# THE USE OF ROUNDTABLE TECHNIQUE

# TO IMPROVE STUDENTS' ACHIEVEMENT

# IN WRITING HORTATORY EXPOSITION TEXT

**(a Case of Grade XI Students of SMA Negeri 1 Batang**

**in the Academic Year 2010/2011)**

a final project

submitted in partial fulfillment of the requirements

for the degree of Sarjana Pendidikan

in English

**by**

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# MOTTO and DEDICATION

"Then which of the Blessings of your Lord will you both (jinns and men) deny?"
(Ar – Rahman: 13)

"Wind will blow toward; water will flow from high place to the lower place; everything will move toward; never look back on something; read the piece of our past will break our future"

"All life is experiments. Experiments make you better"

"Success depends on ourselves"

"Never say never"

To:

1) My beloved father and mother, who give me lots of love, prayer and support.

2) My beloved brother, Tito Adi.S.

3) My Sun-Keong, Uticha Sally, Mbak Rinda and my best friends, who have coloured my days and helped me.

4) Wisma Ang-gunners wherever you are, the PBI 2007, PPL and KKN keep in touch with love and care.

# PERNYATAAN

Dengan ini saya,

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Menyatakan dengan sesungguhnya bahwa skripsi / tugas akhir / final project berjudul:

**THE USE OF ROUNDTABLE TECHNIQUE TO IMPROVE STUDENTS' ACHIEVEMENT IN WRITING HORTATORY EXPOSITION TEXT (a Case of Grade XI Students of SMA Negeri 1 Batang in the Academic Year 2010/2011)**

Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melakukan penelitian, pembimbingan, diskusi dan pengarahan / ujian.

Semua kutipan baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber kepustakaan, wahana elektronik, wawancara langsung maupun sumber lainnya dengan cara sebagaimana yang lazim dan penulisan karya ilmiah. Dengan demikian walaupun tim penguji dan pembimbing skripsi / tugas akhir / final project ini membubuhkan tanda tangan sebagai keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika ditemukan pelanggaran terhadap konvensi tata tulis ilmiah yang berlaku, saya bersedia menerima akibatnya.

Batang, 14th July 2011
Yang membuat pernyataan


Anggi Sinta Hapsari
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Semarang, 14th July 2011

The writer

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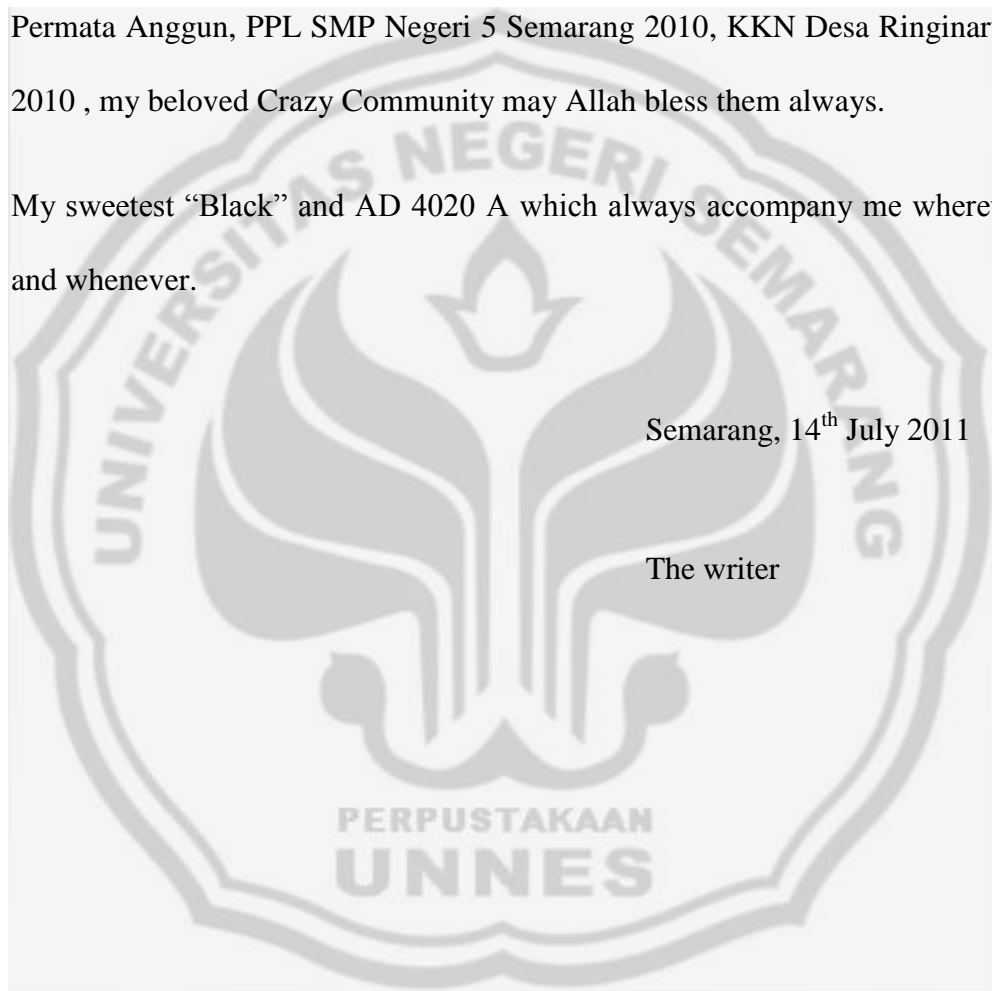
# ABSTRACT

Hapsari, Anggi Sinta. 2011 *The Use of Roundtable Technique to Improve Students' Achievement in Writing Hortatory Exposition Text* (A Case of Grade XI Students of SMA N 1 Batang in the Academic Year 2010/2011). Final Project. English Department of Languages and Arts Faculty. Semarang State University. First Advisor: Drs. Amir Sisbiyanto, M.Hum. Second Advisor: Drs. Suprapto, M.Hum.

**Key Words**: Cooperative Learning Method, Roundtable Technique, Writing Skill, Hortatory Exposition Text

The title of this final project is "The Use of Roundtable Technique to Improve Students' Achievement in Writing Hortatory Exposition Text". Teaching writing Hortatory Exposition Text to senior high school students is not easy. The students do not only need to construct their idea, arguments, and awareness about the case of the text but also have to be able to convey their ideas in English. The objectives of this study are to investigate whether the roundtable technique gives contribution to improve students' achievement in writing hortatory exposition text and to discover whether difficulties students of SMA Negeri 1 Batang have in applying roundtable technique in writing hortatory exposition text.

To achieve the objectives of the study, I conducted an action research. I took class XI IPS 3 at SMA N 1 Batang in the academic year 2010/2011 as the subject of this study. In conducting this action research, I used four steps: planning, acting, observing, and reflecting. I used observation sheet, teaching journal, and interview to gather the data of this study.

The students could not write the correct written of hortatory exposition text before the treatment. After they got treatment, they could write hortatory exposition text in correct organization and grammar. Because they could not write hortatory exposition text well, the researcher conducted the next treatment. The students finally could write the hortatory exposition text in correct grammar, content, mechanics, word choice, and style after they got the last treatment. So the students' achievement in writing hortatory exposition text improved. In addition, most students were interested in the teaching activities by using roundtable technique in writing hortatory exposition text. Then, they were able to apply the roundtable technique well.

From the findings, I conclude that the use of roundtable technique in teaching writing Hortatory Exposition Text is very beneficial for students. It gives significant progress in students' achievement in writing hortatory exposition text. Thus, the teacher can use roundtable as another technique to teach students in writing hortatory exposition text. This result hopefully would motivate the teacher to find another teaching technique for writing hortatory exposition text so it would improve students' achievement in writing.

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# CHAPTER I

# INTRODUCTION

This chapter is partitioned into seven sections: (1) Background of the Research, (2) Reason for Choosing the Topic, (3) Research Questions, (4) Objective of the Study, (5) Significance of the Study, (6) Limitation of the Study, and (7) Outline of the Report. I present the description of each section as follows:

## 1.1 Background of the Research

Language as a means of communication. Language can not be separated from human beings because it plays an important role in communication. "This has been a time of the "Global Village" and "World Wide Web" when communication between people has been expanded way beyond their local speech communication" (Rod Ellis, 1993:3). Thus, it goes without saying that we have to understand the language which is used in international level. English is one of international language which is used many people in the world to develop science, arts, and technology. Consequently, the large number of people have to master English language including Indonesia people. Because of those reasons, the mastering English also will be the main focus in education program.

Teaching and learning English is not the same as learning any other subjects. It should cover four language skills; those are listening, speaking, reading and writing. According to communicative approach, those skills should not be ignored since they are essential to support the achievement of learning

English. So, the four language skills have to be mastered well. But, writing is one of the four skills which is difficult to be matered. According to Paul (2003:96), "writing is generally as the most difficult of the four skills". Therefore, it is not easy for teacher to teach writing to the students.

As we know, that the process of teaching and learning in Indonesia are commonly still using traditional method so that the achievement of the students are still low. Ramelan (1992:4) states that "the teaching of English in Senior High School in Indonesia is not successful". 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 lexicogrammatical order.

Based on my personal interview with my previous English teacher conducted on December, 22<sup>th</sup> 2010, I found out that the hardest genre of the texts to be mastered by senior high school students was hortatory exposition text. It is because the students need to construct their idea, arguments, and awareness about the case of the text. In addition, they have to be able to convey their idea in English. As the mastering of hortatory exposition text is one of the final exam's requirements, the problem of understanding this text needs to get extra attention.

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

The use of cooperative learning in teaching can motivate the student to be more active during the teaching and learning process. According to David Nunan (2003: 34) "the work in cooperative learning teams is structured so that there is positive interdependence among the members in group : the learners feel that they are work together for mutual benefit". In cooperative learning, the students can share the information and knowledge to each other. Besides that, they also learn how to work together in team and try to give their contribution for the success of their team. Then, cooperative learning will promote more positive peers relationships, social support, and academic achievement.

There are many different techniques in cooperative learning method that can be used by the teacher in teaching and learning process, especially in writing. One of them is roundtable technique. In this technique, 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 am interested in knowing how well the teacher applying cooperative learning method in their teaching. In this case, I want to know how well roundtable technique gives contribution to improve students' achievement in writing hortatory exposition text and what difficulties students have in applying roundtable technique in writing hortatory exposition

text. However, it is not easy for the teachers to apply cooperative leaning as the part of their teaching because of the limitation of their knowledge and experience with cooperative learning.

## 1.2 Reasons for Choosing the Topic

The writer choose the topic based on the following reasons:

1) In School-Based Curriculum, the teaching learning process of English is based on genre (text types). One of the most difficult text type to be mastered by students is Hortatory Exposition Text.

2) Students are always interested in using different techniques to improve their skills because their teacher always use conventional way. Roundtable technique is one of the techniques of Cooperative Learning Method to improve writing skill for the students.

3) Among the four skills, writing is considered to be the most difficult skill to acquire. It is hard even to write in our native language. Therefore, the writer wants to find out whether teaching hortatory exposistion to students by using roundtable technique will be useful for improving their writing skills, especially in writing hortatory exposistion text.

## 1.3 Research Questions

In this study, the writer limits the discussion by stating the problems:

1) How well does the roundtable technique give contribution to improve students' achievement in writing hortatory exposition text?

2) What problems do students of SMA N 1 Batang in applying roundtable technique in writing hortatory exposition text?

## 1.4 Objectives of the Study

The objectives of the study are:

1) to investigate whether the roundtable technique gives contribution to improve students' achievement in writing hortatory exposition text.

2) to discover whether difficulties students of SMA N 1 Batang have in applying roundtable technique in writing hortatory exposition text.

## 1.5 Significance of the Study

Theoretically, this research is hoped to be able to give contribution to educational research development in Indonesia, especially in classroom action research.

Practically, the result of this research is hoped to give benefit for teachers to improve methods and strategies 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 lesson in the future. In addition, by conducting this research, school can complete tools and infrastuctures to support students' writing skill development.

For institution, the result of this research can increase the list of references in university, especially for English Department.

## 1.6 Limitation of the Study

This study is an action research which uses roundtable technique in teaching hortatory exposition text. This study is purposed to know the contribution of roundtable technique to improve students' achievement in writing hortatory exposition text and the difficulties of students have in applying roundtable technique in writing hortatory exposition text for eleventh grade students of SMA N 1 Batang in the academic year 2010/2011.

## 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 Questions, Objectives of the Study, Significance of the Study, Limitaion of the Study, 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 Framework of Analysis.

The Method Investigation is discussed in chapter three. It consists of the method of investigation, which presents, research design, setting of the study, subject of the study, instruments for collecting data, method of data collection, procedures of the study, and method of analyzing the data.

Chapter four is the most important chapter in this research. It talks about the results of the research.

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 findings.

# 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 Previous Study

Rakhmawati (2008) in her final project entitled *the effectiveness of using cooperative learning in reading news item texts*. She found out there was an improvement of the students' achievement in SMA N 3 Pati in reading news item texts after being engaged in cooperative learning. She said that there was significant progress on the students' reading before and after using this method. It was supported by the significant result of the pre-test that was lower (62.19%) than the post-test (80.48%).

Furthermore, Novitarini (2009) in her final project entitled *the use of STAD (Students' Team Achievement Divisions) to improve the students' skill in writing descriptive texts*. In her study, she found outt the result of the students' progress during the teaching and learning process by using STAD was good.

Not to mention, Ratnawati (2009) in her final project entitled *the use of writing process in roundtable brainstorming cooperative learning in writing news item text*. In her research, she found that there was significant progress on the students' writing before and after using roundtable brainstorming cooperative

learning. It was supported by significant result of pre-test that was lower (59.02%) than the post-test (76.44%). It is increased 17.42% from the pre-test so that the result of the students' progress during teaching learning process by using roundtable brainstorming cooperative learning was good.

From the above previous research findings, I would like to use Roundtable Technique of Cooperative Learning Method in writing hortatory exposition text with the eleventh grade students of SMA N 1 Batang.

## 2.2 Review of Related Literature

This subchapter discusses writing, genre, hortatory exposition text in senior high school curriculum, teaching writing at senior high school, cooperative learning, and roundtable technique. Each of this discussion will be explained as follows:

### *2.2.1 Writing*

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

#### 2.2.1.1 Definition of Writing

There are several definitions of writing that can be studied, Meyers (2005:2) states that "writing is an action, a process of discovering and organizing our ideas, putting them on the paper and reshaping also revising them". While Harmer (2001:154) states that "writing is a process when we write is often heavily influenced by the constraints of genres, then this elements have to be presented in learning activities". Moreover, Oshima and Hogue (2006:2) have the opinion

"writing is a progressive activity; it means that when we first writing something down, we have already been thinking about what we are going to say and how we are going to say it".

Based on the definition above, it can be said that writing is process transferring idea into paper; it is a progressive activity; it is an important skill to be learnt and should be mastered by students.

**2.2.1.2 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 business world, the importance of the writing is used for appointment letter, memos, and 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 have overseas pen-palls 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.

**2.2.1.3 Aspects of Good Writing**

In writing, learners must concern at least five aspects of good writing are: content, organization, grammar, word choice, and mechanics. The English would be good

if these components of writing are good too. It goes without saying that the English writer has to master and pay attention with them. The components are:

First aspect of good writing is unity. A writing text should have an excellent support so that it is attractive to be read. Moreover, it should have unity and coherence in order to make the readers exactly know about what the writers want to tell in their writings. Oshima and Hongue (1999:31) have the opinion "unity is very important element of a text". In short, if a text is about a thing or certain object, all the sentences in the paragraph should talk about that object, so the paragraph expresses relevant meaning.

The second aspect of good writing is organization. In making a text, it must use three basic parts: introductory, body, and concluding paragraph. Oshima and Hongue (1999:3) state that "a text or essay has three main parts: an introductory paragraph, a body (at least one, but usually two or more paragraphs), and concluding paragraph". In this part, I concern with organization of hortatory exposition text which consists of thesis, arguments, and recommendation.

Grammar is the third important aspect in writing. Good writing must show correct basic grammar pattern. In this case, I focus on grammar that is used in writing hortatory exposition text that is included in significant grammatical patterns.

Then, the next important aspect in writing is word choice. Word choice should have the correct idiomatic vocabularies and correct word forms. Students have to choose appropriate dictions to express ideas or mind in their writings.

The last important aspect in writing is mechanics. They consist of punctuation marks, indentation, and capitalization of letter. When writing a paragraph, we must use correct punctuation marks. In order to use the correct punctuation marks, learners must concern with sentence structure. They also must concern with the indentation and capital letters. For example, indentation is used when making new paragraph and a capital letter is used to start a sentence.

As stated by Boardman (2004: 10-11) there are five points to be concerned in writing paragraph:

(1.) The first paragraph is started from five aspects to the right or called indentation
(2.) Next, sentences are always started with a capital letter and ended with a period, a question mark, or exclamation.
(3.) Each sentence begins where the previous sentence ends, a new sentence does not automatically begin on the next line.
(4.) Another important point is to write on every other line. This is called double spacing.
(5.) Finally, there should be margins around a paragraph. There should be about one inch of space on each side of paper.

Briefly, those five aspects of good writing should be learnt, mastered, and practiced by the learners for arranging words into sentences and good sentences into good writings.

**2.2.1.4 Components Influencing Writing**

Writing does not deal only with developing words into sentences, but it also deals with how to communicate idea through written text. And if the writer wants to write a good paragraph of hortatory exposition text, he has to pay attention in all components of writing, for example the topic sentences, supporting sentences and also cohesion, coherence, unity, and completeness of the paragraph.

The first component in influencing writing is cohesion.Boardman (2004:36) quotes that "one of the components of a good paragraph is cohesion. A paragraph has cohesion when all the supporting sentences "stick together" in their support of the topic sentence. The methods of connecting sentences to each other are called cohesive devices. Five important cohesive devices are linking words, personal pronouns, definite articles, demonstrative pronouns, and synonyms."

"Another component of paragraph is coherence. In order to have coherence in writing, the sentences must hold together; that is, the movement from one sentence to the next must be logical and smooth. There must be no sudden jumps. There are four ways to achieve coherence. The first two ways involve repeating key nouns and using pronouns that refer back to key nouns. The third way is to use transition signals to show how one idea is related to the text. The last way to achieve coherence is to arrange your sentences in logical order "(Oshima, 1999:40).

The third component in influencing writing is unity. Boardman (2004:44) states "a paragraph has unity, when all the supporting sentences relate to the topic sentence". By unity, the product of writing will easier to understand because from the beginning to end it only talks about one topic.

Another component of paragraph is completeness. "A paragraph is complete when it has all the major supporting sentences it needs to fully explain the topic sentence and all the minor supporting sentences" (Boardman, 2004:47).

**2.2.1.5 The Process of Writing**

Oshima and Hongue (2006: 5-7) have the opinion "Writings is a way to explore materials and discover insights into subjects. It is a process of discovering and organizing ideas, putting them on the papers, reshaping, and the revising them".

Based on Harmer (2004: 4-5) suggests that the process of writing has four main elements:

(1) Planning
In this point, the writers have to think about three main issues: the purpose of writing, the readers or audience of writing, and the content structure of the writing.
(2) Drafting
This is the first version of a piece of writing and it will produce final version.
(3) Editing
This stage needs some revising to make it better.
(4) Final Version
After editing the draft and making the changes that are considered before,
the writers can produce their final versions.

## *2.2.2 Genre*

"A genre can be defined as a culturally specific text type which results from using language (written or speaking) to (help) accomplish something" (Gerrot and Wignell: 17). According to Larson cited by Loos (2004) has the opinion a text genre is a type of written or spoken discourse.

Hyland (2004:6) adds:

Genre is a useful concept because it pulls together language, content, and contexts, offering teachers a means of presenting students will explicit and systematic explanations of the ways writing works to communicate.

According to Linda G and Wignel (1995: 1992-222) there are several text types, they are:

(1.) Descriptive Text
Text which the function is to describe particular person, place or thing.

(2.) Non fiction
Text which the function is to amuse, to entertain, to deal with actual or vicarious experience in different ways and deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds of resolution.

(3.) Recount
Text which the function is to retell events for the purpose of informing or entertaining.

(4.) Procedure
Text which the function is to describe how something is accomplished through a sequence of actions or steps.

(5.) Spoof
Text which the function is to retell an event with a humorous twist.

(6.) Report
Text which the function is to describe the way things are, with reference to range of natural, manmade and social phenomena in our environment.

(7.) Analytical Exposition
Text which the function is to persuade the reader or listener that something is in case.

(8.) News Item
Text which the function is to inform reader, listeners, or viewers about events of the day which are considered newsworthy.

(9.) Anecdote
Text which the function is to share with others an account of unusual or amusing incident.

(10.) Hortatory Exposition
Text which the function is to persuade the reader or listener that something should or should not be the case.

(11.) Explanation
Text which the function is to explain the process involved in the formation or workings of natural or socio cultural phenomena.

(12.) Discussion
Text which the function is to present at least two points of views about an issue.

(13.) Reviews
Text which the function is to critique an art work or event for a public audience.

(14.) Commentary
Text which the function is to explain the process involved in the formation (evaluation) of a sociocultural phenomenon, as though a natural phenomenon. The text conveys the field of natural science, using explanation to do it.

From many genres of the text above, the hardest genre of the texts to be mastered by non-native speaker is hortatory exposition text. It is because the students need to construct their idea, arguments, and awareness about the case of the text and they have to be able to convey their idea in English. As the mastering of hortatory exposition text is one of the final exam's requirements, the problem of understanding this text needs to get extra attention. Therefore, I decide to do my study about the use of roundtable technique to improve students' achievement in writing hortatory exposition. I hope that this technique will be the good technique in teaching English especially writing hortatory exposition text.

## 2.2.3 Hortatory Exposition Text in Senior High School Curriculum

Based on the curriculum in Senior High School, which is the development of this curriculum concerns with the national standard of education, there are two important standards that should be reached they are; content and passing grade competence standard. This curriculum is part of the ways to improve the quality of Indonesian education that concerns with the students' potential improvement toward science, technology and art.

In this case, language has an important role in intellectual, social and emotional development of the students. Through language it will make them easier to express their feelings, ideas, and also using their analytic and imaginative ability. Language is a means of communication both through spoken and written. One of the foreign languages that are taught in Indonesia is English. There are four language skills that should be achieved by students, they are listening, speaking, reading, and writing. All these four language skills should be improved in order to the students can communicate in certain level.

The purposes of English in senior high school are to increase the students' communication ability both in spoken and written to reach informational level, to realize the importance of English to compete in global era and to improve the students' understanding about the relevancy between language and culture. To reach all the purposes the materials that are given to the students are some kinds of short functional texts and also some text types.

There are many text types taught in senior High School. Especially for eleventh grade; they are narrative, report, spoof, analytical exposition, and hortatory exposition. Through those text types students are forced to think scientifically and logically when they represent their ideas. Then, each of text type has their own characteristics and purposes to stimulate students in achieving informational level.

Then, the general introductory, generic structures, and lexicogrammatical features of hortatory exposition text will be discussed below:

### 2.2.3.1  A General Introductory of Hortatory Exposition Text

Hortatory exposition text is one of the factual genres. It means that the text is close with the students' life. It is a text which represents the attempt of the writer to have the addressee do something or act in certain way.

According to Linda Gerot and Peter Wignell (1995: 212) define that "the purpose of the text is to persuade the reader or listener that something should or should not be the case". In addition, Hartono (2005:7) states that "hortatory exposition text is to persuade the reader or listener that something should or should not be the case". From the statements above, in the end we can conclude that hortatory exposition text is intended to explain the readers or listeners that something should or should not be the case.

To strengthen the explanation of the text, the speaker or writer needs some arguments as the fundamental reasons of the given idea. In other words, the kind of text can be called as argumentations.

Hortatory exposition text is popular among science, academic community, and educated people. It can be found in scientific books, magazine, newspaper, letter to editor, advertising, speeches, research report, etc.

### 2.2.3.2  The Generic Structure of Hortatory Exposition Text

According to Gerrot and Wignell (1995:210) "the generic structure of hortatory exposition text usually has three components: (1) Thesis, (2) Arguments, and (3) Recommendation". The discussio**s** of them are as follows:

(1) Thesis
   Statement or announcement of issue concern
(2) Arguments
   Reasons for concern that will lead to recommendation

(3) Recommendation
   Statement of what should not happen or be done based on the given arguments before.

### 2.2.3.3 Significant Lexicogrammatical Features

According to Gerrot and Wignell (1995: 210), the significant features of hortatory exposition are as follows:

(1.) A hortatory Exposition text focuses on generic human and non human participants, except for speaker or writer referring to self.
(2.) It uses mental processes. It is used to state what the writer or speaker thinks or feels about something. For example: realize, feel, etc.
(3.) It often needs material processes. It is used to state what happens, for example: has, polluted, etc.
(4.) It usually uses Simple Present Tense and Present Perfect Tense.
(5.) Enumeration is sometimes necessary to show the list of given arguments: Firstly, secondly, finally, in the end, etc.

## 2.2.4 The Task of the Teaching Writing

When teaching writing, teachers have a number of tasks to help the students to become better writer. They help the students where they may be reluctant to express themselves or have difficulty finding ways and means of expressing themselves to their satisfaction. Here are the tasks which the teachers have to perform before, during, and after students writing are the following:

The first task of the teaching writing is demonstrating. Students need to be aware of writing conventions and genre constraints in specific types of writing, teachers have to be able to draw these features to their attention. The important issue is that they are made aware of these the things are drawn to their attention.

Then, the second task of the teaching writing is motivating. Students often find themselves "lost for words", especially in creative writing tasks. This is

where the teacher can help, provoking the students into having ideas, enthusing them with the value of the task, and persuading them what fun it can be.

The third task of the teaching writing is supporting. Students need a lot of help and reassurance once they get going, both with ideas and with the means to carry them out. Teachers need to be extremely supportive when students are writing in class, always available (except during exam writing of course), and prepared to help students overcome difficulties.

The next task of the teaching writing is responding. When responding, the teacher reacts to the content and construction of a piece supportively and often makes suggestions for its improvement. In responding, the teacher will not be grading to the work or judging it as a finished product. However, telling the student how well it is going so far.

The last task of the teaching writing is evaluating. When evaluate the students' writing, the teacher can indicate where they wrote well and where they made mistakes and may award grades.

### 2.2.5 Cooperative Learning

This part discusses a general introductory of cooperative learning, the advantages using cooperative learning, and techniques of cooperative learning. The descriptions of them will be presented below:

**2.2.5.1 A General Introductory of Cooperative Learning**

**Cooperative learning** is a successful teaching strategy by using discussing in small teams. Each team consists of students with different levels of ability. Cooperative learning technique uses a variety of learning activities to improve the students' understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

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 experienceas 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". Rita Rani Mandal (2009:97) poins out "cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating atmosphere of achievement".

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.

**2.2.5.2 The Advantages Using Cooperative Learning**

According to Rita Rani Mandal (2009: 98), there are five advantages using Cooperative Learning Strategy that are:

(1.) Cooperative learning develops higher level thinking skills.
(2.) Skill building and practice can be enhanced and made less tedious though cooperative learning activities in and out the classroom.
(3.) It creates an environment for active, involved and exploratory learning.
(4.) It improves the performance of the weaker students when grouped with higher achieving students.
(5.) It addresses learning style differences among students.

According to Sylvia Fehling on her article entitle *Cooperative Learning in the EFL Classroom* available on *http://www.iaie.org/download/turin_paper_ fehling.pdf*, 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 hetereogenity 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.

**2.2.5.3 Techniques of Cooperative Learning**

Moreover, cooperative learning has some techniques that can be used in learning especially writing. These techniques are as follows:

The first technique of cooperative learning is "think pair share". In this technique, we can do some steps that are; students think the answers while a question is posed. Thinking of a response and pairing with their neighbours to discuss the responses, and share their responses with the whole class. Time limits and transition help discussion move smoothly. Students are able to rehearse responses mentally and verbally, and all students have an opportunity for talking.

The next technique of cooperative learning is "three-step interview". In this technique, students make groups of two or more. They use interview or listening techniques that have been repeated. One of student interviews another about an announced topic. When time is up, students switch roles as interviewers and interviewee. Then, students in pairs join to form groups of four. Students take turns for introducing their pair partners and sharing what the pair partner had to say. This structure can be used as team builder, and also for opinion questions, predicting, evaluations, and sharing book reports.

The third technique of cooperative learning is "roundtable". This technique can be used for brainstorming, reviewing, practicing, and serving as a team builder. Students are divided into three or four members of each group. The teacher asks a qusetion which has multiple answers. Students take turns writing

member's answer on the paper, then pass the paper and pencil to the next person. After all of them have done taking turn, they submit their answers or ideas.

Another technique of cooperative learning is "numbered head together". This technique is useful for quickly reviewing objective material in a fun way. The students in each team are numbered. Students are trained to be mastered the material that is posed for them based on each number. Only the students with the number are eligible to answer and earn points for their teams.

The next technique of cooperative learning is "pairs check".The first step in this technique is students are grouped into four members. Then, students work in teams of four with two sets of partners. Half of each team is given an assignment to master the material. After mastering the material, each of the half team shares with other teams and back to their teams for answering the questions of materials.

The last technique of cooperative learning is "send a problem". Each student on a team writes a review problem on a flash card. When agreement of the answer is reached, teams write them on the backs of the cards.

In this study, I concern with my research on using Roundtable Technique because some considerations are; by using Roundtable Technique, each member of group has equal chance to participate in their group, the students can express their ideas freely without having ashamedly, students will active in teaching and learning process because they are given same chance to share their ideas. Not to mentioned, they can learn from their friends because their friends will help the one who has difficulties in answering the questions. If they can not solve the

problems, they can ask to their teacher in whole class discussion time. Therefore, students will know what they have learnt in that day.

## *2.2.6 Roundtable Technique*

This part discusses the definition of roundtable technique, procedures for roundtable technique, the characteristics of roundtable technique, and advantages of roundtable technique. The descriptions of them will be presented below:

### 2.2.6.1 The Definition of Roundtable Technique

Roundtable is one of cooperative learning technique in which each student in turn writes one answer in a paper and a pencil which are passed around the group. According to George M. Jacobs (SEAMEO Regional Language Centre Singapore), Gan Siowck Lee (Universiti Pertanian Malaysia), and Jessica Ball (University of Victorian Canada) state 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. Each time a person receives the paper, they should write a different task then whole class discussion should follow".

### 2.2.6.2 Procedures for Roundtable Technique

The process of roundtable technique in the classroom deals with preparation and schedule of activities as an implementation of the roundtable technique process.

The first procedure in applying roundtable technique in the teaching learning process is preparation. In order to make the teaching learning process run successfully, we need to do some preparations include preparing the material,

assignment and score. For the material, the teacher should provide students with an interesting topic that is still happened at that time.

In assigning the students, teacher should assign them individually, although they work in group. In this case, the students in each group should have equal participation in the discussion, so teacher should pay attention with the students' activities during the discussion. Students are assessed based on their answer and opinion of the questions that they should answer. Then, the teacher can assign the students' product in writing hortatory exposition text by their own self. After finishing the assignment, students are given score based on their performance using some criteria.

The second procedure in applying roundtable technique is scheduling activity. In this activity, the teacher should group the students first .Students are divided into several groups. Each group consists of four members. Teacher had to group students by giving numbers for each student. Then, the teacher distributes the paper for each group. Each group only gets one paper.After that, teacher gives students an interesting and up to date issue, topic, or question to the students. Next, students are gotten the interesting topic, idea, or issue. After getting the interesting and up to date issue, topic, or question, students are asked to discuss with their friends about it. They can share their opinion about the interesting and up to date issue, topic, or question. The next step is applying roundtable technique. In here a student in every group writes his or her opinion about the issue or answers the question and then passes it to his or her right friend. His or her friend has to write the other opinion of question. After it, he or she passes the paper to his or her right friend. Then, his or her friend writes his or her own

opinion or answer the question that differ from the answer of students above. All of students have to participate by writing his or her own opinion or answer the question which is different from one student to another.

### 2.2.6.3 The Characteristics of Roundtable Technique

According to Kagan (1990: 21) states the are some characteristics of Roundtable Technique. They are:

1) Each group consits of 4-6 persons.
2) A paper and a pen or pencil for each group.
3) Each member of group has to write his or her answer in the paper.

### 2.2.6.4 Advantages of Roundtable Technique

Kagan (1990: 21) has the opinion "Roundtable Technique will achieve some advantages in terms of academic and social point of view". The advantages of Roundtable Technique are:

1) Assessing prior knowledge
2) Practicing skill especially writing skill
3) Recalling information
4) Creating cooperative art
5) Teambuilding, participation of all

From the information above, it can be stated that Roundtable Technique will give many advantages in teaching learning process.

## 2.3 Framework of Analysis

In this research, I conducted to investigate whether the roundtable technique gives contribution to improve students' achievement in writing hortatory exposition text. In addition, I would like to discover the deiificulties that students have in applying roundtable technique in writing hortatory exposition text.

This study concerns on the implementation of roundtable technique. Roundtable technique is considered as an interesting alternative technique in writing hortatory exposition text which can increase students' enthusiasm and interests during the teaching learning process. The activities in roundtable technique can help students improve their writing skill.

In conducting this research, I used action research based on Mills (2000:21) because the progress of students' achievement in writing hortatory exposition text by using roundtable technique can be observed correctly step by step . It states that a cycle consists of four phases. There are planning, acting, observing, and reflecting. Therefore, I decide to do two cycles in my study. The design was illustrated in following diagram follows:

```
┌──────────────┐
│   Problem    │
└──────────────┘
        │
        ▼
CYCLE 1  ⇨   ┌──────────────────┐  ⇨   ┌──────────────────┐
             │ Planning of cycle 1 │     │ Acting of cycle 1 │
             └──────────────────┘        └──────────────────┘
                                                   │
                                                   ▼
             ┌──────────────────┐  ⇦   ┌──────────────────┐
             │ Reflecting of cycle 1 │  │ Observing of cycle 1 │
             └──────────────────┘        └──────────────────┘
```
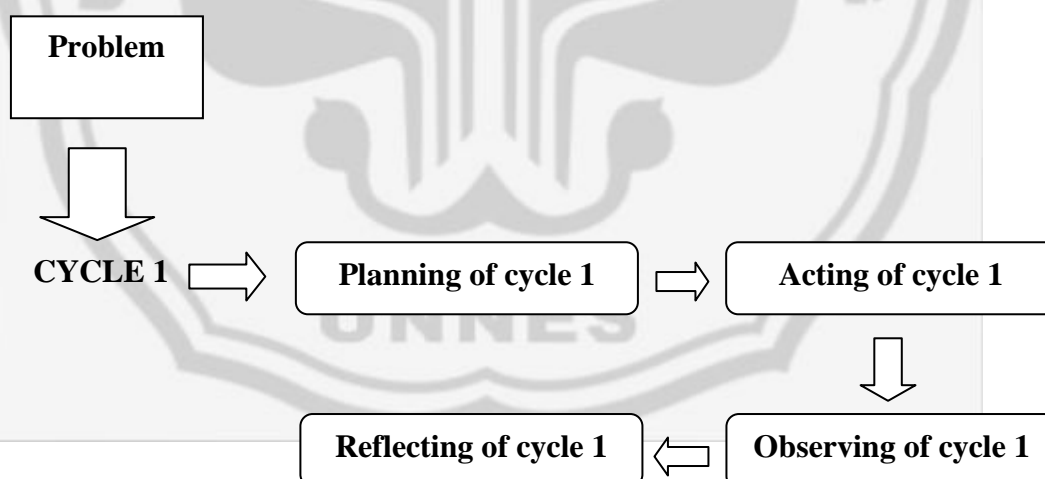
```
┌─────────────────────────┐
│  Reflecting of cycle 1  │
└─────────────────────────┘
            │
            ▼
    ┌───────────────┐
    │    Problem    │
    └───────────────┘
            │
            ▼
```
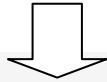
CYCLE 2 ⟹ **Planning of cycle 2** ⟹ **Acting of cycle 2**

**Reflecting of cycle 2** ⟸ **Observing of cycle 2**

I did the research for eleventh grade of senior high school students at SMA Negeri 1 Batang. I took XI IPS 3 students as the subject of the research.

In gathering the data, I used observation sheet, teaching journal, and interview.

I would like to elaborate the result of discussion clearly in the next chapter.

# CHAPTER III

# METHODS OF INVESTIGATION

To persuade the objectives of the study, the writer applies the following methodologies which are partitioned into nine sections: (1) Research Design, (2) Setting of the Study (3) Subject of The Study (4) Instruments for Collecting Data (5) Method of Data Collection (6) Procedures of The Study (7) Method of Analyzing the Data. The descriptions of them can be seen as follows:

## 3.1 Research Design

There are some definitions of action research stated by some experts. Mills (2000:6) states that "action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stake holders in teaching learning environment to gather information about the ways that their particular schools operate how they teach, and how well their students learn".

Wallace (1998:13) states that "it is a kind of research which is done systematically in collecting the data on the lesson and analyzing it in order to come to some decision about what the future lesson should be". The research began with the problems that arose in the teaching cycle, and with the recognition of finding a new strategy to overcome those problems by giving treatment to a group of students who face the problems.

From the definitions above, I conclude that action research is an action in a research which is done by the teacher, researcher, and the teacher with his/ her colleague, etc in his/ her classroom systematically through his/her reflection to solve the problem faced by the students and which involves a group of students with the purpose of improving teaching learning process so that the result of the students improve as well.

Some phases need to be taken in doing this research. The phases in action research mean discussing the way to conduct an action research. According to Mills (2000:35), "A cycle consists of four phases. They are planning, acting, observing, and reflecting". The phases which are carried out are presented as follows:

(1.) Planning
Plan means to identify the problem area. It is conducted before the researcher starts her action research. This plan is used during the research in every cycle and revised based on the improvement of the students.
(2.) Acting
This phase is the implementation of the planning. It means that the researcher implemented the plan that he/she has made to solve the problems. In this case, the implementation is in the form of treatment, which is given to the students in every cycle.
(3.) Observing
The observation is done during the research in purpose of getting any data to show students' condition while research is conducted to analyze whether the solution was successful or not.
(4.) Reflecting
The next step is assessing the result of the action (treatment and observation) for the purpose of revising and implementing it in the next cycle.

In one cycle of an action research there are four phases that have to be done, they are planning, acting, observing, and reflecting. In this study, I planned

to conduct two cycles. It means that if the target was not achieved yet in cycle 1, the next cycle must be conducted after revising plan.

## 3.2 Setting of the Study

The writer conducted the classroom action research at State Senior High School 1 at Batang . It is the RSI school in Batang. This school is far from the crowdness or noisy. Thus, this situation supports teaching and learning process everyday so that the students can study well.

## 3.3 Subject of the Study

Subject of the study in this research were XI IPS 3 students of SMP Negeri 1 Batang. There were 33 students with the proportion of 11 girls and 19 boys**.**

## 3.4 Instruments for Collecting Data

Arikunto (2006: 23) states "instrument is any device the researcher uses to collect data in this action research". Therefore, it becomes the most important part of a research since from the instrument. I gathered the data to analyzed and interpreted. The instruments used in this research are:

### 3.4.1 Observation

Brown (2004: 266) states that "all teachers, whether they are aware of it or not, observe their students in the classroom almost constantly. Virtually every questions, every respons, and almost every nonverbal behaviour , at some level of perception, noticed".

### *3.4.2 Journal*

Brown (2004:260) states that a journal is "a log (or "account") of one's thoughts, feelings, reactions, assessments, ideas, or progress toward goals, usually written with little attention to structure, form, or correctness. I used journal as one of the instruments for gathering the data to note qualitative information during the treatments". The note was about the specific behavior, problems faced by students, or another improvement that could be used in the next cycle.

### *3.4.3 Interview*

Interview is "a dialogue which is done by the interviewer to get information from the interviewee" (Arikunto, 2006: 132). The interview is used to get the information about the students' interest, what they like and dislike about the teaching and learning process. The interview was given to the students after they have finished doing the post test and filling out the questionnaire. This interview was also given to the teacher to get the information about his opinion toward the teaching and learning process.

## 3.5 Method of Data Collection

In gathering the data, I used some ways. Here are the techniques of collecting data.

### 3.5.1 Observation Sheet

Observation sheet was used to know the students' activities, attention, and responses during the teaching and learning process and to record events happen in the class for example, how the students' responses toward the lesson and the teacher.

### 3.5.2 Teaching Journal

Teaching journal was used to record what I saw and felt during the teaching learning process. For example: (1) which parts of the teaching ran well, (2) which parts of the teaching didn't work as expected, (3) what area I should improve, (4) how I should improve, and (5) what are students' difficulties in applying roundtable technique in writing hortatory exposition text.

### 3.5.3 Guide Interview

The interview is used to get the information about the students' interest; what they like and dislike about the teaching and learning process. The interview was given to the students after they have finished doing the post test and filling out the questionnaire. This interview was also given to the teacher to get the information about his opinion toward the teaching and learning process. The students and teacher answer some questions that have been prepared by researcher.

## 3.6 Procedures of the Study

Researcher conducted this action research in two cycles, in which every cycle consists of four phases, i.e. planning, action, observing, and reflecting. Before

making the plan of this research, the researcher has made the syllabus of teaching learning process which was based on the competence standard and basic competence for Junior High School set by the government.

### 3.6.1 First Cycle

a. Planning

Before giving the action in this research, the researcher made a plan that will be the foundation for the next steps. The plan was described as follows:

(1) The researcher provided lesson plan which was being the guideline of teaching learning process.

(2) The researcher provided PowerPoint to explain the lesson about hortatory exposition text.

(3) The researcher provided the pictures.

(4) The researcher provides the example of hortatory exposition text which the title was "Should not Bring Mobile Phone to School".

(5) The researcher prepared some blank papers that were used in teaching learning process.

(6) The researcher prepared some pens that were used in the teaching learning process.

b. Action

The action of this research was done through these activities:

(1) Researcher greeted students and checked the attendance list.

(2) Researcher asked the students to choose the topic discussion.

(3)     Researcher gave some questions related to the topic which would be discussion in the meeting.

(4)     Researcher distributed the example of hortatory exposition text which the title was "Should not Bring Mobile Phone to School".

(5)     Researcher asked the students to guess what kind of the text was.

(6)     Researcher explained the students about the definition, social function, generic structures, and lexicogrammaticel features of hortatory exposition text used power point and pictures.

(7)     Researcher explained the steps in correct and good writing.

(8)     Researcher asked the students some questions related to the material that had been explained before in order to check the students' understanding of the material.

(9)     Researcher asked the students to change the positive simple present sentences into negativa one to check the students' mastering of simple present tense.

(10)    Researcher gave opprtunities the students to ask some questions related to the material that had been explained before.

(11)    Researcher explained about the roundtable technique clearly.

(12)    Reseacher asked students to answers some questions related to the conten of the hortatory exposition text which had been distributed before used roundtable technique.

(13)    Researcher asked the students to write their own simple present sentences used roundtable technique.

(14)    Researcher asked the students to do the whole class discussion.

(15) Researcher asked the students to write their arguments to suppor the topic discussion used roundtable technique.

(16) Researcher asked the students to do the whole class discussion.

(17) Researcher asked the students to write some supporting sentences based on the argument that they had been written.

(18) Researcher did the whole class discussion to discuss their supporting sentences.

(19) Researcher asked the students to write their own hortatory exposition text which the title was "Should not Bring Mobile Phone to School"

(20) Researcher summed up the material.

c. Observing

The researcher observed and took notes of the students' activities and participations during the teaching learning process in cycle one using the observation sheet and teaching journal.

d. Reflecting

The researcher evaluated the result of the first cycle. This was useful for doing the second cycle, so that the second cycle would be better.

### 3.6.2 Second Cycle

a. Planning

The plan of this second cycle was similar with the first cycle, but it was added with the solution of the problems faced in the first cycle. The plan was like these:

(1) The researcher provided lesson plan that was being the guideline of teaching learning process.

(2) The researcher provided PowerPoint slide containing punctuation and spelling material.

(3) The researcher prepared the example of hortatory exposition teaxt which the title was "Never Try Smoking"

(4) The researcher prepared some pictures.

(5) The researcher prepared some papers and some pens.

(6) The researcher prepared some vocabularies which were related to the topic discussion.

b. Action

(1) Researcher greeted students and checked the attendance list.

(2) Researcher asked the previous material which had been discussed.

(3) Researcher asked the students to choose the topic discussion.

(4) Researcher showed students some pictures related to the topic discussion.

(5) Researcher asked some questions related to the pictures.

(6) Reseacher distributed the example of hortatory exposition text which the title was "Never Try Smoking!"

(7) Researcher asked the students to read the text and understand the content of the text.

(8) Researcher asked the students to answer some questions related to the content of the text which had been distributed before used roundtable technique.

(9) Researcher conducted the whole class discussion.

(10) Researcher explained the use of punctuation clearly.

(11) Researcher gave opportunities the students to ask questions related to the punctuation.

(12) Researcher asked the students to write some transition which were usually written in the hortatory exposition text used roundtable technique.

(13) Researcher asked the students to write some vocabularies related to the topic discussion used roundtable technique.

(14) Researcher conducted the whole class discussion by asking the students to write their vocabularies on the board and trying to find the meaning.

(15) Researcher asked the students to write their arguments to support the topic discussion used roundtable technique.

(16) Researcher asked the volunteer of each group to write their result of the group discussion on the board.

(17) Researcher conducted the whole class discussion.

(18) Researcher asked the students to write two arguments with their supporting sentences used roundtable technique.

(19) Researcher conducted the whole class discussion.

(20) Ressearcher asked the students to write the thesis and recommendation based on the arguments which had been written before used roundtable technique.

(21) Researcher conducted the whole class discussion.

(22) Researcher reviewed what we had learn in the meeting.

(23) Researcher closed the lesson.

c. Observing

The researcher observed and took notes of the students' activities and participations during the teaching learning process in cycle two using the observation sheet and teaching journal. These notes were the supporting data for the second cycle.

d. Reflecting

The researcher evaluated the result of the second cycle. The researcher then observed and compared the second cycle with the first one. This was useful for measuring the improvements and behavioral changes of students during this study. The discussion of these all forms of data collection was done to draw a conclusion.

**3.6.3 Interview**

After the researcher finished conducting the cycles of this action research, guided interview was given to the object of the study. This interview was useful for giving the description of teacher' and students' responses toward the implementation roundtable technique to improve students' achievement in writing hortatory exposition text.

## 3.7 Method of Analyzing the Data

Researcher usually uses the term 'analysis' in one of these three ways:

- Analysis as obtaining data (e.g. analysing a book or a person's behaviour);
- Analysis as interpreting data (e.g. analysing a recording or a transcript);
- Analysis as the result of an analytical process (e.g. an analysis of a programme). (Charles 1998: 154) quoted by Naughton and Hughes (2009:171)

Based on the theory above, the researcher used analysis in the second way, i.e. as interpreting data. Naughton and Hughes (2009:171) describes "data analysis is a process of organizing and sifting your data, then looking for and mapping any patterns or regularities in your data as a way to interpret it". Blaxter et al. (2001: 206) quoted by Naughton and Hughes (2009:171) state "analysis is about the search for explanation and understanding, in the course of which concepts and theories will probably be advanced, considered and developed".

Basically, there are two types of data analysis. They are qualitative and quantitative analysis. In this study only qualitative analysis were used. The researcher also uses narrative and descriptive methods to present the findings generated from data of observation sheet, teaching journal, and interview.

On observation sheet, the researcher provided some papers to note the students' activities during the teaching and learning process that covered their attention, enthusiasm, interests, behaviour, and responses. The researcher also noted the strengths, weaknesses, and anything happened during the using of roundtable technique in writing hortatory exposition text. The researcher then

used interpreted those notes to support the qualitative analysis of the action. The analysis of writing improvement was also measured using the observation sheet with the help of evaluation result from every meeting that was became the complement of the teaching learning activities as planned in the lesson plan.

Another qualitative data was gathered through teaching journal. It contains which parts of the teaching run well, which parts of the teaching run not well, what parts I should improved, how I should improved, what students' difficulties in applying roundtable technique in writing hortatory exposition text. The data was wriiten on the journal after the researcher did the teaching learning process in the classroom.

The other qualitative data was gathered from interview. I did interview for the teacher and the students. I did it after the meeting end. I would like to get information about the teacher' and students' responses towards this research were concluded to make description of their interest, feeling, and impression toward roundtable technique in writing hortatory exposition text. The teacher' and students' responses were also be linked up with the fact happened during the conduction of the action to give the more objective conclusion for this research.

# CHAPTER IV

# DATA ANALYSIS AND DISCUSSION

In this chapter, the I present the research findings and analyzes it by using some theories by experts. The analysis includes the analysis of action and its procedures. It also includes the analysis of teaching journal and interview. At the end of this chapter, the researcher gives interpretation toward this research result with the use of observation sheet and draws conclusion for this study. I present the description of the result of discussion as follows:

## 4.1 The Procedures of Roundtable Technique in Writing Hortatory Exposition Text

Data of observation sheet showed that implementation of roundtable technique in writing hortatory exposition text would help students improve their writing skill if the teaching and learning process took place using the following procedures:

(a) Firstly, plan your teaching learning activities systematically and efficiently. Therefore, your teaching and learning process will not waste so much time and your step-by-step procedures of implementing roundtable technique could be done in your expected time.

(b) Begin your teaching with explaining the material which will be the topic of discussion a bit to the students so that they have prior knowledge about the topic they will discuss,

(c) Prepare the class to apply roundtable technique,

(d) Introduce students with the process of applying roundtable technique. Explain step-by-step procedures of the implementation of roundtable technique in writing hortatory exposition text. Make sure that your explanation is understandable for them.

(e) Divide students into group of eight ( one group consists of four-five students),

(f) Give students a topic to be discussed in groups. Give them a limited time (about 7 to 10 minutes) to discuss the topic and make temporary discussion result,

(g) Stop the discussion when the time is over. Ask students do the steps in roundtable technique by writing their answers on the paper and circulating the paper for entire of the group at least one,

(h) After all of the students have done the assignment, the whole class discussion should be followed,

(i) The students can share their arguments and make some correctness about the writing which is discussed in the whole class

(j) You sum up the discussion and draw some conclusions of the topic.

The above description of procedures of Roundtable technique would be implemented in the first and second cycle. The discussion of the first and second cycle would be presented follow:

## 4.2 First Cycle

In cycle 1, there were four meetings. The first meeting was planning. It was conducted on March,24 2011. The goal was to know the problem before started the action research. The second meeting was conducted on March 26,2011. The objectives of the lesson were to understand the definition and social funcion of hortatory exposistion text. Besides , students were hoped understand the generic structures and lexicogrammatical features of hortatory exposition text . After that, the students could understand the steps in writing correct and good text.

Meanwhile, the third and fourth meeting was conducted on April 2 and 14, 2011. The goal was to increase the students' mastering simple present tense so they could write hortatory exposition text in correct grammar. In the last, students were hoped increase their vocabularies to write their arguments based on the given topic.

In the cycle 1, I obtained the data from the observation and interview. Its purpose was to know the result of the progress of the treatments. Furthermore, its goal was to identity whether or not the students had developed the materials given by the teacher.

In the following statements, those meeting would be discussed chronogically.

### *4.2.1 Planning*

I introduced myself to the class that I intended to conduct the research for my final project on March 24, 2011. I also gave opportunities the students to ask some questions about me. There were two questions from them. The first boy asked, *"When you graduate from this school mam?"* Then, the second boy asked *" Where do you live?"*. I asked, *"Anyone else"?*, but no response again. They just kept silent. But, some boys on the back still talked to their friends. I asked them to kept silent for a moment. So, the situation in the class undercontrol again.

I began to answers those questions. After that, I appointed two girls to ask what I had said. The first girl said, *"She graduates in 2007 from SMA N 1 Batang"* and the second girls said, *" She live in Perumahan Kalisalak Kauman"*. Next, I asked another girl and boy to write those questions and the answers on the borad. The girl wrote *when you graduate from this school mam?* and *she graduates in 2004 from sma negeri 1 batang* .Next, the boy wrote *Where do you live?* and *She live in Perumahan Kalisalak Kauman.*

Then, I asked how many students in the class. The students informed that only 27 students in the class because six of them got permission letter from school to prepare farewell party of twelfth grade class.

After that, I asked the students that we would discuss interesting topic today, but they had to choose the topic first. The topic which I had prepared were ***"Organic Farming a Solution for Harmless Food", "Should not Bring Mobile Phone to School", "Abortion Should not be Legalized", and "Never Try***

*Smoking!"*. The situation began little bit noisy again because they asked what they wanted together. So, I asked them to keep silent first. Then, I asked the students to raise their hand if they chose each topic. Then the chosen topic was *"Should not Bring Mobile Phone to School"*.

Then, I asked some questions to the students related to the topic orally. The first question was *Do you have mobile phone?*. Then, all of students said, *"yes"*. The next question was *Why do you have mobile phone?*. The students answered together so the class began noisy again. So, I appointed four of them to share thier arguments orally. The boy in the back said *" to communication mam"*; the girl in the middle answered *"because I can communicate to my friends and sending sms, if I have homework, I can aks my friend*s; the girl in front of said *"I have mobile phone because I need it. I can communicate to my friends and my parents. I can open facebook, and online"*. Then the last one said *"I can photo, hearing mp3, online, browsing, make video, and call my friends"*. After that I asked some students to write the answer on the borad. One student' writing was *" I can communicate to my friend and my parents. I can browsing internet. I can make a call. I can listen to the mp3 and take photo.* Then, I continued to the next question. The question was *If you have mobile phone, will you bring it to school?*. Almost students said, *"Yes!"*. Then I asked, *"Do you know that it is forbidden in this school?"* The students said, *"yes!"* again. Next, I said, *"Why do your school forbid you to bring mobile phone to school?"*. The students asked together again. But, I asked four students to share their answer. One of them said ,*"Mobile phone can disturb teaching and students will use mobile phone to send sms."*

After those activities, I would check the students' understanding of hortatory exposition text. I asked whether they had got the material before or not. Then, all of students said that they did not get the explanation of the material before. The teacher just gave brief explanation about the differnece between hortatory and analytical exposition text.

Then, I asked them that we would try to write hortatory exposition text in correct way for approximetly five meetings. The students said, *"Waaahhhhh, susah mam". "Jangan writing lah mam, susah mam, nda tau bahasa inggrisnya kata-kata yang susah mam"*. They also become desperate if they have to write in English especially hortatory exposition that was diificult for them.

Based on the simple activities above, I could say that the students did not master the simple present tense well because they still forgot to write auxiliary do in question sentences. They also missed *s or es* for the verb in singular person as the subject. They also did not use correct diction for example, *hearing mp3*, *make a call*, and *can photo*. Then, they wrote incorrect punctuation, for example they did not write the capital word in the beginning of the sentence. In addition, they had little bit background of hortatory exposition text.

Then, based on the observation, the students' interest in writing English was still low because the students said that they did not like writing in English because writing in English is difficult. They did not know some words in English. That was way, they did not interest in writing hortatory expsoistion text at first. Next, their motivation in writing in English was still low because they did not have any effort to solve their problem above. If they felt that they could not know

some words in English, they should brought dictionary in the teaching and learning process.

Because of those problems above, I would like to conduct the action research by applying roundtable technique to improve students' achievement in writing hortatory exposition text. Then, to support my acting, I prepared lesson plan, media, material, and the example of hortatory exposition text which the topic was same with the topic discussion at the first meeting. I also decided to give treatment for three meeting in this acting. The meetings of the acting would be discussed clearly follow.

### 4.2.2 Acting

In this study, there were three meetings in cycle 1. The first meeting was conducted on March 26, 2011. The objectives of the lesson were to understand the definition, social function, generic structures, and lexicogrammatical features of hortatory exposition text. Then, the students studied the correct steps of writing hortatory exposition text.

Meanwhile, the second and third meetings were established on April 2,and April 14, 2011. The aims were to learn simple present tense grammar deeply, to write the arguments as much as possible, and to write correct supporting sentences based on their arguments. In the end of the lesson, students were able to write their own hortatory exposition text in correct generic structures and lexicogrammatical features in terms of simple present tense.

In the following explanations, those meetings would be chronologically discussed.

**4.2.2.1 First Meeting**

In the first meeting, I greeted the students as usual and checked how many students joined the teaching learning process. In fact, there were 27 students who joined the teaching learning process. After that, I tried to help the students remembered what we had discussed in the previous meeting by asking some questions. I informed that last meeting we had talked about mobile phone. In addition, the students had said that all of them had mobile phone but not all of them brought it to school. So, I asked the students to show their mobile phone if they brought it at that time. Then, more than half of the students showed their mobile phone to me. I was surprised after they did it. I asked their reason why they still brought their mobile phone to school although their school forbid them to bring it by saying *"Can you please tell me what your reasons are?"* Many of the students raised their hand to share their arguments. But, I just chose three of them who raised their hand first. The first student said, "*I can communicates to my friends to ask the assignment miss."* Then, the second student said, *"I can brows if I have difficult lesson or assignment mam."* Next, the last student said, *"I can call my father to pick up or inform if I come late."*

After we discussed about the advantages of bringing mobile phone to school, I also discussed about the disadvantages of it. I asked the students to share their arguments about them. There were many students who would like to share their arguments but I only chose three of them. They said that mobile phone could

disturb the teaching learning process, the students would send sms or open facebook during teaching learning process and students would listen to the mp3 during teaching learning process.

After I helped the students to remember what they had discussed in the last meeting, I continued the next activity. I distributed the example of hortatory exposition text which the title was *"should not bring mobile phone to school"*. I asked the students to guess what kind of the text it was. Only small of them could guess correctly.

Next, I began to explain the definition, social function, generic structure, and lexicogrammatical features of hortatory exposition text. In addition, I explained the steps in writing correct and good text. I used power point and pictures in explaining the material. The girls in the first row said *"beautiful mam, funny mam."* Then, the boy shouted *"Asyikkk power point"*. So, the students gave the great attention to my explanation.

After I finished my explanation above, I asked some question related to the material. I said *,"What is hortatory exposition text?"*, *"What is the social function of hortatory exposition text?"*, *"What are the generic structures of hortatory exposition text?", and "What are the steps in writing good and correct text?"*. All of students answered the questions together. Next, I appointed some of them to change my simple present sentences into negative one. One of the sentences was *mobile phone also gives negative effects for the users.* The chosen student *said "mobile phone also does not give negative effect for the users."* But not at all students answered correctly. They still problem in adding or missing s or es for

the verb when the sentence is positive or negative. Next, I gave them opportinity to ask some question related to my explanation before. There were only two students who gave me questions. The first student said, *"Is it must to write a conclusion in the last paragraph?"*. Then, the second student said, *"How many arguments that I should write?"*. After I answered the questions, I gave some assignment for the students.

First of all, I grouped the students into eight groups beginning from A until H. When I grouped them, the situation become noisy. They wanted to choose their own members but I refuse it. After I grouped them, I explained the roundtable technique first so I hoped they could apply it well. After they understood what they had to do, I gave them the assignment. I asked them to discuss the generic structures and lexicogrammaticel features of the text entitled *"should not bring mobile phone to school"* using roundtable technique. In addition, they were asked to answer some questions related to the content of the text in simple present tense.

The students was very enthusiasm during applied roundtable technique in writing the questions above. They discussed with their teammate to answer the questions. If the one had difficulties in answering it, the other would help him. They helped each other to make their teammate understood the answers of the assignment. Afer all of them had done it, the whole class discussion would be followed.

I asked one of member of the group to write the answers of the questions related to the content of the text. There was a student who still had mistakes in writing simple present tense. He wrote *"The mobile phone user increases*

*dramatically because mobile phone become a lot cheaper.".* But, no one laugh because of the mistakes. They actually took great attention when I explained the correct one.

Because the time was over, the treatments of the first cycle was over. Then, I would continue for the next meeting.

**4.2.2.2 Second Meeting**

I conducted the second meeting of the first cycle on April 2, 2011. The second meeting of cycle one began when I said, *'good morning'* and checked their attendance. Then I brushed up the students mind about the last meeting's material by asking them whether they remembered what they had learned in the last meeting.

After making sure that the students  remembered the material well for the last meeting, I began to explain the once again simple present tense before I gave assignment about simple present tense to the students. The students took very great attention. They asked some questions if they had problem in theexplanation. In the end of my explanation, I asked the students wheteher they had understood the simple present tense clearly. Then, all of the students said, *"yes"* and noded their head.

After that, I asked them to write their own simple sentences using roundtable techniques. Each students minimal wrote three sentences which consisted of  positive, negative, and interrogative sentences. They did it very well. If they did not know the english word, they would ask their friends. But, if their

friends did not know them at all, they asked me or their real Englsih teacher. They also help their friend in the group if they have mistakes in writing simple present tense. After they finished, the whole class discussion would be followed. No one did mistakes in this section.Because of thet, the students said, *"yes"*.

The next activiy was asking students to write the arguments to support the topic. The student said*, " wow, arguments ya mam, ok I'm sure that our group will do that"*. They had to do it by using roundtable technique so each student had to write the different argument. They had to pay attention with simple present tense. Many of students need much time to think their arguments.They also confused what they would write again if their argumants had been written by their teammate. But, their friends would help them to write the other argument.

In addition, many of them did not know the english words of some words. If their friends did not know the english word of them, they always asked me. But finally, they could finish the assignment. After it the whole class discussion would be followed. I asked a student for each group to write the arguments in front of the class. A student wrote *student use mobile phone to cheat during examination*. He wrote the word in the beginning of the sentence without capital letter. Then, the last student wrote *Bringing mobile phone to school will disrupt the teaching process*. He wrote *disturb* in incorrect spelling. But, we had discussed the correct one in the whole class discussion. So, the students could know which one was wrong.

Because this activities took long time, the last treatment would be continued for the next meeting.

### 4.2.2.3 Third Meeting

I greeted the students for the first time then all of them answered my greeteing together. After it, I checked their attendance. All of students joined in the teaching learning proceess today. Next, I would like make sure that they still remembered what we had learnt in the previous meeting. I said, "what we had learnt in the last meeting". Then, all of students could answered it well. It meant that they took great attention for the previous meetings.

After those activity above, I asked the students to share their arguments which had been written in the previous meeting orally. All of students participated in the activity by sharing their arguments. Each memebre of group shared their arguments for the whole class.So, ever students could remeber again some arguments which had been discussed in the last meeting.

Next, I asked the students to write the supporting sentences based on a argument which had been chosen in the group. They had to write the supporting sentences in correct order so the sentences would stick together to support the topis sentence. Then, the students said *"aaaahhhhh"*, *"waduuuuhh"*, *"I do not bring dictionary mam."* Because of the reasons, I asked students who needed dictionary to borrow it first. They need much time to finish the assignment because they had to write some suprorting sentences that stick each other. If the one, did not know the word in English, the other would help him by looking it up the dictionary. After they finsihed it, I asked which group would like to write their argument in front of the class. There were three groups who would like to do it. Their writing were good enough because they wrote in correct grammar. But, they

still used incorrect spelling like, *musics, not agree, and dis agree*. One of their writing still in incorrect diction, for example *"I feel boring"*.

After those activities, I asked the students to write some supporting sentences again to support their argument which was different with the first one. After they finished it, they had to combine the two paragraph of their arguments used transition wordsThe students had to do the same way. After they understood their assignment , they began to do it. All of the students tried to be the number one who finished the assignment. They struggeld very had. Not to mention, they also divided job for the teammate. For example, if the one had problem with english word, the other would try to find out it by looking up the dictionary. Then, if the one had mistakes in grammar, the other would make some correction. They did it until they finished the assignment.

Then, the whole class discussion should be followed.In here, there were only four members of different group who wrote the result of their discussion. Then, all of the other tried to judge which part was wrong or correct. But, the spelling problem was still found. The students wrote *a important*, *ganjet*, and *a disadvantages*. Not to mention, the inappropriate diction still appeared, for example, *she use it to hear mp3*.

Then, they still luck of using transition words. From the written product above, only the one which used appropiate transition word. Actually, they did not write transition words like first, second, third, next, then, etc to connect each paragraph of their arguments.

After the whole class discussion done, I closed the meeting by brushing up what we had learnt in this meeting. Then, all of students could answers it correctly. It meant that they understand and took great attention for my explanation during the lesson.

### 4.2.3 Observing

Based on the activities that I had done in the teaching learning process, I could conclude that students had background the hortatory exposition well after they had been tought using roundtable technique. They actually had undersood the definition generic structures and lexicogrammatical features of hortatory exposition text. Not to mentioned, they had understood the simple present tense grammar well.

In addition, they also intersted in the teaching learning process. It could be seen when they gave the great attention in my explanation. Then, their motivation to understand the lesoon also improved very well. They also tried to bring dictionary in the library so they could write their arguments well.Not to mention, their cooperate with their teammate and their friends during classroom discussion also goo. They not only tried to help each other in their group but also to make some correctness in the whole class discussion.The students also become brave to share their arguments for the whole class bot orally and writing.

But they still had problem in writing correct spelling, punctuation, dictions and some transition words.    It could be seen in the whole class discussion, so the another treatment should be done for the great mark.

## 4.2.4 Reflecting

Based on the observation and treatment in first cycle, I found that there were some strength and weaknesses in the implementation.

The strength of the treatment in the first cycle are:

1. Students were interested in teaching learning process because I used interesting media like power point, pictures, and real object. So, they would pay attention to my explanation well. If they did not understand the material well, they would ask questions.

2. The students' motivation in mastering the hortatory exposition text was great. They tried to ask some question if they did not know well about the explanation of the given material. They also tried to borrow dictionary from their library to do their assignment in writing the arguments and some supporting sentences related to the argument which ahd been written before.

3. All of students participate in the teaching learning process because they had to write the answers one by one. They also participate in the whole class discussion.

4. They would cooperate to each other. If their member of the group had difficulty to finish the assignment, the other would help by giving explanation.

5. They could write everything that came to their mind to answer the questions.

Then, the weakness of the treatment in the second cycle:

1. It was the first time for students to use roundtable technique in teaching writing hortatory exposition text so many of them little bit confused in practicing the steps in roundtable technique. It made the class little bit noisy.

2. Some students talked with their friends if they did not get chance to write the answer.

3. The students had difficulty in exploring the idea because they luck of their vocabulary. If they did not know the English word of Indonesian word, they would ask to their friends. If their friens did not know, they would ask me. It was happened because they did not bring dictionary.

4. They were very confused because they had to think fast to write the different argument. If they did not get the argument yet, they would try to ask their friends in other group.

5. The students still had problem in writing correct spelling, punctuation, appropriate words, and correct transition words.

Because of that reasons, I decided to conduct the second cycle. Before conducting the second cycle, I would like to think the great treatment which should I applied for the next teaching and learning process. I wanted the students to have the good improvement in their writing achievement in writing hortatory exposition text.

## 4.3 Second Cycle

After discovering the weaknesses of cycle one, I did second cycle. Before conducting my second cycle of the action research, I made planning first. The expalanation of planning was below:

### *4.3.1 Planning*

I would like to prepare lesson plan and some instruments in conducting my next treatments.The instruments were some pictures, power point slide, the example of hortatory exposition text which the title was "Never Try Smoking!", observation sheet ,and teaching journal sheet. After that I would decide how many meetings which I need to do my treatments. In addition, I would still use roundtable technique in the improving of students' weaknesses in writing hortatory exposition text.

After I did good planning for my second action research, I would do acting to act my treatments. The acting was discussed below.

### *4.3.2 Acting*

I would like to conduct acting for the three meetings. The firts meeting was held on April 16, 2011. Then, the second meeting was done on April 23, 2011. Next, the last meeting was on April 28, 2011.

The first meeting focused on the improvement of students' ability in writing hortatory exposition text in correct punctuation, spelling, transition words, and correct vocabularies to develop their arguments based on the given topic.

The second meeting focused on the improvement of students ability in writing the supporting sentences of each arguments which had been written before.

Then, the last meeting, the students were hoped write the correct thesis, arguments, and recommendation with appropriate transition words for each paragraph.

In the following explanations, those meetings would be chronologically discussed.

**4.3.2.1 Meeting 1**

In the beginning, I greeted the students as usual and checked how many students in the class. After that, I asked about what we had learnt in the previous meeting. All of students answered what they had learn in the previous meeting very well. So, I could conclude that they still took great attention to me. Before we continued the discussion for the day, I asked the students to choose the topic of discussion. There were still three topics which were not chosen in the first cycle. In conclusion, the students chose *"never try smoking!"*

After it, I showed a picture of cigarette. Then, I asked some questions related to the picture. I asked, *"Do you know what it is?"* The students answer, *"Cigarette miss"*. I asked again, *"Are you smoker?"* All students said *,"No miss"*. Next, I asked, *"Who is smoker in your family?"* some students said that the somker in their family was their father. Then I asked *,"Do you know that smoking gives many disadvantages?"* All of students said *yes*. After that, I asked them to

share the disadvantages of the smoking. All of students spoke together as usual. Then, I asked them to raise their hand if they wanted to answer the question. Unfortunately, there were only three students who raised their hand. The first student said that smoking would make the smoker died. Then, the second students said that smoker would have much illness like lung cancer and hearth attack. The last students said. "Smoking would polute the air. Then, smoking would make the smokers addictive." Three of them answered in correct simple present tense.

After sections of question and answer which were related to the pictures and the given topic, I distributed the example of the hortatory exposition entitled "never try smoking!" They read the text directly after they got it. It meant that they interst to know the content of the text.

After it, I asked the students to answer some questions related to the content of the text using roundtable technique. I said that they had to write the answers in correct simple present tense. In the whole class discussion, I asked the each member of every group to write the answer on the whiteboard. All of the answers were written in correct grammar. But, there was an answer which written in incorrect punctuation because he forgot to write the capital letter in the beginning of the sentence.

Because of the punctuation problem was still found, I explained about the using of punctuation briefly. After I finished the explanation, I gave opportunity to the students to ask some questions. But, no one asked the question. I could conclude that they understood the use of punctuation now.

After those activities, I asked the students to write the transition words that were usually written in hortatory exposition text. They did the assignment very quickly. After all of the group finished, I asked them to do whole class discussion. I asked a member of each group to wrote minimal five transition words. The conjunctions were *"first, second, third,fourth, next, nowdays, recently, therefore"*, *etc.* They could wrote them very well so they knew what transition words which they had to be written in the thesis, arguments, and recommendation.

In addition, they had to write the vocabularies that related to the topic. Almost students brought dictionary so they could write the vocabulary as much as possible. The students who did not bring dictionary asked me whether they were allowed to browse in google. I just asked, "Ok no problem!". Every groups tried to write as much as possible. After they finished, I asked them to write on the board. Every students wanted to be the first volunteer. They wrote *"smoke, cigarettes, smoker, second hand, illness, hearth attack, lung cancer, addictive, stroke, stop, cheap, inhale, exhale, pack, pocket"*, etc.

Because the time was not enough, I had to finish the lesson for this meeting. But all students said, "yahhhhh,,, miss kok udahan to?", "bentar lagi ya miss", "lanjut ajja miss". I just said that there would be the interesting lesson for the next meeting. So, the lesson was over.

**4.3.2.2 Meeting Two**

In the first meeting, I greeted the students as usual. After that, I asked them about what we had learnt in the previos meeting to check that students still remembered the previous lesson well.

After the activity above, I said that the students had to write their arguments to support the given topic. Each students should wrote minimal an argument so there were minimal four different arguments for each group. They did the assignmet very well. They helped each other to write the different arguments. If they did not have ideas again, they could look the words that had been discussed in the previous meeting again. So, it could be said that the words would help students to find different arguments. After they finished the assignment, I asked a member of each group to write the arguments on the board so there were eights different arguments. One of them was " *Smoking will kill our family because they also inhale the smoke regulary"*. All of the arguments was written in the correct grammar.

Next, we would do the whole class discussion. We would check their writing one by one. In the middle of checking, one of student from group C raised his hand. He asked whether he could help to find the incorrect parts of sixth sentence. As a good teacher, I let him to do it. He asked that the sixth sentence was written in correct punctuation becaue the writer forgot to write the period mark. Finally, there were no mistakes again after we did some correction.

Then, the next activity was writing the supporting sentences based on the argument which had been chosen by the group. They had to write two arguments with the supporting sentences for each arguments. They also had to be careful with the punctuation and spelling. Next, they had to use correct conjunction to connect each sentences.

After they knew their assignment, they did it quickly. They focused on doing their writing in their group. Thay also discussed together so the class began little noisy. If the one did not know the english word, the other would look it up the dictionary. Then, the other friends would check the grammar, punctuation,and spelling. Finally it would help them to increase their cooperate in the group.

Then, the last assignment for the second meeting was writing again some supporting sentences based on the other argument which ahad been written in the group. They had to write in correct grammar, punctuation, spelling, correct word choice, and correct transition words. All of the member of the group did it very well. Every other helped each other. After they finished it, the whole class discussion should be followed. Every students would like to write the result of their discussion. Every writing is good.

**4.3.2.3 Meeting Three**

In the last meeting, I greeted the students as usual and check their attendance. After that I tried to brush students up about the previos lesson. They answered my questions in the correct way.

Then, after I knew that students had understood the previous lesson, I would like to continue for the next assignment. They had to write a thesis and a recommendation to complete their writing. They also did it in their group used roundtable technique. After they finished all their assignment, the whole class discussion would be followed.

I asked four students to write the result of their group. They would write the thesis, two arguments, and the recommendation. All of the students tried to be the first came forward. Finally, only the volunteer from group H, B, D, and E who would write it. After they finished wrote the thesis,arguments,and recommendation the whole class discussion would be began. The content of their writing was good. They also did not have mistake in terms of spelling, punctuation, and diction. But, they had little bit mistakes in terms of grammar.

Then, I asked the volunteer of A,C,F, and G group to write their result of discussion so that all of the group participated in the whole class discussion. Their writing also good. After we did correction together, we could not find the mistakes of spelling, punctuation, word choice, grammar, transition words, and organization again.

## 4.3.3 Observing

Based on the activies that I had done before, I could conclude that the students had mastered the grammar, generic structure, punctuation, spelling, content, and vocabularies in writing hortatory exposition text. It could be seen that their hortatory exposition text writing was good.

They also intersted in teaching writing process used roundtable technique. They would like to participation very well in the class. Many of students would like to write their result of discussion in the whole class.

In addition, they would cooperate to help each other by helping their friends if they did not know the material well. If their teammate wrote in incorrect grammar, the other would correct it. If the one did not know the english word of some words of Indonesia language, the other will help by loooking them up in the dictionary. If the other stucked in finding the other argument, the other friend would also think to find another arguments. So, it would make them built very good relationship between their friends not only in their group discussion but also the whole class.

## 4.3.4 Reflecting

I reviewed the second cycle in the whole analysis. I actually analyzed the weakness and the strength of the cycle. It could be during the treatment given.

I actually found out again the weakness that had found in the first cycle. The class was still little bit noisy when the students discussed with their friend to finish the assignment. Then, the students had difficulties in delivering the ideas. But, they could looked the vocabularies that had written in their book for the previous meeting. So, they could minimalize the problem.

Then, the students were more active during teaching learning process because participate in teaching learning. Every students were asked to write the assignment and participated in the whole class discussion. They also helped each

other if their friends in the same group had difficulties. So, it would improve the cooperation between them. Then, the understanding of the material would improve too.

## 4.4 Overall Analysis

Based on the treatments and observations in my action research, I conclude that the use of roundtable technique would improve students' achievement in writing hortatory exposition text. In the first cycle, students could write hortatory exposition text in correct organization and grammar by applying roundtable technique. Then, in the second cycle students did not only write hortatory exposition text in correct grammar and punctuation but also in correct content, mechanics, and word choice.

Not to mentioned, the teaching learning process was be more active because every students had to participate in it by writing their arguments or answers some questions using roundtable technique. If they had difficulties in writing their arguments, they could discuss with their friends in their group. In addition, the whole class discussion would be followed after doing the roundtable technique in the teaching writing hortatory exposition text. So, they could get many different arguments from the other groups.

In addition, the students' interest and motivation also improved. They would like to write arguments as much as possible. If their friends in their group had difficulties like in exploring the idea or writing in incorrect simple present tense, they would help them. Then, I used interesting media in my teaching so

they were active in the teaching learning process. Then, it would help them to understand the material well. They liked the roundtable technique in teaching writing hortatory exposition text.

Finally, it showed that the students' achievement in writing hortatory exposition text could be improved by using roundtable technique. So, roundtable technique should be applied in the next teaching learning process, especially in teaching writing the text type.
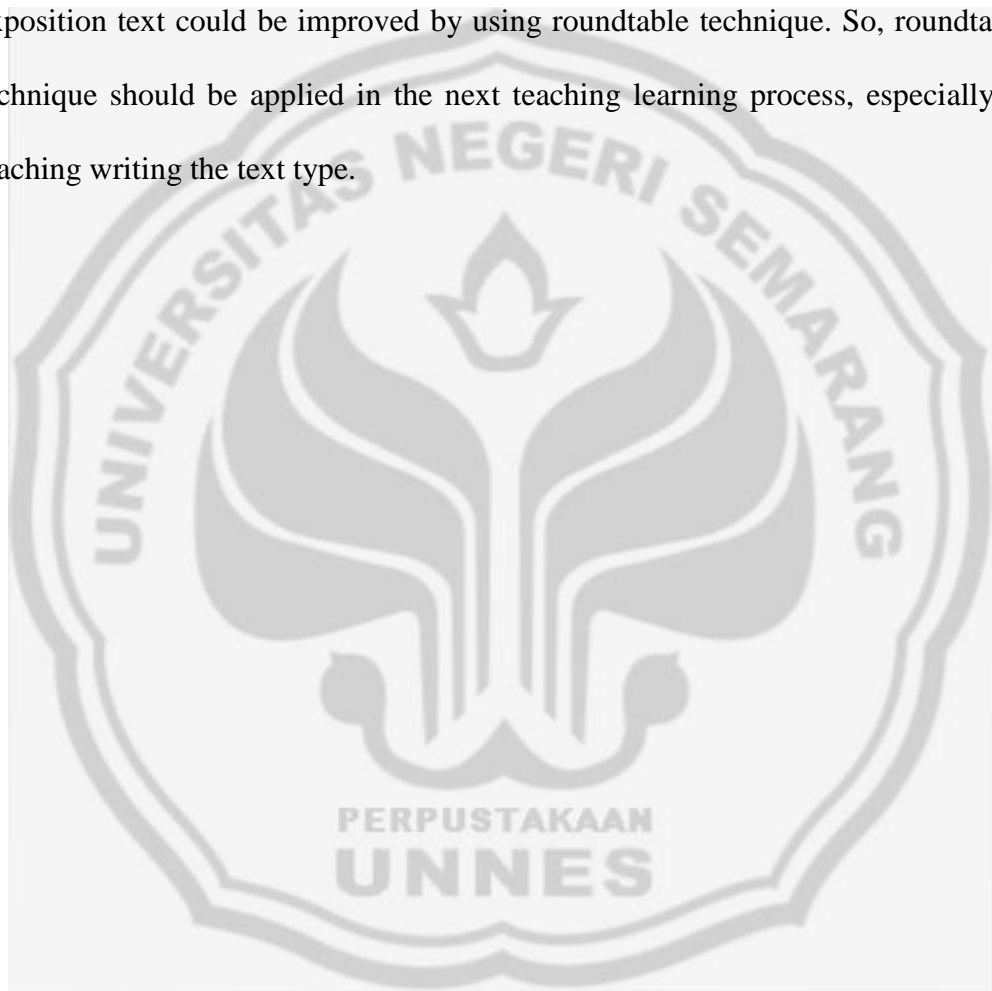
# CHAPTER V

# CONCLUSION AND SUGGESTION

The overall research had been conducted and the data had been obtained and processed in the previous chapter. So, this chapter will discuss about the conclusion and suggestion from the study.

## 5.1 Conclusion

Based on the result of the analysis in the previous chapter and the statement of the problem, the conclusions can be drawn as folows:

1) The use of roundtable technique can improve students' achievement in writing hortatory exposition text very well. It can be shown that the students write hortatory exposition text in correct grammar and punctuation in the first cycle. Then, in the second cycle, the students write hortatory exposition text not only in correct grammar and organization but also in correct content, mechanics, and word choice.

2) The use of roundtable technique can increase students' interest in writing hortatory exposition text. The students are more active, more interested during the learning process, and respond the lesson well.

3) Then, the students' motivation in learning writing hortatory exposition text is also improved. After that, the students can cooperate well with their friends during teaching learning process by roundtable technique.

4) The students cooperate very well each other. They are not only for learning what is taught but also helping their friends learn.

5) The relationship between their friends in classroom is good. So, the condition of class is very enjoyable to study together.

## 5.2 Suggestions

Based on the result of discussion above, some suggestions are presented in an effort to improve students' achievement in writing hortatory exposition text.

1) The writer suggests that the English Teacher should use roundtable sometimes as an alternative technique in teaching writing in order to make students are more active.

2) The students should be confident in delivering their arguments or ideas in their writing. They should not be afraid of producing mistakes in writing their hortatory exposition text especially in using appropiate vocabularies and simple present tense.

3) The population of this study is limited to the eleventh year students of State Senior High School 1 Batang in the academic year 2010/2011. So, it is suggested  that an action research of this technique can be conducted at other instutions. In the end,   we can see how this technique can be applied effectively so that the students' achievement in writing can be improved.

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Appendix 1

# LESSON PLAN OF CYCLE 1

School              : SMA NEGERI 1 BATANG

Subject             : English

Year/Semester       : XI/2

Time Allotment      : 4 x 45 minutes

**Standard Competence**

10. Mengungkapkan makna dalam teks fungsional pendek dan esai berbentuk *narrative, spoof*, dan *hortatory exposition* dalam konteks kehidupan sehari-hari.

**Basic Competence**

10.2 Mengungkapkan makna dalam esai dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative, spoof*, dan *hortatory exposition.*

I.   **Text Type** : Hortatory Exposition Written Text
II.  **Indicator**
   1. Students are able to understand what hortatory exposition text is, the social function, the generic structures and lexicogrammatical features of hortatory exposition text
   2. Students are able to identify the text which is called hortatory exposition text
   3. Students are able to understand the steps of correct and good writing
   4. Students are able to write their arguments in simple present tense
   5. Students are able to produce or write hortatory exposition text in correct generic structures and lexicogrammatical features.

**III. Material**

1. Definition and social function of hortatory exposition text
2. Generic structures of hortatory exposition text
3. Lexicogrammatical features of hortatory exposition text including simple present tense
4. The examples of hortatory exposition text
5. Vocabulary related to example of hortatory exposition text

**IV. Method**

➢ Discussion
➢ Asking and answering
➢ Reading activity
➢ Writing activity
➢ Exercise

| Tatap Muka | Terstruktur | Mandiri |
|---|---|---|
| Listen and read hortatory exposition text | Discuss with their group about definition, social function, generic structures, lexicogrammatical features, and content of the hortatory exposition text. | Each student writes hortatory exposition text in good and correct steps of writing. |
| | Discuss with their group about steps in good and correct writing. | |
| | Discuss with their group to explore their idea to write hortatory exposition text in simple present tense. | |

**V.** **Learning Activities**

**A.** **Opening activity for the meeting:**

- ➢ Response the teacher's question in order to become more friendly and comfortable with the condition.
- ➢ Response teacher's question about students' attending.
- ➢ Pay attention to the purpose of the study which teacher says to reach the goal.
- ➢ Active in learning activities.

**B.** **Lesson**

♣ **Building Knowledge of the Field**

- −Teacher asks some questions about the reasons why students should not bring mobile phone to school. This activity will make students have background before read the text which the title is "Should not Bring Mobile Phone to School"!
- −Teacher distributes the example of hortatory exposition text which the title is "Should not Bring Mobile Phone to School!"
- −Teacher asks the students to read the text first and then teacher ask some questions related the content of the text to make the students understand the text well
- −Teacher asks the students to find the characteristics of the text.
- −Teacher asks the students to guess what kind of the text it is.

♣ **Modeling of Text**

– Teacher explains about the definition and social function of hortatory exposition text.

– Teacher explains about the generic structures of the text (thesis, some arguments and recommendation).

– Teacher explains about lexicogrammatical features of hortatory exposition text.

– Teacher explains about Simple Present Tense to make sure that all of students understand about it well.

– Next, Teacher will explain about the steps of good writing and then give example of it.

♣ **Joint Construction of Text**

– In this stage, the students will be divided in group of eight so each group consists of four students.

– Then, teacher will name their group by A, B, C, D, E, F, G, and H.

– Then, teacher explain about roundtable structure first before they have to apply roundtable structure during teaching learning process, So, teacher hope that students can understand what they have to do and make them understand the lesson well.

– Next, teacher distributes one paper and one pen for one group.

– Teacher asks the students to discuss about the generic structures, lexicogrammtical features, and the content of the text which the title is should not bring mobile phone to school.

– Teacher asks some volunteers of each group to present the result of discussion in front of the class.

– Teacher actually asks them to write their arguments based on the theme given "should not bring mobile phone to school" writing in hortatory exposition text. Then, the teacher will choose some volunteers randomly to present the result of discussion in whole class.

♣ **Independent Construction**

– Teacher asks the students to try to write their own hortatory exposition text by applying the steps of correct and good writing.

– They have to make sure and be careful with generic structures and lexicogrammatical features of hortatory exposition text.

– Teacher asks them to submit it in the end of the lesson.

**VI. Source and Media**
– Text book which is relevant with the students.
– PowerPoint.
– Laptop and LCD.
– Handout from the teacher.
– Work sheet from teacher
– Examples of hortatory exposition text from teacher.

**VII. Structured assignment**

1. **Writing**

   - Students write which paragraph is called thesis ,argument, and recommendation
   - Students write the lexicogrammatical features of hortatory exposition text which can be found in the text
   - Students write the content of the text
   - Students write their own hortatory exposition text and pay attention with the generic structures and lexicogrammatical features of hortatory exposition text based on the theme given "should not bring mobile phone to school".

**VI. Evaluation**

| Indicators | Evaluation | | |
|---|---|---|---|
| | Technique | instrument | Example |
| 1. Student identifies the generic structures and grammatical features of hortatory text. | Written | Short answer | Please try to find out the generic structures and lexicogrammatical features of that text! |
| 2. Students find the content of hortatory exposition text | Written | Short answer | Please try to write the content of the text! Do it with your group and then each group has to present the result of discussion in |

| 3. Student write hortatory exposition text individually | | | the whole class. Please write hortatory exposition text individually based on the theme given and please pay attention with generic structures and lexicogrammatical features of that text! |
|---|---|---|---|
| | Written | Long answer | |

**Example of Hortatory Exposition Text**

**Should not Bring Mobile Phone to School**

Recently most people own mobile phone. Why does mobile phone user increase dramatically in recent years? First, the feature and functions has increased. Mobile phone is not used just for calling, but sending text, taking pictures, recording videos, accessing internet, playing games and much more. Second, mobile phone has also become a lot cheaper. Now this communication device does not only fill the pocket of adult but also teenager and student. Even a lot phones are intentionally designed to teenaged market. However should they be allowed to bring them to school?

Many schools do not allow students to bring cell phones to school. It is very reasonable because bringing phone to school potentially disrupts the learning process. Most students use cell phones irresponsibly. They use cell phones to talk to their friend during class time. They also use the calculator and camera features in the class as well. Those potentially lead less concentration in the time of learning and teaching process.

Students go to school to learn and behave fair way. Mobile phones provide a large temptation to cheat in tests. They can communicate to anyone and almost anywhere in the world. Because of the small size of the cell phone, students can send a text quietly and discreetly. The text can go unnoticed anywhere to get help on answering tests, homework, and other class assignment. Learning in school is to behave fair not cheating.

Therefore, schools should ban students from bringing their cell phones. However it should be done fairly. In case of an emergency some student need a call for help, providing easy access to phone is better.

# Hortatory Exposition Text

1. **Definition of Hortatory Exposition Text**

   Hortatory Exposition Text is a text which represents the attempt of the writer to have addressee do something or act in certain way.

2. **Social Purposes of Hortatory Exposition Text**

   The social function of hortatory exposition text is to persuade the reader or listener that something should or should be the case.

3. **Generic Structure and Lexicogrammatical Feature of Hortatory Exposition Text**

   Hortatory exposition text has three generic structures they are thesis, argument, and recommendation. Here are the generic structure and its function:

   | Generic Structures | Identification |
   |---|---|
   | 1. Thesis | Announcement of issue concern |
   | 2. Argument | Reason for concern, that will lead recommendation |
   | 3. Recommendation | Statement of what should or should not happen or be done based on the given arguments. |

   The Lexicogrammatical features usually found in a hortatory exposition text are;

   a. Focus on generic human and non-human participants, except for speakers or writers referring to self.

   b. Use of:

   ➢ Mental processes, in order to state what the writer thinks or feels about an issue, for example: realize, feel, and appreciate.

   ➢ Material processes, in order to state what happens, for example: pollute, drive, travel, spend, should be treated.

   ➢ Relational processes, in order to state what is or should be, for example: doesn't seem to, have been, is.

c. Use of simple present tense

**S + Vs/es + O/C**

**or**

**S + to be (is, am, are) + Adj/Adv/N**

## STEPS OF CORRECT AND GOOD WRITING

Based on Harmer (2004: 4-5) suggested that the process has four main elements:

*1. Planning*

In this point, the writers have to think about three main issues: the purpose of writing, the readers or audience of writing, and the content structure of the writing.

*2. Drafting*

This is the first version of a piece of writing and it will produce final version.

*3. Editing*

This stage needs some revising to make it better.

*4. Final Version*

After editing the draft and making the changes that are considered before, the writers can produce their final versions.

Appendix 2

# LESSON PLAN OF CYCLE 2

School            : SMA NEGERI 1 BATANG

Subject           : English

Year/Semester     : XI/2

Time Allotment    : 4 x 45 minutes

**Standard Competence**

10. Mengungkapkan makna dalam teks fungsional pendek dan esai berbentuk *narrative, spoof*, dan *hortatory exposition* dalam konteks kehidupan sehari-hari.

**Basic Competence**

10.2 Mengungkapkan makna dalam esai dengan menggunakan ragam bahasa lisan secara akurat, lancer, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative, spoof*, dan *hortatory exposition.*

I.    **Text Type**      : Hortatory Exposition Written Text

II.   **Indicator**

   1. Students are able to use appropriate vocabularies and conjunction to write their arguments based on the given topic.

   2. Students are able to write their arguments based on the given topic in simple present tense

3. Students are able to write the supporting sentences based on the argument that they have written

4. Students are able to produce or write hortatory exposition text in correct way.

## III. Material

a) Definition and social function of hortatory exposition text

b) Generic structures of hortatory exposition text

c) Lexicogrammatical features of hortatory exposition text including simple present tense

d) Vocabulary related to the given topic

e) Conjunctions which are usually used in writing hortatory exposition text

f) The examples of hortatory exposition text which the title is "Never Try Smoking?"

## IV. Method

➢ Discussion

➢ Asking and answering

➢ Reading activity

➢ Writing activity

➢ Exercise

| Tatap Muka | Terstruktur | Mandiri |
|---|---|---|
| Listen and read hortatory exposition text | Discuss with their group to find out the generic structure. lexicogrammatical | Each student writes hortatory exposition text based on the given topic. |
| | features, and the content of the example of hortatory exposition text which the title is " never try smoking?"<br><br>Discuss with their group | |

| | to find out the appropriate vocabularies based on the topic given. Discuss with their group to find out some conjunction which are usually used in writing hortatory exposition text. Discuss with their group to write their arguments and supporting sentences based on the given topic in appropriate vocabularies, correct conjunction, and in simple present tense. | |
|---|---|---|

## V. Learning Activities

### A. Opening activity for the meeting:

➢ Response the teacher's question in order to become more friendly and comfortable with the condition.

➢ Response teacher's question about students' attending.

➢ Active in learning activities

### B. Lesson

#### ♣ Building Knowledge of the Field

− In this stage, teacher asks to the students about what we have learnt in the previous meeting to make sure that they still remember the lesson well.

- Teacher asks the students about the questions which are related with the content of the text that will be discussed later.

♣ **Modeling of Text**

- I will explain about Simple Present Tense again to make sure that all of students understand about it well.
- Next, I will explain some vocabularies that usually found in the example of hortatory exposition text which the title is "never try smoking!"
- I will explain the conjunction that are usually written in hortatory exposition text

♣ **Joint Construction of Text**

- Then, the students will be divided in some groups.
- Teacher will name their group by A, B , C ,D , E , F, G, and H.
- Then, teacher explains what they have to do in their group by using roundtable structure.
- Next, teacher distributes one paper and one pen for one group.
- After it, teacher distributes a hortatory exposition text which the title is "never try smoking!".

  (One student gets one text. Then, I ask them to read it first).

- Next session, teacher asks the students to find out the generic structures, the lexicogrammatical features, and content of the text.

- I asked them to write some vocabularies to write the hortatory exposition text based on the theme given "never try smoking!"

- I asked them to write some conjunctions to write the hortatory exposition text.

- I asked them to write the arguments and supporting sentences based on the given topic.

♣ **Independent Construction**

- I ask the students to write their own hortatory exposition text based on the given topic.

- They have to make sure and be careful with generic structures, lexicogrammatical features (simple present tense), conjunctions, and appropriate vocabulary in writing hortatory exposition text based on the given topic.

- I ask them to submit it in the end of the lesson.

**VI. Source and Media**

- Text book which is relevant with the students.
- PowerPoint.
- Laptop and LCD.
- Handout from the teacher.
- Work sheet from teacher
- Examples of hortatory exposition text from teacher.

**VII. Structured assignment**

**1. Writing**

- Students write the appropriate vocabularies related to the given topic
- Students write conjunction which are used in writing hortatory exposition text

- Students write their own hortatory exposition text and pay attention with the generic structures, lexicogrammatical features (simple present tense), vocabulary, and conjunction in writing hortatory exposition text based on the given topic.

**VIII. Evaluation**

| Indicators | Evaluation | | |
|---|---|---|---|
| | Technique | Instrument | Example |
| 1. Students write some appropriate vocabularies based on the theme given and conjunction which are usually written in hortatory exposition text. | written | Short answer | Try to write some appropriate vocabulary related to the given topic! After that, let's try to write some conjunctions that are usually written in hortatory exposition text! |
| 2. Student writes their arguments based on the theme given in simple present tense | | | |
| 3. Students write the supporting sentences for | written | Long answer | Please try to write your arguments in simple present tense based on the given topic! |

| | | | |
|---|---|---|---|
| each arguments that they have written | | | |
| 4. Student write hortatory exposition text individually | written | Long answer | Please try to write the supporting sentences for each argument that you have written! Do it with your group and then one group has to present the result of discussion in the whole class. |
| | Written | Long answer | Please write hortatory exposition text individually and please pay attention with generic structure, lexicogrammatical features (simple present tense) of that text, appropriate vocabularies and conjunctions in writing hortatory exposition text! |

**Example of Hortatory Exposition Text**

# Never Try Smoking!

A lot of people, especially teenagers, who do not smoke, always want to try smoking. They know it is bad for them and all, but it is just something they want to try. So they ask one of their smoker friends for a cigarette. Admittedly, they firstly can't light it on their own so they ask his friend to do it. Then they inhale that cigarette and smoke occasionally.

Apparently that makes them the born smokers. Now they do smoke fairly regularly. They can't avoid smoking and they enjoy too. They have smoker friends. Every day, they bring a pack in their pocket. For them, a pack of cigarette is as important as a wallet for their money.

Suddenly, for certain reason, they realize the fact that tobacco is the cause of a long list of nasty diseases. It is not only heart disease, stroke, and chronic lung disease but also bladder, lung, and pancreatic cancer. Even it was reported that around 400,000 Americans died each year. It was one every 80 seconds from tobacco-related illnesses.

Then they decide it is stupid to harm selves. They want to quit smoking. Unfortunately, they find that quitting smoking is so difficult. "Why can't I stop smoking? I really want to stop it". It is hard to quit because nicotine is powerfully addictive. Cigarette is one of the most efficient drug-delivery devices ever devised. As result, when people try to quit smoking, they often experience classic nicotine withdrawal symptoms such as anxiety, irritability, headache, depression, and restlessness.

Well, still want to try smoke? Think the facts before trying! If you are not smoker, you should never and never try to smok

Appendix 3

# TEACHING JOURNAL

SCHOOL : SMA Negeri 1 Batang

CLASS/SEMESTER : XI IPS/II

MATERIAL : Hortatory Exposition Text

| | |
|---|---|
| Which parts of the teaching ran well? | |
| Which parts of the teaching didn't work as expected? | |
| What area I should improve? | |
| How should I improve? | |
| What are difficulties students have during the treatment? | |

Appendix 4

# TEACHER  INTERVIEW

1. What is your opinion about the students' interest in teaching writing hortatory exposition text using roundtable technique?

2. What is your opinion about the students' participation in teaching writing hortatory exposition text using roundtable technique?

3. What do you think about media which was used by the researcher in teaching writing hortatory exposition text using roundtable technique?

4. What do you think about the researcher' way in teaching writing hortatory exposition text using roundtable technique?

5. What are the difficulties that you can find when the researcher teaches writing hortatory exposition text using roundtable technique?
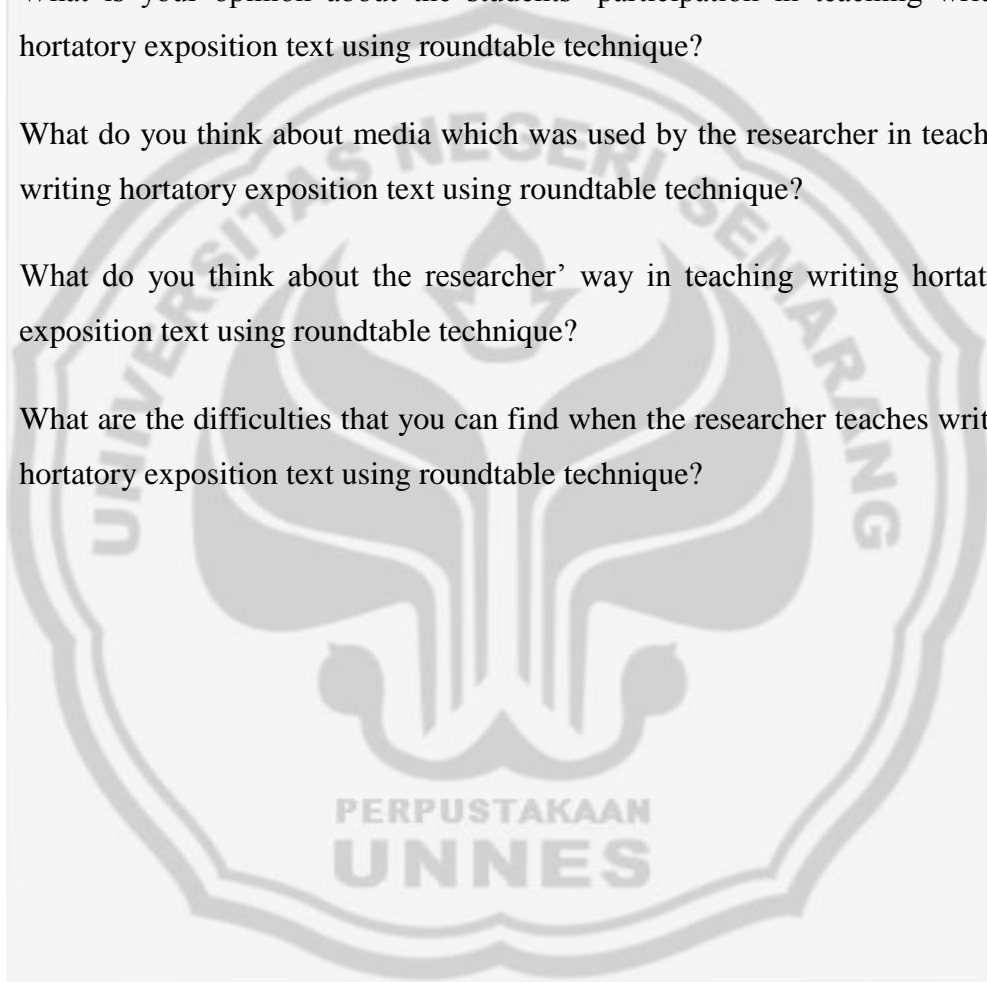
Appendix 5

# STUDENTS INTERVIEW

1. How is your feeling when you participate in teaching writing hortatory exposition text using roundtable technique?

2. What are the difficulties that you can find when you join in teaching writing hortatory exposition text using roundtable technique?

3. Which part do you like when you join teaching w writing hortatory exposition text using roundtable technique?

4. What is your opinion about the media which is used by the researcher in teaching writing hortatory exposition text using roundtable technique?

5. In the teaching learning process of hortatory exposition text, which part is make you interested?

6. What is your opinion about the teaching way which is done by the researcher?

Appendix 6

# OBSERVATION SHEET

School : SMA Negeri 1 Batang

Time : 2 x 45'

Number of Students : 33

| Class activities | Students' responses during the activities | Students' responses about the roundtable technique |
| --- | --- | --- |
| | | |
| | | |

Appendix 7

# TEACHER  INTERVIEW

1.  What is your opinion about the students' interest in teaching writing hortatory exposition text using roundtable technique?

    *Yeah.. all of students have good interest. They like joining teaching learning process in their class. The evidence is all of them are giving the attention to the teacher in the teaching learning process itself. And if they have some problems, they will ask the problem that they have to the teacher.*

2.  What is your opinion about the students' participation in teaching writing hortatory exposition text using roundtable technique?

    *I think about the participation of the students is good enough. And then they are all of them in active. So that, they join about the teaching learning process at class and every time about if they have problems they will ask soon about the problems. They ask about the questions and also give ideas about the material that is discussed.*

3.  What do you think about media which was used by the researcher in teaching writing hortatory exposition text using roundtable technique?

    *Yeah, it is good enough and represents the media. The teacher uses several idea like pictures, and real object.*

4.  What do you think about the researcher' way in teaching writing hortatory exposition text using roundtable technique?

    *Yes, the way is good and then the evidence is about she uses instruments like print out of hortatory exposition text and real object like hand phone. The material that is discussed is about hand phone so the teacher asks the students*

*about hand phone. She asks about the advantages and disadvantages of hand phone itself.*

5. What are the difficulties that you can find when the researcher teaches writing hortatory exposition text using roundtable technique?

*Yes, this one is about the students here. The students are limited to build their idea because the students' ability about the material also limited. It is happened because they never get the material before. Then, the material about hortatory exposition text is the most difficulties material for eleventh grade of students. It is happened in the first cycle.*
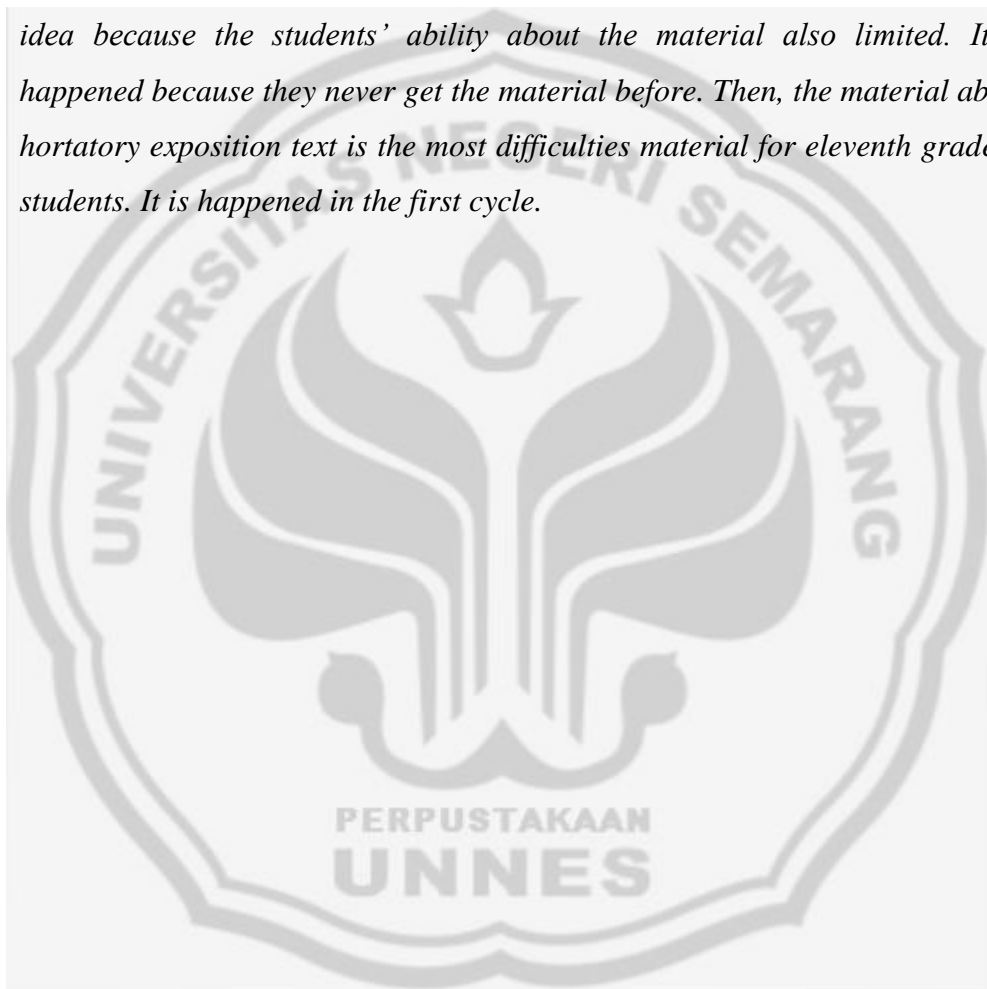
Appendix 8

# STUDENTS INTERVIEW

1. How is your feeling when you participate in teaching writing hortatory exposition text using roundtable technique?

   *Happy because I can learn how to write hortatory exposition text together with my friends. I can share my idea. Then, If I make mistakes especially in grammar, my friends in group will help me to understand that. This is the new technique in studying in my class so it is very unique.*

2. What are the difficulties that you can find when you join in teaching writing hortatory exposition text using roundtable technique?

   *When I have to write my arguments that has to be different with my friends. Actually I often have the same idea. It is a new technique for me so in the first time I can not do the steps of the technique very well.*

3. Which part do you like when you join teaching w writing hortatory exposition text using roundtable technique?

   *When the researcher explains hortatory exposition text briefly with power point and pictures. Then, when I do my assignment together in group.*

4. What is your opinion about the media which is used by the researcher in teaching writing hortatory exposition text using roundtable technique?

   *The media is all good. I can understand the material well because she uses PPT, pictures, and example of text.*

5. In the teaching learning process of hortatory exposition text, which part is make you interested?

*The part is when volunteer of each group have to present his discussion in front of the class. So, I can get many arguments.*

6. What is your opinion about the teaching way which is done by the researcher?

*Good, because I can share my argument by writing it. Then, I do not feel ashamed to share my idea. Then, I can understand the grammar well. That is so fun.*