previous ideas on the page. It can be seen that stating the ideas aloud is more effective.

4. Discussing the answer of the "Multiple Answer" Question

Participants have been given a set of time for answering the 'multiple answers' question. When time is called, groups have to stop answering. Then, teacher asks each group to share and discuss the answers to the entire class. By discussing, participants will know all correct answers for the "multiple answers" question. After that, groups count their correct answers written on the paper. Then, group with the greatest number of correct answers will be recognized. The teacher should reward the groups with the greatest number of the correct answers and ask them to share their strategy.

Based on the steps in using cooperative learning model roundtable above, it can be seen that this technique is truly simple. Teacher can easily use this technique for teaching writing. Besides, it can be seen that cooperative learning model roundtable offers some benefits. For instance, it can build positive interdependence among group members. It is because in doing roundtable, participants needs one pen and one piece of paper to be shared by the group for answering the 'multiple answer' question and each member of group must give a written contribution to his or her own group. Another example of the benefit that is offered by roundtable is the 'multiple answer' question, in roundtable, encourages creatively and deeper thinking of the students. It is because when students know that the question has many correct answers and they know that the job of their group is to brainstorm as many correct answers as possible, each member of groups will try to think of as many correct answers as possible to be contributed to his or her own group. Each student must not write the same answer down on his or her group's paper so that he or she has to think

of the different answer with the other members. It can be seen that 'multiple answer' question can encourage students to think more creatively. Besides the benefits that have been mentioned above, roundtable also builds team cohesion and reinforces the power of teamwork because students see in action the value of multiple viewpoints and ideas. It means that roundtable can encourage all members of each group to stick together, in which they aware that they have to work together as a team. Each member of group believes that his or her group will never success, unless all member of his or her group participate actively in achieving the success. It will make each member of group feel that he or she plays an important role for his or her own group. As a result, it builds team cohesion and reinforces the power of teamwork.

2.2 Writing Achievement

Writing is a process of thinking ideas and putting them down in written form. Farbairn and Winch (1996:32) say that writing is about conveying meaning by using words that have been selected and put together in a written or printed form. Some skills are needed to produce a clear and understandable writing, such as manipulating proper words and arranging the words coherently and know the characteristics of good writing. Heirston (1986:5-6) proposes six characteristics of good writing. They are as follows:

1. Good writing should be significant. It means that that writing should tell something suitable with the purpose of writing;

2. Good writing should be clear. It means that writing must be understandable, for that the reader do not have to reread the writing several times to find out the meaning;

3. Good writing should be unified. It means that in writing, each sentence develops and supports the main idea. In addition, the sentences must support each other in a logical sequence or coherence;

4. Good writing is economical. It means that each point exposed in writing should be written in simple way. Rewriting some sentences or some words or sentences that do not support the main idea should be avoided.

5. Good writing should be adequately developed. It means that writing should have limited topic. The topic should be developed by having suitable supporting details;

6. Good writing should be grammatically acceptable. It means that writing must use correct grammar and punctuation.

The explanation above gives clear description about the characteristics of good writing. One of the characteristics is that writing should be well organized. It means that a writer should have ability in arranging his or her ideas into a possible order. In addition, good writing should also be well written. A writer should be mastering the aspects of writing. Dealing with the aspects of writing, Hughes (1996:91) mentions five aspects of writing; they are: (1) grammar, that is an element of writing deals with a set of rules to help a writer constructs sentences that make sense and acceptable in English; (2) vocabulary, it deals with a list of words with meanings; (3) mechanics, that is convention in writing, which is related to punctuation, spelling, and capitalization; (4) fluency, refers to the ease and the style of the composition; and (5) form (organization), that is the ability of the students to arrange the ideas in logical sequence and cohesion, to make unified contribution to the whole paragraph. By mastering the aspects of writing, the writer will be able to write a meaningful writing and to use language effectively. Among those aspects, three aspects of grammar, mechanics, and organization mastery are described in details.

2.2.1 Grammatical Skill

Grammatical skill is necessary in writing. According to Fairbairn and Winch (1996:108), grammar is an element of writing deals with a set of rules to help a writer construct sentences that make sense and acceptable in English. When a paragraph or a

composition is written, grammar must be applied correctly in order to make the writing sensible and acceptable. It has something to do with Heaton's opinion (1991:135) that states that grammatical skill is the ability to write correct and appropriate sentences. Thus, it can be said that if someone wants to produce an effective paragraph or composition, he has to master grammatical skill. Consequently, if a writer wants to make a good writing, he should follow a very basic rules and convention of grammar in which he construct sentences. For making good sentences, here Farbairn and Winch (1996:108) suggest some advices as follows:

1. Make sure that all of your sentences contain a main verb. It means that all sentences should have main verb.

2. Make sure that verbs and nouns or pronouns agree. It means that the verbs, which are used in sentences, should agree with its nouns or pronoun.

3. Ensure that tenses of verbs are consistent. It means that the verbs used in sentence should be consistent to its tense.

4. Make sure that no crucial or grammatically significant words are missing. A writer has to write sentences with grammatical words completely.

Consequently, grammatical correct sentences in this research concerned with students' ability in writing correct sentences. In this case, the sentences should have main verb. The verb used should be consistent to noun or pronoun and tense. In addition, the sentence should use grammatical words completely.

2.2.2 Mechanical skill

Mechanical skill is very essential in writing. It deals with the use of particular conventions in written language. The wrong application of mechanical skill can make someone misunderstand the message found in certain writing. Related to mechanical, Heaton (1991:135) says that mechanical skill is the ability to use correctly those conventions peculiar to the written language. Furthermore, Heaton (1988:135) uses the term mechanical skill for punctuation, and spelling. Therefore, the following section discusses further about them.

Punctuation is one of the technical aspects of writing that makes the writing understandable and communicative. In this case, Farbairn and Winch (1996:81) say that punctuation is a variety of devices that a writer uses in order to help readers to understand the meaning of a piece of writing. The use of correct punctuation will help the readers to understand what the writer intends to communicate. In addition, Kanar (1998:461) states that correct use of punctuation can help the writer communicates confidently and without confusion. The writer must follow the rules and conventions of punctuation because errors can interfere the writer's message. Kanar (1998:461-476) reviews the marks and rules of punctuation as follows:

a. **End Punctuation Marks**

As a writer, someone must be able to choose the most appropriate punctuation mark to end the sentences. The *period, question mark*, and *exclamation point* are marks of punctuation that are used most of the time. Kanar (1998:461) proposes three ways to end a sentence. They are as follows:

1. Place a period at the end of a sentence that either makes a statement or issues a command:
   Examples:
   a. Poison can kill.
   a. We have not found the solution.
2. Place a question mark at the end of a sentence that asks a direct question, but place a period at the end of a statement that indirectly asks a question.
   Examples:
   a. How soon can you fix my bicycle?
   b. Maria asked the mechanic how soon the bicycle would be ready.
3. Place an exclamation point at the end of a statement to indicate surprise or intense feeling:
   Examples:
   a. I must have my bicycle by next Friday!
   b. I cannot believe it will cost that much!

b. **The Colon (:)**

Place a colon at the end of a statement if what follows is a list, quotation, explanation, or word needing special emphasis.

Examples:

a. I will have to repair or replace to following: a wheel, the tire and tube, and the handlebars.

b. At this point, Maria could think of only one thing to do: cry.

c. **The Dash (-)**

Place a dash before and after words that interrupt the flow of thought or before words that create a dramatic effect.

Examples:

a. When the mechanic presented Maria with an estimate, he told her that there was only one way to look at it – sitting down.

b. We – the students of English Department – practice speaking the target language intensively.

d. **The Hyphen**

If two or more words that describe a noun function as a unit, connect them with a hyphen.

Examples:

a. Maria showed that she still has a sense of humor when she asked if the shop had a lay-away plan.

b. The mechanic laughed but told her the shop did have a time-payment plan.

e. The semicolon

1. Place a semicolon between two sentences that are closely related.

   Examples:

   a. Maria worried about the results of her bicycle repairs; would she be able to tell that her new bike had been in an accident?

   b. The children are not tired; they are, in fact, bored.

2. Place a semicolon before a conjunctive adverb that joins two independent clauses.

   examples:

   a. On Friday, Maria's bike was ready; moreover, it looked as good as it did on the day she bought it.

   b. The telegram will come soon; then, we will know what to do.

3. Use a semicolon to separate items a series if the items already contain commas.

   Examples:

   a. Listening to the shop radio, Maria heard three "oldies" that made her wish she had a car: "409," by the Beach Boys; "Oh Lord Won't You Buy Me a Mercedes Benz, "by Janis Joplin; and "Little GTO, "by Ronnie and the Daytonas.

   b. The country has rivers, mountains, and a seacoast; it needs progressive, well-planned transportation system to make use of these assets; then it will become self-supporting.

f. The Comma

   The comma, or the pause, gives readers or listeners a chance to think about what is being said and the relation of one idea to another.

1. Commas separate items in a series.

   Examples:

   a. Blake had bruises, lacerations, and contusions following his accident at work.

   b. He had a cast on his arm, several bandages on his leg, and a brace on his neck.

2. Commas separate two adjectives that modify the same word if the adjectives are coordinate and belong to the same class.

Examples:

a. The tired, overworked nurses worked on Blake for several hours.

b. The large, restless crowd waited impatiently for the concert to begin.

3. A comma follows introductory words, phrases, and clauses.

Examples:

a. Fortunately, Blake's workman's compensation insurance covered the costs of his injuries.

b. Even after he had recovered from his injuries, Blake had occasional soreness.

4. Commas come before and after interrupting words, phrases, and clauses that are not restrictive in meaning.

Examples:

a. Blake, hurt and frightened, lay in the ambulance wondering what would happen next.

b. The emergency room, which Blake had been to once before, was an efficiently run place.

5. A comma comes before a coordinating conjunction joining two independent clauses.

Examples:

a. Blake fully recovered from his accident, *and* he returned to his job.

b. The company instituted new rules that they hope would prevent accidents like Blake's in the future, but they would have to wait and see.

6. Commas set off certain ordinary material.

Commas set off the names of people who are addressed directly.

Examples:

a. This may hurt a little, Blake, when I remove the cast.

b. Can you move all of your fingers, Blake?

Commas separate the parts of a date and divisions of numerical expression.

Examples:

a. Blake's accident happened on Friday, March 27, 1992.

b. Blake's insurance covered more than $5,000 in medical bills.

Commas separate the parts of address.

Examples:

a. The hospital is at 1500 Mercy Drive, Bloodworth, MA 02123.

b. His office is at Java Street 10, Jakarta, West Java.

Commas follow informal greeting and the closing in letter.

Examples:

a. Greeting → Dear Blake,

b. Closing → Sincerely,

g. The Apostrophe

The apostrophe (') has two functions: to show possession and to indicate omitted letters or numbers.

1. To show possession add 's to the ends of a singular noun even if the noun is in -s:

Examples:

a. a student's book

b. Bob Jones's dog

If a noun is plural, add only an apostrophe at the end.

Examples:

a. Several girls' dresses

b. two doctors' patients

If a noun is plural but does not end in –s, add 's.

Examples:

a. Women's friends

b. Children's toys

2. Use an apostrophe when making contractions.

Examples:

a. They're (they are)

b. You'd (you would)

h. Quotation Marks

Double quotation mark ("") must be used in pairs to enclose direct quotations.

Examples:

a. "Hand in your papers," said the instructor.

b. "I don't care," he shouted angrily.

Single quotation mark (') used for a quotation within a quotation.

Examples:

a. "I will sing 'Love Me Tender' today," said Elvis.

b. " 'A person Worthy of Admiration' is the title of my essay," said the student.

Quotation mark is also used to enclose songs, short stories, articles, essay, and poems.

Examples:

a. "Love Me Tender" (song made popular by Elvis Presley)

b. "The Open Boat" (short story by Stephen Crane)

The writer must be able to choose the effective punctuation to make good writing because the use of effective punctuation will help the readers to understand what the writer means. Besides, errors in punctuation can change the meaning. This means that it is important to exercise great care in punctuating the work. In this research, the punctuation will be used as indicators of students' writing achievement.

Another mechanical skill is spelling. Correct spelling, like correct punctuation, is an essential part of the properly constructed English sentence. The writer must avoid having spelling errors, if he wants to make a favorable impression through his writing. In this case, Farbairn and Winch (1996:99) say that bad spelling creates a bad impression. Most readers will forgive one spelling mistakes, and many will forgive

two. However, readers who recognize more than two errors may begin to develop a prejudice against the writer. In addition, Kanar (1998:16) states that spelling errors can interfere the good ideas the writer trying to communicate. It seems that spelling is not just a matter of presentation; poor spelling can make meaning ambiguous. Consequently, a writer must avoid the spelling errors in their writing, because misspelling will not make their writing make sense.

Based on the components of mechanical skill described above, in this research, the components of the mechanics that will be used as the writing indicators are punctuation and spelling.

2.2.3. Organization

Organization is one of the keys to write good paragraph. Organization is the ability of the students to arrange the ideas in logical sequence and cohesion, to make unified contribution to the whole paragraph. Kanar (1998:16) states that organization in writing means presenting the material in an order that makes sense –that is, a *logical* order. To write a good paragraph, a main idea and evidences to support the main idea should be arranged and organized in a well organizational pattern to get the meaning across. How well writer's evidences are organized determines how understandable it will be to the readers.

Moreover, Kanar (1998:74) claims that a well-organized paragraph has unity and coherence. It means that unity and coherence are also important in developing paragraph in order to make the material presented be in an order. In this research, the organization will also be evaluated from the aspects of its unity and coherence.

a. Unity

Kanar (1998:75) says that unity means *oneness* or *wholeness*. According to Bram (1995:20), a paragraph is said to be unified if it is unified by mutually supported sentences that express one main idea of the topic sentence only. Each of the supporting sentences should serve to back up, clarify, explain, or prove the point in

the topic sentence. In other words, each sentence in a paragraph should relate to and develop that idea in the controlling idea.

Related to unity, Kanar (1998:75) says that the sentences of a paragraph are united when they all work together to make and support a main idea. It means that when one or more sentences or details within a paragraph do not support the main idea, then the unity is interrupted, and the paragraph strays from its topic. In short, a paragraph has unity when each sentence of the paragraph shows clear connection to the main idea stated in the topic sentence. If a sentence does not relate to or develop the idea in the topic sentence this sentence is irrelevant and should be omitted. In this case, Muhyidin (1988:13) states that a paragraph that has sentences that do not relate to the controlling idea is lacking of unity. It can be said that the paragraph is not unified. Therefore, the writer should avoid writing sentences that are irrelevant to the topic. The following paragraph is a unified paragraph.

> Melisa has chosen five possible future careers. Firstly, she wants to become a journalist for an English magazine. Secondly, she might become a radio announcer. Thirdly, shed intends to work as an interpreter. Fourthly, she is also interested in being an English teacher. Finally, she could possibly be a tourist guide. Certainly, Melisa should study hard to prepare herself for the jobs in future.
>
> (Bram, 1995:21)

The topic of paragraph tells that Melisa has five choices. Then, the paragraph informs the readers about the five choices. For examples, she wants to become a journalist for an English magazine; she might become a radio interpreter; she is also interested in being an English teacher; she could possibly be a tourist guide. Those all sentences develop the topic sentence. There is no irrelevant sentence in the paragraph. It can be said that the paragraph above has unity.

b. Coherence

Coherence derived from the verb *cohere*. Kanar (1998:77) says that *cohere* means to stick together. Wong (1999:369) says that coherence means that the ideas

and sentences flow together smoothly in a logical, organized manner. It means that a paragraph is coherent when the sentences are clearly connected to each other. Here, the idea and the supporting sentences in a paragraph are logically connected. In this case, Kanar (1998:78) says that a paragraph has coherence when it is so well organized that the evidence seems to flow smoothly and to "stick together". Thus, the movement between sentences in a paragraph is smooth. It makes the readers do not have problems in understanding the writer's idea.

Creating a coherent paragraph needs some skills. According to Wong (1999:369), in developing coherence in the body of a paragraph a writer requires three skills. They are as follows: (1) the writer should know how to organize the events chronologically (in time sequence). It means that the writer should be able to organize the information based on the sequence that makes logical sense to the readers. (2) The writer should know how to use sentence variety and how to combine sentences. In this case, the writer must have ability in presenting the information to be understandable and interesting to be read. It can be done by combining good sentences. (3) The writer must know how to connect ideas and sentences by using transition words. Each sentence must be connected well in order to make them move on naturally. Based on the idea above, it can be concluded that a writer is required to have those ability in order to make the readers save extra time and energy in trying to comprehend the message of the paragraph well.

To achieve coherence, the writer needs to use the transition. According to Oshima and Hogue (1991:29), transitions are words that signal the connection between sentences in a paragraph. It means that transition is similar to change from one item of the idea to another. There are two types of transitions that should be aware, namely the repetitions and variation of key words and transitional words and phrase. In this case, students should concern with their ways in informing the ideas that is ordered logically. Without transitions, it is difficult for the writers, especially beginning writers, to produce a coherent paragraph

By using appropriate transitions, the ideas will flow smoothly one after another. The following paragraph is the example of a coherent paragraph. The sentences are connected by using transitions. The transitions are italicized.

> *Recently*, I went to Magelang, a lovely small town in a central Java, to visit my pen friend, Betty, for the first time. *Although* the bus was full, I was lucky enough to get a comfortable seat and enjoy the trip. *After* about a forty-five – minutes ride, I got off the station and began to look for my friend's address. *Unfortunately*, I failed completely in my attempt. To cheer my self up, I *then* window – shopped downtown. *Moreover*, I had a walk in the town – Square Park. *Nevertheless*, I still felt rather disappointed. *Therefore*, I decided to go home and said to my self," *Certainly*, I shall 'visit' Betty another time.
>
> (Bram, 1995: 22)

2.2 Hypothesis

Based on the theory above, the alternative hypothesis of this research can be formulated as follows: there is a significant effect of roundtable model in cooperative learning on the writing achievement of the second year students of SMAN 1 Arjasa in the 2005/2006 academic year.

III. RESEARCH METHODS

This chapter presents research methods that was used in this study. They cover research design, area determination method, respondent determination method, data collection methods, and data analysis method.

3.1. Research Design

The design of this research was experimental with Randomized-Groups Posttest Only Design. In the Randomized-Groups Post-test Only Design, the subjects (two classes) which were determined by cluster random sampling and lottery were used to determine the experimental group and the control group. The experimental group was given treatment by teaching writing using roundtable model in cooperative learning, and then was given post-test (O). Meanwhile, the control group was not given any treatment. In this case, it was taught using lecturing method, and then was given post-test (O). Dealing with the statement, McMillan (1992:178) states that in the Randomized-Groups Post-Test Only Design, subjects are first randomly assigned to the different treatments or control conditions. The control group can be given the treatment or no treatment. Then, post-test in the form of writing test was given to both experimental group and control group. The results was analyzed by comparing the post-test scores of both groups by using t-test formula. The design is represented by the following diagram:

Random Assignment	Group	Treatment	Posttest
	A	X	O
R			
	B		O

(Adapted from McMillan,1992:178)

Notes:

R : Respondents   X : Treatment

A : The Experimental Group   C : Posttest

B : The Control Group

The procedures of the research design were as follows:

1. Doing the homogeneity test of the population to find whether the population is homogenous or not.

2. Taking two classes of the homogenous population by using cluster random sampling.

3. Determining the two classes taken by lottery to determine experimental group and control group.

4. Giving treatment to the experimental group that is teaching writing by cooperative learning model roundtable.

5. Giving Posttest (writing test) to the experimental group and the control group.

6. Analyzing the collected data by using t-test formula to test whether the mean difference is significant or not.

7. Analyzing the difference by using DRE (Degree of Relative Effectiveness) formula to know the grade of difference of DRE. The formula is as follows:

$$DRE = \frac{Ma - Mb}{Mb} \text{ X } 100 \%$$

(Adapted from Masyhud, 2000:61)

Notes:

DRE : The Degree of Relative Effectiveness of the Roundtable model in Cooperative Learning

Ma : Mean of the experimental group

Mb : Mean of the control group

Notes:

R : Respondents   X : Treatment

A : The Experimental Group   C : Posttest

B : The Control Group

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$$DRE = \frac{Ma - Mb}{Mb} \times 100\,\%$$

(Adapted from Masyhud, 2000:61)

Notes:

DRE : The Degree of Relative Effectiveness of the Roundtable model in Cooperative Learning

Ma : Mean of the experimental group

Mb : Mean of the control group

3.2. Area Determination Method

The purposive method was used to determine the research area. This research was conducted at SMAN 1 Arjasa. This school was chosen purposively because it was possible to get permission to conduct the research at this school. Another reason was that roundtable model in cooperative learning has never been used by the English teacher at that school. It was the result of preliminary study when the researcher asked some questions to the English teacher.

3.3 Respondents Determination Method

The research population was the second year students of SMAN Arjasa in the 2005/2006 academic year. There were seven classes consisting of 38-45 students in each class. Because the population in this research is more than 100 students, the technique of cluster random sampling was used to take the samples. It was supported by Arikunto (2002:112) that if the population is more than 100 persons, 10 %-15 % or 20 to 25 or more of population can be taken as the sample. For that reason, two classes were taken as the samples.

Before taking the two classes as the samples, the homogeneity test was given to the population to know whether the population was homogenous or not. To test the homogeneity of the population, the score of the homogeneity test was analyzed by using ANOVA (analysis of variance) formula. The result of the homogeneity test showed that the total variance estimate (TVE) of the writing was lower than that of the TVE table. It means that the result was not significant. It can be said that the English capability of the population was relatively homogeneous. Then, two classes were determined randomly as experimental and control group. The following was the ANOVA formula:

$$Fo = \frac{MSB}{MSW}$$

Note: Fo   : F observed

         MSW : Mean square within

         MSB : Mean square between

3.4. Data Collection Method

Data collection methods are systematic standard procedures of getting the data needed. The data must be colleted by using appropriate methods. In this research, the data consisted of primary data and supporting data. The primary data was gathered through writing test. Interview, documentation, and observation were used to collect supporting data. The following part will discuss the methods of data collection used in this research.

3.4.1 Writing Test

Writing test in this research was used as the media to get the primary data in the form of students' writing score of descriptive paragraph writing. However, in this research, the aspects of writing that were evaluated were grammar, mechanic, and organization skills. Those aspects were chosen for the reason that the teaching writing to the second year students of Senior High School is intended on those aspects of writing.

Arikunto (2002:127) defines test as a set of questions, exercises or other instruments which are used to measure skill, knowledge, intelligence, and aptitude of an individual or groups. Hughes (1996:11) divides test into four types based on the purpose of giving a test. They are proficiency test, achievement test, diagnostic test, and placement tests. Moreover, Hughes (1996:10) says that achievement test is designed to determine how successful individual students, group of students, or a course is in achieving objectives. This research used the achievement test with the consideration that the researcher wants to know the students' writing achievement.

Concerning with the person who constructs the test, test can be divided into two kinds. Those are teacher-made test and standardized one (Arikunto, 1996:227). Teacher-made-test is a test created by the teacher with certain procedures. Meanwhile, standardized test is a test created by testing institution and its validity and reliability have been evaluated. In this research, a teacher-made test was used. The test was constructed based on the indicators used, which covered grammatical, mechanical, and organizational skills, and considering the 2004 English Curriculum for the second year students of Senior High School. Besides, it was consulted to the English teacher to know whether the test can be given to the students or not.

In this research, students were asked to write a descriptive paragraph related to the topic provided, that was describing a person. The paragraph should contain more or less ten sentences. The time given for doing the test was 90 minutes. In addition, the test was given after the students were taught writing using roundtable model in cooperative learning. The treatment was given two times. Furthermore, analytical scoring method was used to score the writing test. It is a method that gives different scores to different aspects of writing (Heaton, 1991:147). Those aspects included grammar, mechanic, and organization skills as discussed in Chapter II.

Dealing with test, it should be valid and reliable. A test is said to be valid if it can measure what is intended to be measured. According to Hughes (1996:22), the validity of test can be classified into content validity, criterion validity, construct validity, and face validity. Further, he states that the test has content validity if it contains a proper sample of things that will be measured. In this research, the test used content validity because the content of the test were constructed by considering the writing material stated in the 2004 English Curriculum. Besides, the test items was consulted to the English teacher.

Dealing with test reliability, Hughes (1996:42) says that a valid test must be reliable as well. Consequently, since this test was valid, it was also reliable. Therefore, the test reliability was not established.

There are two ways to score writing test with less subjectivity. They are by using intra rater and inter rater. Hughes (1996:19) explains that to decrease subjectivity, the writing can be scored by two different scorers (inter rater) or one scorer scoring the same writing test in different occasion (intra rater). In this research, intra rater was applied, in which the researcher scored the writing test twice in different occasion.

3.4.2 Interview

In this research, interview was conducted to the English teacher to get the supporting data dealing with the techniques used by the English teacher in teaching writing and the book used in English teaching learning process. In the process of interview, guide of interview in the form of a list of questions was prepared and used as a guide while interviewing the English teacher so that the questions were not deviated from the information needed.

3.4.3 Documentation

In this research, documentation was used to get the supporting data about the names of the respondents. These supporting data was used to complete the main data.

3.4.4 Observation

The observation method was used to observe the learning activities of students when they were working in groups. It was to know whether the learning activity can be said as roundtable model in cooperative learning or not. The learning activity should cover the characteristics of cooperative learning, which include positive

interdependence, face-to-face group interaction, individual accountability, development of social skill, and group processing. In this research, each group was observed by one observer. It means that this research involved some observers to do the observation. The result was used as the supporting data.

3.5. Data Analysis Method

Data analysis method is a method used to analyze the obtained data. In this research, the primary data obtained were in the form of the students' writing scores got from the post-test. The means of both the experimental and the control groups were compared one to another to know whether or not there was any significant effect between them after the treatment.

The t-test formula is as follows:

$$t = \frac{Ma - Mb}{\sqrt{\left[\dfrac{\sum x_a^2 + \sum x_b^2}{n_a + n_b - 2}\right]\left[\dfrac{1}{n_a} + \dfrac{1}{n_b}\right]}}$$

Notes:
M_a = Mean of post test on the experimental group
M_b = Mean of test on the control group
x_a = Individual score deviation of Ma
x_b = Individual score deviation of Mb
n_a = the number of experimental groups
n_b = the number of control group members

(Arikunto, 2002:280)

The result of data analysis was consulted to the t-table of 5% significance level to know whether the result was significant or not. If the result of t-computation is higher than the t-table, it means that the null hypothesis was rejected and the result of this research was significant. If the result of the analysis was significant, then, the Degree of Relative Effectiveness was analyzed.

IV. RESEARCH RESULTS AND DATA ANALYSIS

This chapter will discuss the results of interview, observation, documentation, homogeneity test, and post-test.

4.1 The Results of interview

The curriculum used in teaching and learning English of the second year students of SMA Negeri 1 Arjasa in the 2005/2006 academic year was the 2004 English Curriculum. In teaching writing, the English teacher did not apply one method only. He applied some methods based on the situation and condition. He informed that he followed the activities guide in the English book he used. In addition, the teacher has never applied roundtable model in cooperative learning in teaching and learning of writing.

Besides, he also stated that writing was rarely taught to the students. As a result, writing assignment was rarely given to the students. It was because in "UAN", writing was not evaluated. The English teacher thought that reading was more important than writing. Automatically, the teacher ignored the teaching of writing and focused the teaching learning process on reading. The kinds of writing exercises given to the students included rewriting a kind of paragraph, making simple sentences, arranging some jumbled sentences into a good paragraph, and making summary. Further, the teacher often found many problems in students' writing. The problem included components of writing such as grammar, mechanics, and organizations. It means that students got difficulties in constructing sentences. They tended to use the Indonesian pattern that influenced their writing results. The teacher also informed that the students need a lot of time in doing the writing task given. Hence, it was difficult for the teacher to manage the time effectively. The book used was "Look Ahead An English Course for Senior High School Students Year XI" published by Erlangga.

4.2 The Results of Observation

The observation was done by researcher and some students of English Education Program as the observers. It was done during the treatment given. The observation was conducted to ensure whether the treatment covered the indicators of roundtable model in cooperative learning or not. It was used to obtain the validity of this research.

There were eight groups observed during the treatment. Each group consisted of five or six students. It means that each group was a small group. Further, the results of the observation showed that in the first treatment, there were six of eight groups have covered the characteristics of roundtable model in cooperative learning, which included positive interdependence (the members work cooperatively), small group interaction (the groups consist of 5-6 students), individual accountability (the members participated actively), development of social skills (the members discussed with each other), and group processing (the groups found the problem they faced). More than 3 members of those six groups worked cooperatively. They discussed together the task given to their group task that is writing one descriptive paragraph. Each member participated actively by writing one sentence on the chart of his or her group. On the other hand, the two groups did not cover the features of roundtable model in cooperative learning. It was because in each of those two groups there were only two members who participated actively. Meanwhile, the other members did not focus on their learning material. Some of them made a joke, slept, or disturbed the other group activities. However, in the second and third treatment all members of all groups have worked cooperatively, involved in group discussion and participated actively. Furthermore, at the end of the learning activities (in the last treatment) all groups were asked to recognize the problems they faced during the cooperative learning activities. It was to know whether there were group processing or not. The results showed that most groups think that it was difficult to start group discussion. They were not confident to express their ideas. They added that they felt disappointed when their idea was not accepted by their group. On the other hand, they said that

the 2005/2006 academic year. The data were analyzed by using ANOVA formula to know whether the mean difference of the existing classes was significant or not. The result of the data can be seen in appendix 4. Moreover, the summary of the homogeneity test is as follows:

Table 1: The Analysis Variant Computation

	X_1	X_2	X_3	X_4	X_5	X_6	X_7	$\sum$
N_k	34	37	36	45	44	43	44	283
$\sum X_k$	235	248	262	279	283	292	303	1902
$\sum X_k^2$	1813	1856	2064	1853	1933	2162	2319	14.000
M	6,91	6,70	7,28	6,20	6,43	6,79	6,89	

The data above was analyzed by applying ANOVA formula to know the homogeneity of the population. It is as follows:

$$Fo = \frac{MSB}{MSW}$$

$$MSB = SSB : dfb$$
$$= 29,71 : 6$$
$$= 4,95$$

$$SSB = \sum \frac{\left(\sum X_k\right)^2}{n_k} - \frac{\left(\sum XT\right)^2}{N}$$

$$= \frac{235^2}{34} + \frac{248^2}{37} + \frac{262^2}{36} + \frac{279^2}{45} + \frac{283^2}{44} + \frac{292^2}{43} + \frac{303^2}{44} - \frac{1902^2}{283}$$

$$= 1624,26 + 1662,27 + 1906,78 + 1729,80 + 1820,20 + 1982,88 + 2086,57 - 12783,05$$

$$= 29,71$$

$$dfb = k-1$$
$$= 7-1 = 6$$

$$MSW = SSW : dfw$$
$$= 1187,24 : 276$$
$$= 4,30$$

$$dfw = N-k$$
$$= 283 - 7$$
$$= 276$$

$$SSW = SST - SSB$$
$$= 1216,95 - 29,71$$
$$= 1187,24$$

$$SST = \sum XT^2 - \frac{(\sum XT)^2}{N}$$

$$= 14.000 - \frac{1902^2}{283}$$

$$= 14.000 - 12783,05$$

$$= 1216,95$$

Thus Fo $= \dfrac{MSB}{MSW} = \dfrac{4,95}{4,30} = 1,015$ 1,15

Fo = 6x 276 = 2,14

1,15

Based on the calculation above, the Fo score was 1,015. Meanwhile, F table was 2,14 with 5% significant level and dfb = dbk that was 6 (in Fo table column) against dfw that was 250 (250 in Fo table line was used because it was the nearest value of dfw 276). As a result, Fo < F table (1,015 < 2,14). It means that the writing ability of the second year students of SMAN 1 Arjasa was not significant. In other words, the students' writing ability was homogeneous because the students have the same level of writing ability.

Thus, it was allowed to take two classes as sample. Then, those two classes were divided into two groups that was control group and experimental group by using lottery. The result was class XI IPA 4 became experimental group and class XI IPA 2 was as the control group.

4.5 The Result of Post Test

The post test was given on March 27th, 2006 to the both experimental class (XI IPA 4) and control class (XI IPA 2) that have been chosen by lottery. The result

of post test were analyzed by using t-test and consulted to t-table to test the hypothesis.

Table 2. The tabulation of Post Test Score

No	Experimental group				Control group			
	X_1	X_2	X_a	X_a^2	X_1	X_2	X_b	X_b^2
1	18	18	36	1296	6	8	14	196
2	17	15	32	1024	6	7	13	169
3	7	7	14	196	7	7	14	196
4	12	10	22	484	10	7	17	289
5	12	11	23	529	10	10	20	400
6	12	12	24	576	10	7	17	289
7	17	15	32	1024	10	9	19	361
8	18	18	36	1296	12	11	23	529
9	15	13	28	784	11	10	22	484
10	11	11	22	484	14	11	25	625
11	11	10	21	441	9	8	17	289
12	18	17	35	1225	8	8	16	256
13	13	9	22	484	8	7	15	225
14	12	12	24	576	9	10	19	361
15	14	12	26	676	8	7	15	225
16	13	10	23	529	9	7	16	256
17	14	14	28	784	8	8	16	256
18	11	10	21	441	9	8	17	289
19	18	16	34	1156	14	12	26	676
20	18	16	34	1156	9	9	18	324
21	18	17	35	1225	9	8	17	289
22	12	12	24	576	10	9	19	361
23	15	13	28	784	10	10	20	400
24	18	16	34	1156	15	13	28	784
25	14	14	28	784	15	11	26	676
26	14	12	26	676	11	10	22	484
27	13	13	26	676	10	9	19	361
28	17	15	32	1024	13	11	24	576
29	15	13	28	784	13	10	23	529
30	11	11	22	484	8	8	16	256
31	15	15	30	900	10	8	18	324
32	11	11	22	484	6	6	12	144
33	18	16	34	1156	6	7	13	169
34	15	13	28	784	12	10	22	484
35	18	15	33	1089	10	9	19	361

No	Experimental group				Control group			
	X_1	X_2	X_a	X_a^2	X_1	X_2	X_b	X_b^2
36	17	15	32	1024	6	5	11	121
37	15	11	26	676	9	8	17	289
38	14	13	27	729	10	11	22	484
39	16	15	31	961	6	5	11	121
40	17	17	34	1156	7	6	13	169
41	15	15	30	900	9	8	17	289
42	7	9	16	256	9	9	18	324
43	9	9	18	324	10	9	19	361
44	10	12	22	484	10	8	18	324
$\sum$			1203	34253			803	15375

Note: X_1: The score of the first scoring X_a: The score of experimental group

X_2: The score of the second scoring X_b: The score of control group

The data above was calculated by using the t-test formula to know whether the result of posttest was significant or not. Based on the post test scores tabulation above, the following values were gained.

$$\sum X_a = 1203 \qquad\qquad \sum X_b = 803$$

$$\sum X_a^2 = 34253 \qquad\qquad \sum X_b^2 = 15375$$

$$n_a = 44 \qquad\qquad n_b = 44$$

From the data above, the calculations of t-test on students' writing achievement scores were as follows.

1. Calculating the mean score of the experimental group (M_a):

$$M_a = \frac{\sum X_a}{n_a} = \frac{1203}{44} = 27,34$$

2. Calculating the mean score of the control group (M_b)

$$M_b = \frac{\sum X_b}{n_b} = \frac{803}{44} = 18,25$$

3. Calculating the individual score deviation square of M_a ($\sum x_a^2$)

$$\sum x_a^2 = \sum X_a^2 - \frac{\left(\sum X_a\right)^2}{n_a}$$

$$\sum x_a^2 = 34253 - \frac{(1203)^2}{44}$$

$$= 34253 - 32891,11 = 1361,89$$

4. Calculating the individual score deviation of M_b ($\sum x_b^2$)

$$\sum x_b^2 = \sum X_b^2 - \frac{\left(\sum X_b\right)^2}{n_b}$$

$$\sum x_b^2 = 15375 - \frac{(803)^2}{44}$$

$$= 15375 - 14654,75 = 720,25$$

5. Calculating the t-test of writing achievement.

$$t\text{-}test = \frac{M_a - M_b}{\sqrt{\left(\dfrac{\sum x_a^2 + \sum x_b^2}{n_a + n_b - 2}\right)\left(\dfrac{1}{n_a} + \dfrac{1}{n_b}\right)}}$$

$$t\text{-}test = \frac{27,34 - 18,25}{\sqrt{\left(\dfrac{1361,89 + 720,25}{44 + 44 - 2}\right)\left(\dfrac{1}{44} + \dfrac{1}{44}\right)}}$$

$$= \frac{9,09}{\sqrt{\left(\dfrac{2082,14}{86}\right)\left(\dfrac{2}{44}\right)}}$$

$$= \frac{9,09}{3,30} = 2,75$$

$$db = n_a + n_b - 2 = 44 + 44 - 2 = 86$$

Based on the calculation above, the t statistic is 2,75. Meanwhile t-table was 2,00 with 5% significant level and db = 60 (db 60 was used because it was the closest value of db 86). Thus, t statistic was higher than t table (2,75>2,00). It means that there was a significant effect of roundtable model in cooperative learning on the writing achievement of the students of the second year of SMAN 1 Arjasa in the 2005/2006 academic year.

Because the result was significant, it was necessary to know the degree of the relative effectiveness of roundtable model in cooperative learning to teach writing by using this formula below:

$$DRE = \frac{M_a - M_b}{M_b} X100\%$$

$$= \frac{27,34 - 18,25}{18,25} X100\%$$

$$= \frac{9,09}{18,25} x100\% = 49,81\%$$

From the calculation above, it was found that the degree of the effectiveness of roundtable model in cooperative learning on the students' writing achievement was 49,81%. It means that roundtable model in cooperative learning applied to the experimental class was 49,81% more effective than the lecturing technique applied to the control class. It seems that though roundtable model in cooperative learning could not be applied optimally in this research, it had been proven that this technique was effective to teach writing.

4.6 Discussion

The analysis of the observation and post test scores indicated that a technique of teaching and learning such as roundtable model in cooperative learning was effective to teach writing. It was in line with the statement of Steven and Slavin in Orlich, et.al (1998:175), that cooperative learning, includes roundtable model, can be used to increase the academic achievement of students of all ability in writing. During

the learning activity, the students spent most of their time to practice their writing. They worked cooperatively to complete their group task, producing one paragraph about describing people. Each member of the group had to write at least one sentence on his or her group's paper. In order to make a good paragraph, all sentences of each member had to support one topic sentence. It means that the topic sentence of each group had to be understood and accepted by all group members. Here, before a member of a certain group wrote his or her ideas, he or she had to ask the other member whether his or her ideas were acceptable and understandable or not. It was in line with the statement of widdowson in Porto (2001:38), that writing is an interactive activity, learners need to know who they have to interact with, and why. In this case, as a writer, the students learnt how to express their idea in an understandable and acceptable writing for the reader, that is the other members of his or her group. The students could not work individually. They depended and relied on each other to achieve their group's success. The paragraph of each group was presented to the whole class. Then, the students were asked to recognize and explain the grammar, mechanic, and organization errors of the presented paragraph. Fortunately, the students showed enthusiasm about it. They wanted to try to explain the grammar, mechanic, and organization errors of the paragraph they knew to the class. Here, the teaching activity was done by the students not the teacher. It made them more confident to ask question when they did not understand about the learning material. It was because they were not afraid that their language was wrong or not understood. Besides, the students' language that is used to explain was simpler than teacher's. As a result, the other students were able to understand them easily. At the end, the teacher repeated and added the students' explanation completely to the whole class. The role of the teacher was as the facilitator. The students' enthusiasm showed that they enjoyed their learning activity. It was in line with the statement of Freeman (2005:1), that roundtable is a fun activity that challenges students. It can be seen that in roundtable model in cooperative learning, all teaching and learning activities were done by the students not the teacher. Here, they learnt not only academic skills,

especially writing skill, but also social skills which is needed in writing as an interactive and communicative activity.

From the post test, it was revealed that the experimental class had better scores than the control group. The degree of effectiveness was 49,81%. It showed the degree of the effectiveness of roundtable model in cooperative learning compared with the lecturing techniques used to teach writing. Thus, it can be said that roundtable model in cooperative learning is an effective teaching and learning technique to teach writing to the second year students of SMAN 1 Arjasa in the 2005/2006 academic year. Most of the students in the experimental class had grammar, mechanic, and organization skills better than those of control class. It was in line with the statement of Kennedy (2005:2), that roundtable model in cooperative learning had been proven to increase the writing scores of the students. The students of the experimental class were also able to finish their writing test in shorter time, less than 90 minutes. It was because in the experimental class, the students used all of their time to practice writing. They learned about grammar, mechanic, and organization skills through discussion while they did their group task and when they discussed the paragraph of each group with the whole class. Meanwhile, the students of the control class spent a lot of time to try to understand the teacher's explanation about the learning material; grammar, mechanic, and organization, before they were asked to practice writing. Then, when they were asked to write a descriptive paragraph they had to complete this task individually. It means that they had to think of many ideas to be written without getting any input from the others. However, when they did not know what they should do or write, they may ask the teacher. Then, the teacher would help them directly. It means that in the teaching and learning process, the teacher was involved more deeply so that the students depended and relied on her to achieve their learning success. It could be seen that roundtable model in cooperative learning gave students of the experimental class more opportunities to practice their writing and provided them more enjoyable teaching and leaning environment than the students of the control class. It was in line with the statement of

Dotson (2005:3), that the achievement levels were significantly higher when cooperative learning methods were used as compared to individualistic methods of learning. However, it was difficult to apply the roundtable model in cooperative learning in a small classroom with a large number of the students. The teacher had to be able to manage the students, time, and room as well as possible. It was known that dividing a large number of students into some small cooperative groups and managing their position to be able to do face to face interaction spent a lot of time. Thus, it is suggested for the teacher to tell his or her students about their group and the learning activity for the next meeting previously. Then, ask them to prepare their own group before the lesson begins. It will save a lot of time for the teaching and learning process.

V. CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the research result and data analysis, it can be concluded that there is a significant effect of roundtable model in cooperative learning on the writing achievement of the second year students of SMAN 1 Arjasa in the 2005-2006 academic year.

5.2 Suggestion

Based on the result of the data analysis, it seems that the roundtable model in cooperative learning is effective to teach writing. It gives students more opportunities and more enjoyable environment to learn and practice writing. Thus, it is suggested to the English teacher to apply this teaching and learning technique to teach English, especially to teach writing. Furthermore, it is also necessary for the English teacher to know his or her students' level of language proficiency in order that the heterogeneous group can be formed easily. Then, the roundtable model in cooperative learning can be applied to improve the students' writing achievement optimally.

However, it is difficult for the English teacher to manage a large number of students in a small classroom. In order that the teaching and learning process can be more affective, it is suggested to the English teacher to consider both the number of the students and the classroom that will be used in teaching and learning process, it must be balance.

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RESEARCH MATRIX

Title	Research Problem	Research Variable	Indicators	Data	Research method
The Effect of Roundtable Model in Cooperative Learning on the Writing Achievement of the Second Year Students of SMAN 1 Arjasa in the 2005-2006 Academic Year	Is there any significant effect of Roundtable Model in Cooperative Learning on the Writing Achievement of the Second Year Students of SMAN 1 Arjasa in the 2005-2006 Academic Year?	1. Dependent variable - Roundtable model in cooperative learning 2. Independent variable Writing achievment	- Positive Interdependence - Face to face, group interaction - Individual accountability - Development of small group social skills - Group processing - The steps of roundtable activity - Grammatical skill - Mechanical skill - Organization skill	1. Respondents: The second year students of SMAN 1 Arjasa in the 2005-2006 academic year 2. Informant English teacher of the second year students at SMAN 1 Arjasa in the 2005-2006 academic year 3. Documentation	1. Research area: SMAN 1 Arjasa 2. Respondent determination - Cluster random sampling 3. Data collection method - Observation - Interview - Documentation - Writing test 4. Data analysis t-test formulation $$t = \cfrac{M_a + M_b}{\sqrt{\left(\cfrac{\sum x_a + \sum x_b}{n_a + n_b - 2}\right)\left(\cfrac{1}{n_a} + \cfrac{1}{n_b}\right)}}$$ Notes: M_a : Mean of experimental group M_b : Mean of control group x_a : Individual score deviation of experimental group x_b : Individual score deviation of control group n_a : The member of subject experimental group n_b : The member of subject control group 5. Hypothesis There is a significant effect of Roundtable Model in Cooperative Learning on the Writing Achievement of the Second Year Students of SMAN 1 Arjasa in the 2005-2006 Academic Year

Appendix 2

The Names of the Respondents

No.	Experimental Group	No.	Control Group
1	Ario Farmy Pradana	1	Kristanti
2	Dewi Permani Suci	2	Ahmad Rizal Aridho
3	Erfina Lestari	3	Aullya Maha dipa
4	Hesti Setyowati	4	Dinda Tri Puspita T
5	Lutfianti Dianasari	5	Eka Mariana Solihatin
6	Mohammad Firdaus	6	Faridatul Innayah
7	Siti Yuliatin	7	Maretta Affianti S.H
8	Ariany Sampuspitawati	8	Nurul Miftahul W
9	Dedy Sulistyo Utomo	9	Ahmad Fitrohzakaria
10	Linda Ningrum	10	Ayu Aisyah
11	Rina Riskanita	11	Benekditus Bimantoko
12	Aris Fajar Hidayat	12	Dedy Ferdian Kusuma H
13	Herlina Satyayustin	13	Diah Leliyanti
14	Meilinda Susanti	14	Ika Yuliana
15	Najibullah Bastian	15	Mashur Syaiful B
16	Nia I Gusti Anggareni	16	Siti Aisyah Ika Y
17	Umairoh Lailatul F	17	Anang Irawan
18	Ana Mutmainnah	18	Anggaraeni diah P
19	Heru Putra Fernanda	19	Cici Citra Dwi Jaya
20	Ika Kawestika	20	Elly Ulviansyah
23	Moch. Ichwan Maulana	23	Elvin Yuni Yantias
24	Nurul Hidayah	24	Meiliya Ika Ayu S
25	Wreda Yuniarti	25	Moch. Vicky Juliandri
26	Cici Elik Purwasih	26	Rose Linda Elvira
27	Dimas Dzunun Abdillah	27	Arzy Purnama R
28	Eka Juliastin	28	Dwi Fitriastuti
29	Rani Ika Rasyita D.	29	Ratna Sari
30	Regita Gusitira P	30	Siti Ulfah
31	Galuh Kasteliya L.	31	Wenikristanti
32	Helmi Zamrudiansyah	32	Agil Buyung Maulana
33	Iwan Frediono	33	Dini Putri Setyowati
34	Oktovianto Utama Putra	34	Helmi Ferdiansyah
35	Rizky Fathur Rozi	35	Moh. Syaifudin
36	Sri Wanun	36	Rini Widayanti
37	Anggung Wijayandu	37	Andini Yuliandri
38	Ayu Dwi Cahyani	38	Dewi TwentyAprilia
39	Dias Putri Yuniar	39	Imam Hanafi
40	Intan Yuliana	40	Risky Fajar Prasetyo
41	Maharani Anisa L	41	Wiwik Susilowati
42	Risky Pri W	42	Berlian Nadiah
43	Romlah Tri P	43	Nabilah
44	Rosyida Nurul L	44	Sulis Setiawati

HOMOGENEITY TEST

Read the instruction carefully!

Choose one of the topics below! Then, write a short paragraph (not less than 7 sentences and not more than 10 sentences) about the topic you have chosen.

   a. My daily activities

   b. My hobby

   c. My experience
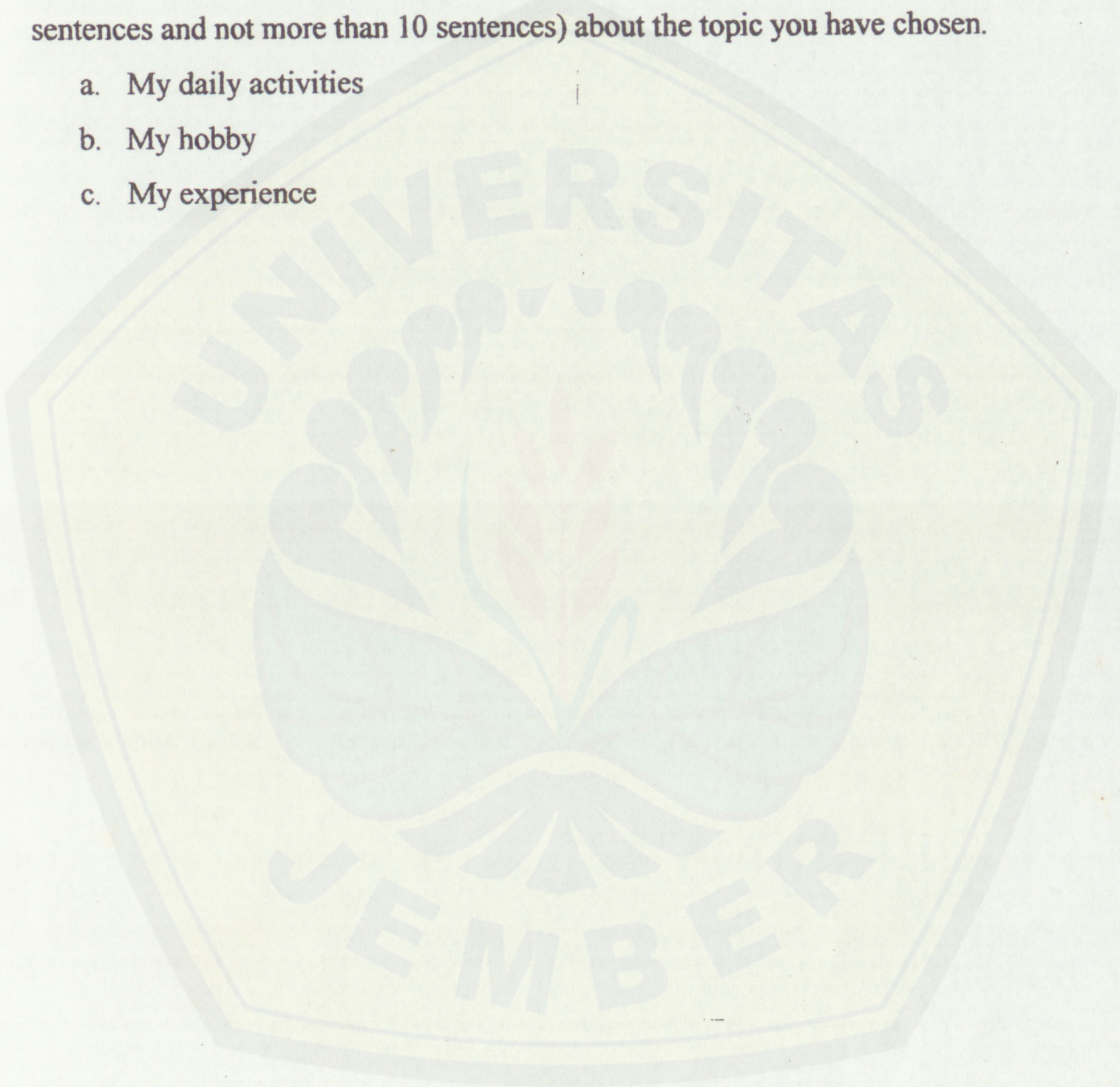
Appendix 4

The Result of the Homogeneity Test

No	X_1	X_2	X_3	X_4	X_5	X_6	X_7	X_1^2	X_2^2	X_3^2	X_4^2	X_5^2	X_6^2	X_7^2
1	7	5	13	8	6	6	9	49	25	169	64	36	36	81
2	5	7	10	5	6	7	7	25	49	100	25	36	49	49
3	5	7	9	9	5	5	8	25	49	81	81	25	25	64
4	10	5	7	6	5	9	6	100	25	49	36	25	81	36
5	5	8	8	5	8	7	10	25	64	64	25	64	49	100
6	7	10	5	8	6	4	4	49	100	25	64	36	16	16
7	6	6	6	7	6	10	8	36	36	36	49	36	100	64
8	13	5	4	7	5	5	7	169	25	16	49	25	25	49
9	12	10	8	9	6	7	9	144	100	64	81	36	49	81
10	9	7	7	6	6	4	6	81	49	49	36	36	16	36
11	4	7	7	10	6	7	6	16	49	49	100	36	49	36
12	5	5	6	3	4	5	10	25	25	36	9	16	25	100
13	8	7	5	7	10	8	4	64	49	25	49	100	64	16
14	6	7	8	6	8	4	9	36	49	64	36	64	16	81
15	12	8	8	5	7	12	8	144	64	64	25	49	144	64
16	4	8	7	6	7	6	9	16	64	49	36	49	36	81
17	7	7	7	5	5	7	4	49	49	49	25	25	49	16
18	6	7	6	5	6	5	5	36	49	144	25	36	25	25
19	10	6	9	6	10	6	5	100	36	81	36	100	36	25
20	8	8	7	6	4	6	4	64	64	49	36	16	36	16
21	5	5	6	6	5	4	4	25	25	36	36	25	16	16
22	5	8	6	4	6	8	13	25	64	36	16	36	64	169
23	7	6	10	5	6	5	5	49	36	100	25	36	25	25
24	5	9	5	8	6	12	6	25	81	25	64	36	144	36
25	7	12	6	6	6	8	4	49	144	36	36	36	64	16
26	4	9	4	5	9	8	7	16	81	16	25	81	64	49
27	7	10	10	6	5	8	8	49	100	100	36	25	64	64
28	8	5	9	5	4	7	8	64	25	81	25	16	49	64
29	10	5	9	6	8	5	5	100	25	81	36	64	25	25
30	6	7	5	5	5	9	5	36	49	25	25	25	81	25
31	5	4	5	6	5	5	9	25	16	25	36	25	25	81
32	6	4	7	4	6	7	9	36	16	49	16	36	49	81
33	6	5	7	10	6	8	3	36	81	49	100	36	64	9
34	5	5	9	5	7	9	9	25	25	81	25	49	81	81
35		4	5	8	9	10	11		16	25	64	81	100	121
36		6	6	10	8	5	5		36	36	100	64	25	25
37		4		8	6	10	3		16		64	36	100	9
38				7	7	7	7				49	49	49	49
39				6	9	5	10				36	81	25	100
40				5	10	5	6				25	100	25	36
41				5	5	6	9				25	25	36	81
42				5	5	5	7				25	25	25	49
43				6	6	6	6				36	36	36	36
44				4	8		6				16	64		36
45				4								25		
Σ	235	248	262	279	283	292	303	1813	1856	2064	1853	1933	2162	2319
N_k	34	37	36	45	44	43	44							
M	6,91	6,70	7,28	6,20	6,43	6,79	6,89							

$M = \dfrac{\Sigma}{N_k}$ tiap kelas

Appendix 5

LESSON PLAN I

Subject	: English
Level/semester	: XI/2
Skill	: Writing
Language Focus	: Describing people
Time	: 2 x 45'
Date	: 13 March 2006

I. Competence Standard

Students are able to communicate orally and written using the variation of appropriate language fluently and accurately in interaction and/or monolog context, especially in reading text of descriptive, narrative, anecdote, and exposition forms, which lead to the variation of interpersonal meaning.

II. Basic Competence

Students are able to express interpretation by the steps of rhetoric development correctly in written text in the simple descriptive, narrative, anecdote, and exposition forms by emphasizing on the ideational and textual meaning.

III. Indicators

a. Students are able to identify the rhetoric steps (interpersonal) of descriptive reading text (identification - description).

b. Students are able to produce a simple and short descriptive paragraph.

IV. **Material details**

A. Description of person

Read the description paragraph about an actress bellow.

She is very beautiful. Loose, straight black hairs hang down to her arms. It hides her ears. Her black eyes are neither too big nor small. Her nose is long, but not ugly. She has a regular set of white teeth and sexy lips. Her oval face often looks rather sallow in complexion. Her smile makes her looks more beautiful.

Answer the question based on the paragraph.

1. What does the paragraph tell about?

2. Describe the girl on the picture above!

B. **Make a description paragraph about the man on the picture bellow.**

IV. **Teaching Learning Activities**

Approach : CTL

Procedure :

Time	Experimental Group	Control Group	Time
5'	**1. Introduction** ☞ Greeting ☞ Giving motivation **2. Main Activity**	**1. Introduction** ☞ Greeting ☞ Giving motivation **2. Main Activity**	5'
5'	☞ Dividing class into some groups. Each group consists of 5-6 students.	☞ Asking students to read the example of descriptive paragraph	10'
5'	☞ Asking students to sit in a circle with their own group.	☞ Asking students to read the model of descriptive text.	10'
1'	☞ Giving each group one pen and one piece of paper	☞ Explaining students about descriptive paragraph	15'
10'	☞ Asking students to read the model of descriptive text.		
20'	☞ Asking each member of groups to write one or some sentences down on the chart of each group related to the picture to produce one descriptive paragraph.	☞ Asking students to write a short descriptive paragraph about "the person on the picture"	25'
		☞ Asking students to stop writing paragraph	2'
2'	☞ Asking all groups to stop writing.	☞ Discussing some students' paragraph writing with the whole class	15'
20'	☞ Presenting the descriptive paragraph of each group. ☞ Asking students to recognize		

		and explaining them the grammatical, mechanical, and organization errors of the paragraph, which is presented to the whole class.	3. **Closing** ☞ Leading students to make conclusion ☞ Parting	10'
7'	**3.**	**7'** **3. Closing** ☞ Leading students to make conclusion. ☞ Parting		

V. Source

    a.

V. Sources

    a. Media :

Grace, Eudia and Sudarwati. 2005. *Look Ahead An English Course for Senior High School Students Year XI*. Jakarta: Penerbit Erlangga.

Muhyidin, Tatang Setia. 1988. *Writing Paragraph and Essay Through Models and Exercises*. Jakarta: Departement Pendidikan dan Kebudayaan

Tim Penyusun. 2005. *Prestasi Bahasa Inggris SMA/MA*. Klaten: Penerbit Agung.

    b. Method : Cooperative Learning (Roundtable model)

VI. Evaluation

    Written test

VI. Evaluation

    Written test

LESSON PLAN II

Subject   : English

Level/semester   : XI/2

Skill   : Writing

Language Focus   : Describing people

Time   : 2x 45'

Date   : 20 March, 2006

I.   Competence Standard

Students are able to communicate orally and written using the variation of appropriate language fluently and accurately in interactional and/or monolog context, especially in reading text of descriptive, narrative, anecdote, and exposition forms, which lead to the variation of interpersonal meaning.

II. Basic Competence

Students are able to express interpretation by the steps of rhetoric development correctly in written text in the simple descriptive, narrative, anecdote, and exposition forms by emphasizing on the ideational and textual meaning.

III. Indicators

a. Students are able to identify the rhetoric steps (interpersonal) of descriptive reading text (identification - description).

b. Students are able to produce a descriptive text.

IV. **Material Details**

A. **Rearrange the jumble sentences below to make a good paragraph about describing people. Number 1 has been done for you.**

   1. ..... He was very plain looking and plain acting.

   2. ..... He was 1.90 meters tall.

   3. ..... He was not handsome by any means, nor was very ugly.

   4. ..1.. Abraham Lincoln was a strong man, both physically and mentally.

   5. ..... He was physically powerful, and he could lift over 180 kilos easily.

   6. ..... He was thin, but weighed 81 kilos.

   7. .... His mind and body worked steadily, and he never seemed to tire mentally or physically.

   8. .... Although his physically appearance and dress made him common looking, his action and decision were anything but common.

B. **Make a descriptive paragraph about one of your classmates. Then, present your paragraph to the whole class. Ask your friends to guess whom you describe.**

V. **Teaching Learning Activities**

   Approach   : CTL

   Procedure   :

Time	Experimental Group	Control Group	Time
5'	1. **Introduction** ☞ Greeting ☞ Giving motivation 2. **Main Activity**	1. **Introduction** ☞ Greeting ☞ Giving motivation 2. **Main Activity**	5'
5'	☞ Asking students to sit in a circle with their own group.	☞ Giving students the exercises	5'
5'	☞ Giving each group one pen and	☞ Asking students to do	20'

	one piece of paper	the exercise	
5'	☞ Asking each group to choose one of their classmates to be described. It must be secret; the choice of each group must not be known by the others.	☞ Discussing the exercises with the entire class	20'
		☞ Explaining students about descriptive paragraph	15'
15'	☞ Asking each member of groups to write one sentence down on his or her group's paper to produce one descriptive paragraph about the student they choose.	☞ Asking students to write a descriptive paragraph about of their classmates	20'
2'	☞ Asking all groups to stop writing.	3. Closing	10'
40' (5' for each group)	☞ Asking one member of each group to write their descriptive paragraph down on the white board. Then, asking the other groups to guess whom is the student described in the paragraph. ☞ Asking students to recognize the grammatical, mechanical, and organization errors of the presented paragraph.	☞ Asking some students to describe their favorite teacher orally ☞ Parting	
7'	3. Closing ☞ Asking some students to describe their favorite teacher orally ☞ Parting		

VI. **Sources**

    a. Media :

        Grace, Eudia and Sudarwati. 2005. *Look Ahead An English Course 2 for Senior High School Students Year XI*. Jakarta: Penerbit Erlangga.

        Muhyidin, Tatang Setia. 1988. *Writing Paragraph and Essay Through Models and Exercises*. Jakarta: Departement Pendidikan dan Kebudayaan

        Tim Penyusun. 2005. *Prestasi Bahasa Inggris SMA/MA*. Klaten: Penerbit Agung.

    b. Method : Cooperative Learning (Roundtable model)

VII. **Evaluation**

    Written test

Appendix 6

POST TEST

Subject   : English
Level/ Semester : XI/ 2
Time   : 90 minutes

Read the instructions carefully.

➤ Choose one of the pictures below! Then, write a descriptive paragraph (maximum
10 sentences or 150 words) about the picture you choose.

a.

(Foto: KG)

b. KAD
IAN
KO

c.

Appendix 7
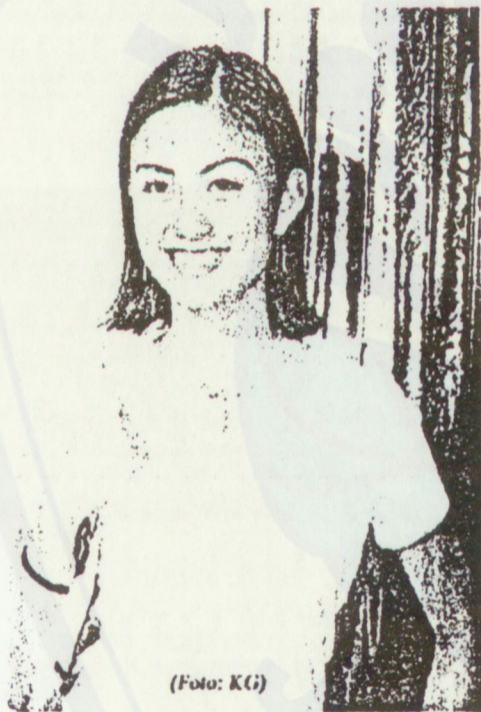
THE SCORING GUIDE

1. *Grammar*

    ___6   Few noticeable errors of grammar and word order

    ___5   Some errors of grammar and word order fairly frequent which do not, however interfere with comprehension.

    ___4   Errors of grammar and word order fairly frequent; occasional re reading necessary for full comprehension.

    ___3   Errors of grammar and word order frequent; efforts of interpretation sometimes required on reader's part

    ___2   Errors of grammar or word order very frequent; reader often has to rely on own interpretation

    ___1   Errors of grammar or word order so severe as to make comprehension virtually impossible.

2. *Mechanics*

    ___6   Few (if any) noticeable lapses in punctuation or spelling.

    ___5   Occasional lapses in punctuation or spelling, which do not, however, interfere with comprehension.

    ___4   Errors in punctuation or spelling fairly frequent; occasional re reading necessary for full comprehension.

    ___3   Frequent errors of in punctuation or spelling: lead sometimes to obscurity.

    ___2   Errors in punctuation or spelling so frequent that reader must often rely on own interpretation

    ___1   Errors in punctuation or spelling so severe as to make comprehension virtually impossible.

3. *Organizational skills*

Forms (unity and coherence)

___6 Highly organized; clear progression of ideas well linked, choice of structure and vocabulary consistently appropriate; like educated native writer.

___5 Material well organized; link could occasionally be clearer, but communication not impaired.

___4 Some lack of organization, lack of consistency, re-reading required for clarification of ideas.

___3 Little or no attempt at connectivity, though reader can deduce some organization.

___2 Individual ideas may be clear, but very difficult to deduce connection between them.

___1 Lack of organization so severe that communication is seriously impaired.

(Anderson in Hughes, 1996: 91)

SCORE: Grammar + Mechanics + Organizational skill (form)

Appendix 8

The examples of the scoring of writing post test.

A. The examples of the results of writing post test of the control class

C

DEDY SULISTYO V (9)

She is a beautiful. She is famous (Actres Movie in Indonesia. She has long, straight (hairs.) She has oval face. She has black eyes. Her eyes are beau beautiful. She is fall and slim. Her (house) is long but not ugly. She has sexy lips. Her skin is white and soft(,) she has baby face.

C : 5
M = 5
O : 5 +
___
15

XI IPA 4.

SMAN I ARJASA.

THE SCORING OF WRITING

Grammar

The researcher found some grammatical errors in this writing. They were *She is a beautiful*. This sentence should be *she is beautiful*, or *she is a beautiful girl*; *She is famous actress*. It should be *she is a famous actress*; *she has long straight hairs*. It should be *she has long, and straight hair*. However, those grammatical errors do not interfere with comprehension. Thus, the researcher scored grammar of this writing 5.

Mechanics

The researcher scored mechanics of this writing 5. It was because she found some mechanical errors in this writing. They were in the following sentences.

➢ *She has long straight hairs*. In this sentence, the student should use comma after the word *long*, so the sentence should be *she has long, and straight hair*.

➢ *Her nouse is long*. Here, the student wrote wrong spelling for the word *nose*. The sentence should be *her nose is long*.

➢ *Her skin is white and soft, she has baby face*. In this sentence, the student use comma for inappropriate place. He should use full stop (.) instead of comma. The sentence should be *her skin is white and soft. She has baby face*.

Those mechanical errors do not, however, interfere with comprehension. For that reason, the researcher scored it 5.

Organization

The researcher found a sentence did not support the topic sentence. It was *she is a famous actress movie in Indonesia*. This sentence did not explain the topic sentence that is *she is a beautiful girl*. As a result, the sentence lacks the unity of the paragraph. Another organizational error of this paragraph was found in the sentence *she has long, straight hair*. Here, it will be better if the student use conjunction *and* before the word straight. The sentence should be *she has long, and straight hair*. However, the student has organized his writing material well. Those organizational errors do not impair the communication of this paragraph. Thus, it was scored 5.

Appendix 10

The Guideline of Instruments

A. The Interview Guide

No.	The questions	Data resources
1	What curriculum is used in this school?	The English teacher
2	What methods do you apply in teaching writing?	The English teacher
3	How often do you give assignment to the students?	The English teacher
4	What are the kinds of exercises given to the students?	The English teacher
5	What are the students' problems in writing English?	The English teacher
6	What kinds of books that are used by the teacher and students?	The English teacher

B. Documentation Guide

No.	The data taken	Data resources
1	The total number of the second year students	The administrative staffs
2	The names of the respondents	The administrative staffs

C. Observation Guide

No	The Features of CL	yes	no	Note
A	**Positive interdependence**			
1	Group's members work cooperatively in completing the task			*
2	Group's members work individually in completing the task			*
B	**Small group, Face to face interaction**			
3	It is a small group, consists of 2-6 students.			**
4	Group's members can interact directly			*
C	**individual accountability**			
5	Most of group's members participate actively			*
6	Most of group's members do not participate actively			*
D	**development of social skill**			
7	Most of group's members ask question and share opinion to the other members			*
8	Most of group's members help each other to answer questions or to solve problems			*
E	**Group Processing**			
9	Group's members know their group's problems			
10	Group's members know the benefit of their group activities			

Note: yes: if more than 3 students do the activity.

No : if more than 3 students do not do the activity

* : write how many group's member do the activity

** : write how many students in the group.

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
AKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 Telp./Fax (0331) 334988 Jember 68121

Jember, 13 Februari 2006

Nomor   : 0580 /J.25.1.5/PP.5/2006
Lampiran : Proposal
Perihal   : Ijin penelitian
Kepada   : Yth/Sdr. Kepala
             SMAN 1 Arjasa
    di
             Jember.

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa tersebut di bawah ini:

    Nama   : Dwi Riniati
    NIM   : 010210401179
    Jurusan/Program : Bahasa dan Seni/ Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di lembaga saudara dengan judul:

THE EFFECT OF ROUNDTABLE MODEL IN COOPERATIVE LEARNING ON THE WRITING ACHIEVEMENT OF THE SECOND YEAR STUDENTS OF SMAN 1 ARJASA JEMBER IN THE 2005-2006 ACADEMIC YEAR

Sehubungan dengan hal tersebut kami mohon perkenan Saudara agar memberikan ijin, dan sekaligus bantuan informasi yang diperlukan. Demikian atas perkenan dan kerjasamanya kami mengucapkan terima kasih.

Dekan
Pembantu Dekan I

Wiwiek Eko Bindarti, M.Pd
NIP. 131 475 844

PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SMA NEGERI 1 ARJASA JEMBER

Jl. Sultan Agung No. 64 Arjasa telp (0331) 540133

SURAT KETERANGAN

No. 421.3/767/436.316.02/SMA.1/2006

Yang bertanda tangan di bawah ini kepala sekolah SMA Negeri 1 Arjasa menerangkan bahwa:

Nama : Dwi Riniati

NIM : 010210401179

Jurusan/program : PBS/Bahasa Inggris

Benar-benar telah melaksanakan penelitian di SMAN 1 Arjasa dalam rangka penyusunan skripsi dengan judul "The Effect of Model Roundtable in Cooperative Learning on the Writing Achievement of the Second Year Students of SMAN 1 Arjasa in the 2005-2006 Academic Year", terhitung mulai tanggal 08 Februari 2006 sampai dengan 25 Maret 2006.

Demikian surat keterangan ini dibuat dengan sebenar-benarnya dan agar dapat digunakan sebagaimana mestinya.
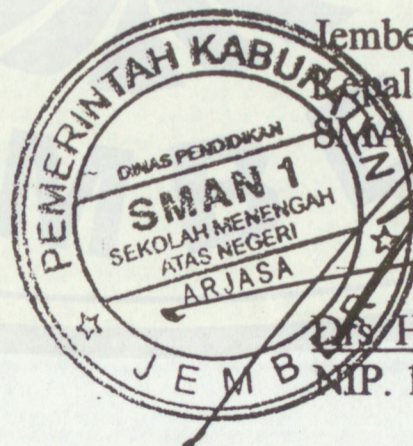
Jember,   Mei 2006
Kepala Sekolah
SMA Negeri 1 Arjasa

Drs. H. M. Kamil, M.Si
NIP. 131612115

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : DWI RINIATI
NIM/Angkatan : 010210401179 / 2001
Jurusan/Prog. Studi : PBS / Bahasa Inggris
Judul Skripsi : The Effect Of Roundtable Model in Cooperative
Learning on the Writing Achievement of the Second
Year Students of SMA NEGERI 1 Arjasa in the
2005 - 2006 Academic Year

Pembimbing I : Drs. Bambang Suhartito, M.Ed
Pembimbing II : Eka Wahjuningsih, S.Pd

KEGIATAN KONSULTASI

No.	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1	15 Februari '05	Judul skripsi	
2	01 March '05	Matrix	
3	06 March '05	Chapter 1	
4	23 March '05	Chapter 1 s/d 3	
5	15 April '05	Chapter 1 s/d 3	
6	03 Mei '05	Chapter 1 s/d 3	
7	07 Desember '05	Instrument Guide	
8	06 February '06	Chapter 1 s/d 3	
9	02 April '06	Chapter IV s/d V	
10	15 April '06	Chapter IV s/d V	
11			
12			
13			
14			
15			

Catatan:
1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

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LEMBAR KONSULTASI PENYUSUNAN SKRIPSI.

Nama : DWI RINIATI
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in Cooperative Learning on the Writing
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Academic Year.
Pembimbing I : Drs. Bambang Suharjito, M. Ed.
Pembimbing II : Eka Wahjuningsih, Spd

KEGIATAN KONSULTASI

No.	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1	17 Februari '05	Judul Skripsi	
2	07 March '05	Matrix, chapter 1	
3	15 March '05	Chapter 1 s/d 3	
4	05 April '05	Chapter 1 s/d 3	
5	20 April '05	Chapter 1 s/d 3	
6	10 Mei '05	Instrument Guide	
7	11 Desember '05	Chapter 1 s/d 3	
8	18 Februari '06	Chapter IV s/d V	
9	05 April '06	Chapter IV s/d V	
10	20 April '06	Chapter IV s/d V	
11			
12			
13			
14			
15			

Catatan:
1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

Nilai F dengan taraf Signifikansi 5% (deretan atas) dan 1% (deretan bawah)

d.b. untuk Kuadrat Rerata Pembilang

d.b. untuk KR Pembagi	9	10	11	12	14	16	20	24
1	241 / 6022	242 / 6056	243 / 6082	244 / 6106	245 / 6142	246 / 6169	248 / 6208	249 / 6234
2	19,38 / 99,38	19,39 / 99,40	19,40 / 99,41	19,41 / 99,42	19,42 / 99,43	19,43 / 99,44	19,44 / 99,45	19,45 / 99,46
3	8,81 / 27,34	8,78 / 27,23	8,76 / 27,13	8,74 / 27,05	8,71 / 26,92	8,69 / 26,83	8,66 / 26,69	8,64 / 26,60
4	6,00 / 14,66	5,96 / 14,54	5,93 / 14,45	5,91 / 14,37	5,87 / 14,24	5,84 / 14,15	5,80 / 14,02	5,77 / 13,93
5	4,78 / 10,15	4,74 / 10,05	4,70 / 9,96	4,68 / 9,89	4,64 / 9,77	4,60 / 9,68	4,56 / 9,55	4,53 / 9,47
6	4,10 / 7,98	4,06 / 7,87	4,03 / 7,79	4,00 / 7,72	3,96 / 7,60	3,92 / 7,52	3,87 / 7,39	3,84 / 7,31
7	3,68 / 6,71	3,63 / 6,62	3,60 / 6,54	3,57 / 6,47	3,52 / 6,35	3,49 / 6,27	3,44 / 6,15	3,41 / 6,07
8	3,39 / 5,91	3,34 / 5,82	3,31 / 5,74	3,28 / 5,67	3,23 / 5,56	3,20 / 5,48	3,15 / 5,36	3,12 / 5,28
9	3,18 / 5,35	3,13 / 5,26	3,10 / 5,18	3,07 / 5,11	3,02 / 5,00	2,98 / 4,92	2,93 / 4,80	2,90 / 4,73
10	3,02 / 4,95	2,97 / 4,85	2,94 / 4,78	2,91 / 4,71	2,86 / 4,60	2,82 / 4,52	2,77 / 4,41	2,74 / 4,33
11	2,90 / 4,63	2,86 / 4,54	2,82 / 4,46	2,79 / 4,40	2,74 / 4,29	2,70 / 4,21	2,65 / 4,10	2,61 / 4,02
12	2,80 / 4,39	2,76 / 4,30	2,72 / 4,22	2,69 / 4,16	2,64 / 4,05	2,60 / 3,98	2,54 / 3,86	2,50 / 3,78
13	2,72 / 4,19	2,67 / 4,10	2,63 / 4,02	2,60 / 3,96	2,55 / 3,85	2,51 / 3,78	2,46 / 3,67	2,42 / 3,59
14	2,65 / 4,03	2,60 / 3,94	2,56 / 3,86	2,53 / 3,80	2,48 / 3,70	2,44 / 3,62	2,39 / 3,51	2,35 / 3,43
15	2,59 / 3,89	2,55 / 3,80	2,51 / 3,73	2,48 / 3,67	2,43 / 3,56	2,39 / 3,48	2,33 / 3,36	2,29 / 3,29
16	2,54 / 3,78	2,49 / 3,69	2,45 / 3,61	2,42 / 3,55	2,37 / 3,45	2,33 / 3,37	2,28 / 3,25	2,24 / 3,18

(bersambung)

Nilai F dengan taraf Signifikansi 5% (deretan atas) dan 1% (deretan bawah)

d.b. untuk Kuadrat Rerata Pembilang

d.b. untuk KR Pembagi	1	2	3	4	5	6	7	8
100	3,94 / 6,90	3,09 / 4,82	2,70 / 3,98	2,46 / 3,51	2,30 / 3,20	2,19 / 2,99	2,10 / 2,82	2,03 / 2,69
125	3,92 / 6,84	3,07 / 4,78	2,68 / 3,94	2,44 / 3,47	2,29 / 3,17	2,17 / 2,95	2,08 / 2,79	2,01 / 2,65
150	3,91 / 6,81	3,06 / 4,75	2,67 / 3,91	2,43 / 3,44	2,27 / 3,14	2,16 / 2,92	2,07 / 2,76	2,00 / 2,62
200	3,89 / 6,76	3,04 / 4,71	2,65 / 3,88	2,41 / 3,41	2,26 / 3,11	2,14 / 2,90	2,05 / 2,73	1,98 / 2,60
400	3,86 / 6,70	3,02 / 4,66	2,62 / 3,83	2,39 / 3,36	2,23 / 3,06	2,12 / 2,85	2,03 / 2,69	1,96 / 2,55
1.000	3,85 / 6,66	3,00 / 4,62	2,61 / 3,80	2,38 / 3,34	2,22 / 3,04	2,10 / 2,82	2,02 / 2,66	1,95 / 2,53
S	3,84 / 6,64	2,99 / 4,60	2,60 / 3,78	2,37 / 3,32	2,21 / 3,02	2,09 / 2,80	2,01 / 2,64	1,94 / 2,51

(bersambung)

TABEL NILAI - NILAI "t" DENGAN

TARAF SIGNIFIKANSI 5% DAN 1%.

db.	Taraf Signikansi	
	5%	1%
1	12,706	63,657
2	4,304	9,925
3	3,182	5,841
4	2,776	4,604
5	2,571	4,032
6	2,447	3,707
7	2,365	3,499
8	2,306	3,355
9	2,262	3,250
10	2,228	3,169
11	2,201	3,106
12	2,179	3,055
13	2,160	3,012
14	2,145	2,977
15	2,131	2,947
16	2,120	2,921
17	2,110	2,898
18	2,101	2,878
19	2,093	2,861
20	2,086	2,845
21	2,080	2,831
22	2,074	2,819
23	2,069	2,807
24	2,064	2,797
25	2,060	2,787
26	2,056	2,779
27	2,052	2,771
28	2,048	2,763
29	2,045	2,756
30	2,042	2,750
40	2,021	2,704
60	2,000	2,660
120	1,980	2,617
	1,960	2,576

3). Prof. Drs. Sutrisno Hadi MA. ; Statistik, Jilid II
Cetakan kedua, Yayasan Penerbiatan Fakultas Psychologi UGM,
Yogyakarta, 1975, p. 272.

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