

CHAPTER I

INTRODUCTION

This chapter presents about the background of the study, formulation of research questions, purpose of the study, formulation of hypothesis, significance of study, scope and limitation, definition of key term, and organization of research.

A. Background of The Study

In communicating, the people need a language. By the language, the people can get some information, express what the idea that they think, through the topic that they discuss. It is supported by Siahaan (2007, p. 1) that without language it is difficult to express our feelings, ideas, opinion, or wishes as language is a set of rules used by human as a tool of their communication. Therefore, the language is very important for human being as a tool in conducting communication so that the ideas that will be transferred to the other people.

Then, communication is not only with the people who come from in the same country, but also with other people from different country who have different language. In that situation, the people need a language, which can be used to understand each other one of them is English. It is the only one international language, which can be bridge among of them in conducting communication. Based on Verghese (1989, p. 1) all the languages in the world English deserve to be regarded as a world language. So, by English the people

who have different language, they can communicate each other in getting information, knowledge, and understanding with the topic of that communication.

Based on the explanation early, English as the international language can be understood that all of the people should master English so that they can conduct communication with foreigners. Then, English is to be the foreign language in Indonesia. According to Klein (1986, p. 19) foreign language is used to denote a language acquired in a milieu where it is normally not in use and which, when acquired is not used and by learners in routine situation. It means that English as foreign language is the language that not used in daily life, which just used in certain event such as English competition, gathering with the foreigners, etc. So, the people here have to hard work to be able to speak in English or mastering that language. It is not easy for them especially for the students that they are as foreign learners. They have to master all of the skills in English so that they can communicate by using English well.

Afterwards, it has been widely known that English has four skills, which have to be mastered. Those skills are reading, listening, speaking, and writing. According to Harmer (1991) the skills of English are divided into two types, they are receptive skill and productive skill. Reading and listening are classified into receptive skill. It means that the reader or listener receives information, but she or he does not produce it. Then, speaking and writing is productive skills. It can be understood that the speaker or writer produce something such as utterance or writing. All of those skills are integrated each other so the students who learn English cannot choose one or two of them

which supposed easy for them. Because those skills are needed to make learning of English be successful.

Moreover, each skill has the own difficulty, it is like writing that to be one of skill which difficult than the other for the students. It is supported by Richard and Renandya (2002, p. 303) that writing is a skill that most difficult to be learnt and to be mastered by ESL (English as Second Language). It happens because writing is complicated. Writing is not only putting the words and arrange them to be phrase, sentence, paragraph, or text, but also writing must have meaning which the reader can understand. Therefore, in writing many aspects must be known, they are vocabulary, grammar, mechanic, and content.

The first, the students have to master many vocabularies so that they can be easier to express their ideas. It is not enough; they also have to understand about the grammar so that they can construct their writing in good structure. There is no missing subject or verb and then, the tense that used suitable with the text. Then, writing also need mechanic. Mechanic in writing refers to the rules of written such as punctuation, capitalization, and spelling. The writers should be aware with that rules so that her or his writing can be good writing. The last, content is to be one of the important points that not let to forget. The writers have to explore their ideas considering with the topic that discussed. So, the reader can understand and get information, knowledge, from the writing and the aim of the writer can be achieved. The cases above that often make students usually get difficulty and confused in writing.

Related with explanation early, even though writing is difficult, the students especially for senior high school students should master in writing. Hellen, et al (2014) states that the reason why writing is one of the important skill which should be mastered by students is because it is a communicative act a way of sharing information, thoughts or ideas to the reader. It means that through writing the students are able to deliver or express of their ideas, opinion, or information to the other people. Beside from the writing also can determine how far the capability of the students conduct communication in the written form.

Furthermore, talking writing in the school especially in senior high school cannot be separated with text. Based on the curriculum 2013 the texts that must be learnt and write by the students in senior high school are descriptive, recount, narrative, analytical, and hortatory text. Among of them, the text that is supposed difficult for the students is hortatory text. It is taught to the eleventh grade students in senior high school. Hartono (2005, p.7) states hortatory text is a text to persuade the reader or listener that something should or should not be the case. It can be meant that hortatory text is writing form that shows the arguments by the writer to influence the reader or listener to do or not to do something.

Writing hortatory text requires the students to think critically towards the topic that given. The students must have strong arguments according to the topic so that they can influence the reader or listener. Those things that make the students more get difficulties to write except the lack ness in vocabularies, grammatically, and mechanism. Beside the situation of learning process, also

affect the feeling of students in learning of writing. The situation of learning depends on the technique which applied by the teacher. If the technique is fun and interesting, it can gain the students' motivation in following the teaching writing even though there are many difficulties that they have to face as the explanation before.

However at least with the appropriate and enjoyable technique can create the comfortable zone for the students so that they can be easy to accept the material of writing by teacher. At this point, when they are invited to produce the writing, they can be. Therefore, this is a challenge for the teachers to choose a technique or make the technique, which creative and appropriate with the situation and condition of the class so that the students are interesting and they can be comfort and enjoy during the learning process. It is supported by Patel and Javin (2008, p. 71) that, "It is very necessary for teacher to know various types of methods and technique in teaching English." It means that the teacher does not only use the conventional method, but also she /he should know the other technique, which can make the students enthusiastic in English class especially in teaching writing of hortatory text. So, their spirit can be gained and the teaching and learning process can go effectively.

Talking about a way in teaching writing, there are many approaches, which are broken down into several techniques. Cooperative learning is one of them. The use of cooperative learning in teaching writing is assumed to be able to motivate the students to be active and comfort during the teaching and learning process. It happens because cooperative learning is an approach to teaching that makes maximum use cooperative activities involving pairs and

small groups of learners in the classroom (Richard, 2001, p. 192). It can be understood that the students are invited to make a group and then they do all of the activities during the teaching and learning process together. So, the students can encourage each other to do a task from the teacher. Then, the burden of the task will be guaranteed together. In cooperative learning there are many techniques which can be implemented. They are three-step interview, roundtable, think-pair-share, solve-pair-share, numbered head together by Richard cited from (Olsen and Kagan, 1992, p. 88).

Among of the techniques that have been mentioned before, Roundtable and Numbered Head Together (RNHT) is the technique in cooperative learning, which is assumed suitable to teach English especially in writing. It is supported by Stenlev and Siemund (2011, p. 4) that Roundtable can be used by the teacher as the appropriate technique for improving students' English skill, one of them is writing skill. Kagan (2009, p. 634) states that round table is learning technique where the students take to run in their learning by generating their response, solving problems, or making a contribution to a project. It means that in this technique the students asked to make a group work. They have to contribute in their own group. In the group, they brainstorm of their ideas together and try to produce writing together. They help each other to find the creative ideas. So, they become easier in writing. In addition, the students who have no spirit in writing will be motivated by the other students who are active and have a good writing ability in the group.

In line with this, Khairani (2012) said that NHT is an excellent structure for combining learning partnership into groups or team of four. It is

appropriate for the students to encourage them in writing. In NHT, the students are invited to face a project, or task by putting their head together or thinking. Then, every member has the responsibility to take a part to do the project. So, when they get a calling randomly, they can represent their group to explain about the result of their task. It is supported by Slavin (1995, p.132) that NHT is basically a variant of group discussion; the twist is having only one student represent the group, but not informing the group in advance whom its representative will be. Therefore, each student has to be ready if the teacher calls his/her number that he/she gets before.

Based on the writer's experience that ever applied roundtable technique in the tenth grade at MAN 3 Blitar to teach writing recount text, it was found that the students were very much interesting in writing. They looked enthusiast to follow the teaching and learning process of writing in recount text. All of the students participated and took a part in writing. They supported each other in delivering the ideas related with a topic to make a good writing. So, this technique had a good effect for their motivation in writing that also affected their writing ability in recount text be better.

Moreover, NHT was also implemented by one of the writer's classmate to teach offering and suggestion in the eleventh grade at MAN 3 Blitar. In that time, the writer was to be the observer during the teaching and learning process. The result of applying NHT indicated that the class were alive. All the students in a group were active in discussion. Even though, they also got difficulties, but their friend in-group tried to help them. So, there was no students who did not get a job in doing the task. Each students had the own

responsibility in the group. So, by this technique the students became easy in doing the task and they were trained to work together by carrying out the charge in the group. For those cases, RNHT can help the students in understanding the material and doing the task of English especially in recount text and offering suggestion.

Furthermore by seeing the significant effect of RNHT before, it can be assumed that how if this technique also be used in teaching writing of hortatory text in 11th grader which supposed to be the complicated text among others. Most of the students feel confused how to start in writing even though they have the topic especially in hortatory exposition text. Then, RNHT has the own characteristic and advantage of using them. However, the main point in using those techniques is creating fun learning and they can motivate each other to do the task cooperatively.

Cooperative learning has many techniques that can be used in teaching and learning process, they are Interview, Think-pair-share, Solve-pair-share, Numbered Head Together (NHT), and Roundtable (Olsen and Kagan, 1992). Then, the reason why this study choses Roundtable and NHT as the technique to compare in teaching writing of hortatory text is both of those techniques focus on the individual development in writing by cooperatively work. It was supported by Kasyulita (2015) that said NHT is one of the ways to make the students doing activities in collaborative form or make the students work together to improve their English writing ability. Meanwhile Stenlev and Siemund (2011) state that Roundtable is one of cooperative learning technique that can be used by the teacher as the appropriate technique for improving

students' English skill especially in writing skill because in this technique is used for brainstorming, reviewing, or practicing a skill like writing. Therefore, those techniques are used to prove whether the Roundtable Technique and Numbered Head Together can improve the students' writing ability and then which more is effective in both of them technique to improve the students' writing ability in hortatory text.

In addition, there are many previous studies, which also have proved that RNHT is effective in teaching writing. Based on the research that was conducted by Maudia (2016), Roundtable technique was effective to be applied in teaching writing of descriptive text for the senior high school students. In line with this, Soliha (2018) in her research about comparative study of Roundtable and Numbered Head Together (RNHT) in teaching writing of descriptive text revealed that there was significant different effect of teaching writing by using RNHT in descriptive text. Then, she also found that NHT was to be the most effective technique than Roundtable to teach writing in descriptive text. In addition, Adelina (2017) in her research showed that Roundtable technique was effective to teach writing in narrative text. Besides Pratiwi (2012) proved that NHT is effective to improve the students' writing in recount text.

From those previous studies, it is found that there is no study discussing about the effectiveness of Roundtable Technique and Numbered Head Together in teaching writing of hortatory text. Accordingly, this study is conducted by the writer to know the significant effect of Roundtable Technique and Numbered Head Together and then which one is more

effective of these techniques to improve the students' writing ability in hortatory text entitled "*The Effectiveness of "Roundtable Technique and Numbered Head Together" toward Students' Writing Ability in Hortatory Text of 11th Graders at MAN 3 Blitar.*"

B. Formulation of Research Question

Related with the background that have been explained before, the research questions is formulated as the following:

1. How is the students' writing ability in hortatory text taught by using Roundtable technique?
2. How is the students' writing ability in hortatory text taught by using Numbered Head Together (NHT)?
3. Is there any significance different effect of students' writing ability in hortatory text of students that taught by using Roundtable Technique and those taught by using Numbered Head Together?
4. Which one is more effective between Roundtable Technique and Numbered Head Together to improve the students' writing ability in hortatory text?

C. Purpose of The Study

According to the formulation of research question above, this study has purpose. They are as the following:

1. To know the students' writing ability in hortatory text taught by using Roundtable technique.

2. To know the students' writing ability in hortatory text taught by using NHT.
3. To identify the significant different effect of students' writing ability in hortatory text of students who are taught by using Roundtable Technique and those taught by using Numbered Head Together.
4. To know the technique that more effective between Roundtable Technique and Numbered Head Together to improve the students' writing ability in hortatory text of 11th graders at MAN 3 Blitar.

D. Formulation of Hypothesis

The research hypothesis of this study can be described as the following:

1. There is no significant different score in students' writing ability in hortatory text that taught by using Roundtable technique and Numbered Head Together (as null hypothesis or H_0).
2. There is significant different score in students' writing ability in hortatory text that taught by using Roundtable Technique and Numbered Head Together (as alternative hypothesis or H_a).

E. Significant of The Study

Through this study, the writer has expectation that it can give contribution theoretically and practically. Theoretically, it can give new knowledge for the readers about English especially related with this topic. Then for practically, this study is expected useful for:

1. Teacher

Teachers can use the result of this study as the alternative way to teach writing skill in Senior High School especially in hortatory text through

Roundtable technique or NHT. Hopefully, it can be used by the teachers to make the teaching and learning process of writing become effective, interesting and joyful for their students.

2. Students

For the students, writing is one of the skills that complicated to be face. They need the ways of teaching learning process, which can make them be spirit to deliver their ideas in the form of writing especially in hortatory text. Thus, through this study the students are expected can get new knowledge about RNHT in teaching and learning of writing skill. It is expected the students can use these technique to make their learning of writing skill especially in hortatory text. They will not be bored again whereas they will be interesting in learning of writing and feel free to express their ideas without hesitation.

3. Future Researchers

This study can give information for the future researchers about RNHT to improve the writing skill in hortatory text. The writer also hopes that this study can give inspiration for the future researchers in conducting study related with this topic, but with the other text or they also can develop such kind of this research with other collaboration technique in teaching writing.

F. Scope and Limitation

The scope of this study is students' writing ability in hortatory text, Roundtable technique, and NHT. The limitation of this study is focus on the RNHT to improve the students' writing ability in hortatory text. Then, the

subject of this study is the eleventh students at MAN 3 Blitar. The reason why the writer chooses the eleventh student is that the writing skill in this level starts to be complicated especially in hortatory text. They should try to have critical thinking so that when they get material about argumentative text one of them is hortatory text, they will understand easily. Then, they will not get difficulty in processing of writing and they can produce good writing. Therefore, they need a technique that can motivate them in following of teaching and learning process of writing especially in hortatory text.

G. Definition of Key Terms

1. Roundtable Technique

Roundtable technique is one of the activities in the cooperative learning which the students in the class is divided into several group and there is one paper and pencil in a group. The paper will be passed in every member and they have to deliver their ideas in the writing form that related with the topic. Roundtable here does not mean that the table must be round, but it can be with another shape like square.

2. Numbered Head Together (NHT)

NHT is the cooperative technique which the student use the number in their head and then they get the topic to discuss in a group together. The teacher asks a question related with the topic and calls one of the student number with a raised hand from her/him.

3. Students' Writing Ability

Writing ability is a skill that should be master by the students to express their ideas, thought, and opinion, which deliver into written form in the purpose to make the reader understand with the idea conveyed.

4. Hortatory Text

Hortatory text is the writing form that expresses the writer's ideas about the topic assigned, which have the aim to persuade the readers what they should do or should not to do.

H. The Organization of Research

This study entitles *The Effectiveness of "Roundtable Technique and Numbered Head Together" toward Students' Writing Ability in Hortatory Text of 11th Graders at MAN 3 Blitar*. The organization of this study is describing below:

1. Chapter I is the introduction of this study. It includes background of the study, formulation of research question, purpose of the study, formulation of hypothesis, significance of the study, scope and limitation, definition of key terms, and the organization of research.
2. Chapter II or the part of review of related literature explain theoretically about writing, hortatory text, Roundtable technique, NHT, and previous studies.
3. Chapter III is about research method. It covers research design, population, sampling and sample, variable of study, research instrument, method in collecting data, the procedures of teaching writing by using Roundtable technique and NHT, method of data analysis, validity and reliability testing, and hypothesis testing.

4. Chapter IV presents about research finding and discussion.
5. Chapter V explains about the conclusion and suggestion from the writer.