

# CHAPTER I

## INTRODUCTION

### 1.1 Background of The Study

Syllabus of curriculum in Junior High School state that students are required to be able to write various types of genres. They are Procedure, Narrative, Recount, Descriptive, Report, Explanation, Analytical Exposition, Hortatory Exposition, Discussion, Review, Anecdote, Spoof and News item.

In fact, although most students have learn English from kindergarten school, most of them cannot write well. Based on the writer faced when doing the teaching practicum (*PPL*) in SMPN 19 Medan, the writer found that students' ability of such skill was quite low in any kinds of writing, especially in procedure text. Procedure is the working documents of organization. Instruction is part of procedure that tells the reader how to make or do something. Although the procedure are much closed to our experience of life, but the students can not understand to make a procedure text. The generic structures of this text are; title (goal), materials/equipment, and steps. The language features of the procedure text are imperative sentences, action verbs, connectives, adverbials, and simple present tense. Meanwhile, the procedure text is considered as the simplest text among the other text types, but there are still many students who get difficulty in organizing this text. Many times the writer sees the students just starting at a blank piece of paper because they do not know how to start. Procedure writing as one type of genre is a sort of writing, which usually found in our daily life. Key words for this text are "What need to be done?" or "What should I do?".

The main problem is the students can not write the text, they do not know how to explore their idea in writing, they do not understand the conjunction, they do not know how to associate the first text to next text in paragraph. One of the reason of the students' weakness is the teacher's technique used in teaching writing procedure text is a traditional strategy and it is not interested or monotonous.

Writing is one of the basic skills in English, must be mastered well. It is a good way to develop and understand English, but most of the students are still difficult to express their thoughts and ideas in writing. According to Nunan (2003:88) writing is the mental work of inventing ideas, thinking about how to express them and organizing them into statements and paragraphs that will be clear to a reader. Writing means producing written messages that can be a media of communication for one to another. So by the writing students can express their knowledge, messages, feeling, and give ideas and so on to the form of the letters and to convey them to the readers.

The written productive language skill is called writing. It is the skill of the writer to a reader or group readers. Her or his skill is also realized by their ability to apply the rules of the language. She or he is writing to transfer the information in their mind to read effectively. The ability of writing includes all the grammatical aspects to the language in writing, the types of the information she or he transferring and the rhetoric and conducting in communicative event too.

To solve the problems, teacher must do something to help the students to improve students' achievement in writing procedure. The teacher must find an appropriate technique in improving the students' achievement

and the technique can be supported by media when it applies in improving students' achievement. The media back up the technique to improve the students' achievement in writing. The choosing of certain technique used in class should be suited with the goal of teaching learning process based on the curriculum, as the right method will result the beter achievement.

Nowadays, curriculum used by most of school is *Kurikulum Tingkat Satuan Pendidikan (KTSP)* or School Level Based Curriculum in which the basic language skill are taught and trained intensively. The teacher has o find and appropriate technique in teaching which can be applied to improve students' achievement in writing procedure through Round Table Technique. This way that can be used to help students in writing procedure.

Round Table Technique can be done with partners on each team passing a paper back and forth to record responses. As Spencer (2001:263) states that Round Table can be used to create an anticipatory set for a lesson, to check for acquisition of information, or to liven up drill and practice. Round Table Technique help students to develop skills and mastery of academic content and it promotes enthusiasm, trust, and mutual support within a team. Using Round Table Technique in writing procedure is also one way to avoid the boredom of the students because it can make classroom enjoyable by using small pieces of paper in the center of the table each person, in turn, records and ideas. Continue for several rounds. Students write procedure text in team is more effective than doing it themselves.

The writer is interested in conducting this research in order to know that using Round Table Technique is really effective in teaching writing procedure text. The result of teaching analysis, the writer expects that it will

be useful for the teachers and students in learning and teaching process especially in teaching and learning procedure text.

## **1.2 The Problem of The Study**

Based on the background the study, the research problem is formulated as follows: “Does the use of Round Table Technique improve students’ achievement in writing procedure text?”

## **1.3 The Objective Of The Study**

The objective of this study is to find out the use of Round Table Technique to improve students’ achievement in procedure writing.

## **1.4 The Scope Of The Study**

The scope of the study is limited on the use of Round Table Technique for students’ achievement in writing procedure. The subject of the research is the junior high school. The research is focused on the effectiveness of teaching writing procedure text by using Round Table technique.

## **1.5 The Significances Of The Study**

### **1.5.1 Theoretically**

1. English teacher in improving students’ achievement in writing procedure
2. The students to have a better strategy in learning writing procedure by using round table technique

### **1.5.2 Practically**

1. Readers in developing information and knowledge from this study
2. The researchers who are interested to apply the same technique in their teaching procedure writing.

Based on the Oxford Advanced Learner's Dictionary, A. S Homby, achievement is a thing done successfully, especially with effort and skill.

Achievement is something that you accomplish. It could be a small goal or a big goal. What is considered to be high, mid, and low quality levels of writing achievement, we can see it in the following areas :

1. The students' ability to use words accurately and affectively
2. The ability to use standard of English
3. The ability to use appropriate punctuation; and
4. The ability to spell correctly.

When the students are able to fulfill all the areas, then the writing is improved in this case, writing procedure text. The writing should be using correct generic structures and language features.

### **2.1.2 Writing Skill**

Writing is one of the most important skills in learning language besides reading, speaking, and listening. Writing is one of the language skill use hand to transform what we think in our mind. The goal of writing is the expression of ideas thoughts in the form of written form to be a communication. According to (Pradiyono, 2006) writing is a linguistic competence that is expressed in written form. DePorter and Henarchki (2005:179) say that writing is the product of brain activity by using the parting of right brain (emotional) and the parting of left brain (logic). Futhermore, Hyland (2003:1) writing is central to our personal experience and identities. So writing is a product of brain activity in linguistic competence which conveys the writer's thoughts, ideas, messages, social identities and experience in written form.

Learning about writing is not only about how to put the words in written but also how to package the idea, message, and information correctly in a text, in a certain criteria. We must know what the element of writing to package the idea, message, and information in create the good writing. According to Orr (2006:68) the process of writing involves prewriting, drafting, revising, editing and proof reading and publishing.

**a. Prewriting**

In this step, the writer will explore the topic, choosing a topic and beginning to gather organize detail which wants to be written before and write.

**b. Drafting**

In this step, includes getting your ideas down on paper in roughly the format to intend for finished work. It refers to first version of a piece of writing as a draft. This text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

**c. Revising**

In this step is a process which you're working your first draft to improve its content and structure.

**d. Editing and proof reading**

In this step, the writer corrects the error in grammar, spelling and mechanics. It is the step that must be done by students. It is often helped by other readers who commentand make suggestions. Another reader's reaction to piece of writing will help the author to make appropriate revisions.

## **e. Publishing**

It is the last process. That process can share your work with others to be read.

### **2.1.3 Genre**

The genre of language proposed here recognize that while language is produced by individuals, the shape and structure of the language is to a large degree socially determined. It's concerned with 'what's going on' in writing; it asks why a particular type of writing works better than another. According to Knapp and Watkins (2005:17) the aim of a genre is to provide students with ability to use the codes of writing (the genres and grammar) effectively and efficiently. Without these codes the process of writing can be a frustrating and unproductive process. How many times do we see students staring at a blank piece of paper because they do not know how to start, let alone proceed with a writing task? A primary aim of teaching writing, therefore, is to provide students with the knowledge become effective users of written English.

Learning about writing is not only about how to put the words in written but also how to package the idea, message, and information correctly in a text, in a certain criteria. Jeremy Harmer (2009) states that the concept of genre as a goal oriented social process is a feature of systemic functional linguistic. A genre could be defined as a culturally specific text-type, which result from using language (written or spoken to help) accomplish something.

Based on generic structure and language feature dominantly used, texts are divided into several types. According to Pradiyono (2006:33) these variations are known as *genre*,

**1) Procedure**

To help the reader how to do or make something completely

**2) Narrative**

To amuse and entertain the reader and to tell a story.

**3) Descriptive**

To describe a particular person, place, or thing detail.

**4) Recount**

To tell the experience or the something that happened in the past.

**5) Explanation**

To explain the purpose involved in formation or working of natural or socio-cultural phenomena.

**6) Discussion**

To present information and opinions about issues in more one side of an issue.

**7) Analytical Exposition**

To reveal the readers that something is the important case.

**8) Hortatory Exposition**

To persuade the readers that something should not be the case or be done.

**9) News Item**

To inform readers about events of the day which are considered newsworthy or important.

**10) Report**

To present information about something as it is.

**11) Anecdote**

To share with others an account of unusual or amusing incident.



## **12) Review**

To critique or evaluate an art work or event for public audience.

## **13) Spoof**

To tell event with a humorous twist and criteria the readers.

The research will focus on procedure text.

### **2.1.3.1 Procedure Text**

Procedure is a text that shows a process. Its social function is to describe how something is completely done through a sequence of series. The process of procedure writing is concerned with “how”. Key words for this text are “What needs to be done?” or “What should I do?”. According to John Thibaut; Laurens Walker (1978:541) the proposing of general theory of procedure is to resolve conflicts, with special attention to disputes dealt with in the legal process.

### **2.1.3.2 The Genre Of Procedure**

The genre of procedure, whether or written, pervades our experience of the world. To bake a cake, programming a VCR, or find our way to a new and unfamiliar destination, we need to be competent in this genre. However, instructing involves much more than simple, sequential or procedural texts. While the purpose of instructing is to tell someone what to do or how to do it, this can be achieved through a range of textual forms. A recipe for a carrot cake and a pamphlet encouraging householders to be environmentally aware are clearly both about doing something, yet the form and function of each text is quite different.

There are many components that must be known in learning genre of procedure text, namely the grammatical, structure, text language.

### 2.1.3.2.1. Grammatical Features of Procedure

The notion of address is a key feature of procedure. The addressee may be referred to either directly or indirectly; for example,

#### Direct Address

Judith, put the rubbish in the bin. Addressee specified by name (more characteristic of spoken instructions)

You, put the rubbish in the bin. Use of second person pronoun

#### Indirect Address

( )Put the rubbish in the bin. Addressee ellipted

It is important to put the rubbish in the bin. Use of third person pronoun (It)

Passive voice

1. Action verbs are used in instructions to represent the processes involved in completing a task; for example.

*Cross* Smith Street and turn right.

*Walk* to the next cross street.

2. Verbs are in the simple present tense to create a sense of timelessness. They are also stated as imperatives.

3. Adverbs are often used to qualify verbs and to provide extra information about how a task should be completed; for example.

*Slowly*. Add the remaining ingredients.

Walk *quickly* across the road.

4. Temporal connectives are used in procedural instructions to ensure processes are placed in the correct order of time; for example.

*First* melt the butter, *then* add the flour.

5. Conditional connectives are used provide a premise upon which a command or statement is based; for example.

*If* you get stuck in a traffic jam that is not moving, turn the engine off.

*If* you mix the ingredients carefully, there won't be any lumps.

6. Modality is used in instructions to lessen or heighten the degree of obligation in completing a task; for example.

You *should* save your document before closing.

You *might like* to close the door before you leave.

You *could* read the next section of the book after completing your work.

### **2.1.3.2.2. Structure of Procedure**

#### **a. Procedural Instructions**

Procedural instructions such as recipes and directions are concerned with telling someone how to do something. For this reason, procedural texts generally begin with the goal of the task, which is usually stated as a heading; for example, 'How to Make a Sandwich' or 'Directions for Using the Class Computer'. Following this stage, a set of ingredients or the materials required to complete the task will often be presented in the order of use. Some instructions, such as directions to use an appliance, may not include this information. The text then proceeds through a sequence of steps specifying how the goal is to be achieved. The steps may be accompanied by illustrations or diagrams to assist the reader with the task at hand. Some texts may include comments at certain stages of the procedure. These three stages – goal, materials and sequence of steps – are shown in the procedure texts.

**Making Meatballs** —————→ **Goal**

**Ingredients :**

1. 1 kilo of very fine minced meat (preferably beef)
2. 2 eggs
3. 300 grams of tapioca-flour
4. 4-8 garlic —————▶ **Material**
5. 1 red onion
6. 1 teaspoon of white pepper
7. 2 teaspoons of salt

**How to make :** —————▶ **Sequence of steps**

1. First of all, mix garlic, red onion, salt, and white pepper in a mortar or mixer.
2. Second step, mix the spice-mixture with the eggs, the tapioca-flour and the minced meat.
3. After that, use your fingers, add a cup of water, and keep on working until the mixture feels soft and smooth.
4. Then, boil some water in a rather large pot, at least about 2 liters.
5. Next step, start rolling the mixture into small meatballs.
6. Finally, lower the meatballs into the boiling water. When they float up to the surface the meatball is ready to serve.

**How to Play Snakers and Ladders** —————▶ **Goal**

*What you need* —————▶ **Material**

Snakes and Ladders board game Materials

1 dice

1, 3, 4 players

Counters of different colors. 1 for each player.

1. Put all counters on start. Sequence
2. First person rolls the dice and moves his of steps counter in counting order the number of places shown on the dice.
3. Other players take their turns.
4. If a counter lands on the bottom of a ladder, the player moves the counter to the top of that ladder.
5. If a counter lands on a snake's head, the player moves the counter down to the bottom of that snake's tail.
6. The winner is the first player to reach finish

Conclutions:

1. If a counter lands on the bottom of a ladder, the player moves the counter to the top of that ladder.
2. If a counter lands on a snake's head, the player moves the counter down to the bottom of that snakes tail.
3. The winner is the first player to reach Finish.

**b. Non-Procedural Instructions**

While the structural features of procedural instructions are easily specifiable, instructions that are not sequential take a range of textual forms, and hence, very structurally. What tend to characterize non-procedural instructions are not their structural features but their grammar. However, there are certain similarities in how they are structured rhetorically in order to position the reader, which is evident in the text below.

## **Ten Ways to Save Petrol**

1. Drive smoothly; do not race the other cars to the next red light.
2. Are all the accessories necessary, e.g., roof rack, bull bar, tow bar, etc?  
They can cause extra weight and drag.
3. Always choose the best route and time, e.g., don't drive in the rush hour (if possible) and avoid big intersections.
4. Air conditioning uses up an extra 10% of petrol.
5. Use public transport when you can. Is it necessary to take your car, somebody else might be going to the same place and you could get a lift.
6. Don't get into the habit of resting your foot on the brake or clutch.  
Another bad habit is to rev the engine before you turn the ignition off.
7. Always use the correct gear, e.g., going up a steep hill don't use a high gear and don't use a low gear when on the open road.
8. Don't leave the choke out too long.
9. If you get stuck in traffic jam that is not moving turn the engine off.
10. Make sure the car is in good working order.

From the text, the common structural feature is the goal; that is, 'Ten Ways to Save Petrol'. The structure of the text has therefore quite an overt rhetorical function; that is, to provide options to the reader rather than to instruct in a dogmatic fashion through a reliance on imperatives. The extent to which this feature is used is clearly related to the purpose and audience, but is evident in a wide variety of nonprocedural instructions.

### **2.1.3.2.3. Textual Language**

#### *Sentence Structure*

The writing attempts to use complex sentences with more than one dependent relationship and while most are successful from a structural point of view, not all succeed semantically.

e.g.

*compass will also be used ...,*

*You should take all these things ...*

#### *Tense*

Tense is generally consistent although there is inappropriate use of tense in a conditional clause (you will have).

### **2.1.4 Cooperative Learning**

Cooperative Learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it. Kagan, S. Kagan Structures for Emotional Intelligence. Kagan Online magazine. <http://www.kaganonline.com/Newsletter/index.html>, 2001.

Cooperative learning methods share the idea that student work together to learn and are responsible for their teammates' learning as well as their own. In addition to the idea of cooperative work, cooperative learning methods emphasize the use of team success, which can be achieved only if all members of the team learn the objective of being taught.

Cooperative efforts the result in participants striving for mutual benefit, they are: 1) All the students can gain others effort (your success benefit me and my success benefit you). 2) It recognize that all the member groups share a common fate or other words “we all sink or swim together”. 3) By cooperative learning, knowing that one’s performance is mutually caused by one and one’s colleagues’ or we can not do it by ourselves. 4) we can fell proud and enjoy the celebrating when group member is recognized for achievement.

In cooperative situations, there is a positive interdependence among students goal attainments: students perceive that they can reach their learning goals if and if only the other students in the learning group also reach their goals. (Howard Community College’s Teaching Resources. “ Ideas on Cooperative Learning and the use of Small Groups.” [Online]’. <http://www.howardcc.edu/profdev/resources/learning/groups1.htm>.2001). No one group member will process all the information, skill, or resources necessary for the highest possible quality presentation. Cooperative learning refers to a set of instruction strategies which include cooperative student-student interaction over subject matter as an integral part of the process.

Cooperative learning can be as a simple as two students pairing up to discuss a piece of learning. It can be complex and can include team development activities, cooperative classroom atmosphere through class building activities, special training in social roles and social skill, specialized tasks for team, and special scoring, recognition, and reward system structured for individuals, teams and classes.

Research on cooperative learning methods has indicated the team rewards and individual accountability are essential for basic skill achievement. It is not



enough to simply tell the student to work together; they must have a reason to take one another's achievement seriously. Further, research indicates that if any students are rewarded for doing better than they have in the past, they will be more motivated to achieve than if they are awarded for doing better than others, because rewards for improvement make success neither too difficult nor too easy for students to achieve.

#### **2.1.4.1 Elements of Cooperative Learning**

There are five key elements which define characteristics of cooperative learning, they are:

1. **Team Formation:** team 2-4 with students of different abilities, mixed ethnicity and gender.
2. **Positive interdependence :** The gain of one student is associated with gains for students. It also can take several different forms.
3. **Individual Accountability:** It contributes to academic gains and the contribution of each individual is made known to learn. It also can take several forms and reward accountability.
4. **Social skills:** Are developed and practice based on the structure used. The students can learn how to listen to each other, resolve conflicts, set and revise agendas, keep on the task and encourage each other.
5. **Group processing:** group members discuss how well they are achieving their goals and maintaining effective working relationships. It also describes what member actions are helpful and not helpful. Group members should make a decision about what behaviors to continue or change.

David and Roger Johnson". Cooperative Learning." [Online].  
<http://www.clcrc.com/pages/cl.html>, 2001.

### **2.1.5 Round Table Technique**

The cooperative learning technique used by Spencer, K (2001:263). Round Table is extremely important cooperative learning structures. In essence, students take turns to the group in a written form for Round Table.

Round table is a simple way can be applied by teacher in improving students' achievement procedure writing. The students may work problems one at a time in groups, take turn to convey their ideas, discussion problems as group, or use whatever means they wish to master the material.

Round Table technique can be done with partners on each team passing a paper back and forth to record responses. As Spencer (2001:263) states that Round Table can be used to create an anticipatory set for a lesson, to check for acquisition of information, or to liven up drill and practice. Using Round Table Technique help students to develop skills in academic content and it promotes enthusiasm, trust and mutual support within a team. Using Round Table Technique in writing procedure is also one way to avoid the boredom of the students because it can make classroom feel enjoyable by using small pieces of paper in the center of the table each person, in turn , records and ideas. Continue for several rounds. Students write procedure text in team more effective than they write procedure text themselves.

#### **2.1.5.1 The Scenario Of Round Table Technique**

The teacher can teach the procedure writing by using Round Table Technique, the students' divides into group learning, students can more active and each student is given self-responsibility in each group. During Round Table, students pass a single sheet of paper and single pencil around the table to record

responses. All members of the group take turn in giving their opinion in order to make good sentences of procedure text.

1. Teacher gives the topic of procedure text. “How to make Banana Milkshake”
2. Student 1 writes the materials needed.

The materials are:

1. A banana
  2. Some milk
  3. Some honey
  4. Some ice
3. Student 2 writes the first step to make banana milkshake.

First, cut up the banana into a small slice and put them in the blender.

4. Student 3 writes the second step.

Next, add some milk and honey, and don't miss to put in some ice.

5. Student 4 writes the next step.

Then, mix them all together for a few seconds. After everything is well blended, pour the mixture into a glass and have it soon.

6. The group has the complete text.

#### Make Banana Milkshake

*The materials are:*

1. A banana
2. Some milk
3. Some honey
4. Some ice

*Steps:*

First, cut up the banana into small slices and put them in the blender. Next, add some milk and honey. Don't miss to put in some ice. Then, mix them all together for a few seconds. After everything is well blended, pour mixture into a glass and have it soon.

In applying Round Table Technique, teacher can use the media to back up the technique when teacher applies the technique in hope to improve students' ability in procedure writing. Media is tool for teaching in learning process. As a tool, media support Round Table as technique. There are many kinds of media such as pictures, diagram, chart, map, games, etc. Media is a tool which can create an idea to back up Round Table in teaching and learning to improve students' ability in writing a procedure writing.

This technique makes the students being interested having writing class. So based on the explanation above, it can be concluded that the Round Table Technique is more effective in the beginning of language proficiency in the Junior High School. The students know more and more about making or designing procedure text writing well.

## **2.2 Previous Research**

Many of reasearches have reported their research both to develop writings' ability. Some of the findings of related research are presented in the following section.

Nurhaidah Rahman (2009) in her research with title "**Improving Students' Writing Skill by Using Round Table Technique**". In this research, she found that the Round Table Technique is effective and significant in improving students' writing skill in term of students' writing content and

organization. The writer will apply the Round Table Technique to her research and the prove of the effectiveness of the technique will be shown in result that the ability of students' writing skill is improved.

Nurhasanah (2014) conducted a research with title **Improving Students' ability in Writing A Narrative Text using Round Table Strategy at Grade VIII C of SMP Negeri 11 Kota Bengkulu** found that there was an improvement of subjects who were be able to pass the standard score( 75) from 27% in baseline data into 50 % of students in the test in cycle 1 and finally became 70 % in cycle 2. The writer is interested with the increasing of the score, so the researcher will apply the technique into the research there is big possibility that the technique will be improved the students' ability in writing a text.

Sartika (2013) conducted a research with title **The Effectiveness of Round Table Technique to Improve Students' Speaking Skill in The First Grade Students' of SMAN 3 Salatiga**, found that there is significant difference before and after teaching speaking using Round Table Technique. In procedure text, the students needs to speak when they explain their work in front of class. So, based on the previous research, the writer will be applied the Round Table Technique to improve the students' writing skill in procedure text, because there is no related research to the writer's research and it is different from the other research..

### **2.3 Conceptual Framework**

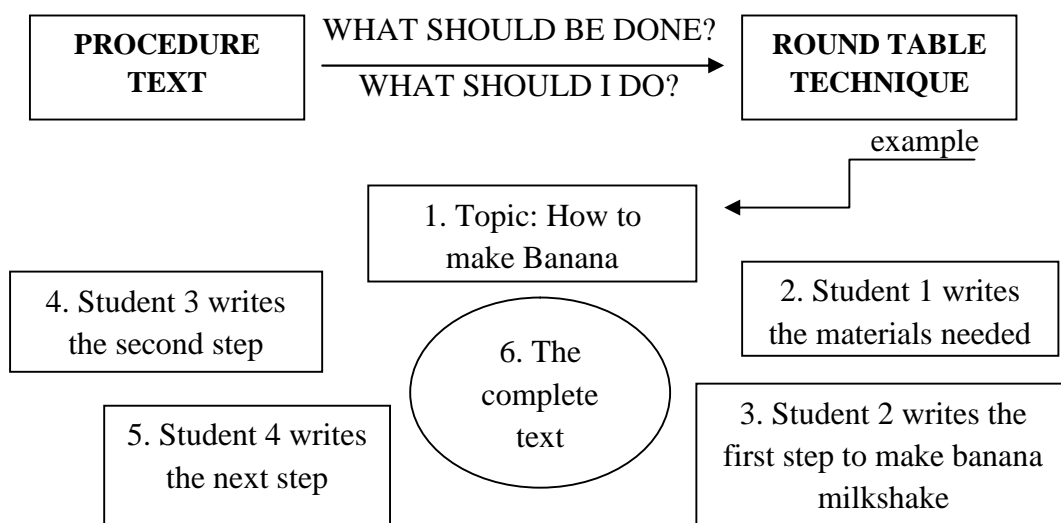
Procedure is a text that shows a process. Its social function is to describe how something is completely done through a sequence of series. The process of procedure writing is concerned with "how". Key words for this text are "What needs to be done?" or "What should I do?". According to Siahaan; Shinoda

(2008:81) social function of procedure is to describe how something is accomplished through a sequence of action or steps.

Procedure writing is one skill which must be mastered by the students by using the effective method so the students' ability in writing will arise. One of effective technique in teaching procedure writing is Round Table. Round Table is one type of cooperative learning because Round Table has some advantages such as student participation can be increased, anxiety can be decreased, self-esteem and direction can be increased, academic achievement can be increased, and motivation and positive attitude toward class can be increased.

In Round Table, the students divides in group learning, students can more active and each students is given with self-responsibility in each group. All members of the group take turn in giving their opinion in order to make good procedure. By doing communication in group there will be a good perception among them to formulate the material into reliable procedure. Every group finds the solving of their problems in their works.

Therefore, it is expected by applying cooperative learning generates better result in improving students' achievement in procedure writing.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

Research is more systemic activity that is directly toward discovery and development of an organized knowledge. According to Best and Khan (2002:20) research is directed toward the solution of a problem. The ultimate game is to discover cause-and-effect relationship between variable. The study has been applied in action research design.

Classroom action research helps teacher to understand more about teaching and learning, to develop teaching skills and knowledge and take action to improve students learning. The characteristic of classroom action research is a dynamic process which has done in four steps namely: planning, action, observation, and reflection and community organizations; teachers; and health and human services may,

##### **1. Planning**

Planning is arrangement for doing something. In planning the research makes some preparations which are related to action that has been done and it is also prepare everything that is needed in teaching learning process.

##### **2. Action**

Action means the activities that has been done. It was implementation of project the researcher. Action guided by planning in the sense it looks back plan for rationale.

### 3. Observation

Observation is purposed to find out information of action. Such as the students' attitudes even the obstacles that happened. It has function of the effects of critically informed action and looks forward, providing the basic for reflection. It was always be guided by intent to provide a sound best for critical self reflection. So, we must do it carefully.

### 4. Reflection

Reflection is the feedback from the teaching learning process that has been done. It was very necessary to help the writer to make decision for what has been done or revised. It was evaluated all of aspect.

## **3.2 Population and Sample**

### **3.2.1 Population**

Population in whole of subject research, it was defined as all members of any defined class of people, events, or objects. The population of this research was the eighth grade students of SMP ST. THOMAS 5 LAWE BEKUNG. There was one class which consist of 20 students. So, there were 20 students as the population in this research.

### **3.2.2 Sample**

Sample is the way to conclude the characteristic of the population. Sample is a part of the population and it is representative of the group or population from which is observed. In the selecting the sample, the writertookVIII class as a sample.It consists of 20 students. According to Kendra Cherry (2016) when writer needs to select representative samplefrom a large population, they often utilize a method known as random selection.

## **3.3 The Instruments of Collecting Data**



To collect the data, the writer used writing test as instrument. The writing test was used a set to measure the students' ability in writing. The students wrote a procedure text with their own topic for pre-test and chosen topic by the writer for post-test.

### **3.4 The Procedure of The Research**

This research was conducted in two cycle and conduct in four meetings. Each cycle included four steps, they are planning, action, observation, and reflection. The steps in conducting this research are following:

#### **Cycle I**

There are the details of procedure in cycle I

##### **1.Planning**

Planning is the first step in classroom action research. It is arrangement for doing something considered in advance. In this step, the writer was planned detail about the activities that has been done. The steps were the following:

1. The writer prepared the lesson plan.
2. The writer prepared the test in this cycle
3. The writer made a pre-test as the instrument to know the students basic skill in writing a procedure text before give an action.
4. The writer designed a procedure of teaching writing through round table technique.

##### **2. Action**

Action is the process of doing something. It is the implementation of planning. In this step there are many activities that the writer did, they were:

1. The writer explained the definition of writing, explained about procedure text and example of procedure text.

2. The writer created groups, each group contained of 5 person and explained how to make the recount through round table.
3. The writer asked the student to make their own text with their group
4. The writer gave the students a procedure text. Then the writer asked them to identify the social function, generic structure, and language feature of texts.
5. The writer asked the students to revise the draft and developed it into good text through comment.

### **3. Observation**

In this step, the writer observed whole process of action. Students included behavior the way of students work, cooperation, response, and the situation.

### **4. Reflecting**

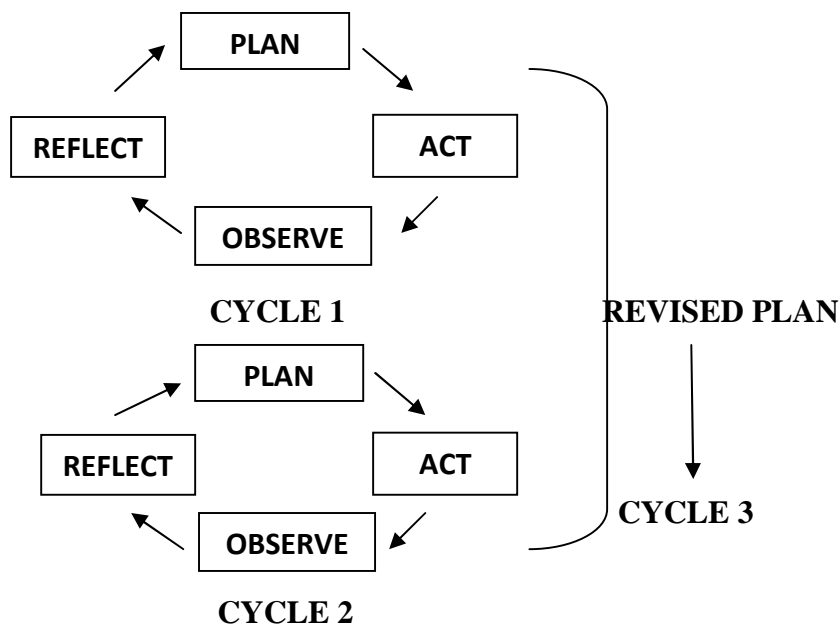
Reflection is the evaluation of the action that has been done. Reflection would be done after the students already done all of the steps or activities on the class.

The arrangements were:

1. Writer asked the students to collect their work and give the score
2. Next action (the writer revised plan for the second cycle)

### **Cycle II**

Cycle II had been done when the mean score at the first cycle was not satisfying. This cycle needed if the previous mean score did not fulfill the minimum completeness criteria (KKM). This cycle consist of the same four phases like cycle I; planning, action, observation, and reflection in cycle I, but there was a little different step in doing the action based on weakness found in cycle I. The weakness or problem which has found in cycle I solved this cycle in order to get the improvement in the process and the result.



### 3.5 The Scoring of Test

Aspect	Score	Criteria
Organization	20-18 Excelent to good	Appropriate title,topic is stated,leads to body,transition expression used,arrangement of material show plan, supporting evidence show the generalization.
	17-15 Good to adequate	Adequate title, body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed, sequence is logical but transitional expression may be absent or misused.
	14-12 Adequate to fair	Problems with the order of ideas in the body,generalization may not be fully supported by evidence given,problem of organization interfere.
	11-6 Fair to poor	Minimally recognizable introduction,organization can barely be seen,severe problems with ordering of ideas,inadequate effort at organization.
	5-1 Very poor	No apperent organization of body, writer has not made any effort to organization the composition.
Content	20-18 Excelent to good	Essay addresses the topic,the ideas are concrete and throughly developed and essay reflects though.
	17-15 Good to adequate	Essay addresses the issues but misses some points,ideas could be more fully developed.
	14-12 Adequaths to fair	Development of ideas not complete or essay is somewhat off the topic,paragraphs aren't divided exactly right.
	11-6 Fair to poor	Ideas incomplete,essay does not reflect carefully thinking or was hurriedly written,inadequate effort in area of content.

	5-1 Very poor	Effort to consider the topic carefully.
Grammar	20-18 Excelent to good	Correct for preposition,modal,article,word form and tense using,no fragment or run on sentences.
	17-15 Good to adequate	Some grammar problems do not influence communication and no fragments or run on sentences.
	14-12 Adequate to fair	Ideas are getting through to reader,grammar problems are apparent and have negative effort on communication,run on sentence.
	11-6 Fair to poor	Numerous serious grammar problems interfere with communication of writer's,grammar review of some areas are clearly needed,difficult to read sentences.
	5-1 Very poor	Severe grammar problems interfere greatly with the message,reader cannot understand what the writer was trying to say,unintelligble sentence structure.
Vocabulary	20-18 Excelent to good	Precise vocabulary usage ,use of paralll structure,concise,register good.
	17-15 Good to adequate	Attempts variety,good vocabulary, not wordy,style fairly concise.
	14-12 Adequate to fair	Some vocabulary misused.lacks awareness of register,may be too wordy.
	11-6 Fair to poor	Poor expression of ideas, problemsin vocabulary,lacks variety of structure.
	5-1 Very poor	Inappropriate use of vocabulary,no sentence variety.
Mechanics	20-18 Excelent to good	All needed capitals,paragraph intended, punctuation and spelling errors.
	17-15 Good to adequate	Some problems with punctuation,occasionally spelling errors.
	14-12 Adequate to fair	Spelling problems distract the reader,punctuation errors interfere with ideas.
	11-6 Fair to poor	Part of essay not legible,errors in sentence punctuation.
	5-1 Very poor	Complete disregard for English writing convention,obvious capital missing,severe spelling problems.

In this research, the writer assessed students' score in test by using writing scoring scale. In addition, in measuring students' writing improvement in some aspect of writing, the writer used the scoring scale.

$$\text{Score} = \frac{x}{20} \times 100$$

Where :

x : The total score of student

20: The highest score

### 3.6 The Technique of Analysis Data

The qualitative data analyses to know the students' problem in teaching-learning process. The quantitative data is analyzed by computing the score of the writing ability. In using Procedure Text, writer assessed students' achievement.

$$X = \frac{\sum x}{N} x 100\%$$

Where :

X : The mean of the score

x : The total of all score

N : The total number of the students

To know development of the students' scores of each cycle, the mean of the students would be computed, the students' percentage of the students who got up to 70 will be calculating. To categorize the number of the students who got score above 70 the following formula used.

$$P = \frac{R}{T} x 100\%$$

Where :

P : The percentage of students getting score 70

R : The Number of students who get the score above 70

T : The number of students who do the last

