

# CHAPTER I INTRODUCTION

## A. Background of the Study

Language as medium of communication is used to establish social relation and is important to learn for its function to express feelings, attitudes and ideas also to express wishes and desires by using the system of sounds and words. Fulwiler (2002 : 26) states that language is used all the time for many reasons. Ideas can only be delivered by language. In the relation to this, Clark and Clark (1997;1) state that language is fundamental instrument of communication.

English as the most used language in all over the world is important to be mastered both in oral and written form. Since it is a requirement to communicate and socialize with the world society, the demand of learning English is uplifting and expected to be synergized in Indonesia.

Teaching English is related to four skills; they are listening skill, speaking skill, reading skill and writing skill. Most teachers try to incorporate all four skills areas into their planning, though some classes may focus more on one set of skills or the other, due to the course and learner objectives. The main reason for isolating these skills and discussing them separately is to highlight their importance so students can be focus in learning each of them (Al – Jawi, 2010). Reading and listening skill have many parallels and are referred to be receptive skills, while speaking and writing skills are referred to be productive skills with the outgoing products as the results (Saricoban, 1999).

As an integration of the universally recognized four language skills, writing is frequently presumed as the hardest to master. It is a common occurrence that students are usually less enthusiastic about an upcoming test when the task requires them to write or to compose an essay instead of the more preferable multiple choice test. According to Richard – Amato (2003), like reading, writing is an interactive process involving three basic components: the audience (the readers), other writers, and other texts whether written or oral. “Learning to write is a complex series of process that require a range of explicit teaching methodologies throughout all stages of learning.” (Knapp and Watkins, 2005). The Writers need to pour his or her competences, understanding, thought and opinion to the accomplishment of the writing text. In writing, the writer not only reflects his/ her values, experiences, prior knowledge, culture, dream, goal and expectation but must also consider and additional category: the audience. (Zinnser, 2001). The complexity of the writing process becomes the main reason why students find writing to be the hardest language skill. Thus, most students find that writing a difficult task to carry out.

However, National Educational Curriculum now requires them students to know and understand the basic types of writing and their essential components and structures. The students are expected to fulfill a level of satisfactory when it comes to educational learning of language. Thus, it is obligatory that students need to maintain at least a decent level of graphic skill which is another way to address writing skills.

To help students in outlining their writing products, they are thought about the types of types of text. There are different types of writing. One way to categorize writing is by the genre. Genre divides texts into description, narrative, procedure, argumentation, narrative and many more. More specified objective is required in order to have a greater chance in dealing with the problems in students' writing. Thus, in this particular research the researcher will focus in one genre that the genre of narrative.

Even though the most usually known purpose of narrative is to entertain the readers, students are hardly amused to compose a narrative text. Narrative is significant media to students' reflective and critical skills. Wolf (1994) believes that narrative is not only a set of lovely stories to be read, but also a foundation for analysis, reflection, and criticism, which can be used to be a resource for children's original writing.

For the higher level of study, narrative text is not only learned in Junior High School or senior level but also in University level also real job field, therefore the researcher believes that it will be important for Narrative genre to be observed, beside that the genre will be expected to practically amuse the students within the learning teaching process. Another agenda which is expected to be fulfilled is that learning Narrative text at school can be an alternative way to raise the students' awareness of classical and local stories that now become forgotten.

Based on the researcher's experience in Integrated Field Teaching Program (PPLT) in 2013 to SMA Negeri 1 Perbaungan, the same problem was also found. The students were still struggling in writing narration and confused of

what to write and how to start. Moreover, the students did not have any ideas about grammatical patterns or generic structures of Narrative text and moreover to organize those ideas and structures into text.

The collected data by observing SMA Negeri 1 Perbaungan, the minimum competence criteria is 75. Below is the table of the means of students' scores in SMA Negeri 1 Perbaungan in writing Narrative text.

**Table 1.1**  
**Means Of Sample Students' English Score In**  
**SMA Negeri 1 Perbaungan**

<b>Class Term</b>	<b>XI IPA U</b>	<b>XI IPA 1</b>	<b>XI IPA 2</b>	<b>XI IPS 1</b>	<b>XI IPS 2</b>
<b>1</b>	<b>72</b>	<b>70</b>	<b>69</b>	<b>68</b>	<b>65</b>
<b>2</b>	<b>71</b>	<b>72</b>	<b>70</b>	<b>69</b>	<b>66</b>

*Source : Data from Curriculum Development Board SMA Negeri 1 Perbaunga, year : 2013-2014*

The table shows that the students' English achievement at the school is still in need of improving. The minimum standard for passing English test for students in grade X is 75, while from the table we can see that only class in which all the students got a core higher than the minimum criteria.

Related to the problem described previously, the way of teaching needs to be improved. Strategies for improving the way of teaching will be needed to perform in the class in order to improve the students' achievement. To overcome the problem which occurred, it is acclaimed to use the Simultaneous Roundtable Technique.

Simultaneous Roundtable Technique is one of cooperative learning techniques that allow students to work in any number of groups to actively engage in learning process to improve their understanding to the content. Each member of

the team is not only responsible for their own learning, but also to help their teammates to learn. (Kagan : 2009)

By using Simultaneous Roundtable Techniques in teaching narrative text, the students will be expected to be able to compose a narrative text or stories by their own words and ideas. In teams, students will simultaneously generate responses, then pass their ideas clockwise so each team can add to the prior responses (Kagan, 2009). Within the simultaneous roundtable technique, students will collaborate; work together to add some comments/ thought in order accomplish a narrative text without being confused about what to start.

Other strategies that are relevant to Simultaneous Roundtable Strategy have been developed to help the students in their writing achievement, they are Round Robin and Roundtable Strategy by Kagan (2002), TPC (Think, Pairs, Check), TPW (Think Pairs Write) and Think Pairs Share) which is developed by Lyman (1981), and Peer Writing by Cohen (1994).

Various researches were conducted by using Simultaneous Roundtable Strategy. As this strategy has a very big potency to solve problem of teaching in many fields of subjects (Kagan, 2002), many researchers have developed the classroom teaching method by using this strategy.

To begin with the related studies, Stenlev (2011) examined the use of Simultaneous Roundtable Strategy to help teachers in teaching process. It is suggested that the silence in doing this strategy help the students to gain the maximum result of the study, compared to lecturing method. As the students are asked to work by using a paper and a pen, the students are invited to think and

generate ideas without making noise. This will promote the most conductivity in learning process. It was concluded that Roundtable Strategy works best in sequenced activities like writing. Activities by using this strategy will build positive interdependence among team members and reinforce the power of teamwork and team cohesion (Stenlev, 2011).

Siregar (2008) conducted a classroom action research in order to attempt the improvement of student's in writing descriptive paragraph. As the subject of the research, class VIII-5 in SMP N2 Berastagi, North Sumatera – Indonesia, was examined and treated by using the strategy, Yudhi (2008) found that students' achievement kept improving. Based on two cycles which were done during the research, Yudhi (2008 : 41) suggested that the post test result was improved from 61.43 in the post to be 75.13. Later, it is also supported that Simultaneous Roundtable Strategy can improve students' achievement in writing narrative paragraph.

As the related studies revealed, it was found that Simultaneous Roundtable Strategy gives a positive output as the result of the result. However, Simultaneous Roundtable Strategy had never been used in experimental research to see how it is upper handed to improve students' achievement in writing, especially writing a narrative text. To bring peer researchers to a new horizon of this strategy, the researcher applied Simultaneous Roundtable Strategy to determine that this strategy also give positive result as previous research attached.

For the consideration that the Simultaneous Roundtable Technique would be effective to improve the students' achievement in writing Narrative text, the researcher would try to investigate the effect of applying this technique to the students' achievement in narrative writing. However the study would be expected to show the result of the technique to be used in English language teaching especially in teaching narrative text.

### **B. Scope of the Study**

The main purpose of the study is to find out if the effect of applying the simultaneous roundtable technique would significantly improve the students' achievement in writing narrative text. Therefore, the study is focused on the students' achievement in the process of writing narrative text in term of conducting ideas and combining thoughts into integrated narrative text by using simultaneous roundtable technique.

### **C. Problem of the Study**

Based on the background of the study, the research problem is formulated as following:

“Is the students’ achievement in writing narrative text taught by using simultaneous roundtable strategy significantly higher than that taught by using conventional method?”

### **D. The Objective of the Study**

As stated in the title and the formulated problem of the study, this research is conducted to investigate whether there is a significant effect of using simultaneous roundtable technique on students’ achievement in writing narrative text.

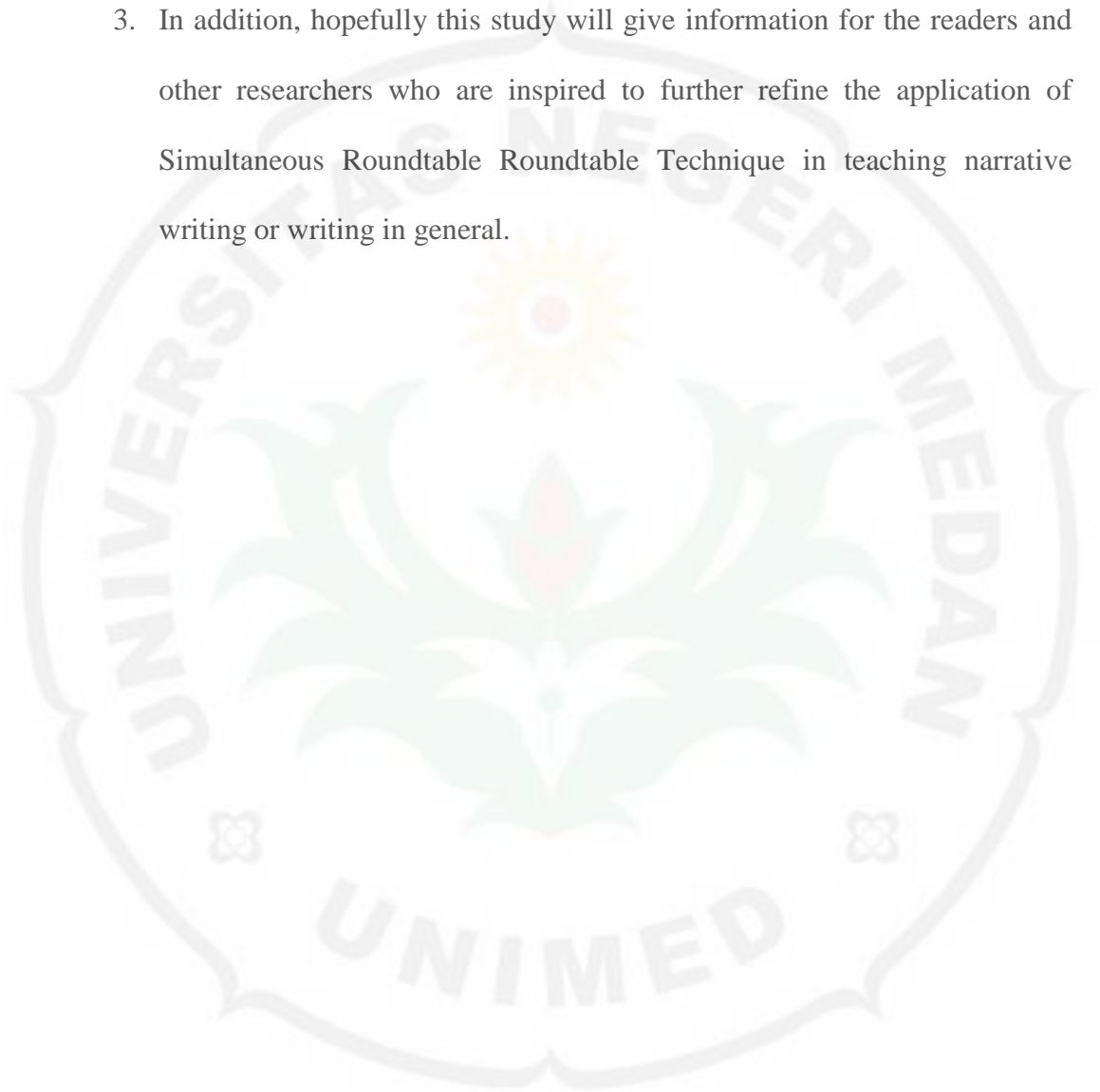
### **E. The Significance of the Study**

There are several aspects of the significance of the research that the researcher hereby wishes to establish, namely:

1. Theoretically, the findings of this research will be useful for English teachers who need another technique in developing students’ progress in Narrative writing.
2. Practically, the implementation of the Simultaneous Roundtable Technique will help students in improving their skills in narrative writing.



3. In addition, hopefully this study will give information for the readers and other researchers who are inspired to further refine the application of Simultaneous Roundtable Roundtable Technique in teaching narrative writing or writing in general.



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