

CHAPTER I

INTRODUCTION

A. Background of Study

Language is one of the most important tools in communication and it is used as a mean of communication among the nations in all over the world. It can become a bridge to connect one another that lives in different places and cultures. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. In Indonesia, English is considered as the first foreign language and taught formally from elementary school up to university level.

In English, there are four basic skills that should be mastered, they are listening, speaking, reading and writing. Writing is one of the skills that should be learned in English class. Through writing we can express our ideas and feelings. We can also communicate with other people in a different time. The purposes of our mind will be expressed easily. Writing is a thinking process of ideas, experiences and feelings in written form. Writing that is primarily entertaining includes fiction, personal according to essays, sketches. Writing is one of the four basic language skills and a part or component of the writing communication. Writing skills is the speed of writing and comprehension of content totally. It is kind of genre that social function to retell event and the purpose is to inform and entertain the reader (Wardiman, A., Jahur, M.B., & Jusman, 2008).

The writing skill is considered to be the most difficult one of the language skills for Indonesian students. For listening and speaking skill, they might be familiar because they often find and hear it in English songs and movies. Then, some general signs are easy to find in public area which is related with their reading comprehension of language context, for example, 'no smoking', 'wet floor', and 'no parking', etc. On the contrary, writing skill can be both new and difficult in daily life, because sometimes students feel confused when they have to write due to they do not know how to get started to write. They know the word, but they cannot write it in English.

In writing class, we often find the students who cannot write an English composition spontaneously or easily, they might get struggle when they write, they might have some difficulties in making a good sentence. Some students may have difficulty communicating ideas, events and experiences because of limited spoken and written English. Others may have difficulties with the 'mechanical' aspects of writing, such as handwriting, punctuation and spelling.

Many students tend to jump right into writing task without prewriting strategies to develop ideas and thoughts. They also take too much time to develop ideas and thoughts into paper, as well as focus primarily on grammar and word choice, struggling with the form over meaning.

Learning English writing is important because it helps developing students' critical thinking skills and helps them to understand and to communicate complicated ideas. The aim of teaching writing is to equip students with the knowledge and skills to write effectively for a range of purposes and in a variety of

contexts. For students needing additional support with writing, it is the quality of teaching and assessment that makes the most difference to their achievement.

In order to solve the students' problems, the teacher as an educator is hoped to be able to find the solution to improve the students' writing skill. To solve the problems easier, the teachers can use a good technique in teaching learning process. One of the alternatives is by using cooperative learning technique. Cooperative learning increases students' confidence in working in groups for a shared goal and develop skills and dispositions like team building, delegation, conflict resolution, and effective communication. Cooperative learning promotes students' learning and academic achievement, enhances students' satisfaction with their learning experience, helps students develop skills in oral communication, develops social skills and promote students' self-esteem, helps to promote positive race relations and can lead to a gain as high as 28 percentiles in measured students' achievement (Marzano, Pickering, & Pollock: 2001)

Roundtable is one of the cooperative learning strategies that has students work in group to engage in processing new content or to practice a new skill. Roundtable can be used easily in an English class with the subject of writing. It will increase the students' idea in finding new vocabularies and develop them into sentences even paragraphs. Roundtable has five steps on it: (1) Students make a group of five or less. (2) Teacher give a theme or title. (3) Students take turns writing down as many words related to the theme as they can remember on a piece of paper in a certain time. It can be nouns, verbs, adverbs and so on. (4) Students make a text from the

collected words, it can be a narrative or descriptive of a person or a place depends on the theme that given. (5) Students compare the works with the other groups.

Based on the explanation above, the writer assumed that roundtable as a technique in improving the students' skill in writing is important to help students generating ideas and ease them to write.

B. Research Questions and Hypothesis

1. The Research Questions

Based on the background of study above, the problem of the study is as follows:

1. To what extent is the achievement of the students' writing skill at the tenth grade of SMK Bina Prestasi Bangsa Bandung Barat in academic year of 2017/2018?
2. To what extent is the effect of roundtable method on the students' writing skill gets affected positively at the tenth grade of SMK Bina Prestasi Bangsa Bandung Barat in academic year 2017/2018?

2. Hypotheses are:

A. Null hypotheses

“The roundtable method does not improve the students' writing skill”

B. Alternative hypotheses

“The roundtable method improves the students’ writing skill”

C. Objective of the Study

Based on the research statement, this particular study aimed to finding out:

1. The achievement of the students’ writing skill in study at the tenth grade of SMK Bina Prestasi Bangsa Bandung Barat in academic year 2017/2018.
2. The effect of roundtable method towards the students’ writing skill at the tenth grade of SMK Bina Prestasi Bangsa Bandung Barat in academic year 2017/2018.

D. Limitation of the Study

This research is only focus on roundtable technique to improve students’ writing skill at the tenth grade of SMK Bina Prestasi Bangsa Bandung Barat.

E. Benefits

This study is expected to:

1. For Students:

- a. Improving students’ skill in writing
- b. Helping students to solve their problem in writing
- c. Improving students’ vocabulary
- d. Helping students to mastery tenses

- e. Developing students ideas and thoughts into writing

2. For Teachers:

- a. Helping teachers to ease in teaching writing
- b. Provide teachers the technique in teaching writing
- c. Trigger teachers for more active and creative in teaching-learning process

3. For Next Researchers:

Provide other researchers a good technique in teaching writing.

F. Definition of Key Terms

Definitions of the terms in this research are as follows:

1. Teaching

Teaching is showing and helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know and understand (Brown: 2000). Also Brown states that teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.

2. Writing

Writing is a thinking process of ideas, experiences and feelings in written form. Writing that is primarily entertaining includes fiction, personal according to essays, sketches. Writing is one of the four basic language skills and a part or component of the writing communication. Writing skills is the

speed of writing and comprehension of content totally. It is kind of genre that social function to retell event and the purpose is to inform and entertain the reader (Wardiman, A., Jahur, M.B., & Jusman, 2008).

3. Roundtable

(Kagan: 1994) defines roundtable method is cooperative learning technique where the students take turn generating responses, solving problems, or making a contribution to project and sit in a round table.

G. Organization of the Research Paper

This paper is composed of the research report organization that is mentioned below:

Chapter I: Introduction

This chapter presents the background of the research, the problem of the research, the reason for choosing the topic, the aims of a research, the benefits, the definition of key terms and the organization of the research.

Chapter II: Literature Review

This chapter presents the description of the literature review background related to the research.

Chapter III: Research Methodology

This chapter includes research design, research method, research instrument, research population and sample, place and time of the research, research data collection, research procedure, assessment system, and data analysis.

Chapter IV: Result and Discussion

This chapter includes result and discussion.

Chapter V: Conclusion and Suggestion

This chapter draws the conclusion and suggestion for further research and appendix.