



**IMPROVING THE STUDENTS' ACHIEVEMENT IN
WRITING PROCEDURE TEXT THROUGH ROUND TABLE
TECHNIQUE AT FIRST GRADE OF SMK SWASTA AL-
WASHLIYAH 1 MARBAU**

A SKRIPSI

**Submitted to the Faculty of Tarbiyah and Teachers Training, State Islamic
University of North Sumatra Medan as a Partial Fullfillment of the
Requirements for the Degree of Sarjana Pendidikan**

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FACULTY OF TARBİYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA**

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ABSTRACT

Santi Wahyuni Rambe. Improving Students' Achievement in Writing Procedure Text Through Round Table Technique At First Grade of SMK Swasta Al-Washliyah 1 Marbau. 2020. Department of English Education, Faculty of Tarbiyah and Teachers' Training State Islamic University of North Sumatera. Prof. Dr. Didik Santoso, M.Pd., Utami Dewi, M.Hum.

Keywords : Procedure Text, Round Table Technique, Writing Skill.

Round table technique is a technique applied in cooperative learning which refers to a variety of teaching techniques where students work in small groups to help each other learn academic content. The research was aimed to find out the students' improvement in writing skill at procedure text by round table technique. The subject of this research was the first grade of SMK Swasta Al-Washliyah Marbau 2020/2021 academic year. It consisted of one class and 32 students as respondents. This research was conducted by using classroom action research. The technique of analyzing data was qualitative and quantitative research. The qualitative data were taken from observation. While the quantitative data were taken from tests consist of pre-test and post-test. Based on the result of the data analysis, it showed that there was an improvement in the students' skill in writing procedure text after applying round table technique. In pre-test the students mean was 60,21 or it was 15,62 %. There were only 5 students from 32 students that can reach the KKM. After doing the post test, there was an improvement in the result of the students; mean. The students mean in post test cycle 1 was 76,37 or it was 56,25%, and the students mean in post test cycle 2 was 85 or it was 93,75%. In other words, the students skill in writing procedure text was improved. And based on the observation sheet and documentation, it is showed that the expression and excitement of the students were also improved.

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Medan, 2020

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CHAPTER I

INTRODUCTION

A. The Background of The Problem

Language is very important for human life. We use language to convey our ideas, feeling and thought to the listener or to other people. English as a foreign language consists of four skill that should be achieved by the students who learn English namely listening, speaking, reading, and writing.

Writing for Senior High School, according to curriculum 2013, aims at being able to write various types of genre namely narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, discussion, review, anecdote, spoof, news item and procedure text. Students are expected to be able to write sentences and produce paragraphs, then develop paragraphs into several types of text.

In fact, although most students have learnt English from kindergarten, most of them cannot write well. Based on the observation, the researcher found that the students' skill in writing is still low, especially in writing procedure text. The students do not understand how to make the generic structure of procedure text, for example they don't know how to make the goals, they do not know how to explore their idea in writing, they do not understand the conjunction, they do not know how to associate the first text to the next text in paragraph. In writing the steps students' have to write the steps correctly, but the students' cannot write the steps well because in the written steps cannot be reversed or confused, if they are reversed the expected goals

will not be optimal and in writing material sometimes the students' do not know what materials are needed in making the procedure text.

The low level of the students' writing procedure text caused by the internally factors such as the student's motivation, the student's interest in writing, difficulty expressing ideas, health factors, a student's learning process will be disrupted if their health is disrupted, lazy to read, if someone is not interested in reading it is difficult. The external factors are family factors, parents who pay less attention to their children's education can cause the children to be less successful in their learning and the school factors that can affect student's learning such as: teaching methods, curriculum, methods and learning techniques at school.

There are many kinds of teaching technique, namely cooperative learning, inquiry-based learning, flipped classroom, game-based learning, project based learning and round table technique. Therefore, the researcher tries to find out an alternative technique to help the students increase their writing achievement and motivate them to give an active participation in writing class. The teacher can teach English on writing by using round table technique which students' are given chance to learn English more fun. In round table technique, the students can give an active participation during the learning process.

Round table technique plays an important role in writing procedure text because it helps the students in writing procedure text, also one way to avoid the boredom of the students because this technique can create active learning environment and the students also can develop their ideas and

opinions in developing the topic about procedure text with using a pieces of paper which in the paper has provided a picture of sequence in making procedure text and put that paper in the center of the table each person, in turn, records and ideas. Continue for several rounds. Students write procedure text in team more effective than they write procedure text themselves.

Therefore the researcher would like to do a study about *“Improving Students’ Achievement in Writing Procedure Text Through Round Table Technique At First Grade of SMK Swasta Al-Washliyah 1 Marbau”*.

B. The Identification of The Problem

Based on the background above, many problems can be identified related to the achievement in writing procedure text: (1). The students' achievement in writing procedure text is still low, (2). The students' motivation in writing procedure text is still not good, (3). The teacher's technique in writing procedure text is not appropriate, 4) The material in writing procedure text is not yet accurate, 5) And etc. Because many problems can be researched, the researcher would like to limit them.

C. The Limitation of The Problem

Based on the identification above, there are many factors that can improve the low level of writing procedure text: teacher's performance, teaching method, material, classmates, environment, including the teacher's technique. The teacher's technique can improve the students' skill in writing procedure text because technique used by the teacher can change the students' writing about procedure text or change how to write regular steps, and change the way to write the right material in procedure text because the round table

technique encourage students to communicate with one another and help them to start working in teams. The round table technique encourages students to communicate with each other and helps them to start working in teams. The round table technique helps students to focus their attention on learning, provides quiet time for students to compose their responses, with the round table technique students can create an active learning environment and they can also develop their ideas and opinions in developing learning topics. The procedure text is given by the teacher so that the general structure of the procedural text is good because everyone has the opportunity to support it and can be applied with other friends in the group.

C. The Research Question

Based on the background, it is necessary to formulate the research question in this research as follows: “How can round table technique improve the students’ achievement in writing procedure text?”

D. The Objective of The Study

Based on the research question above, the objective of the research is to describe how round table technique can improve students’ achievement in procedure text.

E. The Significance of The Study

Theoretically significance, the result of this research is useful to enrich the theory in teaching writing.

Practically, the result of this research is useful for: (1) The students to have a better strategy in learning writing procedure text by using Round Table Technique, (2) English teacher in improving students’ achievement in

writing procedure text, (3) Headmaster, to improve the knowledge about English for increasing the quality of teaching English especially by using a good technique in teaching learning process. (5) The researchers who are interested to apply the same technique in their teaching procedure writing, (6) For other researchers, to use this study as a reference to conduct next research.

CHAPTER II

REVIEW OF THE LITERATURE

A. Theoretical Framework

A.1 Achievement in Writing Procedure Text

A.1.1 Achievement

Achievement is derived from the word “achieve”. Achievement is the success obtain something through skills and hard work. The term achievement also is defined as the condition that something has been done successfully through skill and effort. These imply that achievement is the success of getting at certain purpose trough skill and hard. Achievement is the measureable process, a more general, stable cognitive trait.

According to Algarabel and Dasi, Achievement is the preferred word in education or psychometrics, sometimes characterized by the level of inference required by students to provide responses, and by the type of reference to cognitive processes made explicit in measuring instruments.¹

According to Travers, achievement is the result of what a person has learned from several educational experiences.² While Smith and Hudgins say that achievement is doing your best, being successful, completing tasks that require skill and effort and to be recognized by the author.³

¹Salvador Algarabel, Carmen Dasi. *The Definition of Achievement and The Construction of Tests For Its Measurement: A Review of The Main Trends*. (Spain: Universitat de València:2001) p.45

² Travers, john P. *Fundamental of education psychology* (Pennsylvania:1970) p.23

³ Smith, Louis M. and Hudgins, Bryce B. *Educational Psychology* (New York: 2015) p. 54

Achievement is something that you accomplish. It could be a small goal or a big goal and achievement is a result or the successfulness in studying the educational experiences that individuals exhibit in relation to their educational learning.

From the above understanding, it can be concluded that achievement is the result of the successful learning experience of education.

A.1.2 Writing

Writing is one of the most important skills in learning a language apart from reading, speaking and listening. Writing is a language skill using hands to change what we think. The purpose of writing ideas is an expression of thought in written form into a communication.

According to Pradiyono⁴, writing is a linguistic competence that is expressed in written form. So, basically writing is making text written. For the completeness of receiving information, ideas, or messages, which are delivered, the written texts should be constructed perfectly, it is not about grammatically only, but it should complete the criteria of textually meaningful.

Deporter and Henarcki⁵ say that writing is the product of brain activity by using the parting of right brain (emotional) and the parting of left brain (logic). So, writing is a communication process, writing is related to communicate with other people. It is said because when we write, we convey our ideas and feelings into written form.

⁴ Pradiyono. 12 Writing Clues for Better Writing Competence. (Yogyakarta: 2006) p.45.

⁵ Deporter and Hernarcki. Quantum Learning: Membiasakan Belajar Nyaman dan Menyenangkan (Bandung: 2005) p.179.

Furthermore, Hyland⁶ writing is at the heart of our personal experience and social identity. So, writing is a product of brain activity in linguistic competence which conveys the writer's thoughts, ideas, messages, social identities and experience in written form.

In the Qur'an, writing is also an important skill that must be learned and that's where we say that the existence of the writings contained in the Qur'an, namely letters Al-'Alaq verse 4:

الَّذِي عَلَّمَ بِالْقَلَمِ

Meaning: Who taught by the pen.

This verse told us that (who taught) man wrote (with qalam) the first person to write using qalam or pen was Prophet Idris a.s. Teaching writing, teaching people about things which are already known and God also teaches man, without pen, what man has not known before.

Learning to write is not only about how to put words in writing but also how to properly package ideas, messages and information in a text, within certain criteria. We must know what the elements of writing are to package ideas, messages and information in creating good writing. According to Orr⁷ the process of writing involves prewriting, drafting, revising, editing, and proof reading and publishing.

1. Prewriting, at this stage the writer will explore the topic, choose a topic and begin to collect and compile details that want to be written before and written.

⁶ K. Hylan. Teaching and Research Writing. Pearson Edition (Great Britain: 2003) p.1.

⁷ J.K Orr. Growing Up with English (Washington DC: 2006) p.68.

2. Draft, in this step, includes writing down your ideas on paper in a rough, preferred format for the finished job. It refers to the first version of an article as a draft. This first thing is often done by the text assuming it will be changed later. Along the writing to editing process, a number of drafts can be produced route to the final version.
3. Revising, in this step is the process where you are working on the first draft to improve the content and structure.
4. Editing and proof reading, in this step, the writer corrects the error in grammar, spelling and mechanics. It is the step that must be done by students. It is often helped by other readers who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.
5. Publishing, this is the last process you can share your work with others to read.

The language genre proposed here recognizes that although language is produced by individuals, the forms and structures of language are largely socially determined. It is concerned with 'what happened' in writing; it asks why certain types of writing work better than others. According to Knapp and Watkins⁸ the goal of a genre is to equip students with the ability to use writing codes (genre and grammar) effectively and efficiently. Without these codes, the writing process can be a frustrating and unproductive process. How many times have we seen students staring at blank paper because they didn't know how to start, let alone doing a

⁸ Knapp and Watkins. *Genre, Text, Grammar, Technologies for Teaching and Assessing Writing* (Sydney: 2005) p.17.

writing assignment? Therefore, the main objective of teaching writing is to equip students with the knowledge to become effective users of written English.

Writing is important to express ideas silently. However, students can describe their desires by writing. In writing, people learn how to communicate with other people in their absence. Allah said in the Holy Qur'an Allah SWT says in Al-Qalam verse 1:

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ

Meaning: Nun, for the sake of the pen and what they write.

Based on these verses, Allah explained that He taught humans with a pen (Qalam). Whereas with a pen, people can write and transfer their knowledge to future generations. and making a pen is a tool to convey ideas. This shows that writing and writing tools themselves have an important role to play. You can explore all the ideas you have in your mind into articles, paragraphs or text and make you understand about something new.

Learning to write is not only about how to put words in writing but also how to properly package ideas, messages and information in a text, within certain criteria. Jeremy Harmer⁹ states that the concept of genre as a goal-oriented social process is characteristic of systemic functional linguistics. A genre can be defined as a culturally specific type of text, which results from using language (written or spoken to help) achieve something.

Based on the generic structure and language features that are predominantly used, text can be divided into several types. Variations according

⁹ Jeremy Harmer. The Practice of English Language Teaching. (Cambridge UK: 2009) p.23.

to Pradiyono ¹⁰ are known as genres: (1) Procedure, helps readers to do or create something completely, (2) Narrative, entertain and entertain readers and tell stories, (3) Descriptive, to describe people, places, or details of certain objects, (4) telling, telling experiences or something that happened in the past, (5) explaining, explaining the objectives involved in the formation or work of natural or socio-cultural phenomena, (6) Discussion, to present information and opinions about a problem in more than one side of a problem, (7) Analytical exposition, to reveal to the reader that something is important, (8) Hortatory exposition, to convince the reader that something that should not be the case or done, (9) News items, to inform readers about events that are deemed newsworthy or important, (10) Reports, to present information about something as it is, (11) Anecdotes, for uk share stories of unusual events or reflections, (12) Review, to critique or evaluate a work of art or event for a general audience. (13) Spoof, which tells an event with a humorous twist and readers' criteria, and the research will focus on the procedural text. However, in this study the researcher focused on the Procedure Text.

Writing occurs as a chain of process, it is a series of interaction with words and ideas that develop and change over time. Writing is a communication process. Writing is related to communicate with other people. It is said because when we write, we convey our ideas and feelings into written form.

From the above understanding, it can be concluded that writing is a number of ideas formed in well-structured and interrelated sentences so that information can be received.

¹⁰ Pradiyono. 12 Writing Clues for Better Writing Competence. (Yogyakarta: 2006) p.33.

A.1.3 Procedure Text

Procedure is text that shows a process. Procedure texts help us do a task or create something. This can be a set of instructions or directions. Procedure text is also an activity that is directed to create or do something. Procedure texts are assignments given to students of all levels such as schools, collages and universities. All students must be able to explain how these activities are completed sequentially. According to Siahaan & Shinoda¹¹ the social function of the procedure is: to describe how something is achieved through a series of actions or steps.

According to Fatimah¹², procedure text is text designed to describe how something is achieved through a series of steps. This text uses the simple present tense, often an imperative sentence.

Nurhasan¹³ Procedure text is text that describes how something is done through several sequences of actions or steps, so that students will find it easier to do the job. In the procedure text, there are many steps or instructions that must be done to make something and the instructions are described systematically.

The genre of procedure, whether oral or written, encompasses our experience of the world. To bake a cake, program a VCR, or find our way to a new, unfamiliar destination, we need to be competent in this genre. However, teaching involves more than just simple, sequential or procedural texts. While the purpose of giving instruction is to tell someone what to do or how to do it, this can be achieved through a variety of textual forms. Carrot cake recipes and pamphlets that invite households to be environmentally aware are clearly both

¹¹ Siahaan and Shinoda. *Generic Text Structure* (Yogyakarta: 2008) p.81

¹² I.N, Fatimah. *Teaching Writing Procedure Text Through Blog* (Education Journal: 2011) p.8-11.

¹³ Nurhasan. *Teaching Speaking Procedure Text Using Picture* (Education Journal: 2011) p. 13-14.

about doing something, but the form and function of each text is quite different.

Based on the social function of this text, procedure text has three types, recipes, providing information on how to make or do something: second, instructions provide information on the rules of the game: the three scientific experiments provide information about the steps for conducting an experiment.

As one type of genre, procedural texts also have a generic or schematic structure and language characteristics. The generic structure contains the objective (something to be done) the ingredients needed to complete the procedure, this can be a list, a paragraph, a sequence of steps in the right order, a step usually uses numbers to indicate the steps, examples of enemies first, second, third, and so on.

Procedure texts usually use imperative sentences or action verbs such as add, turn, pour water and so on. Also use adverbs such as direct, slow, careful, regular, correct etc. The schematic of the generic structure of the text is as follows: (1) Purpose. This can be a text title. For example: Mushroom soup. Here's the recipe you need for making mushroom soup. (2) Determine the material. Because it is absolutely necessary for a procedure text as M. Anderson and K. Anderson ¹⁴ stated that the materials needed to complete the procedure, this might be a list, this might be a paragraph, and this might be left out in some procedures. Important material to complement the text. This can be an ingredient or utensil for making chopped parsley. 1 ½ teaspoon salt, 6 teaspoons cream, 1/4 teaspoon pepper, 2 chicken stock. (4) Instructions for achieving goals. The steps for making mushroom soup are as follows: First, prepare the mushrooms and put

¹⁴ M. Anderson and K. Anderson . Text Type of English (Australia: 2007) p.23.

them in a pan with melted butter. Second, cover and refrigerate for 10 minutes and save. Third, season with salt, pepper and nutmeg. Fourth, bring to a boil and simmer for 30 minutes. Fifth, strain and blend until smooth, with remaining ingredients. After that, return to the pan and heat it. Remove the pan from the heat and let it cool. Then add the beaten egg cream, stirring slowly. Don't let it boil. Finally, garnish with chopped parsley and serve.

Procedure text is text that describes how something is done through several sequences of several actions or steps, so that students will find it easier to do the job. In the procedure text, there are many steps or instructions that must be done to make something and the instructions are described systematically.

From the above definition, it can be concluded that a procedural text is a text designed to describe how something is achieved through a series of stages.

From the above understanding, it can be concluded that achievement in writing procedural texts is the result of organizing ideas that contain steps or instructions that must be taken to make something and these instructions are systematically explained.

A.2 Round Table Technique

A.2.1 Definition of Round Table Technique

In round table, the simplest of the team learning methods participants are assigned to four members learning term.

Round table technique is a simple way can be applied by teacher in improving students' achievement in writing especially procedure writing. The students may work problems one at a time in groups, take turn to convey

their ideas, discussion problems as a group, or use whatever means they wish to master the material.

Round table technique is a technique applied in cooperative learning which refers to a variety of teaching techniques where students work in small groups to help each other learn academic content.

The round table technique can be done with partners on each team handing out paper back and forth to record responses. As Spencer¹⁵ states that many students like round table technique as it are used their ability to build the good cooperation in a team. Round table technique helps students develop skills and mastery of academic content and it promotes enthusiasm, trust, and mutual support within a team. Using round table technique in writing procedure is also one way to avoid the boredom of the students because it can make classroom enjoyable with using of the students because it can make classroom enjoyable with using a pieces of paper which in the paper has provided a picture of sequence in making procedure text and put that paper in the center of the table each person, in turn, records and ideas. Continue for several rounds. Students write procedure text in team more effective than they write procedure text themselves.

According to Kagan and Kagan¹⁶, The round table discussion technique is a technique of sharing information that is used to generate multiple answers to questions raised by the teacher. Students are divided into at least one group consisting of four people and will be given a theme or title. Students respond in writing to questions that require factual answers rather than conceptual or

¹⁵ K. Spencer. Cooperative Learning (San Juan Capistrano:1994) p.67.

¹⁶ S. Kagan and M. Kagan. Cooperative Learning and Technology (1998) p.7.

controversial responses. In teams, students take turns producing written responses, solving problems, or contributing to team projects, one student writing a word or phrase related to a theme or title. Do this until they can't find a word or phrase related to the theme or title. After they think the word or phrase is sufficient, ask the groups to write the text using the words or phrases they collected. With the round table discussion technique, students can easily brainstorm their ideas or thoughts on the topic. Then, they check it in groups. This allows them to improve their writing skills in the language. The Round Table discussion technique is also an active learning strategy.

Based on Barkley and Cross Major¹⁷, round table is a technique in which students take turns responding to a whisper by writing a word or two or a phrase before handing out the paper to others doing the same. This is the written version of the Round Robin Brainstorming. This can lead students to be active and responsible in the group. So, each member of the group is responsible for the instructions given.

The round table technique is a useful technique to use in writing activities. This can help students to brainstorm their ideas or thoughts on the topic and review them in groups. Students must be active and follow the rules of this activity. It can also be an active learning strategy. That is, the role of students is bigger than the role of teachers in the classroom. In this technique, students don't listen to the teacher's explanations all the time; they must also explore their ideas and participation in their group. It is hoped that by

¹⁷ E.F Barkley and Major C.H. Collaborative Learning Techniques. (Jossey Bass: Wiley Imprint 2005) p.16

providing a different atmosphere in the teaching and learning process it can motivate students to participate in learning well.

A.2.2 Principle of Round Table Technique

A creative teacher usually uses many techniques in teaching to help him convey messages while teaching. The teacher believes that it is better to use the right technique to grab students' attention and make it easier for them to understand the material. One such technique is the round table technique. This technique can help students provide ideas about what students want to write. Therefore, students can produce texts without having trouble finding ideas.

Round table technique contributes to make learning process actively and interactively. Here they are some principle of round table technique according to Harms and Mayers¹⁸

- 1) Strengthen class relationships
- 2) Integrate speaking and listening skills
- 3) Build confidence and speaking fluency
- 4) Increase student independence
- 5) Use class time efficiently
- 6) Give students lots of opportunities to speak.

Ultimately, Harms and Mayers stated that the round table technique has proven to be a very successful method for increasing student confidence, improving presentation skills, and creating more motivated independent learners. The rotating role helps students increase their self-confidence and integrate their listening and speaking skills, and is practical to apply in the classroom.

A.2.3 Design of Round Table Technique

¹⁸ Harms and Myers. Empowering Students Through Speaking Round Tables (Japan: 2013) p.45

The teacher can teach the procedure writing with use round table technique, students are divided into group learning, students can be more active and each student is given their own responsibility in their respective groups. During round table, the teacher give a paper which in the paper has provided a picture of sequence in making procedure text and single pencil around the table to record responses. All members of the group take turn to giving their opinion in order to make good sentences of procedure text.

1. The teacher divides students into groups, each group consisting of four students.
2. Teacher gives the topic of procedure text. "How to Make Banana Milkshake"
3. The teacher gives a picture containing the steps of "How to Make Banana Milkshake" to each group. This is the picture that the teacher give to the students each group.
4. One student makes a one-step procedure text by looking at the picture provided, for example the picture in the first step is a picture of a banana slice that is inserted into a blender. So students must make the steps according to the picture in the first step. In making steps students are assisted by their group, and so on.
5. Student 1 writes the materials needed according to the picture that the teacher give. In writing this step, the student who make this step discuss with their group.

The material are:

- (1) A banana

- (2) Some milk
 - (3) Some honey
 - (4) Some ice
6. Student 2 writes the first step to make banana milkshake according to the picture that teacher give. In writing this step, the student who make this step discuss with their group.
 - (1) First, cup up the banana into a small slice and put them in the blender.
 7. Students 3 writes the second step according to the picture that teacher give. In writing this step, the student who make this step discuss with their group.
 - (2) Next, add some milk and honey, and don't miss to put in some ice.
 8. Student 4 writes the next step according to the picture that the teacher give. In writing this step, the student who make this step discuss with their group.
 - (3) Then, mix them all together for a few seconds. After everything is well blended, pour the mixture into a glass and have it soon.
 9. The group has complete text.
 10. Teacher and students discuss about the text that written by students.

A.2.4 Procedure of Round Table Technique

The round table technique was originally designed for teaching writing, but in practice it can be developed to teach all kinds of subjects and skills. According to Kagan¹⁹ the procedure of the round table technique is: 1.

¹⁹ S. Kagan and M. Kagan. Cooperative Learning and Technology (1998) p.7.

The teacher assigns a task with several possible responses, and provides time for thought. 2. Students take turns passing paper and pencil or team projects, each writing one answer or making a contribution.

Moreover, Kagan explained that in the team round table technique, each student wrote their responses on their own paper. Students then pass their papers clockwise so that each teammate can add to the previous response.

A.2.5 Advantages and Disadvantages of Round Table Technique

Kagan²⁰ argued that "the round table discussion technique will provide several advantages from an academic and social point of view". The advantages of the round table discussion technique are: 1) First, through the round table technique students realize the importance of preparation before entering the class because they know they will be asked to participate in the discussion. 2) Second, the round table technique encourages students to communicate with each other and helps them to start working in teams. Students learn important communication and social skills, such as how to involve others who are often silent in discussions, the value of listening to everyone's ideas, and the need to respect others. 3) Third, the round table technique helps students to focus their attention on learning, gives students quiet time to think about their responses, and provides cumulative notes. 4) Fourth, the round table technique ensures equal participation among group members and exposes students to different points of view and ideas in making good text. 5) Fifth, with the round table technique, students can create an

²⁰ Ibid

active learning environment and they can also develop their ideas and opinions in developing the topics given by the teacher in order to make good texts because everyone has the opportunity to participate and they can also discuss it with other friends in the group. That is the advantage of the round table discussion technique for student writing.

Disadvantages of the round table technique: 1) Sometimes it takes a lot of time to build ideas because they are gathered from group members. 2) Some students still find it difficult to express their ideas in the group so they tend to depend on other members. Although the round table discussion technique has several advantages, it has several disadvantages.

B. Related Study

1. Handayani²¹ which entitled The Influence of Round Table Technique and Students' Intelligence in Teaching Writing (an experimental research on descriptive writing for the tenth grade students of SMA Negeri 1 Ngaglik, Sleman, Yogyakarta in the academic year of 2011/2012). This study identifies whether the table technique is more effective than direct learning in written learning for class X students of SMA Negeri 1 Ngaglik Sleman Yogyakarta. He took data from students of class XE and class XF as research samples. Class XE as the experimental class and class XF as the control class. Each class consists of 34 students. The results showed that students who learn using the Roundtable technique have better writing skills than students taught using direct learning, students who have high intelligence have better writing

²¹ Handayani The Influence of Round Table Technique and Students' Intelligence in Teaching Writing descriptive writing for the tenth grade students of SMA Negeri 1 Ngaglik, Sleman, Yogyakarta in the academic year of 2011/2012.

skills, students who have low intelligence and there is no interaction between students. teaching techniques and students' level of intelligence in writing.

2. Sinta²² entitled *The Use of the Round Table Technique to Improve Learning Achievement in Writing Hortatory Exposition Text (Case of Class XI Students of SMA Negeri 1 Batang Academic Year 2010/2011)*. He said, teaching writing hortatory exposition texts to high school students is not easy. Then he used the round table technique to assist students in writing hortatory exposition texts. At first the students could not write the hortatory exposition text correctly before being given the treatment. After receiving treatment, they can write hortatory exposition texts in a grammatically correct organization. Finally, students can write a hortatory exposition text with the correct grammar, content, mechanics, word choice, and style after they get the final treatment. In addition, most of the students were interested in teaching activities using the Round Table technique in writing hortatory exposition texts. Then, they were able to apply the round table technique well.

C. Conceptual Framework

The round table technique can improve student achievement in writing, especially procedural texts because it uses the round table technique in writing procedure is also one way to avoid the boredom of the students because students can create an active learning environment and they can also develop ideas and opinions in developing topics about procedure text with using a pieces of paper which in the paper has provided a picture of sequence in making procedure text and put that paper in the center of the table each

²² Sinta *The Use of Round Table 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*.

person, in turn, records and ideas. Continue for several rounds. Students write procedure text in team more effective than they write procedure text themselves. By applying round table technique generates better results in improving student achievement in writing procedures.

D. Actional Hypothesis

The hypothesis of the result study is formulated as follows: The application of Round Table Technique can improve the students' writing ability in learning English at SMKs 1 ALWASHLIYAH Marbau.

CHAPTER III

METHODOLOGY

A. Research Setting

This research will be conducted at the first grade of SMKs 1 ALWASHLIYAH Marbau. It is located on Jalan Masjid, No. 5, Marbau. The reason for choosing this school was based on the researcher's experience during teaching at the school, the researcher found that students had difficulty in writing, especially in writing procedural texts.

B. Data and Data Source

The data of this study were 32 students, consisting of 25 girls and 7 boys. Researchers chose this location for several reasons, namely: (1) this school is not far from the researcher's house, (2) English teachers still use traditional methods of teaching English, and (4) student achievement in text writing procedures is still low.

Meanwhile, the data sources came from teachers and students during the learning process. (1) Students as learners, in this study students are an important object as a source of data, (2). Teachers are collaborators, collaborators assist researchers in conducting action research.

C. Research Design

This research is included in classroom action research (CAR) is the name given to a series of procedures that teachers can perform either because they want to improve aspects of their teaching or they want to

evaluate the success and / or appropriateness of certain activities and procedures.

Classroom action research is an observation of an activity that occurs consciously in the classroom. It is a way of reflecting on teaching that is carried out systematically by collecting data about daily practice and then analyzing it to get decisions about what the future should be. This is how the term "action" is used for this research method. Burns²³ states that action research is research conducted in class by subject teachers, especially with the aim of solving problems or improving the teaching and learning process. Watt²⁴ defines action research as teacher-initiated classroom research to enhance teachers' understanding of classroom teaching and learning and to produce improvements in classroom practice. Action research provides us with many benefits for practicing teachers; Through action research, teachers become aware of what is really going on in their own classroom.

According to Wallace²⁵, classroom action research is different from other types of conventional research. It is very focused on the professional practice of an individual or a small group and is not concerned with making general statements. It is more data-driven and systematic than reflection, but traditional education research is less formal and controlled. Instructors use available data from their classes to answer practical questions about teaching and learning in their classes. Action research also

²³ Burns. *Doing Action Research in English Language Teaching* (New York: 2010) p.5.

²⁴ <http://www.madison.k12.wi.ud/sod/car.Carisandisnot.html>

²⁵ J.M Wallace. *Action Research for Language Teachers* (Cambridge University: 1998) p.18.

helps teachers gain an understanding of their own attitudes about language and learning.

M. Djuanaidi Ghory²⁶, Classroom action research is an action research conducted by teachers in the classroom. Classroom action research is research that aims to improve the quality of learning practices that focus on the teaching and learning process in the classroom. In addition, Classroom Action Research is a problem-solving strategy that uses concrete actions and develops the ability to detect and solve problems.

In conclusion, action research is to improve school practice and at the same time improve those trying to improve practice, action research also helps teachers gain an understanding of their own attitudes about language and learning.

The researcher will conduct many cycle in this research. Each cycle depends on the achievements obtained by students. If in cycle 1, there are many students that get grades below the KKM, so cycle 2 will be carried out. If in cycle 2, there are many students that still get grades below the KKM, so cycle 3 will be done and so on. Each classroom action research cycle includes: planning, implementing actions, observation, and reflection.

1. Planning

At this stage the researcher designs the steps that will be taken in action in the teaching and learning process. The points made in this design

²⁶ M. Djuanaidi Ghory. *Penelitian Tindakan Kelas* (Malang: UIN Malang press: 2008) p.8

based on the academics theory related to the condition of the scope of the study. Most of students didn't know how to start and how to find idea. This things is not good so that each of them should to improve their skill. This design is assume able to improve the professional action do in the class. Below is the design of the teaching and learning that will be carried in the planning process: 1) Making the pretest as an instrument to find out the results of students' learning to write before getting treatment, 2) Finding students' problems in writing procedure text by observing them through observation sheet in the field and then concluding what problems have been found. 3) Prepare and make the media that will be needed when carrying out the learning process, 4) Prepare material based on related topics, 5) Determine collaborators who will help researchers conduct research to analyze weaknesses in the learning process and to reflect teaching and learning outcomes.

2. Action

Is the process of doing. This is the implementation of planning so that at this stage everything that has been planned is completed. At this stage, a learning scenario is designed to write procedural texts through the Round Table Technique which is designed to be applied in the teaching and learning process in the classroom. There are many activities in action, namely: 1) The teacher divides students into four groups, each group consists of four students, 2) The teacher explains the general structure and characteristics of the language of the procedural text, 3) The group works through the round table technique, students write and analyze the generic

structure of the procedural text. 4) Individual work, students write procedural texts with analysis of general structures and language characteristics, 5) Teachers and students discuss texts written by students.

3. Observation

In this phase, the researcher will observe during the teaching and learning process in the classroom. Is the student's attitude better than before when answering the researcher's question. Are they can response the answer of the question by the researcher through orally and made the procedure text individually.

4. Reflection

This step analyzes all the actions that have been taken. Based on the data that has been collected, teachers and researchers discuss and evaluate. Researchers analyzed the results of all tests and compared the overall student learning outcomes. Thus the researcher can draw conclusions in carrying out the research class action.

D. Technique of Collecting Data

To collect the data, there are four techniques: 1. Writing Test, 2. Observations, 3. Documentation, 4. Interview.

1. Writing Test

The test is made by the following procedure: a) Conceptual definition, b) Operational definition, c) Specification.

a) Conceptual definition

Achievement in writing procedural texts is the result of organizing ideas that contain steps or instructions that must be taken to make something and these instructions are systematically explained.

b) Operational definition

Students' achievement in writing procedure text will take from the students' score that they get after do the test. The test is a measurement technique in which there is various questions, or a series of tasks that must be done or answered by the students. The test is used to determine student learning outcomes in mastery of procedural texts in writing.

c) Specification

The test is about the generic structure of the Procedure Text, namely the objectives, steps, and materials by applying the Round Table Technique. The test is a test to determine the student's achievement and ability in the mastery of writing Procedure Text.

2. Observations

According to Djaali and Pudji Muljono²⁷ Observation is a way of gathering informative materials by observing and recording phenomena as objects of observation. The information referred to here is related to student involvement during learning, student understanding of the material provided, and the techniques used by the teacher, and the media used. In this case the teacher will observe the learning process in students.

3. Documentation

²⁷ Djaali and Pudji Muljono. Pengukuran dalam bidang pendidikan (Jakarta:2007) p.16.

Documentation means written items. The documentation method means how to collect data by recording data that already exists. In this technique the researcher it is possible to obtain information from various sources written or document that is on the respondent, where the respondent residing or carrying out daily activities. The documentation method used by researchers to obtain data student test scores, student number data, student names and data teacher.

4. Interview

Interviews were conducted before and after treatment, application of the round table technique in classroom action research. Before giving the treatment, the researcher asked the English teacher several questions about the students' abilities and difficulties in writing procedural texts. Then the interview was conducted after the application of the round table technique to determine the teacher's response to the application of the round table technique.

E. Technique of Analyzing Data

This research uses quantitative and qualitative data. Quantitative data will be taken from the value of students' writing skills to analyze student improvement and student learning outcomes in writing procedural texts in each cycle.

To find out the class average value in each cycle, the following formula is used. The researcher applied the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where :

- \bar{X} = the mean of students' score
 ΣX = total score
 N = the total number of student

The Minimum Completeness Criteria (KKM) SMK Swasta Al-Washliyah 1 Marbau was 75. To categorize the number of master students, the following formula is applied.

$$P = \frac{R}{T} \times 100$$

Where :

P = Percentage of students getting score of 75

R = The number of students who get score up to 75 above.

T = The total number of students taking the test

And to find out the difference in test success after using the Round Table Technique, the researcher applied the t-test formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N - (N - 1)}}$$

Where :

\bar{D} = Mean of difference of post-test 1 and post-test 2

D = Differences

N = Total Number of students

Meanwhile, the qualitative data will be analyzed by Miles and Huberman. Qualitative data analysis consists of three components that

constitute simultaneous flow and activity: data reduction, data presentation, and verification of conclusion.

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming data that appears in field notes or written transcriptions. Action research continuously performs data reduction during the investigation until conclusions are presented. This means that researchers have reduced the data before, during, and after the data and analyzed the data. Reduced data in this study are data found in interviews.

2. Data Display

Data displays can include various types of charts, charts, and networks. By displaying this data, the researcher will be easy to understand and analyze what will happen with the data presented. Its purpose is to make information organized into an immediately available, accessible, and compact form so that the analyst can see what is happening and draw conclusions or move on to the next step of analysis that he finds useful.

3. Conclusion Drawing and Verification

From the start, the researcher tries to decide what he means and notes regularities, patterns and explanations. The researcher takes this conclusion lightly, maintaining skepticism until it is more explicit and reasoned. Although final conclusions emerge only

after the analysis is complete, action researchers also draw conclusions as the project progresses.

F. Technique of Establishing Trustworthiness

According to Shenton²⁸, The beliefs of qualitative research are generally often questioned by positivists, perhaps because the concepts of validity and reliability cannot be handled in the same way in naturalistic work.

According to Lincoln and Guba²⁹, the basic issues of being trustworthy involve credibility, transferability, dependability, and conformity. These four concepts are extensions or adaptations, from the traditional categories of internal validity, reliability, and objectivity. Researchers use credibility, especially in triangulation. Triangulation refers to the idea that multiple sources bring more credibility to an investigation.

There are four kinds of triangulation, namely: (a) triangulation of sources, (b) triangulation of methods, (c) triangulation of researchers, (d) triangulation of theoretical sources. In this study, researchers will use source triangulation.

²⁸ Shenton, K. Andrew. Strategies for Ensuring Trustworthiness in Qualitative Research Project. (Education for Information: Northumbria University, 2004) p.63

²⁹ Lincoln and Guba. Paradigma yang Bersaing Secara Kualitatif Penelitian (1994) p.105

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

The findings obtained in this study are a preliminary study, cycle I and cycle II.

A. Preliminary Study

Before doing treatment in cycle I, the researcher conducted a preliminary study. It aims to determine students' abilities and evaluate the improvement of students' abilities in writing procedure texts. In this preliminary study, researchers carried out tests, observation sheets and documentation.

In this preliminary study, the researcher gave a written test. The written test was used to determine the student's ability to write procedure text. KKM English subject in the school 75. Students are asked to make a text on the text of the procedure. Students are declared successful if their scores are equal to or more than KKM.

The number of students who took the test was 32 students. After the test was carried out, it turned out that only 5 scored above or equal to the KKM. The total student score from the pre-test was 1927. So, the mean score was 60.21. Based on these results, it can be seen that the students' scores and the students' abilities in writing procedure text are still low. The percentage of students who passed the test was 15.62% of 5 students, while students who did not pass the KKM were 27 students.

Qualitative data were taken from the results of teacher and student interviews. This shows that there are several obstacles in writing procedure text. This can be

seen from the English teacher's interview about the students' writing skills, as follows: "*Kemampuan menulis siswa masih rendah, mereka masih bingung ingin menuliskan apa dan masih sering melihat kamus, karna kurangnya vocabulary siswa tadi, ya walaupun tidak semua begitu tapi kebanyakan seperti itu dan masih susah mengembangkan ide*". It was strengthened by the result of students' interview as follows: "*Susah Miss, karna bingung masih belum paham Bahasa inggrisnya jadi gak tau mau menuliskan nya*".

Another student said that, "*Ibu gurunya menjelaskan terus ditulis dipapan tulis, terus dijelaskan ke kami apa itu procedure text terus kami dikasih tugas tentang procedure text itu Miss, karna langsung dikasih soal belum paham kali jadinya kadang gak tau mau nulis apa*". Based on qualitative data, it can be seen that students experience difficulties and confusion in writing procedural texts.

The quantitative data also gotten from the result of observation. The results of observations before the implementation of cycle I were the teacher's problem in making the learning process interesting and fun. Moreover, the students still lacked vocabulary which made them confused about what to write. The structure, sentences and words that the students wrote were still wrong. In the learning process, sometimes students pay less attention to the teacher.

The result can also be seen in documentation and the results of observation monitoring. Documentation was done to capture the moments that occurred. The result of observation monitoring was some students still ask the researcher about the grammar, the vocabulary and what they must write in writing procedure text. There are some students who understand about writing texts but are confused about how to deliver it in written form.

Based on the preliminary study above, students' writing skills are still low, especially in writing procedure text, as seen from the percentage of students who passed the test only 15.62% of the 5 students who passed the test. KKM, and there are 27 students who did not pass the KKM. They are still confused about what to write, and lack of vocabulary. Therefore, the researchers continued the treatment in the first cycle.

B. Cycle I

In the cycle I, the researcher used 4 stages, namely planning, implementing, observing and reflecting. Each step was described below:

B.1 Planning

At this stage the researcher has prepared all the material, the material is the definition of the procedure text and the language features of procedure text. The researcher also prepared media which contained the object of the material and the topic that the student would make in procedure text. Beside the lesson plan, the observation sheet will be filled by the teacher when teaching and learning process.

B.2 Implementing

At this stage all activities in the planning stage are carried out by researchers. Researchers carry out actions based on the lesson plans that have been made at the planning stage and use the media that has been provided. In cycle I, there are several activities that have been carried out by researchers. Namely: the teacher explains the material about the procedure text which consists of definitions, general structure, language features and provides examples of how to write

procedural text. After the students understood the material explained, the researcher divided students into groups through round table technique, each group consisted of four students. The researcher gives the topic of procedure text “How to Make Banana Milkshake”, after that the researcher gives a picture containing the steps of “How to Make Banana Milkshake” to each group. One student makes a one-step procedure text by looking at the picture provided, for example the picture in the first step was a picture of a banana slice that was inserted into a blender. So students must make the steps according to the picture in the first step. In making steps students are assisted by their group, and so on. Student 1 writes the materials needed according to the picture that the teacher gave. In writing this step, the student who make this step discuss with their group. Student 2 writes the first step to make banana milkshake according to the picture that teacher gave. In writing this step, the student who make this step discuss with their group, and so on. Students made text instructed by the researcher. Students asked the researcher what they do not understand. After finishing, the researcher submitted the students’ work.

When the teaching and learning process the teacher was asked to monitor while filling the observation sheet table. There were two choices that must be filled by the teacher, namely “yes” and “no”. From the results obtained, the teacher gave a “yes” value to all the statements. It means that the researcher has done in using round table technique.

B.3 Observing

Observation is used to find information on activities carried out by researchers and students in the teaching and learning process. Observations include student behavior, attitudes and also visible student participation in the teaching and learning process. Thus, the results of the observations were collected as data.

After being given the post-test I, the number of students who passed the KKM was 18 out of 32 students. The total score of the students was 2444. So the average score of the students was 76.37. From these results, it can be seen that the students' scores in the post test I increased higher than the students' scores in the pre-test. The percentage of test scores of students who pass the KKM is 56.25%.

The quantitative data above is strengthened by qualitative data obtained from interviews and observation sheets. Observations were made to determine how student behavior and problems in the teaching and learning process. Most of the students have participated in the teaching and learning process. The students are very enthusiastic and excited about the topic and they can work in groups to write the procedural text, and the students' can more develop their idea because they can discuss with their friend in group. The results of teacher and student interviews can be seen from the English teacher's interview about the students' writing skills, as follows: *“Menurut saya round table technique ini dapat membantu menuangkan ide karna siswa bisa saling berdiskusi dan tinggal menuliskan saja urutan yang ada pada gambar yang sudah kamu berikan, selain mereka bisa saling membantu dalam masalah vocabulary, mereka juga bisa lebih mudah mengerjakannya karna saling membantu dikelompok tadi, jadi tidak ada lagi*

yang namanya kebingungan sendiri, karna sudah ada teman yang bisa membantu.”. This is reinforced by the results of student interviews as follows: *“Jadi lebih paham dan mudah mengerjakannya Miss, walaupun ada masih bingung tentang Bahasa inggrisnya tapi jadi bisa diskusi dan bekerjasama dengan teman sekelompok”*.

Another student said that, *“Menyenangkan Miss karna mengerjakannya berkelompok dan ada dikasih contoh gambar disetiap bagian procedure textnya jadi lebih ngerti.”*. Based on qualitative data, it can be seen that students experience difficulties and confusion in writing procedural texts.

Researchers can improve students' skills in writing procedure text, and students understand better about the procedural text because researchers provide examples with pictures. They can write the structure, the sentence and the words better than in the preliminary study. However, there are still some students who are not active in the learning process. Instead, they pay attention when the teacher gives them explanations and instructions.

From the students' responses and the students' scores above, the researcher stated that would continue the second cycle with the hope of being the best. Cycle II was held to achieve and increase student grades.

B.4 Reflecting

At this stage the researcher evaluates the teaching and learning process at the end of the meeting, the researcher asks when students are confused about doing something in writing the procedural text, the researcher help them in solving their

difficulties for example if the students ask something the researcher answered and assisted them.

The results of the post-test cycle I obtained a total score of the students was 2444 and 32 students took the test. The researcher found the student mean 76.37. The percentage of post-test I student scores of 18 students who passed or scored up to 75 was 56.25%.

From the students 'responses and the students' scores above, the writing procedure text of the students on the post-test I was still low. Because the ability to write the text of the post-test procedure I in cycle I was categorized as unsuccessful, the researcher continued to cycle II.

C. Cycle II

The researcher decided to continue the research in cycle II. In this cycle the researcher also uses 4 stages, namely planning, implementing, observing and reflecting. Each step is described below:

C.1 Planning

At this stage there are several activities that have been carried out by the researcher, namely: making lesson plans consisting of actions, preparing teaching materials, the material was language features of procedure text and the examples of procedure text, in this cycle the researcher does not use themes, because the researcher wants to free students to explore their ideas about writing procedure text. Prepare tests to measure learning outcomes, observation sheets and documentation.

C.2 Implementing

In this stage there are several activities that have been carried out by researchers. First, the researcher provides more explanations so that students understand better. After they know the general structure of the procedure text, language features, and give them the example with a picture, the researcher asked the students to sit in groups through round table technique which consisted of four students. Students followed the researchers' instruction. The researcher asked the students make the procedure text in group and identified the generic structure of the procedure text. The researcher asked the students to make procedure text. In this cycle, the researcher did not provide a topic. Students were free to choose a topic to write. Students asked the researcher what they do not understand.

The observation sheet resulted in this cycle were not much different from the previous cycle. There were two choices that must be filled by the teacher, namely "yes" and "no". From the results obtained, the teacher gave a "yes" value to all the statements. It means round table technique successfully helped students to improve their writing skill.

C.3 Observing

Observations are still being made for the last time. Student activeness is observed and it shows that most students no longer have difficulty writing procedural texts. Students are more engrossed in learning the topic discussion and are more active in the teaching and learning process than before.

Student scores on the post-test II increased. There were 30 students who passed the KKM and 2 students who did not. The total score of the students was

2720. So, the average score is 85. From the total and average score, it can be concluded that the student's score increased higher than the pre-test and post-test I. The percentage of students who passed the KKM was 93.75% (30 students).

In cycle II, the researcher found two results. They are both quantitative and qualitative results. From the qualitative results, it can be seen that by using the round table technique the learning process becomes more fun and interesting, making students more active and better understanding how to write procedure text correctly because they can have discussions with their friends. From the observation sheet the researcher explained the general structure and examples of the procedural text, the researcher saw that the students were quite enthusiastic in this situation and the students could follow the researchers' instructions well. So, the post-test cycle II is categorized as successful.

From the data above, the results show an increase in students' scores in writing procedure texts. In the pre-test, the number of students who passed the KKM was 5 out of 32 students (15.62%). In the post test I, there were 18 students out of 32 students who passed (56.25%). Meanwhile, in the post-test II, there were 30 out of 32 students who passed (93.75%). The increase in student scores from pre-test and post-test I was around 40.63%. Meanwhile, the increase in student scores from post-test I and post-test II was around 37.5%. It can be concluded that the round table technique can improve students' writing skills in writing procedural texts. Researchers stopped the research until cycle II.

C.4 Reflecting

Based on observations and tests conducted by students, it can be concluded that the researcher was able to improve student achievement in writing procedural texts through the round table technique, this can be seen in the scores of all students have increased than in cycle I and the situation of the teaching and learning process in cycle II was more conducive. compared to cycle I. This shows that the round table technique succeeded in helping students improve their writing skills.

C. Discussion

This research was conducted to determine the application of the round table technique to improve students' skills in writing procedure texts. The results of this study were obtained from the pre-test, post-test cycle I, and post-test cycle II. The round table technique is a technique that teachers can use in learning English to improve students' writing skills.

According to the theories, it said that round table technique can improve the students' writing skill, and according to the previous study or related study showed that there were increased in students' writing skill by using round table technique or in the other words, the students' writing skill improve by using round table technique on the previous study.

It can be concluded that the results of the study indicate that the round table technique can improve student achievement in writing procedure texts. This is evidenced by quantitative data which shows the students' scores ranging from pre-test to post-test I cycle I and from post-test I to post-test II in cycle II. This is also evidenced by qualitative data which shows that students are happy in learning

procedure text, students dig more knowledge in writing procedure text and are more active in learning procedure text through round table technique.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Round table technique can be alternative method for the English teacher in teaching writing procedure text because round table technique can improve the first grade students' writing skill at SMA Swasta Al-Wahsliyah 1 Marbau. Based on the result the students' score can improve from the pre-test to post-test I and post-test II. In the pre-test the students who passed the KKM were 5 students of 32 students or 15,62%. In the post-test I the students who passed KKM were 18 students of 32 students or 56,25% and in the post-test II the students passed KKM were 30 students of 32 students or 93,75%.

The students' improvement can be seen from the results of the test, interview, observation sheet and documentation. This showed that the application of round table technique can improve students' skill in writing procedure text. The students' can more explore about their knowledge in writing procedure text and more active in learning procedure text through round table technique. The learning process become more enjoyable and interesting, It could be concluded that round table technique worked effectively and efficiently to improve the students' writing skill at the first grade of SMK Swasta Al-Washliyah 1 Marbau.

B. Suggestion

Based on the conclusion above, the researcher would like to give some suggestions for the English teacher, students, and the researcher as follows:

B.1 For the English Teacher

For the English teacher, it is necessary for the English teacher to choose and make creative and attractive activities in English lesson. The teacher can using round table technique in teaching writing because round table technique can make the students explore more about their knowledge in writing and can discuss with their friend about how to write procedure text, and that make the student more active.

B. 2 For the Students

For the students, even though this research shows that their writing skill have improved, it does not mean their skill are sufficient. They must practice their writing and always remember the sentence which they have. They should learn more to write English again to enrich their skills.

B. 3 For the Other Researcher

This research is useful as information in conducting in-depth and advanced research related to this research.

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APPENDIX I

LESSON PLAN

(CYCLE I)

School	SMKs 1 ALWASHLIYAH MARBAU
Subject	English
Grade/Semester	X / 1
Skill	Writing
Topic	Procedure Text
Time Allocation	2 x 35 Minutes(1 Meetings)

A. Standard competence

- 1.1 Comprehending the meaning of conversational expression for transactional expression for transactional and interpersonal at simple related to surrounding environment.

B. Basic competence

- 1.2 Responding the meaning of conversational expression for transactional and interpersonal at simple related to surrounding environment accurately, fluently, and acceptably.

C. Indicators

1. To explain the definition of procedure text.
2. To identify the generic structure of procedure text.
3. To make an procedure text with linguistic elements correctly and in appropriate context.

D. The Purpose of Learning

At the end of the teaching learning process:

1. The students can explain the definition of procedure text.
2. The students identify the generic structure of procedure text.
3. The students are able to make an procedure text with linguistic elements correctly and in appropriate context

LESSON PLAN

(CYCLE I)

School	SMKs 1 ALWASHLIYAH MARBAU
Subject	English
Grade Semester	X / 1
Skill	Writing
Topic	Procedure Text
Time Allocation	2 x 35 Minutes(1 Meetings)

A. Standard competence

- 1.1 Comprehending the meaning of conservational expression for transactional expression for transactional and interpersonal at simple related to surrounding environment.

B. Basic competence

- 1.2 Responding the meaning of conservational expression for transactional and interpersonal at simple related to surrounding environment accurately, fluently, and acceptably.

C. Indicators

1. To explain the definition of procedure text.
2. To identify the generic structure of procedure text.
3. To make an procedure text with linguistic elements correctly and in appropriate context.

D. The Purpose of Learning

At the end of the teaching learning process:

1. The students can explain the definition of procedure text.
2. The students identify the generic structure of procedure text.
3. The students are able to make an procedure text with linguistic elements correctly and in appropriate context

	competence learning that should be master by the students.	
2.	Main Activities	50 Minutes
	<p>Exploration</p> <ul style="list-style-type: none"> • Introduction the topic to the students. • Asking the students about their prior knowledge that relate to the topic. <p>Elaboration</p> <ul style="list-style-type: none"> • The teacher gives the essential question to the students. • The teacher answer lead in questions from the teacher • The teacher explains about the definition, generic structure, and the example of procedure text briefly. • The teacher distribute the procedure text. • The teacher asks students to sit in groups that consits of 4 students. • The students listen to the teacher's instruction • The teacher asks each group to make an procedure text about "How to make banana milkshake" 	

	<p>Confirmation</p> <ul style="list-style-type: none"> • Giving positive feedback to the students as praise for students that doing a great job today • Facilities the students for doing reflection to get meaningful experience of the activity 	
3.	Post Activities	10 Minutes
	<ul style="list-style-type: none"> • Asking the difficulty during the teaching and learning process • Teacher gives evaluation consistently for giving feedback and conclusion about the lesson. • The teacher advices the students to remember the lesson. • Closing the lesson by praying and giving closing- greeting 	

H. Media

- Whiteboard
- Board Marker
- Picture of the steps and material in a paper

I. Source

- The english book for grade X

J. Evaluation

- Kind of instrument : Written test.

- Form of instrument Essay

K. The Scoring

Scoring of Writing Text

ESL COMPOSITION PROFILE		
STUDENT		
Component	Level	Criteria
CONTENT	30-27	EXCELLENT TO VERY GOOD : knowledge, substantive, through development of topic sentence, relevant to assigned topic.
	26-22	GOOD TO AVERAGE : some knowledge of subject, adequate range, limited development of topic sentence and mostly relevant to the topic, but lacks detail.
	21-17	FAIR TO POOR : limited knowledge of subject, little substance, inadequate development of topic.
	16-13	VERY POOR : does not show the knowledge of subject, non substantive, not pertinent or not enough to evaluate.
ORGANIZATION	20-18	EXCELLENT TO VERY GOOD : fluent expression, ideas clearly stated, succinct, well organized, logical sequencing, cohesive
	17-14	GOOD TO AVERAGE : somewhat copy, loosely organized but main ideas stand out, limited support, logical sequencing and development
	13-10	FAIR TO POOR : no-fluent, ideas confused or disconnected, lacks logical sequencing and development.
	9-7	VERY POOR : doesn't communicate, no organization, or not enough to evaluate
VOCABULARY	20-18	EXCELLENT TO VERY GOOD : sophisticated range.

		effective word/idiom choice and usage, word form mastery, and appropriate register
	17-14	GOOD TO AVERAGE : adequate range, occasional error of word / idiom form choice, usage, but meaning not obscured or confused.
	13-10	FAIR TO POOR : limited range, frequent errors of word / idiom form, choice, usage, and meaning obscured or confused.
	9-7	VERY POOR : essentially translation, little of English vocabulary, idioms or wordform or not enough to evaluate.
LANGUAGE USAGE	25-22	EXCELLENT TO VERY GOOD : effective complex, construction, few error of agreement, tense, number, word order/ function, articles, pronoun and preposition.
	21-18	GOOD TO AVERAGE : effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order / function, articles, pronoun, and prepositions, but meaning seldom obscured.
	17-11	FAIR TO POOR : major problems in simple/complex construction, frequent errors of negation, agreement, tense, number, word order / function, articles, pronoun and preposition or fragments, pronouns, deletions and meaning confused of obscured.
	10-5	VERY POOR : virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.
MECHANICS	5	EXCELLENT TO VERY GOOD : demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization and paragraphing.
	4	GOOD TO AVERAGE : occasional errors of spelling,

		punctuation, capitalization, and paragraphing but meaning not obscured.
	3	FAIR TO POOR : frequent errors of spelling, punctuation, capitalization paragraphing, poor handwriting and meaning confused or obscured
	2	VERY POOR : dominated by errors of spelling, punctuation, capitalizations, paragraphing, illegible handwriting or not enough to evaluate

Marbau, 2020

Known By:

Headmaster



(S.Pd, M.Pd.)

English Teacher



(Yeni Apriyanti, S.Pd)

Researcher



(Santi Wahyuni Rambe)

APPENDIX II

LESSON PLAN

(CYCLE II)

School	: SMKs 1 ALWASHLIYAH MARBAU
Subject	: English
Grade/Semester	: X / 1
Skill	: Writing
Topic	: Procedure Text
Time Allocation	: 2 x 35 Minutes(1 Meetings)

A. Standard competence

- 2.1 comprehending the meaning of conservational expression for transactional expression for transactional and interpersonal at simple related to surrounding environment.

B. Basic competence

- 2.2 Responding the meaning of conservational expression for transactional and interpersonal at simple related to surrounding environment accurately, fluently, and acceptably.

C. Indicators

1. To explain the definition of procedure text.
2. To identify the purpose of procedure text.
3. To identify the kinds of procedure text.
4. To make an procedure text with linguistic elements correctly and in appropriate context.

D. The Purpose of Learning

At the end of the teaching learning process:

1. Students are able to know the definition and parts of procedure text.
2. Students are able to write a procedure text.

E. Learning Material

Making Meatballs

Ingredients :

- 1 kilo of very fine minced meat (preferably beef)
- 2 eggs
- 300 grams of tapioca-flour
- 4-8 cloves of garlic
- 1 red onion
- 1 tea spoon of white pepper
- 2 tea spoons of salt

Steps :

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

- The generic structure of Procedure Text

1. Goal : Showing the purpose
2. Material : Telling the needed in the case being discussed to achieve the goal.
3. Steps : The process or series of actions in order to do or make something is accomplished to achieve the goal.

- Language Features:

1. Use of simple present tense and focused on generalized people
2. Action verb, ex: put, mix, don't, cut up, etc.

3 Connectives, to make the sequence of activities, for example first, second, third, then, while, next, after that, before, after, as soon as.

4 Detailed factual descriptions (shape, size, amount)

F. Method of Study

- Round Table Technique

G. Teaching Learning Activity

No	Description of Teaching Activity	Time Allocation
1.	Pre Activities	10 Minutes
	<ul style="list-style-type: none">• Greetings.• Pray.• Check the student attendance list.• Teacher gives question related to topic. Motivation <ul style="list-style-type: none">• Warming up activity.• Explain how important the next competence learning that should be master by the students.	
2.	Main Activities	50 Minutes
	Exploration <ul style="list-style-type: none">• Asking their knowledge about the last meeting material. Elaboration <ul style="list-style-type: none">• The teacher gives the essential question to the students.• The teacher answer lead in questions from the teacher• The teacher explains about the goals, steps, and material of procedure text.	

	<ul style="list-style-type: none"> • The teacher asks students to sit in groups that consists of 4 students. • The students listen to the teacher's instruction • The teacher asks each group to make an procedure text and identify the generic structure of procedure text. <p>Confirmation</p> <ul style="list-style-type: none"> • Giving positive feedback to the students as praise for students that doing a great job today. • Facilities the students for doing reflection to get meaningful experience of the activity. 	
3.	Post Activities	10 Minutes
	<ul style="list-style-type: none"> • Asking the difficulty during the teaching and learning process . • Teacher gives evaluation consistently for giving feedback and conclusion about the lesson. • The teacher advices the students to remember the lesson. • Closing the lesson by praying and giving closing- greeting. 	

H. Media

- Whiteboard.
- Board Marker.

I. Source

- The english book for grade X

J. Evaluation

- Kind of instrument : Written test.
- Form of instrument : Essay

K. The Scoring

Scoring of Writing Text

ESL COMPOSITION PROFILE		
STUDENT		
Component	Level	Criteria
CONTENT	30-27	EXCELLENT TO VERY GOOD: knowledge, substantive, through development of topic sentence, relevant to assigned topic.
	26-22	GOOD TO AVERAGE : some knowledge of subject, adequate range, limited development of topic sentence and mostly relevant to the topic, but lacks detail.
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	10-5	VERY POOR : virtually no mastery of sentence.

		construction rules dominated by errors, does not communicate, or not enough to evaluate
MECHANICS	5	EXCELLENT TO VERY GOOD demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization and paragraphing
	4	GOOD TO AVERAGE occasional errors of spelling, punctuation, capitalization, and paragraphing but meaning not obscured
	3	FAIR TO POOR frequent errors of spelling, punctuation, capitalization paragraphing, poor handwriting and meaning confused of obscured
	2	VERY POOR dominated by errors of spelling, punctuation, capitalizations, paragraphing, illegible handwriting or not enough to evaluate.

Marbau, 2020

Known By:

Headmaster

 (Santia Wahyuni Rambe, S.Pd, M.Pd.)

English Teacher


 (Yeni Priyanti, S.Pd)

Researcher


 (Santi Wahyuni Rambe)

APPENDIX III

OBSERVATION SHEET

Students : Grade X

School : SMKs 1 ALWASHLIYAH MARBAU

Subject : English

NO	DESCROPTION	YES	NO
1.	Are the students able to recognize procedure text?	✓	
2.	Are the students able to elaborate the generic structure of procedure text?	✓	
3.	Are the students able to distinguish procedure text from the other text based on the generic structure?	✓	
4.	Are the students able to write a parts of procedure text based on the social function generic structure and the grammatical features?	✓	
5.	Are the students able to write procedure text?	✓	
6.	Are the students able to work in group?	✓	
7.	Are the students able to recognize round table technique?	✓	
8.	Are the students able to know the steps in round table technique?	✓	
9.	Do the students study seriously?	✓	

Marbau,

2020

English teacher



(Yeni Apriyanti, S.Pd)

APPENDIX IV

OBSERVATION SHEET

Students : Grade X

School : SMKs 1 ALWASHLIYAH MARBAU

Subject : English

Give a sign checklist on the table, if the researcher as the teacher does the criteria and if the students do the criteria checklist "YES" and if the teacher and students don not do the criteria checklist "NO".

FOCUS	TOPIC	YES	NO
Researcher as teacher	1. The teacher greets the students.	✓	
	2. The teacher asks the students condition.	✓	
	3. The teacher asks the students to pray together.	✓	
	4. The teacher checks the attendance of the students.	✓	
	5. The teacher gives motivation to the students.	✓	
	6. The teacher Introduces and explains the topic and the show and tell method that will be taught to the students.	✓	
	7. The teacher asks the students about what they have known about the topic.	✓	
	8. The teacher gives the examples about the topic by using show and tell method.	✓	
	9. Teacher provides clearly defined learning objectives and guidance throughout the learning process.	✓	
	10. Teacher picks different skills and content.	✓	
	11. Teacher assigns projects with clear expectations that require higher order thinking skills.	✓	
	12. Teacher gives real world problem solving.	✓	
	13. Teacher identifies key objectives or essential knowledge you want all students to learn.	✓	
	14. Teacher encourages cross curriculum project to connect	✓	

	different areas of learning.		
	15. Teacher uses lesson time flexibly to enable student conduct project work.	✓	
	16. Teacher allows students time to reflect and discover	✓	
	17. Teacher entrusts students with some empowerment to complete projects.	✓	
	18. Teacher encourages research and use of primary resources.	✓	
	19. Teachers helps students discover ways to correct mistakes.	✓	
	20. Teacher uses open-ended questions to facilitate the students.	✓	
	21. Teacher encourages creativity and divergent thinking	✓	
	1. Students ask the teacher about material that they do not understand.	✓	
	2. The students participate in learning process.	✓	
	3. Students pay attention and give their response.	✓	
	4. Students answer the question who is giving by the teacher.	✓	
	5. Students study seriously.	✓	
	6. Students are interested and enthusiastic in studying announcement text.	✓	
	7. There are a relationship between students and the teacher.	✓	
	8. The students participate in learning process.	✓	
	9. Students ask the teacher about material that they do not understand.	✓	
	10. Students answer the question who is giving by the teacher.	✓	
	11. The students do the project well.	✓	

	12. There are a relationship between students and the teacher	✓	
	13. Students do the test seriously.	✓	

Marbau,
English teacher

2020


(Yeni Apriyanti, S.Pd)

APPENDIX V

INTERVIEW SHEET WITH THE STUDENTS (PRE-TEST)

Researcher: Saat belajar Bahasa Inggris pernah mengalami kesulitan tidak?

Apa saja kesulitan saat belajar Bahasa Inggris?

Student 1: Pernah, tidak mengerti artinya, tidak mengerti mengucapkannya Miss.

Student 2: Pernah, susah mengucapkan kata-kata dalam Bahasa Inggris, dan sulit untuk membacanya Miss.

Student 3: Pernah, susah mencari artinya didalam kamus, karena gurunya tidak menerangkan apa isi materinya Miss lalu kami hanya disuruh cari dikamus.

Researcher: Sudah pernah belajar menulis Procedure Text?

Student 1: Pernah Miss.

Student 2: Pernah Miss.

Student 3: Iya pernah.

Researcher: Bagaimana cara gurunya mengajarkan menulis procedure text dikelas? Gimana cara kalian belajarnya?

Student 1: Ibu gurunya menjelaskan terus ditulis dipapan tulis, terus dijelaskan ke kami apa itu procedure text terus kami dikasih tugas tentang procedure text itu Miss, karena langsung dikasih soal belum paham kali

jadinya kadang gak tau mau nulis apa.

Student 2: Kalau belajar dikelas gurunya menjelaskan Miss setelah itu ya disuruh mengerjakan tugas tentang procedure text tadi.

Student3: Dijelaskan Miss, terus dikasih soal tentang procedure text.

Researcher: Bagaimana pendapat kamu tentang cara guru Bahasa Inggris mengajar menulis procedure text?

Student 1: Cara mengajarnya kadang saya tidak mengerti karena saya tidak tau artinya Miss.

Student 2: Begitu-begitu aja Miss, selalu setelah menjelaskan langsung dikasih soal, jadi belum begitu ngerti udah dikasih soal.

Student 3: Cara mengajarnya seperti biasa Miss, gak pernah dikasih game gitu, selalu langsung dikasih soal setelah menjelaskan.

Researcher: Bagaimana kesan kamu saat belajar menulis procedure text dikelas?

Student 1: Kadang masih susah karena masih kurang tau Bahasa Inggrisnya Miss.

Student 2: Lumayan suka Miss kalau yang gampang procedure text nya.

Student 3: Susah Miss, karena bingung masih belum paham Bahasa Inggrisnya jadi gak tau mau menuliskan nya.

APPENDIX VI

INTERVIEW SHEET WITH THE STUDENTS (POST-TEST)

Researcher: Bagaimana pendapat kamu tentang belajar menulis procedure text dengan menggunakan round table technique yaitu dengan teknik berkelompok yang Miss terapkan?

Student 1: Menyenangkan Miss, bisa berdiskusi dengan teman kalau tidak tau apa yang mau ditulis.

Student 2: Buat lebih mengerti Miss dan tinggal berdiskusi dengan teman.

Student 3: Saya jadi lebih mudah mengerjakannya Miss, karna saling membantu didalam kelompok.

Researcher: Bagaimana menurut kamu cara Miss dalam mengajarkan menulis procedure text?

Student 1: Miss ngajarnya enak dan ngasih contoh pakai gambar jadi makin mengerti.

Student 2: Miss menjelaskannya mudah, ada contoh gambarnya juga dari tahapannya jadi mudah dimengerti.

Student 3: Bagus cara mengajarnya Miss jadi mudah dimengerti.

Researcher: Bagaimana kesan kamu saat belajar menulis procedure text dikelas dengan Miss dan menggunakan round table technique yaitu mengerjakannya berkelompok?

Student 1: Jadi lebih paham dan mudah mengerjakannya Miss, walaupun

ada masih bingung tentang Bahasa Inggrisnya tapi jadi bisa diskusi dan bekerjasama dengan teman sekelompok.

Student 2: Menyenangkan Miss karena mengerjakannya berkelompok dan ada dikasih contoh gambar disetiap bagian procedure textnya jadi lebih mengerti.

Student 3: Lebih mengerti mengerjakannya miss, karena ada gambar sama kerjasama dengan sekelompok Miss.

APPENDIX VII

INTERVIEW SHEET WITH THE TEACHER (PRE-TEST)

Researcher: Apakah ibu pernah mengajarkan menulis procedure text dikelas X?

Teacher: Ya, pernah.

Researcher: Bagaimana cara ibu mengajar menulis procedure text dikelas?

Teacher: Saya mengajarkan sesuai dengan RPP saya yaitu saya menulis materi dipapan tulis lalu saya jelaskan, setelah itu saya memberikan latihan tentang menulis procedure text kepada murid-murid.

Researcher: Dalam proses ibu mengajar, kesulitan apa saja yang ibu alami?

Teacher: Kemampuan menulis siswa masih rendah, mereka masih bingung ingin menuliskan apa dan masih sering melihat kamus, karna kurangnya vocabulary siswa tadi, ya walaupun tidak semua begitu tapi kebanyakan seperti itu dan masih susah mengembangkan ide.

APPENDIX VIII

INTERVIEW SHEET WITH THE TEACHER (POST-TEST)

Researcher: Bagaimana pendapat ibu terkait sikap siswa/i dalam pembelajaran yang saya lakukan dikelas?

Teacher: Menurut saya mereka antusias terhadap cara kamu mengajar tadi karna kan kamu menggunakan teknik berkelompok dan kamu beri contoh gambar juga jadi mereka lebih mudah mengerti saya lihat waktu ingin menuliskan procedure text nya, dan lebih cepat juga jadi efektif di waktu juga, dan mereka lebih aktif juga dalam berdiskusi.

Researcher: Bagaimana pendapat ibu terkait round table technique yang telah saya terapkan dikelas dalam mengajarkan menulis procedure text?

Teacher: Menurut saya round table technique ini dapat membantu menuangkan ide karna siswa bisa saling berdiskusi dan tinggal menuliskan saja urutan yang ada pada gambar yang sudah kamu berikan, selain mereka bisa saling membantu dalam masalah vocabulary, mereka juga bisa lebih mudah mengerjakannya karna saling membantu dikelompok tadi, jadi tidak ada lagi yang namanya kebingungan sendiri, karna sudah ada teman yang bisa membantu.

APPENDIX IX

LIST OF STUDENTS INITIAL

No	Students Initial	NAME OF STUDENTS
1	AD	ADINDA ARDILA
2	AP	ALDI PRATAMA
3	ADL	AMELIA DWI LESTARI
4	AS	ANISA SYARMADANI
5	AA	ANNISA AULIA
6	AJ	ARNI JULIANA
7	AHT	AULIA HERLINDA T.
8	DA	DEA AZZAHRA
9	DF	DEFINA FEBRIANNE
10	DAM	DENI AFRIAN M.
11	DP	DENI PERTIWI
12	DIA	DIDIT ARYADI
13	DID	DIKI DARMANSYAH
14	DCS	DWI CITRA SARI
15	DO	DWI OKTAVIA
16	DK	DYA KHAIRUNNISA
17	HRH	HESTI RODIANNA H.
18	IMS	INDAH MAYA SARI
19	KA	KIKI ANGGRAINI
20	LIA	LIRA ISNAINI ARITONANG
21	MIA	M. IKBAL ARITONANG
22	N	NADIA
23	NP	NETI PURNAMASARI
24	NA	NIA ANDRIANI
25	NS	NURIANA SYAHFITRI
26	RO	RISKA OKTAVIA
27	RW	RISKA WULANDARI
28	SA	SAPNA AGUSTINA
29	SW	SRI WULANDARI
30	TS	TIO SYAHPUTRA
31	Y	YATI
32	TRA	TAUFIK RAJA ALAMSYAH

APPENDIX X**THE STUDENTS ATTENDANCE LIST**

No	NAME OF STUDENTS	Saturday, 19th September 2020	Monday, 21st September 2020	Tuesday, 22nd September 2020
1	ADINDA ARDILA	✓	✓	✓
2	ALDI PRATAMA	✓	✓	✓
3	AMELIA DWI LESTARI	✓	✓	✓
4	ANISA SYARMADANI	✓	✓	✓
5	ANNISA AULIA	✓	✓	✓
6	ARNI JULIANA	✓	✓	✓
7	AULIA HERLINDA T.	✓	✓	✓
8	DEA AZZAHRA	✓	✓	✓
9	DEFINA FEBRIANNE	✓	✓	✓
10	DENI AFRIAN M.	✓	✓	✓
11	DENI PERTIWI	✓	✓	✓
12	DIDIT ARYADI	✓	✓	✓
13	DIKI DARMANSYAH	✓	✓	✓
14	DWI CITRA SARI	✓	✓	✓
15	DWI OKTAVIA	✓	✓	✓
16	DYA KHAIRUNNISA	✓	✓	✓
17	HESTI RODIANNA H.	✓	✓	✓
18	INDAH MAYA SARI	✓	✓	✓
19	KIKI ANGGRAINI	✓	✓	✓
20	LIRA ISNAINI ARITONANG	✓	✓	✓
21	M. IKBAL ARITONANG	✓	✓	✓
22	NADIA	✓	✓	✓
23	NETI PURNAMASARI	✓	✓	✓
24	NIA ANDRIANI	✓	✓	✓
25	NURIANA SYAHFITRI	✓	✓	✓
26	RISKA OKTAVIA	✓	✓	✓
27	RISKA WULANDARI	✓	✓	✓
28	SAPNA AGUSTINA	✓	✓	✓

29	SRI WULANDARI	✓	✓	✓
30	TIO SYAHPUTRA	✓	✓	✓
31	YATI	✓	✓	✓
32	TAUFIK RAJA ALAMSYAH	✓	✓	✓

No	NAME OF STUDENTS	Saturday, 26 th September 2020	Monday, 28 th September 2020	Tuesday, 29 th September 2020
1	ADINDA ARDILA	✓	✓	✓
2	ALDI PRATAMA	✓	✓	✓
3	AMELIA DWI LESTARI	✓	✓	✓
4	ANISA SYARMADANI	✓	✓	✓
5	ANNISA AULIA	✓	✓	✓
6	ARNI JULIANA	✓	✓	✓
7	AULIA HERLINDA T.	✓	✓	✓
8	DEA AZZAHRA	✓	✓	✓
9	DEFINA FEBRIANNE	✓	✓	✓
10	DENI AFRIAN M.	✓	✓	✓
11	DENI PERTIWI	✓	✓	✓
12	DIDIT ARYADI	✓	✓	✓
13	DIKI DARMANSYAH	✓	✓	✓
14	DWI CITRA SARI	✓	✓	✓
15	DWI OKTAVIA	✓	✓	✓
16	DYA KHAIRUNNISA	✓	✓	✓
17	HESTI RODIANNA H.	✓	✓	✓
18	INDAH MAYA SARI	✓	✓	✓
19	KIKI ANGGRAINI	✓	✓	✓
20	LIRA ISNAINI ARITONANG	✓	✓	✓
21	M. IKBAL ARITONANG	✓	✓	✓
22	NADIA	✓	✓	✓
23	NETI PURNAMASARI	✓	✓	✓

24	NIA ANDRIANI	✓	✓	✓
25	NURIANA SYAHFITRI	✓	✓	✓
26	RISKA OKTAVIA	✓	✓	✓
27	RISKA WULANDARI	✓	✓	✓
28	SAPNA AGUSTINA	✓	✓	✓
29	SRI WULANDARI	✓	✓	✓
30	TIO SYAHPUTRA	✓	✓	✓
31	YATI	✓	✓	✓
32	TAUFIK RAJA ALAMSYAH	✓	✓	✓

APENDIX XI

Table 4.1

The Students' Score Pre-Test

NO	Students Initial Name	PRE-TEST	
		Score	Successful Criteria (>75)
1	AD	60	Unsuccess
2	AP	57	Unsuccess
3	ADL	50	Unsuccess
4	AS	65	Unsuccess
5	AA	60	Unsuccess
6	AJ	57	Unsuccess
7	AHT	57	Unsuccess
8	DA	77	Success
9	DF	50	Unsuccess
10	DAM	78	Success
11	DP	60	Unsuccess
12	DIA	56	Unsuccess
13	DID	76	Success
14	DCS	50	Unsuccess
15	DO	65	Unsuccess
16	DK	50	Unsuccess
17	HRH	55	Unsuccess
18	IMS	68	Unsuccess
19	KA	56	Unsuccess
20	LIA	62	Unsuccess
21	MIA	58	Unsuccess
22	N	60	Unsuccess
23	NP	61	Unsuccess
24	NA	52	Unsuccess

25	NS	60	Unsuccess
26	RO	55	Unsuccess
27	RW	60	Unsuccess
28	SA	76	Success
29	SW	54	Unsuccess
30	TS	55	Unsuccess
31	Y	50	Unsuccess
32	TRA	77	Success
Total ΣX		1,927	
The Mean Score		60,21	

So the students' mean was:

$$X = \frac{\Sigma X}{N}$$

$$X = \frac{1,927}{32}$$

$$X = 60,21$$

To know the number and percentage of students who master writing skill in English lesson, the researcher used the following formula:

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

$$P = \frac{5}{32} \times 100\%$$

$$P = 15,62\%$$

APENDIX XII**Table 4.2****The Students' Score Post-Test I**

NO	Students Initial Name	POST-TEST I	
		Score	Successful Criteria (>75)
1	AD	80	Success
2	AP	87	Success
3	ADL	70	Unsuccess
4	AS	75	Success
5	AA	70	Unsuccess
6	AJ	72	Unsuccess
7	AHT	77	Success
8	DA	85	Success
9	DF	70	Unsuccess
10	DAM	87	Success
11	DP	74	Unsuccess
12	DIA	70	Unsuccess
13	DID	82	Success
14	DCS	70	Unsuccess
15	DO	74	Unsuccess
16	DK	70	Unsuccess
17	HRH	75	Success
18	IMS	80	Success
19	KA	65	Unsuccess
20	LIA	74	Unsuccess
21	MIA	78	Success
22	N	80	Success
23	NP	77	Success
24	NA	82	Success

25	NS	70	Unsuccess
26	RO	70	Unsuccess
27	RW	80	Success
28	SA	86	Success
29	SW	74	Unsuccess
30	TS	75	Success
31	Y	80	Success
32	TRA	85	Success
Total ΣX		2,444	
The Mean Score		76,37	

So the students' mean was:

$$X = \frac{\Sigma X}{N}$$

$$X = \frac{2444}{32}$$

$$X = 76,37$$

To know the number and percentage of students who master writing skill in English lesson, the researcher used the following formula:

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

$$P = \frac{18}{32} \times 100\%$$

$$P = 56,25\%$$

APENDIX XIII**Table 4.3****The Students' Score Post-Test II**

NO	Students Initial Name	POST-TEST II	
		Score	Successful Criteria (>75)
1	AD	90	Success
2	AP	90	Success
3	ADL	80	Success
4	AS	85	Success
5	AA	80	Success
6	AJ	74	Unsuccess
7	AHT	85	Success
8	DA	90	Success
9	DF	87	Success
10	DAM	92	Success
11	DP	82	Success
12	DIA	80	Success
13	DID	90	Success
14	DCS	85	Success
15	DO	82	Success
16	DK	86	Success
17	HRH	80	Success
18	IMS	92	Success
19	KA	78	Success
20	LIA	85	Success
21	MIA	90	Success
22	N	85	Success
23	NP	90	Success
24	NA	85	Success

25	NS	74	Unsuccess
26	RO	80	Success
27	RW	90	Success
28	SA	89	Success
29	SW	80	Success
30	TS	85	Success
31	Y	89	Success
32	TRA	90	Success
Total ΣX		2,720	
The Mean Score		85	

So the students' mean was:

$$X = \frac{\Sigma X}{N}$$

$$X = \frac{2720}{32}$$

$$X = 85$$

To know the number and percentage of the students, researcher used the following formula:

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

$$P = \frac{30}{32} \times 100\%$$

$$P = 93,75\%$$

APENDIX XIV

Table 4.4

The Percentage of Students Score up to 75

Writing Test	Percentage
Pre Test	15,62%
Post Test Cycle 1	56,25%
Post Test Cycle 2	90,62%

Table 4.5

The Statistic Analysis of the Students' Score Pre-Test and Post-Test I

No	Students Initial	Pre-Test	Post-Test I	D	D²
1	AD	60	80	20	400
2	AP	57	87	30	900
3	ADL	50	70	20	400
4	AS	65	75	10	100
5	AA	60	70	10	100
6	AJ	57	72	15	225
7	AHT	57	77	20	400
8	DA	77	85	8	64
9	DF	50	70	20	400
10	DAM	78	87	9	81
11	DP	60	74	14	196
12	DIA	56	70	14	196
13	DID	76	82	6	36
14	DCS	50	70	20	400
15	DO	65	74	9	81
16	DK	50	70	20	400
17	HRH	55	75	20	400
18	IMS	68	80	12	144
19	KA	56	65	9	81
20	LIA	62	74	12	144
21	MIA	58	78	20	400

22	N	60	80	20	400
23	NP	61	77	16	256
24	NA	52	82	30	900
25	NS	60	70	10	100
26	RO	55	70	15	225
27	RW	60	80	20	400
28	SA	76	86	10	100
29	SW	54	74	20	400
30	TS	55	75	20	400
31	Y	50	80	30	900
32	TRA	77	85	8	64
33	AD	60	80	20	400
34	AP	57	87	30	900
35	ADL	50	70	20	400
36	AS	65	75	10	100
TOTAL				$\Sigma D = 597$	$\Sigma D^2 = 11493$

From the last computation have been found that:

$$\bar{D} = \frac{597}{32} = 18,65$$

$$\begin{aligned}
 t &= \frac{\bar{D}}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N - (N - 1)}}} \\
 &= \frac{18,65}{\sqrt{\frac{11493 - \frac{(597)^2}{32}}{32 - (32 - 1)}}} \\
 &= \frac{18,65}{\sqrt{\frac{11493 - \frac{35640}{32}}{32 - (31)}}} \\
 &= \frac{18,65}{\sqrt{\frac{11493 - 11137}{92}}}
 \end{aligned}$$

$$= \frac{18,65}{\sqrt{\frac{356}{992}}}$$

$$= \frac{18,65}{\sqrt{0,358}}$$

$$= \frac{18,65}{0,598}$$

$$= 31,10$$

From the computation above, it could be seen that the coefficient of t-observation = 31,10.

Table 4.6**The Statistic Analysis of the Students' Score Post Test in First and Second
Cycle**

No	Students Initial	Post Test 1 (Cycle 1)	Post Test II (Cycle 2)	D	D²
1	AD	80	90	10	100
2	AP	87	90	3	9
3	ADL	70	80	10	100
4	AS	75	85	10	100
5	AA	70	80	10	100
6	AJ	72	74	2	4
7	AHT	77	85	8	64
8	DA	85	90	5	25
9	DF	70	87	17	289
10	DAM	87	92	5	25
11	DP	74	82	8	64
12	DIA	70	80	10	100
13	DID	82	90	8	64
14	DCS	70	85	15	225
15	DO	74	82	8	64
16	DK	70	86	16	256
17	HRH	75	80	5	25
18	IMS	80	92	12	144
19	KA	65	78	13	169
20	LIA	74	85	11	121
21	MIA	78	90	12	144
22	N	80	85	5	25
23	NP	77	90	13	169
24	NA	82	85	3	9
25	NS	70	74	4	16
26	RO	70	80	10	100
27	RW	80	90	10	100
28	SA	86	89	3	9
29	SW	74	80	9	81
30	TS	75	85	10	100
31	Y	80	89	9	81
32	TRA	85	90	5	25
33	AD	80	90	10	100

34	AP	87	90	3	9
35	ADL	70	80	10	100
36	AS	75	85	10	100
TOTAL				$\Sigma D = 312$	$\Sigma D^2 = 3216$

From the last computation have been found that:

$$\bar{D} = \frac{312}{32} = 9,75$$

$$\begin{aligned}
 t &= \frac{\bar{D}}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N-(N-1)}}} \\
 &= \frac{9,75}{\sqrt{\frac{3216 - \frac{(312)^2}{32}}{32 - (32-1)}}} \\
 &= \frac{9,75}{\sqrt{\frac{3216 - \frac{97344}{32}}{32 - (31)}}} \\
 &= \frac{9,75}{\sqrt{\frac{3216 - 3042}{992}}} \\
 &= \frac{9,75}{\sqrt{\frac{174}{992}}} \\
 &= \frac{9,75}{\sqrt{0,175}} \\
 &= \frac{9,75}{0,418} \\
 &= 23,32
 \end{aligned}$$

From the computation above, it could be seen that the coefficient of t-observation = 23,32.

APPENDIX XV





APPENDIX XVI



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Williem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-11077/ITK/ITK.V.3/PP.00.9/09/2020

17 September 2020

Lampiran : -

Hal : Izin Riset

Yth. Bapak/Ibu Kepala SMKS AL-WASLIYAH 1 MARBAU

Assalamulaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : Santi Wahyuni Rambe
NIM : 0304163187
Tempat/Tanggal Lahir : Belongkut, 06 September 1997
Program Studi : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : Belongkut Dusun IV Kecamatan Marbau Kabupaten Labuhan Batu Utara Kelurahan Belongkut Kecamatan Marbau

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di SMKS AL-WASLIYAH 1 MARBAU, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

Improving the students' achievement in writing procedure text through round table technique

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 17 September 2020
a.n. DEKAN
Ketua Program Studi Pendidikan
Bahasa Inggris



Digitally Signed

Dr. Sholihatul Hamidah Daulay, S.Ag,
M.Hum
NIP. 197506222003122002

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan



MAJELIS PENDIDIKAN

Al-Jam'iyatul Washliyah

KECAMATAN MARBAU
SEKOLAH MENENGAH KEJURUAN (SMK) SWASTA AL WASHLIYAH 1 MARBAU
LABUHANBATU UTARA

PROGRAM STUDI : PEND. BAH. INGGRIS
PROGRAM STUDI : PEND. BAH. INGGRIS
N.S.S. : 212312121212

JENJANG AKREDITASI : "A"

KOMPETENSI KELOMPOK : 1. MENYUSUN DAN MELAKUKAKAN PERENCANAAN
2. MELAKUKAKAN DAN MELAKUKAKAN
NIS / NIKEN : 2442737818

Alamat : Jl. Masjid No. 3 Marbau Telp. (0824) 5760097 Kode Pos : 21452

SURAT KETERANGAN

Nomor : 040/105.9/SMK.AW.1/IX/2020

Yang Bertanda Tangan dibawah ini :

Nama : SYAMSIR, S.Pd.M.Pd
Jabatan : Kepala Sekolah
Instansi : SMK Swasta Al Washliyah 1 Marbau

Dengan ini menerangkan bahwa :

Nama : SANTI WAHYUNI RAMBE
NIM : 0304163187
Tempat Tanggal Lahir : Belongkut, 06 September 1997
Program Studi : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : Belongkut Dusun IV Kecamatan Marbau Kabupaten
Labuhanbatu Utara

Nama tersebut diatas adalah benar telah melaksanakan Riset di SMK Swasta Al Washliyah 1 Marbau untuk melengkapi Data Penyusunan Skripsinya dengan Judul : **"Improving the students' achievement in writing procedure text through round table technique"**.

Demikian Surat Keterangan ini kami perbuat untuk diketahui dan dipergunakan sebagaimana mestinya .

Marbau, 21 September

Sekolah



SYAMSIR, S.Pd.M.Pd