



**THE COMPARISON BETWEEN ROUNDTABLE AND
THINK PAIR SHARE COMBINED WITH PICTURE
AS MEDIA IN TEACHING WRITING OF
DESCRIPTIVE TEXT**

**A True-Experimental Research on the Seventh Grade Students of SMP N 3
Semarang on the Academic Year of 2016/2017**

a final project

submitted in partial fulfillment of the requirements

for the degree of *sarjana pendidikan*

in English

by

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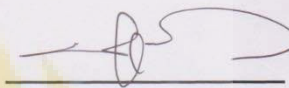
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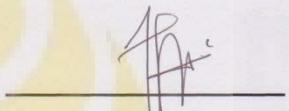
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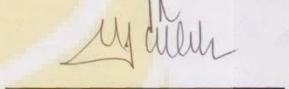
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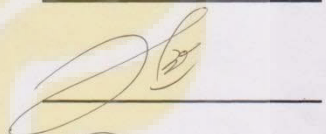
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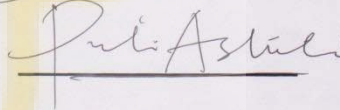
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Declare that the final project entitled “*THE COMPARISON BETWEEN ROUNDTABLE AND THINK PAIR SHARE COMBINED WITH PICTURE AS MEDIA IN TEACHING WRITING OF DESCRIPTIVE TEXT*” is my own work and has not been submitted in any form of another degree or diploma at any university or other institute of territory education. Information derived from the published and unpublished work of others has been acknowledged in this text and a list of references is given in the bibliography.

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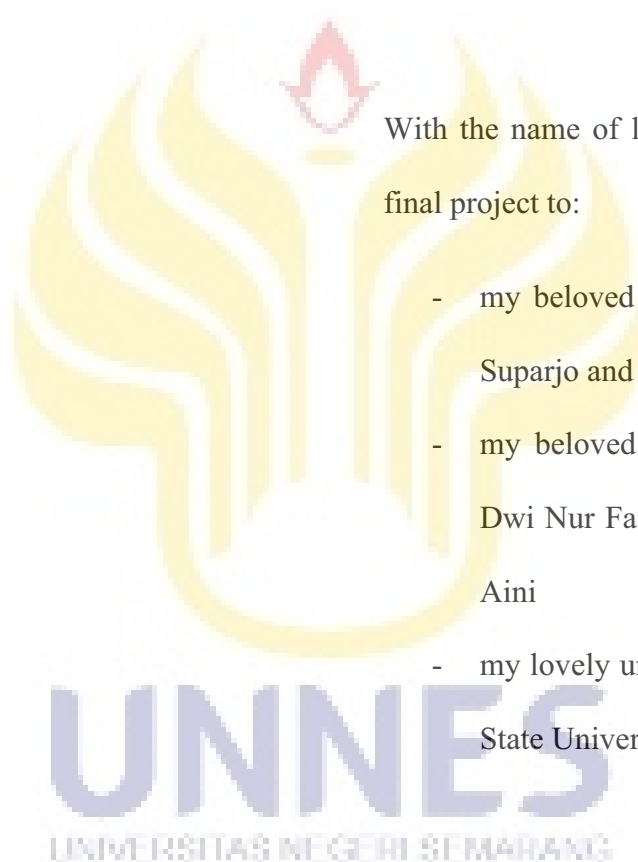
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MOTTO AND DEDICATION

“Surely, there is ease after hardship. So when you have finished (your duties), then stand up (for worship). And to your Lord direct your longing”

(Q. S Al-Insyirah: 6-8)

“Define success on your own terms, achieve it by your own rules, and build a life you’re proud to live” (Anne Sweeney)



With the name of love, I dedicate this
final project to:

- my beloved mother and father,
Suparjo and Siti Akhir Julikah
- my beloved brother and sister,
Dwi Nur Faizal and Triana Nur
Aini
- my lovely university, Semarang
State University

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Finally, I realize that this final project is still far from perfect and still has so many weakness. Therefore, I would welcome any comments, criticisms, and suggestions for its improvement. Hopefully this final project will be beneficial and useful for all readers.



Eka Yulianti Fajlin

ABSTRACT

Fajlin, Eka Yulianti. 2017. *The Comparison between Roundtable and Think Pair Share Combined with Picture as Media in Teaching Writing of Descriptive Text.* Final Project, English Department, Faculty of Language and Arts, Semarang State University. Advisor 1: Puji Astuti, S.Pd., M.Pd., Ph.D. Advisor 2: Hendi Pratama., S.Pd., M.A.

Keywords: Roundtable, Think Pair Share, Writing Ability, Descriptive Text.

Writing is one of the skills which is difficult to be mastered by students since it requires a higher level of productive language control than other skills. Therefore, in teaching writing teachers should have a creative way to make students learn writing easily.

This study was concerned with the implementation of Roundtable and Think Pair Share combined with picture in teaching writing of descriptive text. The subject of this study was seventh grade students of SMP N 3 Semarang. The aims of this study: (1) to find out which technique is more effective between Roundtable and Think Pair Share combined with picture as media, (2) to know students' perception about those techniques. The data collection techniques used tests and questionnaire.

The pre-test result in experimental group 1 and experimental group 2 were 60.86 and 60.69. The post-test result in experimental group 1 and experimental group 2 were 84.89 and 75.51. T-test post-test showed that Sig. (2-tailed) was 0.001 and t-test was 7.932. The test result showed significant improvement of students' writing achievement in both group. Therefore, both techniques combined with picture were effective to teach writing of descriptive text. However, there was a significant difference between post-test scores in both groups. It could be concluded that Roundtable combined with picture was more effective than Think Pair Share combined with picture in teaching writing of descriptive text. The questionnaire results showed both techniques combined with picture were interesting, some students in experimental group 1 had difficulty whereas many students in experimental group 2 had difficulty in writing, the learning process using both techniques were effective, and both techniques could be used in another meeting.

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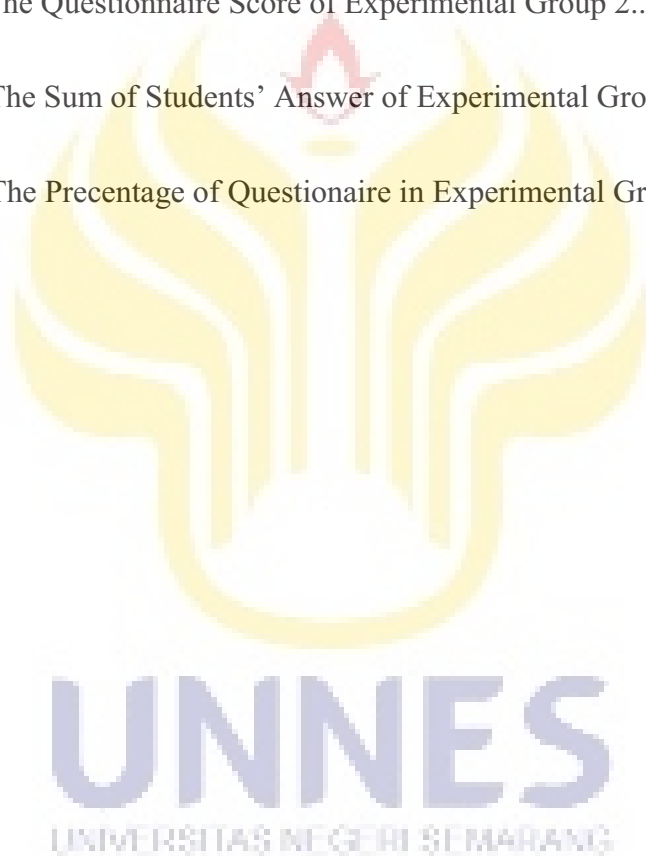
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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, reasons for choosing the topic, research questions, purposes of the study, hypothesis of the study, significance of the study, limitation of the study, and outline of the report.

1.1 Background of the Study

In learning English, there are four skill should be taught to students; speaking, listening, reading, and writing. In practice, all those skill cannot be separated. When learning writing, it cannot be separated from speaking, reading, and writing.

In the process of teaching learning, students need to master not only knowledge but also are able to communicate with others. As stated by Pratama and Yuliati (2016) that students need to master of communication, critical and logical thinking, creativity, and problem solving. One form of communication is writing. Writing is one of the skills that students need to master either at primary, secondary or tertiary level (Keshavarz, Shahrokhi, & Nejad, 2014). In reality, writing is a difficult skill to be mastered by students in those level. As stated by Handayani (2012) writing is often perceived as the most difficult language skill since it requires a higher level of productive language control than other skills. Writing is much more than the simple mechanics of getting the words down, it also involves being creative, spelling, grammar, punctuation, choice of appropriate words, sentence linking, and text construction (Phillip, 2003). The reason that students cannot make a good writing is poor grammar knowledge,

poor vocabularies, and other important aspects in writing. Meanwhile, those aspects are not taught explicitly in the process of teaching learning. They also have low motivation including in mastering writing skill so they look reluctant and do not work seriously in doing writing task (Astarina, 2011). That is what makes writing is a difficult thing for junior high school students.

Apart from those reasons, teachers also have important role in the process of teaching writing. Methods and media that used by teachers in teaching writing also influence the result of writing. Nowadays, learning media develops rapidly, however based on an observation during I did a teaching internship, these developments sometimes make them tend to use the easiest way to explain the materials. They still tend to use lecturing technique by explaining the material using media such as only showing materials using power point or other media. Moreover, most Indonesian EFL teachers tend to faithfully follow textbooks and student work sheets; they barely provide opportunities for students to use the target language to interact with their peers (Alwasilah (2012), Lie (2007) & Musthafa (2009) cited in Astuti, 2016). With such kind of teaching technique, many students feel difficult to understand the materials because they do not have chance to discuss with their friend about the materials.

According to Education and Culture Ministry of Decree Number 22/2016 learning process in education unit is organized interactive, inspiring, pleasant, challenging, motivating learners to participate actively and provide enough space for innovation, creativity, and independence in accordance with their talents,

interests, and learners' physical and psychological development. In the curriculum 2013, teaching learning process have to use students centered learning approach, it is no longer using teacher centered learning approach. Students are required to be active in learning process. Moreover, in the curriculum 2013, junior high school students are required to master some of the genre texts, such as descriptive, recount, narrative, procedures, and report information. All those text are difficult for them if teachers only use conventional techniques in teaching.

Considering the problems above, teachers should find various teaching techniques and should be able to use media as much as possible. In this study, researcher offers teachers to use cooperative learning as an alternative of teaching writing because cooperative learning works in team. The spirit of competitiveness and the domination of individualism may be reduced and lessened through adopting the approach of cooperative learning that provides a supportive learning environment for students in which they can acquire and exchange ideas, information and knowledge (Mahmoud, 2014).

According to Mandal (2009) there are a lot of cooperative learning techniques. They are Jigsaw, Think Pair Share, Three Step Interview, Roundtable, Three Minute Review, Number Heads, etc. From all those techniques, I choose Roundtable and Think Pair Share to teach writing of descriptive text.

The reason I choose those techniques is based on my observation those techniques are rarely used in teaching learning process. By applying those techniques there will be renewal in teaching learning process. Those technique also can be used in teaching writing. As stated by Barkley (2003) cited in

Handayani (2012) one of the best techniques for stimulating ideas and finding a direction for a piece of writing is Roundtable. In Roundtable each student takes turn responding to a prompt by writing one or two word or phrases. Meanwhile, in Think Pair Share, students have opportunity to share their idea for writing and discuss their mistakes in writing into group. Think Pair Share creates a good environment in teaching learning writing in which students became active in the process of writing (Sumarsih & Sanjaya, 2013). In this study, I wants to conduct which is more effective between Roundtable and Think Pair Share to teach writing especially teaching writing of descriptive text, so the results of this study can be used by teachers as an alternative way to teach writing of descriptive text.

1.2 Reasons for Choosing the Topic

I choose topic *The Comparison between Roundtable and Think Pair Share Combined with Picture as the Media in Teaching Writing of Descriptive Text* because of some following reasons.

Firstly, techniques used by teachers in explaining materials greatly affect students' understanding. It is very important for teachers to use appropriate techniques with the materials. I conducted to know which is more effective in teaching writing descriptive text.

Secondly, visual media can help students to express their ideas more easily. Visual media can help students' interest in learning so that researcher uses picture as the media of learning.

Thirdly, according to curriculum 2013, junior high school students are demanded to comprehend and be able to write descriptive text. Although descriptive text is a simple text, junior high school students still have difficulty to master it.

1.3 Research Questions

This study intends to answer the following questions:

- a. Which technique is more effective between Roundtable and Think Pair Share technique combined with picture as media?
- b. How is students' perception about Roundtable technique and Think Pair Share technique in teaching writing of descriptive text?

1.4 Purposes of the Study

Based on the research problems, purposes of the study can be stated as follows:

- a. To find out which technique is more effective technique between Roundtable and Think Pair Share Techniques combined with picture as media in teaching writing of descriptive text.
- b. To find out students' perception about Roundtable technique and Think Pair Share technique in teaching writing of descriptive text.

1.5 Hypothesis of the Study

Hypothesis is the temporary answer to the research problem (Saleh, 2012). In formulating hypothesis there are two way.

There are two ways to formulate hypotheses, namely one way to affirm and another way to deny. The hypothesis which is affirms is called a working

hypothesis or alternative hypothesis, while the one which denies is called a null hypothesis (Saleh, 2012).

The following is hypothesis for research question 1.

a. Alternative hypotheses (H_a)

There is a significant difference between the result of Roundtable and Think Pair Share combined with picture as media to teach descriptive text for seventh grade students of SMP N 3 Semarang in the academic year 2016/2017.

b. Null hypotheses (H_0)

There is no significant difference between the result of Roundtable and Think Pair Share combined with picture as media to teach descriptive text for seventh grade students of SMP N 3 Semarang in the academic year 2016/2017.

1.6 Significance of the Study

I expect the result of the study give some advantages. The advantages are as follow:

Theoretically, I hope the result of the study can be used as the reference for other researchers who want to conduct a research in teaching writing and give information for teacher about effective technique for teaching writing of descriptive text.

Practically, I hope the result of the study will be useful for teacher and students. The teacher can apply the effective technique in teaching writing of descriptive text. It also can motivate students to improve writing skill by using effective technique.

Pedagogically, the teacher can use the technique to attract students' attention in teaching learning process. Student will be more pleasure and enjoy the learning process so that they can improve their writing skill.

1.7 Scope of the Study

In this research, I focus on the study in the application of Roundtable and Think Pair Share combined picture as teaching media in teaching writing of the descriptive text.

1.8 Outline of the Report

This research is organized within five chapters. Each chapter is explained as follows:

Chapter I presents the introduction of the study. It consists of the background of the study, reasons for choosing the topic, research questions, purposes of the study, hypothesis of the study, significance of the study, limitation of the study, and outline of the report.

Chapter II elaborates review of related literature. This chapter describes review of the previous study that has been done by other researchers, key terms of the theoretical background to support the study, and theoretical framework of the present study containing literature that will be used along the study.

Chapter III discusses research methodology. This chapter deals with research design, object of the study, subject of the study, research variables, type of data, instrument for collecting data, method of collecting data, and method of analyzing data.

Chapter IV describes the results of the study followed by the discussion of the findings.

Chapter V presents the conclusions and suggestions. It contains the conclusion of the study and the suggestion in upgrading students' ability in writing descriptive text, teacher in teaching descriptive text, and other researchers in conducting the research about teaching writing of descriptive text.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the review of the previous study; key terms used the study including definition of writing, writing process, genre of text, descriptive text, cooperative learning, Roundtable technique, Think Pair Share technique, and picture as media of teaching; and the theoretical framework.

2.1 Review of the Previous Study

In order to avoid repetition of the same studies or the same problem there are several studies which are mentioned and explained. There are some researchers that had conducted a study about cooperative learning strategy to enhance writing skill. Another researcher had conducted Roundtable technique and Think Pair Share technique to improve writing skill.

2.1.1 Studies on Cooperative Learning

Astarina (2011) in her thesis had conducted an action research aimed to improve writing skills of Science Program students Class XI of SMA Kolombo through cooperative learning. This research consisted of three cycles. There were 31 students, one English teacher as the collaborator and the researcher involved this research. The data were obtained from the observations during the implementation of the actions. The first feasible problem that was solved was motivation, the second problem was generating and developing idea, and the third was the students' difficulty in grammar. The research finding applying cooperative learning techniques showed that the students' writing skills improved. The result

was students' motivation was improved, they could generate and developed their ideas, their grammar in writing was improved, and they could write the analytical exposition text well.

Aicha (2012) had conducted a study about cooperative learning strategy in his dissertation. The study aimed to determine whether the students writing ability would be improved by using this strategy. Two questionnaires plus a test had been submitted to a sample composed of a group of second year LMD students of English, and a group of teachers from the teachers of the department. The result had shown that cooperative learning was appropriate strategies that increase students writing proficiency. The result of questionnaires and the test confirmed the hypothesis that the students had a positive attitude toward using CL as a strategy to develop their writing, and that the CL was the right technique that develop students writing skill and create a good climate in classroom where students could participate without fear of making mistakes.

Yamina (2013) in her dissertation also had conducted an experimental study about cooperative learning. The Purpose of the study was to investigate the effect of using well-structured group work to enhance third year LMD students' writing skill at the English Department of Biskra University. Two groups had constituted sample: an experimental group and a control one. The data was obtained by administering pre-test, post-test, and giving questionnaires. The result of pre-test was students had a limited knowledge of writing descriptive essay and a wide range of mis-organization. The result post-test was students' writing skill was developed through the use of well-structured cooperative group work.

Keshavarz, Shahrokhi, and Nejad (2014) in *International Journal of Language Learning and Applied Linguistics World* conducted a study that had a purpose to investigate the effect of cooperative learning techniques on promoting writing skill of Iranian EFL Learners. The sample of this study was Iranian English Foreign Language learners. They were selected after a proficiency Test. The participants were at the intermediate level in compliance with Nelson English Language Proficiency Test. The selected participants were randomly divided into two experimental groups: Student Team-Achievement Divisions (STAD), Group Investigation (GI), and one control group Conventional Instruction (CI). The statistical analysis of the results by oneway ANOVA showed that the experimental groups (STAD and GI) performed better on writing skills than the control group (CI). The result of the study was cooperative learning enhances students writing performance.

Mahmoud (2014) in *Journal of Language Teaching and Learning* also conducted a study cooperative learning to enhance EFL's writing skill. In this study, Cooperative language Learning (CLL) approach was used to encourage second-year university students at the college of languages and translation, Al Al-Imam University. This treatment included sophomore students enrolled in EN 211 course in the second semester of 2013 academic year. Two instruments were used in this study; a pre-post writing test, and an attitude questionnaire. The pre- and post- scores from the test were calculated for descriptive statistics and compared using a Wilcoxon Test. The process of evaluating students' writings focused mainly on analyzing their mistakes with regard to spelling, using of

vocabulary, grammar, punctuation as well as coherence. The findings revealed that the students' scores in writing were higher for the post-test than the pre-test at the significance level of .001 after being subject to this kind of treatment.

Colak (2015) in Eurasian Journal Education Research also had conducted a study which purpose was to determine the effectiveness of cooperative learning activities in ensuring deep learning according to the students' learning style. The design was single-group pre-test-post-test. During the study, the Grash Riechmann Student Learning Style Inventory was used to determine students' learning style and the study process questionnaire to determine their learning approaches. The result of this study was the students with cooperative and competitive learning style fared better with the deep learning approach than with avoidant, dependent, and participative learning style.

2.1.2 Studies on Roundtable Technique in Teaching Writing

Hapsari (2011) in her final project conducted an action research which applied Roundtable technique to teach writing and took sample senior high school students. She took the sample XI IPS 3 SMA N 1 Batang in the academic year 2010/2011. She used four steps, they were planning, acting, observing, and reflecting. The result of this study was most students were interested in the teaching activities by using Roundtable technique in writing hortatory exposition text.

Handayani (2012) conducted an experimental research in her thesis. She compared Roundtable technique with direct instruction in teaching writing for tenth grade students of SMA Negeri 1 Ngaglik, Sleman, Yogyakarta. The result of

this study were students who are taught Roundtable Technique have better skill than those who are taught using Direct Instruction, the students who have high intelligence have better writing skill than those who have low intelligence, and there is no interaction between teaching techniques and students' intelligence level in teaching writing.

Adityawati (2013) conducted a research using Roundtable technique to improve writing skill of the eighth grade students of SMPN 3 Kuta Selatan in academic year 2013/2014. She used pre-test and post-test in data collection technique. The present classroom action research then was carried out by implementing Roundtable technique in two-planned cycles. There were two cycles in her research. The research could bring the improvement to the subjects' skill in writing descriptive paragraph by implementing the technique. The result of the research was Roundtable technique could improve the writing skill and also responded positively by the students.

2.1.3 Studies on Think Pair Share Technique in Teaching Writing

Sari (2014) conducted an experimental research using Quasy Experimental design in her final project about the influence of Think Pair Share in teaching descriptive writing. The results of this study showed that there was a significant difference between teaching using Cooperative Learning and Conventional Method. the use of Cooperative Learning in teaching descriptive writing gave significant influence to the students at the tenth grade of SMAN 2 Kabupaten Tangerang.

Sumarsih and Sanjaya (2013) also conducted a study about Think Pair Share as the effective technique to enhance students' achievement on writing

descriptive text that mentioned in Canadian Center of Science Education Journal. They stated that students' achievement in writing descriptive text was very low. They applied Think Pair Share (TPS) to solve the problem. The research was conducted by action research using qualitative and quantitative data. The subject of this research is grade VIII in Junior High School in Indonesia. The result of the study showed that the students gave their good attitudes and responses during teaching and learning process by applying the application of TPS (Think Pair Share) technique, the application of TPS (Think Pair Share) technique have helped them in writing descriptive text. The students' achievement is improved when they are taught by TPS Technique.

From the previous studies mentioned above, it can be summarized the areas that have been explored by other researchers are cooperative learning techniques to enhance students' writing skill. Some researchers did not mention which cooperative learning technique was used by them, but some other researchers have used specific cooperative learning technique such as Roundtable, Think Pair Share, Student Team-Achievement Divisions (STAD), and Group Investigation (GI). They applied those technique to teach writing such as descriptive text, analytical exposition, and hortatory exposition. Keshavarz, Shahrokhi, and Nejad (2014) compared two cooperative learning techniques and one conventional technique, but others mostly just compared one cooperative learning technique with conventional technique, such as direct instruction and conventional instruction. They applied cooperative learning techniques mostly for university students and senior high school students. The area that has not been

explored is comparing two cooperative learning techniques to teach students of junior high school.

I conducted study comparing two cooperative learning techniques, Roundtable and Think Pair Share, for teaching writing of descriptive text. It was be combined with picture as media in order to make process of learning are interesting. The study will be conducted in English classes for junior high school students.

2.2 Review of Related Concepts

In this sub-chapter, some theories are mentioned to support the study. The theories are explained as follows.

2.2.1 Writing

There are two sub-chapter discussed about writing. They are definition of writing and writing process.

A. Definition of Writing

Writing is one of productive skill that is important in communication. There are some definitions about writing. Yule (2015) stated that we can define writing as the symbolic representation of language through the use of graphic signs. Yule also declared unlike speech, writing is a system that is not simply acquired, but has to be learned through sustained conscious effort. It means that, to get the message from what someone write, the readers should learn the writing.

According to Sokolik as cited in Linse (2006) writing is a combination of process and product. In writing, it can focus on the writing product or writing

process. When concentrating on the product we are only interested in the aim of a task and in the end product (Harmer, 2001). Harmer also stated those who advocate a process approach to writing, however, pay attention to the various stages that any piece of writing goes through.

Writing is speaking to others on paper – or on a computer screen. Writing is also an action – a process of discovering and organizing your ideas, putting them on paper and reshaping and revising them (Meyers, 2005). While Hyland (2009) stated writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views of topic. He also stated learning to write in a foreign or second language mainly involves linguistic knowledge and the vocabulary choices, syntactic patterns, and cohesive device that comprise the essential building blocks of text. Moreover, Brown (2004) stated there are five writing component in scoring writing that should be considered by students. There are organization including introduction, body, and conclusion; logical development of ideas: content; grammar; punctuation, spelling and mechanics; style and quality of expression.

Based on several definitions, I can conclude that writing is a way to share their ideas, thought, opinion etc., to get and receive information and it should consider some aspect of language such as vocabulary, grammar, etc., and it can focus on the process or product depend on writers' purpose.

B. Writing Process

When we write a text, we do some steps in order to make a good writing. There are some steps in writing process. In the real world, this typically involves planning what we are going to write, drafting it, reviewing, and editing what we have written and then producing a final (and satisfactory) version (Harmer, 2004).

Linse (2005) has different point of view about writing process but it is similar. According to her writing process generally involves five stages: prewriting, writing, revising, editing, and publishing. White and Arndt as cited in Harmer (2001) stated process writing is an interrelated set of recursive stages which include drafting, structuring (ordering information, experimenting with arrangements, etc.), reviewing (checking context, connections, assessing impact, editing), focusing (that is making sure you are getting the message across you want to get across), and generating ideas and evaluation (assessing the draft and/or subsequent draft).

Below the model of writing process according to White and Arndt as cited in Harmer (2001):

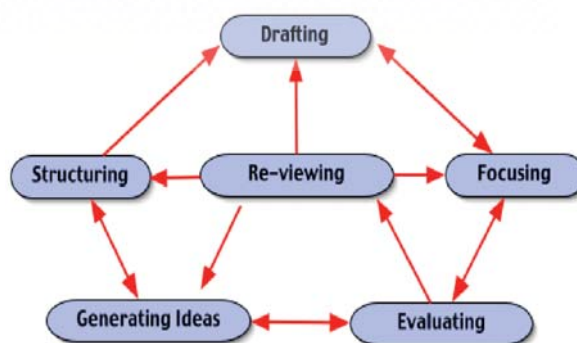


Figure 2.1 Model of Writing Process According to White and Arndt

2.2.2 Genre of Text

When we are talking about writing, it cannot be separated from the term “text”. There are many types of text within text itself. They are called genre. Harmer (2004) stated the types of writing we get students to do will depend on their age, interests, and level.

There are some genres of writing based on Brown (2004), they are academic writing such as papers and general subjects reports, essays, compositions, etc; job-related writing such as memos, reports, schedules, labels, signs, announcements, etc; and personal writing such as letters, emails, greeting cards, invitations, short stories, etc.

There are also a number of text types proposed by Gerot and Wignell (1994). They are spoof, recount, report, analytical exposition, news item, anecdote, narrative, procedure, descriptive, hortatory exposition, explanation, discussion, and reviews.

2.2.3 Descriptive Text

Gerot and Wignell (1994) stated descriptive text has social function to describe a particular person, place, or thing. The generic structure of descriptive text are: (1) Identification: identifies phenomenon to be described, (2) Description: describe parts, qualities, characteristics.

Moreover, they mentioned the lexicogrammatical features of descriptive text. They focus on specific participants, use of attributive and identifying

process, frequent use of epithets and classifiers in nominal group, and use of simple present tense.

2.2.4 Cooperative Learning

Cooperative learning is a subset of collaborative learning in which students work together on structured assignments or projects under conditions that assure positive interdependence, individual accountability, occasional face-to-face interaction, appropriate development and use of interpersonal skill, and regular self-assessment of grouping functioning (Felder and Brent, 2008). While Jolliffe (2007) stated cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and that of others.

Cooperative learning is an instructional strategy based on the human instinct of cooperation. It is the utilization of the psychological aspects of cooperation and competition for curricular transaction and student learning. The concept of cooperative learning refers to instructional methods and techniques in which students work in small groups and are rewarded in some way for performance as a group. (Mandal, 2009).

Moreover Mandal (2009) stated 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.

Cooperative learning has some advantages. One of the assumptions that underlie the development of cooperative learning is that the synergies that arise through the cooperation will increase further motivation than through individual

competitive environment (Huda, 2013). Huda also mentioned other advantages of cooperative learning are: self-reliance as learning, respect the rights of others, social research as a way of life, and warmth and interpersonal interpretation.

Mandal (2009) has different opinion about the advantages of cooperative learning. According to him, cooperative learning develops higher level thinking skills. Skill building and practice can be enhanced and made less tedious through cooperative learning activities in and out the classroom. It also creates an environment for active, involved and exploratory learning. Moreover, he stated that cooperative learning improves the performance of the weaker students when grouped with higher achieving students. It addresses learning style differences among students.

Cooperative learning also has some disadvantage. According to Kagan (1999) there are several disadvantages of cooperative learning. First, lack of social skills, students who do not know how to work together will put each other down, boss each other around, and fail to resolve basic task conflicts. Second, team projects which have a group grade create resentments and are unfair. Third, lack of diversity skills, once heterogeneous teams are formed the high achiever looks across the table at the lowest achiever in the class. Fourth, avoidance of failure, a student is afraid to appear dumb in front of his peers and masks the fear of failure by not participating. Fifth, there is team competition and only the best teams receive recognition or rewards. Sixth, tournaments are set up so the highest achievers go to the highest tournament table, and the lowest achievers go to the lowest tournament table. Seventh, students take so much time and effort that

cooperative learning occurs only occasionally, and the benefits of cooperative learning are not reaped. Eighth, cooperative learning methods are adopted which require special methods and materials. Ninth, there is a dependency, students work almost exclusively in teams. They become dependent on their teammates and do not want to work alone. Tenth, off task behavior. Students are working in teams, one mentions a bit of hot gossip, the students get completely off task.

To avoid these disadvantages, there are some keys to successful cooperative learning according to Kagan (1999) mentioned some keys to make cooperative learning successfully used in classroom. The keys are teachers should know how to form the teams, how to create the will among students to work together, how to manage the cooperative classroom, how to foster social skill, how to make sure there is Positive Interdependence, Individual Accountability, Equal Participation, and Simultaneous Interaction (PIES), and how to structure the social interaction within groups to maximize different types of positive outcomes.

2.2.5 Roundtable Technique

According to Jacob, Lee and, Ball cited in Hapsari (2011) stated that Roundtable is cooperative learning technique in which each person writes on idea for a multiple ability task and passes their paper to the person on the right. The paper circulates around the entire group at least once.

Handayani (2012) stated there are some advantages of Roundtable. They are ensures equal participation among group members and expose students to

multiple viewpoint and ideas, build upon each other's contributions, encourage students to adjust their writing.

2.2.5.1 The Steps of Doing Roundtable

There are some steps in doing Roundtable technique according to Colgan (2010). First, one person in the group should briefly state an answer to the following question and write it down in abbreviated form on a piece of paper. Second, pass the paper clockwise (left) and have the next student add an answer. Third, it continues until everyone has had a chance to answer at least once. If the time is still available, keep going to answer. Students may be allowed to say "pass" only once. The last, one group will be chosen to share the answer.

2.2.5.2 Roundtable in Teaching Writing

Roundtable technique can be used to teach writing skill as stated by Adityawati (2013) that Roundtable technique was a technique that was implemented to a group of students in making descriptive paragraph. Moreover, she stated that this technique is writing key words of the sentence to support paragraph.

The use of Roundtable technique in teaching writing gives students good way how they explore their writing skill well (Handayani, 2012) so that it gives opportunity for students to start writing. They learn how to generate, develop, and arrange ideas with their groups. Barkley in Handayani (2012) mentioned that the invention of Roundtable helps writers to stimulate, develop, and arrange their idea. Millis (2008) also stated that roundtable is a cooperative learning structure useful for brainstorming, reviewing, predicting, or practicing a skill, use a single

sheet of paper and pen for each cooperative learning group. It means that Roundtable can help learners in writing especially in developing their ideas.

2.2.6 Think Pair Share Technique

Think Pair Share is a cooperative learning technique that encourages individual participation and is applicable across all grade levels and class sizes (Teacher vision, 2017).

Huda (2013) mentioned some advantages of Think Pair Share. They are allows students to work independently and in collaboration with others, optimize student participation, and provide the opportunity for students to show their participation to others.

2.2.6.1 The Steps of Doing Think Pair Share

Huda (2013) made several steps of Think Pair Share. First, students are divided into groups. Each group consists of 4 members students. Second, the teacher gives a task to each group. Third, each member thinks about and do the task on their own first. Fourth, group members form in pairs. Each couple discussed the results of individual thoughts. The last, both couples then reunite in group to share the results of the discussion.

2.2.6.2 Think Pair Share in Teaching Writing

Think pair share can be used in teaching writing. It is very appropriate to improve students' achievement in writing since there are three steps that make students can develop their idea. Students think through questions using three distinct steps, they are think, pair, and share (Teacher vision, 2017). Think means students think independently about the topic that has been posed. It means that

students think ideas about what they want to write, they form ideas of their own. Then, pair means students are grouped in pairs to discuss their thoughts. Share means Student share their ideas with a larger group, so that others can give comments or suggestion to make their writing more good. In addition, students' writing have become more refined through this three-step process. Therefore, Think Pair Share Think Pair Share created a good environment in teaching learning writing in which students become active in the process of writing (Sari, 2014).

2.2.7 Picture as Media of Teaching

Teaching media is very important to help students acquire new concepts of the skills and language competences. They are many kinds of media which can be used by the teachers in the teaching learning process. One of them is picture. Picture is one of the visual media that can be used in language teaching. It means that picture can also be used for teaching writing the descriptive text. According to Ryan (1993), pictures, paintings, and other visuals constitute the most effective, most plentiful, and least expensive teaching medium.

Hill as cited in Joklová (2009) stated pictures bring not only images of reality, but can also function as a fun element in the class. The use of pictures can provoke the creativity of the students (Novita, 2014).

Based on the explanation above, picture can be an interesting media in teaching learning process. It can be a tool to make students understand the material well.

2.2.8 Summary

From the key terms mentioned above, it can be summarized that writing is a way to share their ideas, thought, opinion etc., to get and receive information and it should consider some aspect of language such as vocabulary, grammar, etc., and it can focus on the process or product depend on writers' purpose. Writing product means It only focuses on the aim of writing, while writing process means It should consider the writing process. Writing process includes pre-writing, writing, revising, editing, and publishing. The aim of writing will determine text type of writing. It can be academic writing, nonacademic writing such as job-related and personal writing. Descriptive text is one of text type of writing. It is a text that describe particular things.

Cooperative learning is a collaborative learning which students interact and work together with their friends in learning process. There are many kind of cooperative learning, two of them are Roundtable and Think Pair Share techniques. In Roundtable technique, each student writes an idea or answer on paper. The paper passes clockwise. This technique can be used to teach writing. In Think Pair Share, there are three steps which student think a problem individually, and then they discuss with their partner, and last share with their group. Beside technique, media also important in teaching learning process. Picture is an effective medium in teaching learning process. It is a visual media that can be used in teaching writing of descriptive text.

2.3 Theoretical Frameworks

I used a theory from Linse (2006) that writing process generally involves five stages: prewriting, writing, revising, editing, and publishing. I also used a theory from Brown (2004) there are five writing components in scoring writing that should be considered by students. There are organization including introduction, body, and conclusion; logical development of ideas: content; grammar; punctuation, spelling and mechanics; style and quality of expression.

This study used cooperative learning which While Jolliffe (2007) stated cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and that of others. The cooperative learnings that used were Roundtable and Think Pair Share. Those technique were used in teaching writing of descriptive text. Roundtable is a cooperative learning structure useful for brainstorming, reviewing, predicting, or practicing a skill, use a single sheet of paper and pen for each cooperative learning group (Millis, 2008). Think Pair Share is a cooperative learning technique that encourages individual participation and is applicable across all grade levels and class sizes (Teacher vision, 2017).

I also used a theory from Ryan (1993) that pictures, paintings, and other visuals constitute the most effective, most plentiful, and least expensive teaching medium. A theory from Hill as cited in Joklová (2009) was also used that pictures bring not only images of reality, but can also function as a fun element in the class.

2.4 Analytical Framework

In this research I used an experimental research. I used two class for experimental 1 and experimental 2. The analytical framework of this research could be seen in the figure below:

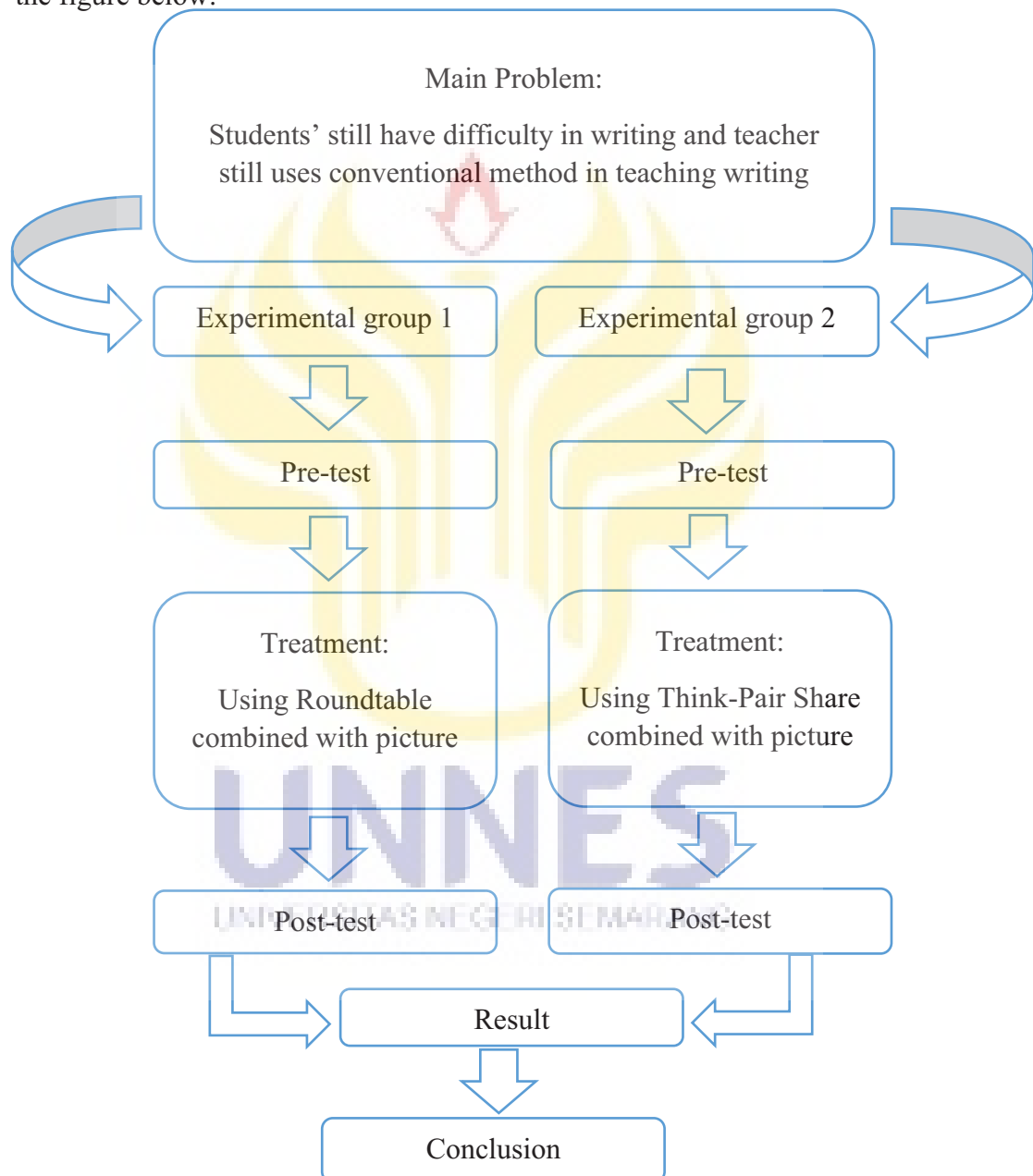


Figure 2.2 Analytical Framework

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions. It contains the conclusion of the study and the suggestion for students in improving their writing ability of descriptive text, for teachers in teaching descriptive text, and for next researchers in conducting the research about teaching writing of descriptive text.

5.1 Conclusions

Based on the result and discussion, firstly, I conclude that the alternative hypothesis of this study was accepted and the null hypothesis was rejected. There was a significant difference between the result of Roundtable and Think Pair Share combined with picture as media to teach descriptive text for seventh grade students of SMP N 3 Semarang in the academic year 2016/2017 since the t-test of post-test showed that there was a significant different of achievement in writing descriptive text of the students who were taught using Roundtable technique and those who were taught using Think Pair Share technique.

Secondly, I conclude that Roundtable and Think Pair Share combined with picture can improve students' achievement in writing descriptive text. However, Roundtable combined with picture was more effective than Think Pair Share combined with picture since it gave higher significant difference of the experimental group 1's achievement than the experimental group 2's achievement in writing descriptive text. Moreover, only few students who taught using Roundtable technique who got difficulty in writing descriptive text and most students were interested in learning process using this technique. Meanwhile,

many students who taught using Think Pair Share technique got difficulty in writing descriptive text. It meant that Roundtable combined with picture can overcome students' difficulty effectively.

There are some limitations in my study. First, the researcher had no prior experience in using the scoring rubric for the students' writing performance. Second, the rubric used might not be suitable for students of junior high school in Indonesia.

5.2 Suggestions

The suggestion that I offers is given for students, English teacher, and next researchers.

For students, they are expected to improve their English especially in writing because as stated by Handayani (2012) writing is often perceived as the most difficult language skill since it requires a higher level of productive language control than other skills. Relating to this study, I suggest them to practice a lot in writing descriptive text. They are supposed to know the generic structure and the language feature of descriptive text. They are also supposed to improve their grammar, vocabulary, and punctuation. If they get difficulty in writing, they can ask to the teachers and looking for references.

For the teachers, they should have creative technique, strategy, and media in order to make the process of teaching learning of descriptive text is more interesting. Therefore, it can avoid students' boredom in teaching learning process. Hence, Roundtable technique or Think Pair Share combined with picture as media can be used in teaching writing because those can help students improve

their writing ability. However, the teachers should choose the most appropriate technique for their own students in the class.

For the other researchers, it is expected to develop and improve this research, considering it still has some limitations. They can explore other areas that have not been explored such as conducting research by comparing Roundtable with another techniques that can be used in teaching writing such as Team Pair Solo, Think Talk Write, etc. They also can use Roundtable to conduct research for teaching another material such as recount text, procedure text, hortatory text, etc. They also can explore Roundtable or Think Pair Share to teach elementary school students in order the learning process is interesting. Moreover, they should be more careful in choosing instrument for scoring.

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