

**IMPROVING STUDENTS' WRITING SKILLS ON EXPLANATION  
TEXT USING THE ROUNDTABLE TECHNIQUE**

(An Action Research at the Eleventh Grade of SMA Negeri 1 Karanganom Klaten  
in the Academic Year 2022/2023)

**THESIS**

Presented as Partial Fulfilment of the Requirement for the Magister Degree of  
Magister of Language Education Study Program



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2023

## APPROVAL

### IMPROVING STUDENTS' WRITING SKILLS ON EXPLANATION TEXT USING THE ROUNDTABLE TECHNIQUE


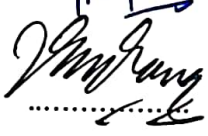
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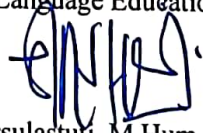
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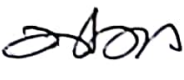


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It is not plagiarism or made by others. Anything related to others' work is written in the quotation, the source of which is listed in the reference. If then this pronouncement proves incorrect, I am ready to accept academic punishment including the withdrawal or cancellation of my academic degree.

Klaten, July 2023  
  
Sri Handayani

## **DEDICATION**

The thesis is dedicated to:

1. My beloved mother.
2. H. Sukardi, S.Pd., M.Pd., my beloved husband.
3. My beloved children.
4. The big family of SMA Negeri 1 Karanganom.

## **MOTTO**

Knowledge is power. (Francis Bacon)

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## ABSTRACT

**Sri Handayani, NIM 2181100002. IMPROVING STUDENTS' WRITING SKILLS ON EXPLANATION TEXT USING THE ROUNDTABLE TECHNIQUE (An Action Research at the Eleventh Grade of SMA Negeri 1 Karanganom Klaten in the Academic Year 2022/2023). Thesis. Magister of Language Education Study Program, Teacher Training and Education Faculty Widya Dharma Klaten University, 2023.**

The research has purposes: 1) to find out whether the use of the Roundtable Technique improves the students' writing skills on Explanation Text in class XI MIPA 7 of SMA Negeri 1 Karanganom, Klaten; (2) To describe the class climate when the Roundtable Technique is applied in teaching writing Explanation Text in class.

The strategy of the research: The researcher conducted Classroom Action Research (CAR) as the method of this study. The object of the research was the implementation of the Roundtable Technique to improve the student's writing skills in Explanation Text. The number of students was 36 students. There were two cycles (4 meetings) during the research; they were cycle 1 (2 meetings), and cycle 2 (2 meetings). The technique of collecting data using tests and non-tests. The researcher used a written test and observation checklist to collect data. A written test was used to measure the student's skill in writing an Explanation Text after giving actions. The technique of analyzing applied Barnes theory which consists of qualitative and quantitative data analysis. The qualitative data were analyzed using the Burn model, which consists of observation and a checklist, meanwhile, the quantitative data were analyzed using the Barnes theory, which consists of written tests and diagrams.

Based on the data analysis, the result of the test showed that the average student score in the cycle 1 test was 69,83. In cycle II, students got a scoring average of 75.50, which meant excellent. The teaching and learning process is successful. From the result of the study, it can be shown that the using of the Roundtable Technique was effective and very useful. It can be looked at the improvement of students' test results during cycle I, and cycle II.

The conclusion of the research could be as follows: 1) The use of the Roundtable Technique could improve the student's writing skills in Explanation Text. 2) The Use of the Roundtable Technique could increase the student's class climate in writing Explanation Text.

*Keywords: Action Research, Roundtable Technique, Explanation Text.*

## ABSTRAK

**Sri Handayani, NIM 2181100002. IMPROVING STUDENTS' WRITING SKILLS ON EXPLANATION TEXT USING THE ROUNDTABLE TECHNIQUE (An Action Research at the Eleventh Grade of SMA Negeri 1 Karangnom Klaten in the Academic Year 2022/2023). Tesis. Program Magister Pendidikan Bahasa, Fakultas Keguruan dan Ilmu Pendidikan Universitas Widya Dharma Klaten, 2023.**

Penelitian ini bertujuan: 1) untuk mengetahui apakah penggunaan Roundtable Technique dapat meningkatkan keterampilan menulis Teks Eksplanasi siswa kelas XI MIPA 7 SMA Negeri 1 Karangnom Klaten; (2) Mendeskripsikan iklim kelas ketika Roundtable Technique diterapkan dalam pengajaran menulis Teks Eksplanasi di kelas.

Strategi penelitian: peneliti melakukan Penelitian Tindakan Kelas (PTK) sebagai metode penelitian ini. Objek penelitiannya adalah penerapan Teknik Roundtable untuk meningkatkan keterampilan menulis Teks Eksplanasi siswa. Jumlah siswa sebanyak 36 siswa. Terdapat dua siklus (4 pertemuan) selama penelitian; yaitu siklus 1 (2 pertemuan), dan siklus 2 (2 pertemuan). Teknik pengumpulan data menggunakan tes dan non tes. Peneliti menggunakan tes tertulis dan daftar observasi untuk mengumpulkan data. Kegunaan tes tertulis adalah untuk mengukur keterampilan siswa dalam menulis Teks Eksplanasi setelah diberikan tindakan. Teknik analisisnya menerapkan teori Barnes yang menganalisis data kualitatif dan kuantitatif. Analisis data kualitatif menggunakan model Burn yang terdiri dari observasi dan checklist, sedangkan data kuantitatif dianalisis dengan teori Barnes yang terdiri dari tes tertulis dan diagram.

Berdasarkan analisis data pokok, hasil tes menunjukkan bahwa rata-rata nilai siswa pada tes siklus 1 adalah 69,83. Dan pada siklus II siswa memperoleh nilai rata-rata 75,50 yang berarti sangat baik. Proses belajar mengajar berjalan dengan sukses. Dari hasil penelitian dapat diketahui bahwa penggunaan Roundtable Technique efektif dan sangat bermanfaat. Hal ini dapat dilihat dari peningkatan hasil tes siswa selama siklus I, dan siklus II.

Kesimpulan dari penelitian ini dapat berupa sebagai berikut: 1). Penggunaan Roundtable Technique dapat meningkatkan keterampilan menulis siswa dalam Teks Eksplanasi. 2). Penggunaan Roundtable Technique dapat meningkatkan iklim kelas / motivasi siswa dalam menulis Explanation Text.

Kata kunci: *Penelitian Tindakan Kelas, Roundtable Technique, Teks Eksplanasi.*

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

English is crucial to our daily lives as a global language. English has a significant impact on a variety of areas in Indonesia, including education, the economy, international relations, technology, sports, etc. The majority of relationships require effective communication, and foreign nations concur that English is an international language. In many nations, English needs to be taught as a second language or as a foreign language.

Indonesia introduces English to children as early as possible to help them get ready for the globalization era, which is related to the issue of teaching English. In Junior High School Senior High School and University English becomes a requirement.

Nowadays, English is one of the subjects that is taught in Elementary School until University. There are four main skills in English. Those are listening, speaking, reading, and writing. Watson and Horowitz (2011: 24) said, 'Writing is since orthographies are cultural representations of writing, they should be able to accept a naturalistic explanation'. Therefore, it is difficult for students to learn English as a foreign language, as the culture that the students live in is different from the target language is English. English must be brought to students' environment, the more they practice English the better they get. In Indonesian, the writing is provided as it is read, on the opposite English provides a different way



where the students have to be familiar with the target language. It is said that every people who learn a new language will face thing in acquiring a new language.

Based on *Kurikulum 13* (2013 Curriculum), the competency standard that should be reached by the eleventh grade of SMA in writing is expressing meaning in written short functional texts and simple essays in forms of Analytical Exposition and Explanation in daily life context. The ideal condition from this research is the students in class XI MIPA 7 can produce writing Explanation Text with good content, organization, vocabulary, language use, and mechanics. Finally, the students in class XI MIPA 7 can get passing grades of 70 or more, this is based on the standard passing grade (KKM) on English lessons in SMA Negeri 1 Karanganom, Klaten.

During the researcher's observation of the teaching and learning process, it was found that students of class XI MIPA 7 still had difficulties in writing especially in Explanation Text. According to the researcher's observation, the student's writing skills of SMA Negeri 1 Karanganom, Klaten were still low. They still had difficulties in making texts. The texts taught in the eleventh grade of Senior High School are Report, Analytical Exposition, and Explanation. Based on the observation in the classroom and the interview with students, the researcher found that they had difficulties in writing an Explanation Text.

The researcher observed that it was found some problems in the writing skills and class climate of the students in class XI MIPA 7. The students' problems are:

## 1. Writing Skills

- a. The students felt difficult to explore the idea. They have difficulties in getting the idea and could not write on their paper.
- b. The students felt difficult to arrange a good generic structure. They could not arrange the organization of the Explanation Text.
- c. The students had little vocabulary mastery. They still used Bahasa Indonesia word in some parts of their writing,
- d. The students had difficulty arranging sentences grammatically. Most of them had difficulty making sentences using grammar correctly.
- e. The students had difficulty in spelling and correct punctuation. They could not arrange a text with appropriate spelling and punctuation, mistakes in placing the capital letter.

## 2. Class Climate

Based on the researcher's observation in class XI MIPA 7, the situation in the classroom was not conducive enough, because the students had low motivation in writing lessons. When the students got instructions to write a text, they were just quiet for a minute and then they asked other friends. It indicates that the students were still confused to write or produce a text and bad class climate before the researcher did the action.

The class climate can be described as follows:

- a. The students minded their personal activity; did other lesson's homework;
- b. The students were not active, it can be seen when they are asked to write something they just silent and looked confused;

- c. The students only talk to one another, when they are asked to do exercise both individually or in groups;
- d. Some of the students did not finish the writing assignment during the lesson;
- e. They just walk around to get the answer.

All problems above might be caused by several factors which include:

- a. The students were not enthusiastic and interested while the teaching and learning process in writing;
- b. The students were lack of vocabulary, so they could not develop their writing;
- c. The students were rarely practicing to write an Explanation Text in English;
- d. The students thought that writing an Explanation Text was difficult;
- e. The media used by the teacher were less stimulating for the students to write.

The source of the problem for the students of XI MIPA 7 is they still had low skills to produce a text. They still got difficulty in making good content, organization, vocabulary, language use, and mechanics when producing an Explanation Text.

The teacher should be able to motivate the students to write clearly in order to address the issues raised above. The teacher gives the students the chance to write down their thoughts without worrying about making a mistake. Topic introduction and an effective writing process can accomplish this. English teachers can employ a variety of methods to teach writing, including the Roundtable Technique, parallel writing techniques, mind mapping, contextual teaching and learning approaches, and the use of various pictures.

The researcher is interested in using a teaching method that teachers could employ in the teaching-learning process by using Roundtable Technique to get around the issues. Roundtable Technique is suitable for teaching writing skills. The teacher first helps the students comprehend the general format and organization of an Explanation Text before assisting them in coming up with ideas for a text. In order to introduce the topic to the students in a variety of ways, the teacher can use a variety of sources. The instructor advises the students to prepare their writing with a variety of ideas. The opportunity for each student to learn inspires them to seek out new ideas. The students have the opportunity to review and comment on the work of other groups.

Based on the problems and the proposed solution above, the writer is interested in conducting action research titled “Improving Students’ Writing Skills on Explanation Text using the Roundtable Technique. (An Action Research at Eleventh Grade of SMA Negeri 1 Karanganom, Klaten in the Academic Year 2022/2023)”.

#### **B. Problem Identification**

1. The mastery of the student’s English vocabulary is low.
2. The students are unable adequately to create an Explanation Text.
3. The motivation of the students to choose a topic for an Explanation Text is low.
4. The class climate is not conducive.
5. The students minded their personal activity.

#### **C. Problem Statement**

Based on the background of the study, the writer formulates the Problem of study

as follows:

1. How can the use of the Roundtable Technique improve students' writing skills in class XI MIPA 7 of SMA Negeri 1 Karanganom, Klaten?
2. How is the class climate when the Roundtable Technique is applied in teaching Explanation Text for writing class?

#### **D. Objectives of the Study**

Based on the problem formulations above, the objectives of this research are:

1. To find out whether the use of the Roundtable Technique improves the students' writing skills on Explanation Text in class XI MIPA 7 of SMA Negeri 1 Karanganom, Klaten.
2. To describe the class climate when the Roundtable Technique is applied in teaching writing Explanation Text in class.

#### **E. Benefit of the Study**

If this study produces fruitful findings, it is anticipated that these findings will be useful to students, educators, and other researchers. It is anticipated that this technique will aid the students in honing their writing abilities. By using the Roundtable Technique, the students will be able to expand their vocabulary and identify the purpose, components, and linguistic characteristics of the Explanation Text.

For the teachers, it is expected that the result of this research will give them a reference in their teaching so they can apply the Roundtable Technique in improving the student's writing skills.

For other researchers, it is expected that the result of this research will

help them in finding references or resources for further research, and for supervisors, it is expected that the result of this research will add new experiences for first and second supervisors.

## CHAPTER V

### CONCLUSIONS, IMPLICATION, AND SUGGESTIONS

#### **A. Conclusions**

Based on the previous explanation, it can be concluded that the results of the study in the eleventh year, MIPA 7 of SMA Negeri 1 Karanganom in the academic year 2022/2023 on improving students' writing skills:

1. The use of the Roundtable Technique helps students practice the writing skills of persuasive paragraphs. It can be seen on the average of cycle 1 and transition to cycle II.

The average of the students' values in cycle 1 is 69,83 (no student who could be classified as Very Good Level, 6 students in Good Level, 24 students in Enough Level, 6 students in Less Level, and no student in Fail Level).

The average of the students' values in cycle II is 75,50 (no student who could be classified as Fail Level or Less Level, 12 students in Enough Level, 18 students in Good Level, and 6 students in Very Good Level).

2. The level of student participation increases. The teacher showed the observation table from cycle 1 to cycle 2. That means the students are interested in implementing the Roundtable Technique. It can be seen in the students' activities in cycle 1 and transition to cycle II.

The students' activities were done 81,25% (the first meeting) and 93,75 % (the second meeting) in cycle 1. The students' activities were done 93,75% (the first meeting) and 100% (the second meeting) in cycle II.

**B. Implication**

Research results show that the Roundtable Technique can improve students' writing skills. As such, the results have an impact on the researcher and on-campus members. They are the school, the teachers, the students, and the readers. The researchers hope the results will have implications for schools and teachers. The school has promoted all teachers, especially in their teaching and learning development.

The round table technique is suitable for practicing writing skills, especially writing explanatory paragraphs. to their class. For students, students can share and participate in their class. For the reader, the reader can use this technique to add information about learning English in the classroom.

**B. Suggestion**

Based on the research results, the author makes some recommendations as follows:

1. The researcher suggested that teachers in the teaching-learning process, especially in improving students' writing teaching ability, should implement the round table technique, and must focus all the attention and control of students. pupil.
2. The researcher suggests that all students performing the Roundtable Technique should be more serious and creative in formulating ideas based on the text's theme.
3. Finally, the researcher asks all readers, especially prospective researchers, to look for articles that the researcher has not explored in the study, but choose other factual documents and a strategy tailored to the needs of the student.



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