



**THE EFFECTIVENESS OF USING GROUP GRID AND
ROUNDTABLE FOR TEACHING WRITING OF
DESCRIPTIVE TEXT**

**Quasi-Experimental Study at the Tenth Grade Students of SMA Taruna
Nusantara Magelang in the Academic Year 2016/2017**

a final project
submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*
in English

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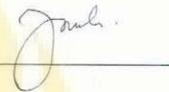
APPROVAL

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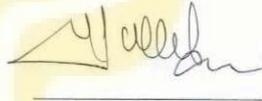
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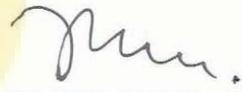
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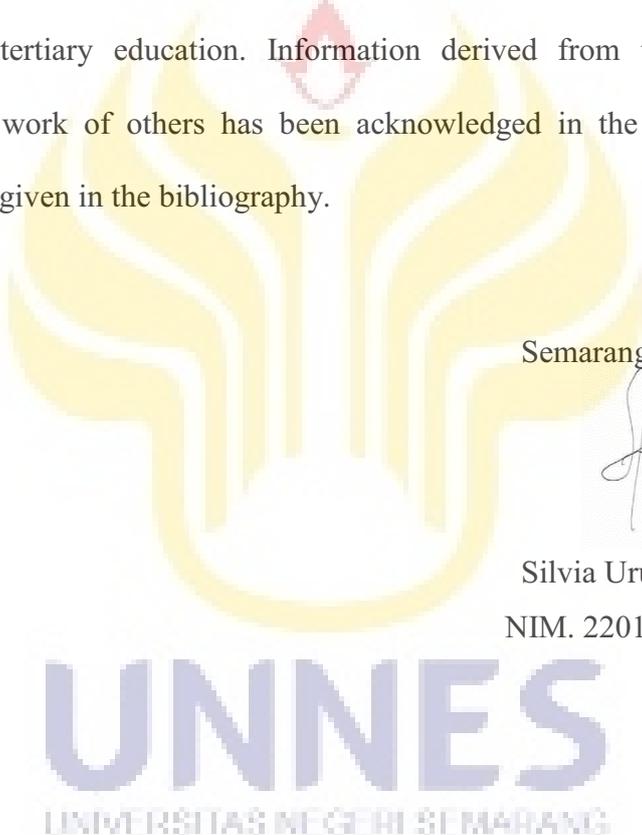
I Silvia Urunami hereby declare that this final project titled *The Effectiveness of Using Group Grid and Roundtable for Teaching Writing of Descriptive Text (A Quasi-Experimental Research at the Tenth Grade of SMA Taruna Nusantara Magelang in the Academic Year of 2016/2017)* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

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MOTTO AND DEDICATION

“Guide us to the straight path.”

(Al Qur’an, 01:06)

“Go on more Adventures. Connect with people. Learn new things and Grow.”

(Anonymous)

“Always trying to make your life beautiful.”

(SUM)

“Living without passion is like being dead.”

(JK)

To my superhero Mom and Dad

To my brothers, Alux and Alvin

To my grandmother and big family

To all my friends

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and all friends who might not be mentioned individually. The togetherness and supports given to me are the worth favours.

Finally, the researcher has a great expectation that this final project will be beneficial and useful for those who are interested in. Not to mention, the researcher would be grateful for any criticisms and suggestion for its advancement.



Semarang, April 2017

A handwritten signature in black ink, appearing to read 'Silvia Urunami', is written over a light gray rectangular background.

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ABSTRACT

Urunami, Silvia. 2017. *The Effectiveness of Using Group Grid and Roundtable Technique for Teaching Writing of Descriptive text: A Quasi-Experimental Study of the Tenth Grade Students of SMA Taruna Nusantara in the Academic Year 2016/2017.* Final Project, English Department, Faculty of Languages and Arts, Semarang State University. First Advisor: Dr. Dwi Anggani Linggar Bharati, M.Pd., Second Advisor: Dr. Abdurrachman Faridi, M.Pd.

Key words: *group grid and roundtable technique, writing, descriptive text, quasi-experimental.*

The aim of the study is to find out whether teaching writing descriptive text by using group grid and roundtable technique is effective or not for senior high school students.

The design of this study was a quasi-experimental study. The subject of this study was the tenth grade students of SMA Taruna Nusantara Magelang in the academic year 2016/2017. By using purposive random sampling, students of X-MIA-12 were taken as the samples of the experimental group and the samples of control group were the students of X-MIA-10. The data were gained by administering pre-test and post-test of writing test. However, the writer conducted try out test to check whether the instrument was reliable and valid to be used for pre test and post test. The data were gathered and calculated using Ms. Excel and SPSS.

The result analysis of the quantitative data shows that the mean scores of the experimental group increases from 69.15 to 79.34. The t-test shows that the t_{value} (2.844) is higher than t_{table} (1.998). The result concludes that the working hypothesis is accepted. It means that there is a significant difference between students who were taught by using group grid and roundtable technique and those who were taught by using group work discussion. In addition, the analysis of the questionnaire shows that 59.37% of the students agree that the implementation of the technique assists their writing and 31.25% of them even strongly agree towards the statement. Thus, the analysis reveals that group grid and roundtable technique is effective in teaching writing descriptive text.

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CHAPTER I

INTRODUCTION

In this chapter, I would like to present the introduction of the final project. This chapter includes the background of the study, reasons for choosing the topic, research problems, purposes of the study, significance of the study, limitation of the study and outline of the report.

1.1 Background of the Study

English as an International Language, which is used to communicate all around the world. So, almost all of each country have to learn about it, including in Indonesia. In Indonesia, learning English starts from elementary school till university, however students are still having problem to learn it. In learning English, we have to know the skills and the language components. The skills are listening, speaking, reading, and writing. Then, the language components are grammar, vocabulary, pronunciation, and culture. All of them have to be mastered by the students.

Writing is one of a ways of people to communicate to each other for expressing their thinking and feeling. Writing is unnatural act like speaking. Writing needs more efforts than speaking does. Writing needs hard effort to dig and manage the ideas which are from the writer's mind and pour it into written form effectively so it will be readable. So, writing is one of the four skills which is considered difficult to be mastered.

According to Paul (2003:96), “writing is generally as the most difficult of the four skills”. Besides, Richard and Renandya (2002: 303) stated, writing can be said as the most difficult skill among the four skills; listening, speaking, reading, and writing. Some techniques have been applied in teaching writing. Seow (in Richards and Renandya 2010:304) states that “Writing consists of four basic stages; planning, drafting, revising, and editing. Three other stages could be inserted after the drafting stage; these are responding, evaluating and post-writing.” It means that writing is not an instant activity, it cannot be acquired easily. Hence, it needs hard effort to master it. To improve this skill students need to do a lot of practices by using some steps/ stages. Furthermore, teacher needs hard effort to teach writing because it requires many aspects in order to make students master the writing skill. Therefore, teaching writing is not an easy job to do.

In Indonesia, English is used as a foreign language. English is taught as a compulsory subject in junior and senior high schools which becomes one of the requirement subject that stated in the national examination. The objective of teaching English is to enable students to communicate both orally and in written form. Meanwhile teaching and learning English as a foreign language is not an easy thing to do. As a matter of fact, the process of teaching and learning are commonly still using traditional method such as Lecturing so that the achievement of the students are still low. Moreover, by applying the new curriculum of 2013 students have to think deeply to success in doing scientific approach.

Of course, in doing so they are face a lot of problems. Among the four skills, one of the problems is in writing problem. Students are not able to produce the correct written product in every genre of text because they have to consider with many aspects of them. The aspects are grammar, generic structure, and lexico grammatical order. Sometimes students also find difficulties with the sentence structure and how the sentences are linked together and sequences.

Based on my observation at SMA Taruna Nusantara Mangelang, I found out that the students still confuse to write many kinds of genre, which they have to be mastered. As we know each genre has different grammar, generic structure, and lexicogrammatical order. The students have to write according the type of genre, so it goes without saying that they have to memorize all of them. Especially, in writing descriptive text, some students said it was one of the easiest text, however they could not write it well and differentiate it with report text. They were confused to find a key word in each sentence. In addition, they were lack of vocabulary in a certain register. I can say that they felt difficult even to write descriptive text which they have got in Junior High School. As the mastering of descriptive text is one of the final exam's requirements, the problem of understanding this text needs to get extra attention. Furthermore, it is clearly stated in the 2013 curriculum the students need to master in writing descriptive text.

Considering the importance of mastering writing skills to produce descriptive text, the teacher should improve the teaching of writing comprehension especially in teaching descriptive text. One of way to improve it, teacher can use an interesting and succesfull method The method is called Cooperative Learning

Method. Cooperative learning is a teaching methodology that offers “principles and techniques for helping students work together more effectively” (Jacobs, Power, & Loh, 2002, p. ix). In other words, cooperative learning is much more than just putting students together in groups and asking them to work together. Instead, cooperative learning principles help us understand what is involved in helping groups succeed, and cooperative learning techniques embody those principles in an attempt to provide structure for student interaction (Baloche, 1998, Johnson & Johnson, 1999). I also find many benefits based on the reasearch done by the experts, they are promote student learning and academic achievement, increase student retention, enhance student satisfaction with their learning experience, help students develop skills in oral communication, develop student’s social skills, promote student self-esteem, help to promote positive race relations.

As Kagan states in his book, there are so many techniques that can be used by the teacher in teaching and learning process, especially in writing. Two of them are group grid and roundtable technique. In the study, I use the combination of two techniques, first group grid. In conducting this technique, they are divided into some groups. Each group consists of four-five students. The teacher give each group an envelope which consist of many pictures. The students are asked to clasify each pictures in some categories in a limited time. Then, both teacher and students discuss it together. The group that get many correct items will be given a reward from the teacher. Second, roundtable tecnique, the students are divided into some groups. Each group consists of four-five students. Each person writes one idea for an issue or task and then passes their paper to the person on the right. The paper

circulates around the entire group at least once. Each time a person receives the paper, they should write a different task. Then, whole class discussion should follow. Therefore, all of students will participate in teaching learning process.

In line with the background of this study, I try to find out the effectiveness of cooperative learning techniques; that is use of Group Grid and Roundtable in teaching learning process by conducting a research entitled, “The Effectiveness of Using Group Grid and Roundtable for Teaching Writing of Descriptive Text”.

1.2 Reasons for Choosing the Topic

There are some reasons for choosing the topic “The Effectiveness of Using Group Grid and Round Table Technique for Teaching Writing of Descriptive text (Quasi-Experimental Study of Tenth Grader of SMA Taruna Nusantara) such as :

- a) Among the four skills, writing is considered to be the most difficult skill to be mastered. Therefore, the writer want to find out whether teaching writing by using group grid and roundtable technique will be effective or not for students, in this case is writing a descriptive text.
- b) Among the four skills, writing is considered to be the most difficult skill to be mastered. Therefore, the writer want to find out whether teaching writing by using group grid and roundtable technique will be effective or not for students, in this case is writing a descriptive text.
- c) Mostly, the English Tecaher in SMA Taruna Nusantara has not used cooperative learning technique in the classroom activity.

- d) Based on my observation, I found that when I had used some technique of cooperative learning the students were so happy, interested, and enthusiastic in following the lesson.

In the recent curriculum, Curriculum of 2013 Tenth Graders students are demanded to be able to write Descriptive text by their own word.

Table 1.1 Standard Competence and Indicator to gain the Competence of Writing for Tenth Grade Students of SMA Taruna Nusantara

<p>4.10 Arrange spoken and written simple descriptive text about famous people, tourism object, and historical place based on social function, generic structures, and language features, which are true and based on the context.</p>	<p>4.10.1 Students are able to use word in describing famous people, tourism object, and historical place based on the context.</p> <p>4.10.2 Students are able to arrange sentence into paragraph making descriptive text about famous people, tourism object, and historical place based on the context.</p> <p>4.10.3 Students are able to write descriptive text about famous people, tourism object, and historical place by their own words based on the context.</p>
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1.3 Research Problems

The research problems in the study can be stated as follows :

- 1) How effectively does Group Grid and Roundtable Technique give contribution to improve the students' writing of descriptive text at tenth grade students of SMA Taruna Nusantara Magelang in the academic year of 2016/2017?
- 2) What are the students' responses towards the implementation of Group Grid and Roundtable Technique in the teaching writing of Descriptive text?

1.4 Objectives of the Study

Dealing with the research questions above, the objectives of this research are:

- (1) To find out whether there is any significant difference in the achievement between students who are taught using Group Grid and Roundtable Technique and those who are taught using group work brainstorming in writing descriptive text.
- (2) To describe the students' response to Group Grid and Roundtable Technique as an alternative technique that are considered better than using group work brainstorming in teaching descriptive text for the Tenth grade of senior high school students.

1.5 Hypotheses

In this study, the hypotheses are as follows:

1. Working Hypothesis (H_a) = the tenth grade students of SMA Taruna Nusantara Magelang taught with Group Grid and Roundtable Technique gain significantly better mastery of writing descriptive texts than students taught with group work brainstorming.
2. Null Hypothesis (H_o) = the tenth grade students of SMA Taruna Nusantara Magelang taught with Group Grid and Roundtable Technique do not gain significantly better mastery of writing descriptive texts than students taught with group work brainstorming.

1.6 Significance of the Study

Theoretically, for researcher the result of this study is hoped to be able to give contribution to educational research development, especially in experimental research. For school, the result of the study will be used as academic review especially in teaching writing. For students, the result of the research can be an additional knowledge for them to understand two cooperative learning techniques.

Practicality, the result of this study is hoped to give advantage for teachers to improve methods and techniques in writing learning program. For school, the result of this research is hoped to be able to be used as reference material in conducting writing classroom activity in the future. For the Student, the students can improve their writing skill by following the cooperative learning technique in the classroom activity.

They also can be more active, interested, and enthusiastic in following the lesson. For the researchers, this study will be one of the alternative references in providing the information for other researchers.

Pedagogically, the study of this project has some implicit value for the students that they will see the enjoyment of learning English and the students will feel that writing in English is not much difficult as they think. For school, the result of the study can be developed English teaching and learning strategy in the future. For researcher, this research would like to call for further researches and developments dealing with the topic.

1.7 Outline of the Report

This final project consists of five chapters. Each chapter explains different matters in line with the topic which is discussed.

Chapter one is introduction. It introduces the significant subject matter of the study. It consists of the background of the study, reason for choosing the topic, research problems, objectives of the study, significance of the study, hypotheses, and outline of the report.

Chapter two is review of related literature. It talks about the review of previous study, review of related literature, and theoretical framework.

The Research Methodology is discussed in chapter three. It consists of the research methodology, which presents, research design, subject of the study, research variables, research instruments, procedures of collecting the data, research activities, scoring technique, methods of analyzing the data, and triangulation.

Chapter four is the most important chapter in this research. It talks about the result of the study and discussion. It elaborates the general overview of the research, the results and discussion of test and the result, discussion of questionnaire, also triangulation.

The last chapter, chapter five deals with conclusion and suggestions. It talks about the final findings which are obtained in this research, and some suggestions related to the finding.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of three subchapters. The first subchapter discusses review of previous study, the second subchapter explains review of related literature, and the last subchapter discusses framework of analysis. The descriptions of them can be seen as follows:

2.1 Review of the Previous Studies

There are some previous studies which are related to topic of teaching writing descriptive text. One of them was a research conducted by Sari (2014), it was an experimental research about using pictures to improve students' ability in writing descriptive text with tenth grade of SMA N 2 Batang in the academic year of 2014/2015. This study was proposed to analyze the use of pictures in improving students' skill in writing descriptive text and to know the students' responses towards the implementation of method. The result showed that the experimental group has better improvement in their writing after receiving some treatments than the control group. Moreover, it can be proved that the use of pictures during the treatments gives good impact in students so that the use of pictures in describing activity is effective to improve students' writing skill. Since the study is dealing with pictures, it is almost the same as my study even different in how to use them. That's why I prefer to use this final project as one of my previous study.

Another study is Izza (2015), she made an experimental research with the tenth grade students of SMA Negeri 1 Purwodadi in the academic year 2014/2015. The aim of her study was to find out whether teaching writing descriptive text by using give one, take one technique is effective or not for senior high school students. She found out that there was a significant difference between the students' achievement in writing descriptive text from those who were taught using Give One, Take One Technique and those who were taught using conventional technique which is the lecturing consists of only questions and answers. It is proven that t -value is higher than t -table ($10.929 > 1.67$). That means that the technique was effective enough to be used in teaching descriptive text. The reason why I chose this final project as the previous study in my research, because it used one of cooperative learning technique to teach written descriptive text. I also used two techniques to teach written descriptive text. So that this final project is suitable to be one of my previous study. The most important thing is that it can be used as reference to make further research on the same field.

Furthermore, Rahmah (2016) have done an experimental research with tenth grader students of SMA N 1 Purwodadi in the academic year of 2015/2016. The study was focused on the effective technique to teach English, especially in writing descriptive text. Its aims to find out whether or not there is significant difference in the achievement between students who were taught by using affinity mapping and those who were taught without affinity mapping.

It is proved that there is a significant difference in the achievement between experimental group and control group. So, teaching writing of descriptive text by using affinity mapping is effective. Because the study is done recently and talked about teaching written descriptive text, it has the similar major with my study. Even I used different technique. That's why I chose Rahmas' final project as one of my previous study.

Not to mention, I found one journal that was made by Detaprawati (2013) in the journal of English Language Teaching. She has done the research with seventh grade students of SMP N 1 Parakan in the academic year of 2012/2013. The study aims to examine the effectiveness Team Pair Solo technique and Round Robin technique to improve students' ability in writing descriptive text. She used a qualitative research which pre-test and post-test were given to both experimental group and comparison group. The result showed that t value was 2.64 and t table for $\alpha = 5\%$, was 2.01. It is proven that t value is higher than t table, it means that Team Pair Solo and Round Robin techniques are effective to be implemented in teaching written descriptive text. The study has related to my study which are using two technique of cooperative learning in teaching students' writing skill of descriptive text. That's why I used Detaprawati's study as one of my previous study.

The last but not the least, the study was conducted by Siburian (2013) in the international journal. He worked on the research with eight grade students of SMP Rantau Parapat Sumatra Utara. It aims to find out the improvement of students' achievement in writing descriptive text through the application of Think Pair Share technique. It was kind of an action research, the result of the study showed that the mean from the first test until the last test (66,4375-87,5625) was increasing. She also did an observation through questionnaire and interview report showed that students agree that the application of TPS (Think Pair Share) method had helped them in writing descriptive text. It can be conclude that the students' achievement is improved when they are taught by TPS technique.

This research is different from those preview studies that I have explained above because I used another technique of Cooperative Learning for teaching students' writing skill of descriptive text. The techniques are Group Grid and Roundtable. Therefore, I would like to conduct a research entitled The Effectiveness of Using Group Grid and Roundtable for Teaching Students' Writing Skill of Descriptive with the Tenth grade students of SMA Taruna Nusantara Magelang in the academic year of 2016/2017.

2.2 Review of Related Literature

This part discusses definition of writing, the importance of writing, aspects of good writing, the process of writing, teaching writing and the assessment of writing. The descriptions of them will be presented below:

2.2.1 Definition of Writing

There are some definitions of writing, and they can be stated as follows, Jonah (2006:29) argues that “writing can be used as an indirect means of communication to others to convey information”. Activities is not easy to write because writing should be able to produce something new and can give you an idea or ideas to the reader through writing.

Another definition of writing is proposed by Hogue and Oshima (2006:263) who states that “writing is a process of creating, organizing, writing, and polishing. In the first step of the process, you create ideas. The second step, you organize the ideas. In the third step, you write a rough draft. In the final step, you polish your rough draft by editing it and making revisions.” Mayers (2005:1) also mentioned that “writing is a way to produce language, writing means speaking to other people on a paper or on a computer screen.” According to the Merriam Webster Dictionary (2004), “writing is the way that you use written words to express your ideas or opinions.”

Based on the definition above, it can be said that writing is process to produce language to express ideas or opinions into paper or computer screen; it is a progressive activity to convey meaning; it is an important skill to be learnt and should be mastered by students.

There are some characteristic of a good writing. Boardman (2002:18-25) in Natanael (2014) states there are three characteristics in a good writing, namely:

1. Coherence

A paragraph has coherence, the sentences are put in order so that the reader can understand the writer's ideas easily. All the supporting sentences are ordered according to a principle. The principles for ordering depend on the types of paragraph you are writing. Coherence means stick together.

2. Cohesion

Another characteristic of a good paragraph is cohesion. When a paragraph has cohesion, all the supporting sentences connect to each other in their support of the topic sentence.

3. Unity

The last characteristic of a good paragraph is unity. All the supporting sentences should relate to the topic sentence.

From all of the explanation above it can be concluded that writing is a complex process and activities to arrange and produce written form. The writer uses spelling, sentence structure, punctuation, and vocabulary in order to express the idea, thought, opinion, and feeling in order to express idea, thought, opinion, and feeling so that people, as readers, can understand.

2.2.2 The Importance of Writing

Writing is very important. The importance of writing, especially writing English is very great. As stated by Pillai (2000), "writing is very essential for many field such as; education, business, government, and scientific". For example, in and business world, the importance of the writing is used for appointment letter, memos, application letters. In education, writing English is one of four skills that have to be

achieved by students at secondary, high schools, and universities. . In addition, students who like to go abroad have to be able to write a letter in English too. This condition forces them to learn how to make and compose letters into words, then words into meaningful sentences into paragraphs. By doing it, students can improve their English writing skill. That is why everyone should be able to write in English.

2.2.3 The Process of Writing

Harmer (2004:4) said writing process has four main elements; planning, drafting, editing (reflecting and revising), and final version. While Oshima and Hongue (2007: 15) have the opinion “Writing is never a one-step action, it is an ongoing creative act.” Based on them, there are four steps in the process of writing:

1. Prewriting

In the first step, you choose the topic and collect ideas to explain the topic.

2. Organizing

The next step, you organize the ideas into a simple outline

3. Writing

Write the rough draft, using your outline as guide, without paying attention about the grammar, spelling, or punctuation. Just get your ideas down on paper.

4. Polishing : Revising and Editing

Polishing is the most successful if you do it in two steps. First, attack the big issues of content and organization (revising). Then work on smaller issues of grammar, punctuation, and mechanics (editing).

Based on those explanation, it can be concluded that writing has three main processes. They are prewriting, writing, and re-writing. The pre-writing stage helps the writer to gather information and generate ideas. The writer writes everything without thinking about grammar, punctuation, or spelling. Then, in drafting stage, the writer begins to write by putting those ideas into paragraphs. Finally, the writer reads what he or she has written to see whether any words or phrases that are not appropriate with the content.

2.2.4 Teaching Writing

Brown (2001:340) said the role of the teacher must be the facilitator and coach, not a director. As a facilitator, the teacher helps students to engage with the composition. To respect for students' opinion, the teacher must not impose his or her own thoughts on students' composition. Here are the process approaches in writing instruction according to Shih (1986) in Brown (2001:335):

- a. Focus on the process of writing that leads to the final written product;
- b. Help student to understand about their own composition;
- c. Help student to follow the stages of prewriting, drafting, and rewriting;
- d. Give students time to write and rewrite;
- e. Place central importance on the process of revision;
- f. Let students discover what they want to say when they write;
- g. Give students feedback while they are composing a text (not just on the final product) as they want to express their ideas;
- h. Encourage feedback from both the instructor and peers;

- i. Include individual conferences between teacher and student during the process of composition.

Those statements are in line with Harmer (2004:41) teachers have a number of important tasks to do when helping students to become better writer. The tasks which teachers have to do before, during, and after student writing are the following:

- a. Demonstrating

Teachers have to be able to explain the text specifically. Teachers have to make the students know the layout of the text and language used in a certain text.

- b. Motivating and provoking

The teachers help students to get the ideas when the students get stuck in writing. It is better if the teachers prepare amusing and engaging ways in teaching and learning process so can get the students' involvement in writing task.

- c. Supporting

Students need a lot of help and reassurance when they are writing, both with ideas and how to carry them out. Teachers need to support the students when they are writing in class, always available for them, and prepare to help students overcome difficulties.

d. Responding

In order to respond students' writing, the teachers may give comments or suggestion for its improvement. It is better to react to what they have said rather than filling their work full of correction symbols.

e. Evaluating

Teachers indicate where students work well and where they made mistakes, and of course give award for them who work well. Teachers should highlight the students' error and try to put them right before handing back the marked scripts to the students.

2.2.5 Teaching Writing for Tenth Grade

Based on the new curriculum 2013, students are asked not only to understand the knowledge, but also have to master the skill. In this case, tenth grade student have to be able to write some kinds of text such as recount text, descriptive text, narrative text. As we realize that the time allocation to teach English is reduced, only two hours/week. So, teacher has put hard effort to make the students master all of the four skill, especially writing. Because teaching writing needs continuous process, it is not an instant process. Tenth grade student at least have learned English for three years when they were in junior high school. Moreover, they need to adapt themselves in their first year in senior high school. Of course, they have a lot of problems in learning English.

Therefore, teacher should find a better method/technique to deliver the material well, so that the students will feel learning English is not as hard as they think, especially in writing which is considered to be the most difficult skill.

2.2.6 Assessing Writing

A teacher has his/her role in teaching writing to help students to become better writer. “There are some tasks of teacher before, during and after students writing; they are demonstrating, motivating and provoking, supporting, responding, and evaluating” based on Harmer (2004: 3-4). Evaluating is the same with assessing in which after the teacher gives explanation how to write, support, and gives writing assignment, his/her duty is to assess learners’ work. Brown (2004: 241) stated “There are two kinds of scoring method. They are holistic and analytic scales.” The single score of holistic scale is assigned to an essay, which represents a reader’s general overall assessment. On the other hand, analytic scale breaks a test-takers written text down into a number of subcategories (organization, grammar, etc) and gives a separate rating for each. Comparing both scoring methods, I as the writer of this research choose analytic scale to assess students’ written work. It is caused the analytic scale has subcategories and separate rating. It is used to find out which aspect more developed by the students. The analytic scale that is made by O’Malley and Valdez (1996:144) and modified by the researcher.

2.2.7 Genre

Swales (1990: 58) stated that the definition of genre as a class of communicative events, the members of which share some set of communicative purposes which are recognized by the expert members of the parent discourse community. According to Gramley and Pätzold (1992), there are 5 major text types. They are Narrative, Descriptive, Directive, Expository, and Argumentative. Narrative texts have to do with real-world events and time. They may be fictional

(fairy tales, novels) or non-fictional (newspaper report). Descriptive texts are concerned with the location of persons and things in space. Directive texts are concerned with concrete future activity. Expository texts identify and characterize phenomena. They include text forms such as definitions, explications, summaries and many types of essay. Argumentative texts depart from the assumption that the receiver's beliefs must be changed.

2.2.8 Descriptive text

There are several genres that the senior high school students should be mastered. In this case, one of them is Descriptive text. According to Anderson and Anderson (1997: 86), descriptive text is included in information reports, an information report usually contains facts about the subject, a description and information on its parts, behavior, and qualities. "This kind of paragraph is used to describe a particular person, place, or thing." (Gerot and Wignell, 1994: 208). Furthermore, Pardiyono (2007:34) states that description paragraph is a type of written text paragraph, in which has the specific function to describe about an object (living or non-living things) and it has the aim that is giving description of the object to the reader clearly.

2.2.8.1 The Structure of Descriptive text

According to Gerot and Wignell (1994: 208), the generic structure of descriptive text can be defined as identification and description.

- (a) Identification: Identifies phenomenon to be described.
- (b) Description: Describes parts, qualities, characteristics, etc.

2.2.8.2 Linguistic Features

Descriptive texts contain some adjective clause. However, sometimes it uses past tense if the thing to be described doesn't exist anymore. Based on Gerot and Wignell (1994:208) there are significant lexico grammatical features:

- (1) Focus on specific participants
- (2) Use of *attributive and identifying processes*
- (3) Use of simple present tense

2.2.9 English Subject in 2013 Curriculum for Senior High School

Indonesia has been applying many curriculum in education, the government has decided to rethink, redesign, and reformulate, the curriculum into the 2013 curriculum. To this date, the government has succeeded in producing curriculum documents that served as frameworks and syllabuses in all subject from primary level to senior high level. After being launched for public review, this curriculum has been implemented in many schools in Indonesia. In context of ELT in the 2013 curriculum, the time allocation for English subject at schools is reduced. This surely brings about several consequences for language teaching and learning process in Indonesia.

2.2.10 English Subject in 2013 Curriculum for Senior High School

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has been implemented in many schools in Indonesia. In context of ELT in the 2013 curriculum, the time allocation for English subject at schools is reduced. This surely brings about several consequences for language teaching and learning process in Indonesia.

2.2.11 Cooperative Learning

Cooperative Learning is part of a group of teaching/learning techniques where students interact with each other to acquire and practice the elements of a subject matter and to meet common learning goals. It is much more than just putting students into groups and hoping for the best. According to Johnson & Johnson (1993:9) quoted in George Jacobs, “cooperative learning as the instructional use of small groups so that students work together to maximize their own and each other’s learning”. Jacobs, Power, and Loh (2002:1) quoted in George Jacobs state “cooperative learning is principles and techniques for helping students work together more effectively”. So, the point is that cooperative learning involves more than just asking students to work together in group. Instead, conscious thought go in to helping students make the experience as successful as possible. According to Roger and Johnson (1997) states that “cooperative learning is the instructional use of small groups which students work together to achieve their shared goals”. In cooperative learning, students work with their peers to accomplish a shared or common goal. The goal is reached through interdependence among all group members rather than working alone. Each member is responsible for the outcome of the shared goal.

Based on the Johnson & Johnson model, cooperative learning is instruction that involves students working in teams to accomplish a common goal, under conditions that include the following elements :

1) Positive interdependence

Team members are obliged to rely on one another to achieve the goal. If any team members fail to do their part, everyone suffers consequences.

2) Face to face interaction

Although some of the group work may be parcelled out and done individually, some must be done interactively, with group members providing one another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching and encouraging one another.

3) Individual Accountanbility

All students in a group are held accountable for doing their share of the work and for mastery of all of the material to be learned.

4) Appropriate use of collaborative skills

Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills

5) Individual Accountanbility

All students in a group are held accountable for doing their share of the work and for mastery of all of the material to be learned.

6) Appropriate use of collaborative skills

Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills

7) Group processing

Team members set group goals, periodically assess what they are doing well as a team, and identify changes they will make to function more effectively in the future. Cooperative learning is not simply a synonym for students working in groups. A learning exercise only qualifies as cooperative learning to the extent that the five listed elements are present.

According to Sylvia fehling on her article entitle Cooperative Learning in the EFL Classroom, there are three advantages of Cooperative Learning as follows:

(1.) Cooperative learning can help students learn academically. On the one hand they acquire the content of the subject and on the other hand they develop meta-disciplinary competence, as for example “higher order thinking skills”. These include forming hypotheses, making decisions and finding categories. In addition, cooperative learning encourages students to find solutions for special problems. Therefore, they have to discuss, form ideas and opinions and have to give feedback.

(2.) Another advantage of cooperative learning can be social-affective learning. Pupils can learn to support each other, to deal with heterogeneity in a group, to work in a team and to deal with the perspective of others. A further advantage is that students are able to learn to listen to each other and to solve

problems together. This can lead to less fear and stress in a class and can increase the motivation.

(3.) Cooperative learning can also be highly motivating for the students since it can strengthen the confidence in their own abilities. If learners realize that their contributions are accepted in a group and even necessary and useful for the aim of the group. Giving the learners more authority to make their own decisions, the teacher also prepares the students for their role as citizens in the adult world.

Based on the article above, cooperative learning is so beneficial for the students, for instance motivating and helping students to learn academically. That's why teachers is suggested to use the cooperative learning technique mainly in the classroom activity. They may choose one of many kinds technique to be applied in a certain material.

2.2.12 Group grid

Graphic organizers discovering patterns and relationships "Graphic organizers are powerful tools for converting complex information in to meaningful displays...They can provide a framework for gathering and sorting ideas for discussion, writing, and research." (Barkley, Cross and Major, 2005, p.205). Group grid makes students practice organizing and classifying information in a table. A more complex version of this structure requires students to first identify the classification scheme that will be used. The steps to do group grid technique, first students make a group of 4/5. The teacher will give an envelope which is consist of many pictures for each group. The students are asked to classify the picture based

on the categories in a limited time. After that, the teacher and the student discussed the answer together. The group that have many correct items will be given a reward such a star, or etc.

2.2.13 Roundtable

Based on Kagan (2004: 3), one of the techniques in cooperative learning which can be applied to the process of planning is roundtable. It also can be applied in whilst writing stage. Based on Hollie (2011: 162), the students make a group and each group sits around the table. Then they will be given a single sheet by their teacher. That single sheet contains a single question related to the topic of writing. Every member in a group should share their ideas by writing them on that sheet. After that, they deliver to the person next to him. The next person should write their ideas too. This activity will end if all members in a group have shared their ideas. Those ideas will help the students arrange the text. By collecting the ideas in a group, the students will not get confused about what they should write because they already have some ideas as the references to write. They also can prepare to make it in a good organization. Roundtable will help the teachers to improve the writing score of the students.

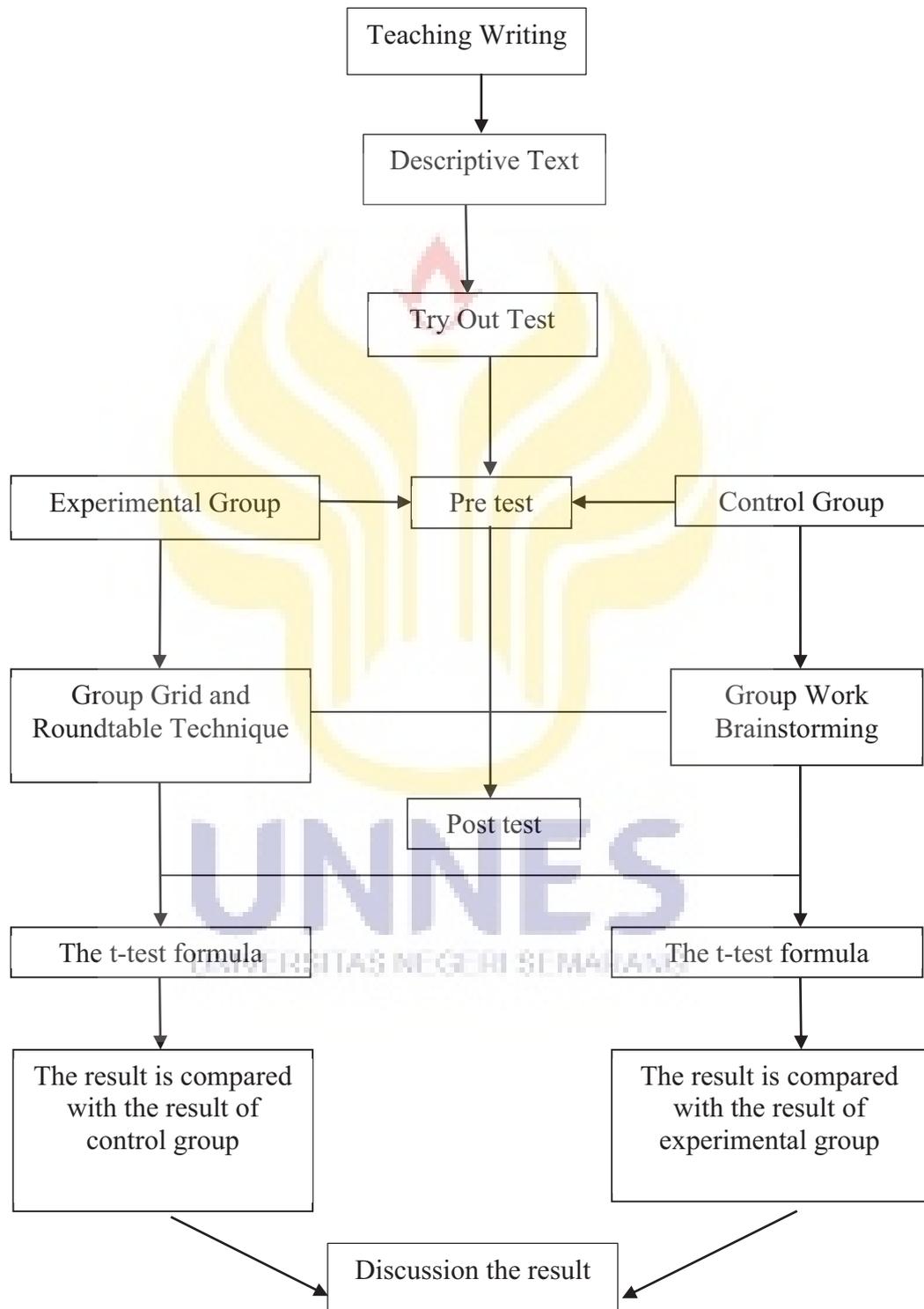
2.3 Theoretical Framework

Theoretical framework consists of the summary of both previous studies and theoretical studies. Based on the previous studies, there are several studies related to the technique for teaching writing descriptive text have been conducted. Since the research about improving students' writing skill using cooperative

learning techniques has ever been conducted by several researchers, I intend to study deeper about group grid and roundtable for teaching writing descriptive text.

Writing is an important skills in language learning besides listening, speaking, and reading. As one of the four skills in language learning, ability in writing also has to be improved. Meanwhile, it is not easy for students to write, especially writing in a foreign language. A Quasi-experimental research is used to conduct this study that uses two groups, they are experimental and control group. Both two groups are given pre –test and post-test. Experimental group is taught using group grid and roundtable, however, control group is taught using group work brainstorming. To measure the effectiveness of group grid and roundtable, I will compare the students' achievement in experimental and control group. The further explanation will be discussed in chapter III.

Figure 2.1 Planning of Research Design



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the important points from the whole discussions in the study. It also suggests some recommendations for the teachers, the students and as well as for further researchers.

5.1 Conclusions

The first objective of conducting the research was to describe the significant difference between tenth grade students of SMA Taruna Nusantara Magelang in the academic year 2016/2017 who were taught by using Group Grid and Roundtable Technique and those who were taught by using group work brainstorming. By determining the significant difference, the effectiveness of Group Grid and Roundtable Technique could be proven. The research findings from pre-test and post-test mean scores of experimental group showed that it was statistically increased from 69.15 to 79.34. Meanwhile, the scores of control group only increased from 69.71 to 77.40. In the one hand, the data were analyzed by using Independent Sample T-Test. The mean scores comparison of both groups in post-test proved that the working hypothesis (H_a) was accepted. The analysis showed that the value of Sig.(2-tailed) (0.03) was less than the value of $\alpha = 5\% = 0.05$. In the other hand, the data were also investigated by using Paired-Sample T-Test. The analysis showed that both of the groups were improved after the treatments.

However, the mean scores differences indicated that the experimental group (10.18) improved better than the control group (7.68). Through the mean scores differences, the t-value of the experimental group was 8.042. Meanwhile, the t-value of the control group was 5.873. Based on the results, it can be concluded that there was a significant difference between the two groups, after being given several treatments. Thus, the analysis of significant difference revealed that Group Grid and Roundtable Technique was effective in teaching writing descriptive texts for the subjects of this research.

The second objective, in order to describe further about how the strategy effects on the objects, the researcher gave a questionnaire. The questionnaire was used to recognize the responses of students towards the implementation of Group Grid and Roundtable Technique. The questionnaire with Likert-type items was delivered to fill in. The analysis showed that 59.37% of the students agreed that the implementation of the strategy assisted them to write descriptive texts. In addition, 31.25% of them even strongly agreed towards the statement.

5.2 Suggestions

From the further discussion and result of the study, I would like to offer some suggestions that can be some consideration to the readers.

Theoretically, for teachers should be able to use the technique especially for teaching writing. For students, they can learn another technique in cooperative learning. For researchers, this study should be one of the contribution to educational research development.

Practicality, for teachers should be able to be a good model and facilitator for the students in writing class; should be creative in choosing strategy and technique used in the teaching and learning process; should make the teaching learning process more interesting, enjoyable and educative; and must be able to choose a good writing material for the students so that the students can improve their writing skill. For students, they are expected to practice their writing in English. By implementing Group Grid and Roundtable Technique, the students had enthusiasm in improving their writing skill because they learnt using a new technique. Hopefully, Group Grid and Roundtable Technique could be an interesting way for obtaining higher achievement. For researchers, it is expected that this study can be used as their reference to conduct other researchers in the same field. I suggest for the next researcher to apply another effective way when doing the same research.

Pedagogically, for teachers should be able to develop English teaching and learning technique in the future and encourage students to use another cooperative learning technique to share students' ideas, since Group Grid and Roundtable Technique are proven to improve the students' ability in writing descriptive text. For students, they are able to learn English more so their skills will be improved well. For researchers, they should be able to develop other research dealing with the topic. They also can use this technique another text type like narrative text. They will gain successfulness if they have persistence and great effort to enable the students to write better.

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