EFFECT OF ROUNDTABLE TECHNIQUE TOWARD WRITING ABILITY AND STUDENTS' MOTIVATION AT THE THIRD SEMESTER STUDENTS AT IAIN PALANGKA RAYA

THESIS

BY
HASANAH
SRN 1501121033

STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2019 M / 1440 H

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THESIS

Presented to State Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education

**BY
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**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
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ADVISOR APPROVAL

Thesis Title : Effect of Roundtable Technique Toward Writing Ability and Students' Motivation at the Third Semester Students at IAIN Palangka Raya

Name : Hasanah

SRN : 1501121033

Faculty : Teacher Training and Education

Department : Language Education

Study Program : English Education

This is to certify that the thesis has been approved by the thesis advisors for Thesis Examination/Munaqasyah by the Board of Examiners of the faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya.

Palangka Raya, October 3rd 2019

Advisor I

Advisor II

M. Zaini Miftah, M.Pd.
ORN. 197509152009121002

Aris Sugianto, M.Pd.
ORN. 198308192015031001

Acknowledged by:

Vice Dean in Academic Affairs

Secretary of
Language Education Department,

Dr. Nurul Wahdah, M.Pd.
ORN. 198003072006042004

Akhmad Ali Mirza, M.Pd.
ORN. 198406222015031003

PERSETUJUAN PEMBIMBING

Judul Skripsi	:	Pengaruh Teknik Meja Bundar Terhadap Kemampuan Menulis dan Motivasi Mahasiswa Pada Mahasiswa Semester Tiga di IAIN Palangka Raya
Nama	:	Hasanah
NIM	:	1501121033
Fakultas	:	Fakultas Tarbiyah dan Ilmu keguruan
Jurusan	:	Jurusan Pendidikan Bahasa
Program Studi	:	Tadris Bahasa Inggris

Menyatakan bahwa skripsi telah disetujui oleh kedua pembimbing untuk sidang skripsi/munaqasah yang dilaksanakan oleh Tim Penguji Skripsi Fakultas Tarbiyah dan Ilmu keguruan Institut Agama Islam Negeri Palangka Raya.

Palangka Raya,   Oktober 2019

Pembimbing I,

Pembimbing II,

M. Zaini Miftah, M.Pd
NIP. 197509152009121002

Aris Sugianto, M. Pd
NIP. 198308192015031001

Mengetahui:

Wakil Dekan Bidang Akademik,

Sekretaris Jurusan Pendidikan Bahasa,

Dr. Nurul Wahdah, M.Pd
NIP. 198003072006042004

Akhmad Ali Mirza, M.Pd
NIP. 198406222015031003

iv

THESIS APPROVAL

Thesis Title : **EFFECT OF ROUNDTABLE TECHNIQUE TOWARD WRITING ABILITY AND STUDENTS' MOTIVATION AT THE THIRD SEMESTER STUDENTS AT IAIN PALANGKARAYA**

Name : Hasanah
SRN : 1501121033
Faculty : Teacher Training and Education
Department : Language Education
Study Program : English Education

Has been examined by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya in the Thesis Examination/*Munaqasah* on:

Day : Tuesday

Date : October 15th 2019

BOARD OF EXAMINERS

1. Zaitun Qamariah, M.Pd. (................................)
   (Chair/Examiner)
2. Hj. Apni Ranti, M.Hum (................................)
   (Main/Examiner)
3. M. Zaini Miftah, M. Pd. (................................)
   (Examiner)
4. Akhmad Ali Mirza, M.Pd. (................................)
   (Secretary/ Examiner)

Approved by :

Dean Faculty of Teacher Training and Education

Dr. Hj. Rodhatul Jennah, M.Pd
ORN. 196710031993032001

Palangka Raya, October 2019

Cases: **Examination of**
Hasanah Thesis

To
The Dean of Faculty
of Teacher Training
and Education of
State Islamic Institute
of Palangka Raya
In-
Palangka Raya

Assalamualaikum Wr. Wb

By reading and analyzing of this thesis in the name of:

Name	:	Hasanah
SRN	:	1501121033
Thesis Title	:	Effect Of Roundtable Technique Toward Writing Ability And Students' Motivation At The Third Semester Students At Iain Palangkaraya

Can be examined in partial fulfillment of the requirement of the Degree of *Sarjana Pendidikan* in the study program of English Education of the language Education of the Faculty of Training and Education of the State Islamic Institute of Palangka Raya.

Thank you for attention,

Wassalamulaikum Wr. Wb

Acknowkledged by:

Advisor I,

Advisor II,

M. Zaini Miftah, M.Pd
ORN. 197509152009121002

Aris Sugianto, M. Pd
ORN. 198308192015031001

vi

NOTA DINAS

Palangka Raya, Oktober 2019

Hal   : Permohonan Ujian Skripsi

      Hasanah

                                     Kepada

                                     Yth. Dekan Fakultas Tarbiyah dan

                                     Ilmu Keguruan Institut Agama Islam

                                     Negeri Palangka Raya

                                     Di -

                                     Palangka Raya

Assalamualaikum Wr. Wb

     Setelah membaca dan menganalisa skripsi ini, kami menyatakan bahwa:

Nama   : Hasanah

NIM   : 1501121033

Judul Skripsi   : Pengaruh Teknik Meja Bundar Terhadap Kemampuan Menulis dan Motivasi Mahasiswa Pada Mahasiswa Semester Tiga di IAIN Palangka Raya

     Dapat diujikan sebagai syarat untuk memenuhi kewajiban dan mencapai gelar Sarjana Pendidikan pada program studi Tadris (Pendidikan) Bahasa Inggris Jurusan Pendidikan Fakultas Tarbiyah dan Ilmu Keguruan di Institut Agama Islam Negeri Palangka Raya.

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Wassalamulaikum Wr. Wb

                              Mengetahui :

Pembimbing I,   Pembimbing II,

<u>M. Zaini Miftah, M.Pd</u>   <u>Aris Sugianto, M. Pd</u>

NIP. 197509152009121002   NIP. 198308192015031001

MOTTO AND DEDICATION

Success begins with Dreams

Influenced by Perception and

Manifested by Action

(Edward Linggar)

This Thesis is dedicated to:

My Beloved Parents, my father Fahmi and

my mother Aida for their valuable endless

prayer, sacrifice, and support.

DECLARATION OF AUTHORSHIP

Herewith, I:

Name	:	Hasanah
NIM	:	1501121033
Faculty	:	Teacher Training and Education
Department	:	Language Education
Study Program	:	English Education

Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.

2. This thesis is to the sole work of author and has not been written in collaboration with any other person, nor does it include, with due acknowledgement, the work of any other person.

3. If at later time it is found that thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, October 2019
Yours Faithfully

Hasanah
SRN.1501121033

ix

ABSTRACT

Hasanah. 2019. *The Effect of Roundtable Technique Toward Writing Ability and Students' Motivation at The Third Semester Students at IAIN Palangka Raya* Thesis. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palngka Raya. Advisor (I) M. Zaini Miftah, M. Pd; (II) Aris Sugianto, M.Pd.

Key Words: Roundtable Technique and Students' Motivation, *Bahasa Indonesia*.

The aim of this research was to find out the effect of roundtable technique toward writing ability and students' motivation at the third semester students at iain Palangka Raya.

This research used quantitative method to collect the data. The population of this research was the English Department students' of the third semester on the academic year 2017/2018 at IAIN Palangka Raya which consisted of 106 students as the sample 73 students, 35 students for Experimental class and 38 students for control class. The technique collecting the data use the questionnaire and Writing Test. The researcher used 2 classes A and B. This research belonged to survey research. The technique of collecting the data used questionnaire writing test. In analyzing the data, some procedures were used such as collecting, pre-test, conducting treatments, administrasing post-test and analyzing the data

The result pre-test calculation was 0.389 with the significance score 0.535. the researcher found H_o wasaccepted from the comparison between F_o ($F_{observation}$) and F_{table} was higher than F_o 0.389 (0.389 > 0.05 and from the result calculation was 48.113 with the significance score 0.00. F_{table} was higher than F_o 48.113 (48.113> 0.05),it means the data not hmogeneous.

In conclusion, there is significant difference in the students writing ability based on using roundtable technique and students motivation.

ABSTRAK

Hasanah . 2019 *Pengaruh Tehnik Meja Bundar Terhadap kemampuan menulis dan motivasi siswa di mahasiawa semester tiga di IAIN Palangka Raya,* Srkipsi. Jurusan Pendidikan Bahasa. Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing (I) M. Zaini Miftah, M. Pd; (II) Aris Sugianto, M.Pd.

Kata Kunci: Teknik Meja Bundar dan Motivasi Mahasiswa, Bahasa Indonesia.

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh teknik roundtable terhadap kemampuan menulis dan motivasi siswa pada siswa semester tiga di iain Palangka Raya.

Penelitian ini menggunakan metode kuantitatif untuk mengumpulkan data. Populasi penelitian ini adalah mahasiswa Jurusan Bahasa Inggris semester ketiga pada tahun akademik 2017/2018 di IAIN Palangka Raya yang terdiri dari 106 siswa sebagai sampel 73 siswa, 35 siswa untuk kelas Eksperimental dan 38 siswa untuk kelas kontrol. Teknik pengumpulan data menggunakan angket dan Tes Menulis. Peneliti menggunakan 2 kelas A dan B. Penelitian ini termasuk penelitian survei. Teknik pengumpulan data menggunakan tes menulis angket. Dalam menganalisis data, beberapa prosedur digunakan seperti mengumpulkan, pra-tes, melakukan perlakuan, mengelola post-test dan menganalisis data.

Hasil perhitungan pre-test adalah 0,389 dengan skor signifikansi 0,535. peneliti menemukan Ho diterima dari perbandingan antara Fo (Fobservation) dan Ftable lebih tinggi dari Fo 0,389 (0,389> 0,05 dan dari hasil perhitungan adalah 48,113 dengan skor signifikansi 0,00. Ftable lebih tinggi dari Fo 48,11 (48,113> 0,05), itu berarti data tidak homogen.

Kesimpulannya, ada perbedaan yang signifikan dalam kemampuan menulis siswa berdasarkan menggunakan teknik roundtable dan motivasi siswa.

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The researcher hopes that may Allah always keeps us on the straight path, reward, and blesses us for what we do and this writing can be useful for all of us.

Palangka Raya, October 2019
The Researcher

HASANAH
NIM 15011021033

TABLE OF CONTENT

LIST OF TABLES

xvii

LIST OF FIGURES

LIST OF APPENDICES

1. Lesson Plans
2. RPS
3. Questionnaire
4. Writing Product
5. Student Score
6. Research Schedule
7. Documentation
8. Curriculum Vitae

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research problem, objective of the study, hypothesis of the study, significance of the study and definition of key terms.

A. Background of the Study

English is one of the media communication both orally and written. The indicates that the learning English is trying to use it in communication. Therefore, is distinguishes English from the other lesson that is English as a lesson which has characteristic as communication media. In the other hand, communication is an ability to understand and produce text which is realized in four language skills, such as listening, writing, speaking, and reading both orally and written. To learn English as a foreign language, writing is one of the four language skills that should be mastered by students. Whatever they are, they must learn the language skill to master English well include writing. It is related to Ratna states that is a must for peple to learn English. Whatever they area as student, worker, and etc they have should be learned continuously and patieantly of four language skill.

"Writing is the ability to express one's ideas in written form as a second or foreign language". It means that writing is an activity to express our ideas in written form. It is one of the important parts of

skills in English which should be focused more in teaching learning process in the classroom. In other words, Among four skills in English, writing is a skill that most important in English that students have to be master.

Writing as one of language skill that has to be mastered is rather difficult than other skills. Writing is a skill that most difficult to be learnt and to be mastered by ESL. This definition shows that writing in the foreign language is not as simple as writing in our own language because there are many rules that we need to understand such as, we have to know how to think critically our ideas into written form and make sure a reader about our ideas. For example, the content of our writing has appropriate with the theme and must be communicative. To make our writing be communicative, we have to think critically. It is related on Roger and Brenda's opinion that the way of students can think critically depends on how they analyzed their idea and how they process their thoughts into written form.

So, giving a chance and experiences to students to develop their thought, can help them to be a good thinker and make them easier to write. Writing becomes a skill that should be mastered by a first-year student of the senior high school. It is related to the syllabus of curriculum 2013 for a senior high school that the basic competency that should be achieved in the writing subject is that the students have the ability to develop and produce written simple functional

text in the narrative text, recount text and descriptive text. Depending on the syllabus 2013 for a descriptive text, students are expected to be able to write various topics that they have to describe such as, tourism place, historical building,etc as based on their knowledge.

According to Artono Wardiman, Descriptive text is one of texts that is difficult to be learnt by the student. Descriptive text is also text which describes characters of people, something, and place.The writer thought that when students write a descriptive text, there will be a think critically process because they will be asked to analyze an image or picture that involves their knowledge so that what they write can be understood by the reader.

In this kind of text, the students are required to "list the characteristics of something and usually deals with the physical appearance of the described thing (Smalley et. al.2001). In other words, a particular person, place or thing is described in details in this composition. The tells the object as the way it is without being affected by the writers' personal opinion. Before telling what they have caught through their sensory system, a mental activity is involved. They firstly identify certain imagery or real object which is locate somewhere. Through the words, then they describe the thing they have in mind. In short, writing a is "a way of picturing images verbally in speech or writing and of arranging those images in some kind of logical or association pattern" is one of the expository

writing. The description draws a picture, tries to convey the sound, taste, and smell of things or objects. Tompkins (1994) and Stanley (1988) defined descriptive text as painting pictures with words. By reading a descriptive text, readers feel that they see the description just like they see pictures.

Descriptive text has the purpose to describe an object or a person that the writer is interested in. Thus in writing a the writers should know well what they want to describe. They describe their ideas and thought vividly based on what they see, hear, taste, smell, or touch. Anderson & Anderson (2003) add that descriptive text is different from information reports because they described a specific subject rather than general group.

In addition, Temple, et al. (1998) states. "description is discourse that help us visualize. It focuses upon the appearance or the nature of an object. In description, we see vividly and concretely, we perceive the object with a kind of fullness for which exposition does not strive". In Library of Congress (2008) it is stated that we use descriptive text to describe a person, place or thing. For example, we might want to describe what a crab looks like, or how he moves. Be sure to include details that describe sounds, color, smells, setting and so on. According to Friedman (2010) descriptive details mean to grab the reader's attention.

A technique in Collaborative Learning and also in Cooperative Language Learning which is called Roundtable technique could be used in the classroom. This technique is a form of academic discussion in which the learners have equal right to participate in discussing a particular issue. Roundtable technique worked well in teaching writing to the students. McCafferty, Jacobs, & Dasilva Iddings (2006,p.42) stated that Roundtable technique promotes equal participation of the learners. This equal participation gave the learners an opportunity to learn together and solve their problems in uderstanding the subject matter.

Roundtable technique promotes equal participation of the learners in teaching-learning process. Kagan & Kagan as cited in Jacobs (2006, p. 42) mentioned that in this activity, each group member has one piece of paper. Each writes an idea, paragraph, etc., on the group's topic and then passes her or his paper to another group member who reads it and comments on the idea, continuing the story. Roundtable can be done with one piece of paper per group (Sequential Roundtable) or with one piece of paper per group member (Simultaneous Roundtable). In some cases of study, Roundtable has been proved that it increased class averages from approximately 75% to 83% and improved active engagement, excitement, teamwork, and positive relations among the students (Kagan & Kagan, 2009, p. 315). Kagan and Kagan (2009) also stated that by using Roundtable, there were two thinking skills fostered:

categorization (selecting and identify the category or broader topic into specific) and evaluation.

Thats why in this research the researcher take the effect of using rountable technique and students motivation in writing descriptive text as the topic or discussion of this research.

The researcher use rountable technique as learning method to know is this methode more effective in teaching writing skill. and also the reason why researcher choose this methods because this method commonly use by the teacher in teaching writing ability and students motivation.

from previous studies the benefits of using a roundtable are to find out whether there is an increase in students 'understanding of writing skills and also to find out whether students' writing is better or not and other benefits are students prefer to write and prefer to understand the writing they write after using raoundtable techniques and their vocabulary increases after using this technique.

B. Research Problem

The research problem of this study are :

1. Is there any significant effect of roundtable technique toward writing ability ?

2. Is there any significant effect of roundtable technique students motivation ?

C. Objective of the Study

The objective of the study are:

1. Significant effect of roundtable technique toward writing ability.

2. Significant effect of students motivation toward writing ability.

D. Hypothesis of the Study

There are two hypothesis in this study :

1. Alternative hypothesis (Ho1): There is a significant effect of roundtable technique toward writing ability at third semester students of IAIN PalangkaRaya.

2. Null hypothesis (Ha1): There is no a significant effect of roundtable technique towrd writing ability at third semester students of IAIN PalangkaRaya.

3. Alternative hypothesis (Ho2): There is a significant effect of roundtable technique students motivation at third semester students of IAIN PalangkaRaya.

4. Null hypothesis (Ha2): There is no a significant effect of roundtable technique students motivation at third semester students of IAIN PalangkaRaya.

E. Assumption

The assumption of this study is if the teacher using roundtable technique in the teaching lerning process, the student was remember easily the rules for writing ability and students motivation.

F. Scope and Limitation

The scope of this study is the use of roundtable technique writing ability and students motivation on third student semester. This student is also limited to the third semester student of IAIN PalangkaRaya.

G. Significance of the Study

The findings are expected to give contributions to:

1. For the lecturer

    the result the study gave contribution to support the theory teaching English as foreign language, espesially for the Round table technique on writing ability and studets motivation and gives the information about the students' ability using Rundtable technique that the lecturer can gives pressure and better teaching to the students.

2. For the third semester studnts in IAIN Palangka Raya

    knowing that round tabel technique feedback and students motivation improves their writing and The students are expected to be no longer dependent on their teacher in receiving feedback.

3. For Other Researchers

    This study is expected to give more information as leading other researchers to further study about this issue.

H. Definition of key Terms

1. Effect

   Effect is the result of an action, as in those " cause and effect paperst you might write in English class.

2. Roundtable Technique

   Based on Barkley, Cross and Major (2005) Roundtable is a technique where the students take turn responding to a prompt by writing one or two words or phrases before passing the paper along to others who do the same.

3. Writing Ability

   Writing ability is specific ability that helps writers to put their ideas into, words in meaningful form In this research, it refers to ability in writing of the eleventh grade students at State Senior High School 1 Rumbio Jaya particularly in the form of report paragraphs by giving full consideration toward the proper use of grammar and syntax, punctuation, spelling, organizational skills, and initiating writing.

4. Motivation

   Djamarah (2002, p. 34) defines motivation as a change in energy in a person that is characterized by the emergence of feelling and preceded by responses to the purpose.

CHAPTER II

REVIEW RELATED LITERATURE

A. Related Studies

In this study there are several previous studies that are use as references in the study. The first, The implementation of roundtable technique in Improving students' writing of descriptive text at SMA 9 Bandar Lampung (Utami, 2014). The objectives of this research were to find out whether there was a statistically significant difference of students' writing ability after the students were taught through roundtable technique for five meetings. The approach of the research was quantitative. The subjects were 29 students of the first grade of senior high school (SMA). The writing tests were used as the research instrument. The data were analyzed by using Repeated Measure t-test. The result showed that there was a stastically significant difference of the students' writing ability with the significant level 0.05. This suggests that roundtable technique facilitates the students to improve their ability in writing skills.

The second, Improving students' writing ability By using round table technique SMA Negeri 1 Ngaplak (Wulandari, 2014). This thesis is aimed to identify whether Round Table technique can improve the students' writing or not and to describe how Round Table technique improves the students' writing ability. It is essential to learn writing in order to make the students have more knowledge. In fact, most of the students at the eleventh grade of SMA

Negeri 1 Ngemplak face problems in writing. For the common problems, the students had less enthusiasm in writing because they still lack of vocabulary. The students also had difficulties to start and develop the sentences in writing. Therefore, it is necessary for the teacher to apply certain methods or techniques to solve those problems and make the students interested to learn English.

The result of the research shows that Round Table Technique can improve the students' writing ability. There was an improvement on the mean score of the test. In the pre-test, the mean is 46.64, the first cycle was 64.45 and improved to 79.27 in the second cycle.

Based on the result of this researcher, it can be concluded that: (1) This technique could make the students have more ideas. (2) It also improved students' participation in learning writing. (3) They were not shy anymore and highly motivated to join the instructional process. The English teachers who want to apply Round Table technique in English teaching should pay attention in the process of technique to make the technique run well.

The Third, the effect of roundtable and clustering teaching techniques and students' personal traits on students' achievement in descriptive writing SMP Negeri 1 Pancur Batu (Sinaga, 2017). The research design was experimental research by using factorial design 2x2. The students were divided into two experimental groups. The experimental group was treated by using Roundtable teaching

technique and control group was treated by using Clustering teaching technique. The students are classified into the introvert and extrovert personal traits by conducting the questionnaire and the students' achievement in descriptive writing was measured by using writing test, namely 'Analytic Scoring' by Weigle.

The data were analyzed by applying two-way analysis of variance (ANOVA) at the level of significance α = 0.05. The result reveals that (1) students' achievement in descriptive writing taught by using Roundtable teaching technique was higher than that taught by Clustering teaching technique, with Fobs = 4.59>Ftab=3.97, (2) students' achievement in descriptive writing with introvert personal trait was higher than that with extrovert personal traits with Fobs=4.90 > Ftable=3.97, (3) there is interaction between teaching techniques and personal traits on students' achievement in descriptive writing with Fobs =6,58 > Ftable=3.97. After computing the Tuckey-Test, the result showed that introvert students got higher achievement if they were taught by using Roundtable teaching technique while extrovert students got higher achievement if they were taught by using Clustering teaching technique.

The four, The Effect Of Using Round Table Technique Toward Writing Ability On Report Paragraphs Of The Eleventh Grade Students At State Senior High School 1 Rumbio Jaya (Galih , 2014). The background of the problem of this research is students' writing ability on report paragraphs. They were not able to choose

appropriate vocabulary, to express their ideas, to use correct grammatical order, to develop their ideas, and to construct the relationship of ideas in making report paragraphs. The main focus of this research were to find out students ability in writing report paragraphs taught by using Round Table technique, to find out students ability in writing report paragraphs taught without using Round Table technique, and to find out whether there is a significant difference of result between the use of Round Table technique and TPT on students' ability in writing report paragraphs of the eleventh grade at State Senior High School 1 Rumbio Jaya. This research is an experiment research which uses quasi-experimental design. The writer used non equivalent control group design. The writer took two groups, pretest-posttest design. The population of this research was all of the second year students of State Senior High School 1 Rumbio Jaya. They consisted of 3 classes (78 students). The writer used two classes as sample that each class consisted of 25 students. They were XI IPA 1 as experimental class and XI IPA 2 as control class.

The experimental class was taught by using Round Table technique and control class was taught without using Round Table technique. The technique of collecting data of this research was test. The test was used to take the data of students' writing ability on report paragraphs. In analyzing the data, the writer used Independent Sample T-Test which was calculated using SPSS 16.

The last previous study from Students' Motivation On Writing Hortatory Exposition By Using Pow Plus Tree Strategy At Sman1 Bukit Batu (Aprizawati, 2017). The purpose of this research was to find out students' writing motivation in hortatory exposition by using\ POW plus TREE strategy. The research was carried out at the eleventh grade students at SMAN 1 Bukit Batu This research was quantitative research. The population in this study was 26 students who were taken randomly. A set of questionnaire was distributed to 26 students regarding their motivation on writing hortatory exposition by using POW plus TREE strategy. In this research, measurement of these statements using 30 statements in questionnaire based on indicators to assess students' motivation in writing hortatory exposition. The data collected was analyzed using SPSS 22 to know the normality, validity, and reliability of the instrument. The researcher measured the total score from the result of the students' motivation in writing ability test. The results of this study showed that students had goodmotivation in writing hortatory exposition by using POW plus TREE strategy.

The difference between current and previous research is This method is rarely used lerning in campus. Because many previos studt use sample and the school and diffence in the research use three variables whole previous research use two variable.

B. Writing

13. The Definition of Writing

According to Weigle (2002, p. 19), who defines writing as an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience. From the definition, it means that it is important to view writing not only as the product of an individual but also as a social act because writing is activities that are socially and culturally shaped and individually and socially purposed. Because writing is considered to be most difficult and complicated language skill to be learned compared to other language skills, it requires more effort to produce meaning through writing than to recognize meaning (Miftah, 2015, p. 9). Therefore, writing needs some process of thinking. By knowing the process of writing, students can develop their ability to create a good written text.

Nirwani (in Miftah, 2010) indicates that proficiency to write in English is one of the basic requirements for those who want to involve themselves in occupational or academic purposes as well as in international life. In any case, nowadays the students, particularly English Department students of the State Islamic College of Palangka Raya, might involve themselves in those proposes. That is why mastering writing in English should be provided for the students as early as possible. To do so, the curriculum of English Department of the State Islamic College of

Palangka Raya has offered the courses of Writing I, II, III and IV with 2 credits respectively.

Motivation in the writing classroom is necessary and has an important role in the process of learning. It can affect both new learning and the performance of the skill, strategies, and behavior. It also affects both learning and behavior of the students to motivate to learn. The higher motivation students show an effort to learn more than those who have lower motivation. Therefore, the students who have higher motivation to learn will get more successful (Pintrich & Schunk, 2008).

Writing is the most difficult language productive skill. Nunan (2000, p. 91) state that writing is clearly a complex process. It can be conclude that writing is a difficult and complex process. Nunan (2003, p. 88) defines that "writing is the process of thinking to invent ideas, thinking about how to express into a good writing, and arranging the ideas into statement and paragraph clearly. Writing is a continuous activity that has more than one step". Moreover, Oshima and Hogue (2006, p. 2) have the opinion "writing is a progressive activity; it means that when we first writing something down, we have already been thinking about what we are going to say and how we are going to say it"

Tarigan (1994, p. 3) explain the definition of writing as a skill of language. He said that writing is one of the language skills which are used to communicate without having face to face

with other people. This definition shows that writing is an activity to communicate one's idea by using written media. It is means that writing is a message that carried on by a written text In other words, writing is a communication between a writer and reader with the use of printed symbols.

Furthermore, Harmer (2004, p. 31) stated that, "Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English". From Harmer we know that writing is one of important components which have learned by students in the learning English. Based on the theory above, it can conclude that writing is an activity to communicate people's ideas by using letters, words, phrases, clauses and sentences. This definition shows that writing is conveying a message through written text. It can be information, opinion, ideas, feeling, argument, explanation, etc. In conclusion, writing is not only write a text but also a way to communicate with others.

14. Writing Components

Jacobs et al (1981, p. 31) point out five significant components in writing. These are content, organization, vocabulary, language use and mechanics.

a. Content

The content of writing should be clear for the readers so that the readers can understand the message conveyed and

gain information from it. In order to have a good contents writing, its contents should be well unified and completed. This term is usually known as unity and completeness, which become characteristic of good writing. Every good paragraph has unity, which means that in each paragraph; only one main idea is discussed. If you start to discuss a new idea, begin a new paragraph. Furthermore, every supporting sentence in the paragraph must be directly related to the main idea. Do not include any information that does not directly support the topic sentences. Completeness means that the main idea must be explained and developed fully completeness as comments out that the controlling idea which is developed thoroughly by these of particular information. It is relative to know how complex or general the topic sentences. By having a complete writing, it is expected that the content of writing will be clear and understandable for the readers.

b. **Organization**

In organization of the writing, the writer focuses on how arrange and organize the ideas chronologically. They also should present their ideas based on the order which flow from the beginning to the end. There are many ways used to organized or arrange the writing. This organization is mainly recognized as order. Coherence means that sticking together

and in coherent essay, all the ideas stick together. A coherent paragraph is paragraph that all of the ideas are put in right order and never confused. This makes the writer's thought is essay to follow sentences and paragraph.

c. Vocabulary

Vocabulary is one of the language aspects dealing with the process of writing study. In the process of writing, the writer always think about putting words into sentences and then putting sentences into paragraph until they can create a piece of writing. So, mastering word choice can help us to develop our writing.

d. Language use

Language use in writing involves correct usage of the rules of language or grammar. It focuses on verbs, noun, and agreement. Specific nouns and strong verbs give a reader a mental image of description. This specific noun can be characterized by using modifier of adjective, adverbs, and participle forms. A modifier can be phrase. There are many opportunities for errors in the use of verbs and mistake in arrangement are very common. Mistake in writing work and however, are much serious, and since we have an opportunity to re-read and to correct what we have written. We should

avoid errors in verbal forms, subject- verb agreement, and pronoun antecedent agreement in a case of noun and pronoun.

e. Mechanics

Mechanics in writing deal with capitalization, punctuation and spelling appropriately. This aspect is very important since it leads reader to understand or recognized immediately what the writer means to express definitely.

15. Writing Prosses

Harmer (2004, p. 4) stated that writing process is the stages a writer goes through in order to produce something in final written form. There are four main elements in writing process:

a. Pre-writing

Choose and narrow the topic to a particular aspect of the general one. For example if the topic is about the enviroment you can narrow it from the enviromental pollution to the pollution of the oceans and finally you can narrow it to the most specific topic for example: effects of the sea life. Doing this will make your writing clearly and compleately. Brainstorm. There are three usual techniques in doing this, those are listening, free writing and clustering.

b. Planning

Plan what the topic to write, when to start, and how to end. Making planning is important because from this point you will decide your writing.

c. Writing and Revising Draft

As soon as you have planned, you directly execute writing with the techniques that you have learnt then practice it. After writing the draft that you have done, do not forget to revise it. Finally, writing process should be accomplished.

d. Writing the Final Copy

Writing the final revision takes some times, hence it should be done carefully. Re-editing is necessary proofreding is neeed. Then you are ready to hand in to you lecturer afterward.

From the statement above, it can be infered that teaching writing is a process of teaching students how to express their ideas and produce language. In teaching writing, there are steps or procedures to teach students how to write well. The procedures are emphasized to make students focus on their writing. In this research, the researcher included the steps of teaching writing (pre-writing, writing, revising, and final draft) in improving students" writing ability.

16. Writing Assesment

Writing assessment refers to an area of study that contains theories and practices that guide the evaluation of a writer's performance or potential through a writing task. Writing assessment can be considered a combination of scholarship from composition studies and measurement theory within educational assessment. Writing assessment can also refer to the technologies and practices used to evaluate student writing and learning

Writing assessment began as a classroom practice during the first two decades of the 20th century, though high-stakes and standardized tests also emerged during this time. During the 1930s, College Board shifted from using direct writing assessment to indirect assessment because these tests were more cost-effective and were believed to be more reliable. Starting in the 1950s, more students from diverse backgrounds were attending colleges and universities, so administrators made use of standardized testing to decide where these students should be placed, what and how to teach them, and how to measure that they learned what they needed to learn. The large-scale statewide writing assessments that developed during this time combined direct writing assessment with multiple-choice items, a practice that remains dominant today across U.S. large scale testing programs, such as the SAT and GRE.

These assessments usually take place outside of the classroom, at the state and national level. However, as more and more students were placed into courses based on their standardized testing scores, writing teachers began to notice a conflict between what students were being tested on grammar, usage, and vocabulary and what the teachers were actually teaching writing process and revision. Because of this divide, educators began pushing for writing assessments that were designed and implemented at the local, programmatic and classroom levels. As writing teachers began designing local assessments, the methods of assessment began to diversify, resulting in timed essay tests, locally designed rubrics, and portfolios. In addition to the classroom and programmatic levels, writing assessment is also hugely influential on writing centers for writing center assessment, and similar academic support centers.

17. Types of Writing Text

In teaching writing process, there are some media that can be used such as: text, picture, movie, etc. The text as media in teaching language can be detained into some models that are used by the teacher as the material in teaching learning process.

The types of text that have been decided by Hughes (2003, p. 140). He defines the text into five categories. They are descriptive text, expository text, argumentative text, narrative

text, and recount text. It is in line with Harmer (2003, p. 257) who states that writing is one of the productive skills which comes into many types such as: descriptive, narrative, argumentative, etc

According to Evayanti (2013, p. 8), there are four types of text as follows:

a. Descriptive Text

Descriptive text is a text that is used to describe a verbal picture to make the reader see what the writer is talking about. Descriptive text is kind of text that is used to describe about a person, object, appearance, scenery, or phenomenon. In this text, the writer tries to make the readers as like they see, feel, and experience what the story tell. Description could briefly explain and evolve about process, compare, definitions and other strategies.

b. Narrative Text

Narrative text is a text that is used to relate sequential events and person frequently, is involved in the events. Narrative, originated from "to narrate" means to tell. Narrative text tells a story, in doing so, entertains the audience, and makes the audiences think about the issue, teaches them a lesson, or excite their emotions. In order words, it can be said that narrative text is retelling a story that

is told by the doer or other person"s point of view. It is more about writing a chronological story, whether true or just a fictional.

c. Explanatory Text

Explanatory text is a text that is used to explain something to the readers. Explanatory text is kind of text that aims at clarifying, explaining, teaching, or evaluating an issue. The writer tries to give information or sign to the reader by developing the idea by giving the example, process, cause and result, classification, definition, analysis, comparing and contrary.

d. Argumentative Text

Argumentative text is a text that is used to convince the readers, the writer attempts to persuade them as he describes, narrates or explains appropriate details to the reader. Argumentative text is kind of text that aims to prove the truth or untruth of a statement or situation. The writer tries to show theempirical data by giving a logical appeal, pathetic or affective appeals, such as authority, empirical data, values and attitude.

From some argumentations above, there are some texts of writing text, they are descriptive, expository, argumentative, narrative and recount and each text has their

own purpose to be achieved by the students in learning process. Descriptive text was the one of kind the text that was used in this research. The purposes of descriptive text was aimed to make the students be able to describe the object which they seen, thought, and felt and to order the information to the readers clearly and directly so the readers could feel what the writers felt too.

C. Roundtable Technique

1. The Definition of Roundtable Technique

Round Table technique was introduced by King Arthur to solve the problems between his societies and to get strategy in war. Round Table is one of some cooperative learning which is developed by Spencer Kagan. According to Mccafferty (In Annisatul, 2011), Round Table is a technique of writing that is applied by pointing each member to be a participant in their groups and they discuss a topic in round table. In addition, Round Table technique is a technique useful for brainstorming, reviewing, or practicing a skill. Students use a single sheet of paper and pen for each group. Students in the group respond in turn to a question or problem by stating their ideas on the paper.

2. Nature of Roundtable Technique

According to Kathy Ellis (2005, p. 48) that Roundtable technique is a cooperative structure in which one piece of paper

and pencil are systematically passed around a group. It can be seen from how students to use an opportunity to every member of the group to share their ideas. Not only to work as a group but students also learn how to transfer their idea to compare or to make a same their understanding of their learning.

According to Mccafferty cited by Sifa (2014, p. 108) that Roundtable technique is one of coperative learning which implements learning that requires all gorup members to participate in turn by forming groups in a circle. Furthermore, roundtable technique establishes students to work together in a tim and try to learn somethning together.

According to Kagan (2014, p. 28) roundtable is learning technique where the students take run in their learn by generating their response, solving problems, or making a contribution to a project. The students can make their work with their friend and can express their ideas easily in their team.

3.   **The Advantages of Using Roundtable Technique**

Round Table technique ensure equal participation among team members and exposed students to have varieties idea. Roundtable technique can help students to focus their attention, it gives much time to think about their response. In Roundtable technique also expected students to build up their contribution to their team. Surely, this technique can make students be more

active in the learning process because in this technique students asked to move around from table to other tables to answer the topic. The point of the advantages is social benefits. It improves the teaching social skill such as, cooperation, teamwork, and communication skill that useful in later life and also to learn work together to rich a common goal and know how to solve of problem together.

4. **Procedures of Using Roundtable Technique**

According to Kagan (1990, p. 21) states there are some characteristics of Roundtable Technique They are:

a. Each group consists of 4-6 persons.

b. A paper and a pen or pencil for each group.

c. Each member of group has to write his or her answer in the paper in turn.

Meanwhile, Barkley, et al. (2005, p. 72) state that the procedures of Roundtable Technique are:

a. Form groups of four students and tell groups the prompt or distribute the hand out.

b. Identify (have the students identify) which group member will begin and inform students that they will circulate the paper clockwise.

c. Ask the first students to write his or her words, phrases or sentences as rapidly as possible and then read the

response aloud so that other students have an opportunity to think about or build upon each other responses.

d. Ask the student to pass the paper to the next student, who follows the same steps.

e. Inform the students when the time is up, or tell them in your instruction that the process is complete when all members have participated and all ideas are on the paper.

5. **Teaching Writing by Using Roundtable Technique**

As one of the writing techniques, there are some steps of Roundtable technique that have been described by Barkley:

a. The teacher makes some groups; each group consists of 5 students.

b. The teacher asks students to take a place in their own group in roundtable discussion.

c. The teacher gives a topic to be discussed by the students in roundtable discussion.

D. **Motivation**

1. **Definition of Learning Motivation**

There are many experts who have given the definition of learning motivation. Gurnyei and Zoltan (2000, p. 545) argues that the nature of motivation to learn is internal and external encouragement to students who are learning to hold a change of behavior. Students' motivation in the learning process can be seen from their behavior in learning, students

who have high motivation to learn diligently working on the task, resilient face of adversity, show interest in a variety of problems, prefer to work independently, and not get bored in doing the task.

Motivation has also a significant role in teaching and learning process. The students who have a higher motivation will get better opportunity to succeed in their learning activities than the lower one. Motivation involves a constellation of beliefs, perceptions, values, interests, and actions that are all closely related (Burhan, 2000, p. 564).

Motivation is very hard to define. As Gardner (2006, p. 242) states "motivation is a very complex phenomenon with many facets…Thus, it is not possible to give a simple definition". This is because the term motivation has been viewed differently by different schools of thought. From the behaviouristic perspective, motivation is "quite simply the anticipation of reward" (Brown, 2000, p. 160). However, the cognitivists view the term motivation as being more related to the learner's decisions as Keller (1983, p. 389), quoted by Brown (ibid, p. 160), stated, "the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they exert in that respect". However, in the constructivists' definition of motivation, they place "further emphasis on social contexts as well as the

individual's decisions" (ibid). Despite the differences, in all the definitions of motivation given by the three schools of thought the concept of "needs" is emphasized, that is, "the fulfilment of needs is rewarding, requires choices, and in many cases must be interpreted in a social context" (ibid, p. 161).

2. **Motivation in Learning Process**

Motivation is no longer seen as a reflection of certain inner forces such as instincts, volition, will, and psychical energy; neither is it viewed in strictly behavioral terms as a function of stimuli and reinforcement Brophy (2004, p. 545). Rather, current cognitive approaches place the focus on the individual's thoughts and beliefs (and recently also emotions) that are transformed into action and motivation is very important and effective with the motivation of students will improve the learning performance and affect the achievements they get Brophy (2004, p. 454).

3. **The Nature of Motivation**

Student motivation naturally has to do with students' desire to participate in the learning process. But it also concerns the reasons or goals that underline their involvement or noninvolvement in academic activities. Although students may be equally motivated to perform a task, the sources of their motivation may differ.

Brophy (1987) explains that motivation to learn is a competence acquired "through general experience but stimulated most directly through modeling, communication of expectations, and direct instruction or socialization by significant others (especially parents and teachers)." (http://www.kidsource.com/kidsource/content2/Student_moti vation)

Motivation has importance role in success of teaching learning process. If they are motivated, they will learn, and if not they won't. Motivation refers to the intensity of one's impetus to learn, the intensity or motivation of the students to attain the goal could be high or low.

Motivation is usually defined by psychologists as the processes involved in arousing, directing and sustaining behavior. From the literature on what motivates students to learn, the following key concepts were obtained from a wide collection of sources in a variety of formats.

4. The Kind of Motivation

According to Elliott (2005, p. 54) there are two kinds of motivation. They are intrinsic and extrinsic motivation. Intrinsic motivation comes from within (personal) and it is associated with the joy or passion of learners in getting and doing the task. Meanwhile, the extrinsic motivation is something to do with external factors associated with the

task. It is like an assessment. The extrinsic motivation can be related to the instructional strategies, learning conditions, educational technologies and other elements in activity systems.

Motivation can be a requirement of learner engagement. It can be a feeling of satisfaction or success the students get after doing the whole learning process. So, it can be said that students' motivation and students' engagement are closely related each other so both of them can give great impact to the students' learning outcomes Bakar (2014, p. 272).

According to Gardner (2001, p. 21) state that motivation as a combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning the language ".According to Gardner, in order to understand why language learners were motivated, it is essential to understand the learners" ultimate goal or purpose for learning the language.

5. **Instrumental and Integrative Motivation**

(Gardner, 2001, p. 170) refers to this as the learner's orientation and identified two distinct orientations for learning a language: integrative and instrumental. Integrative orientation refers to a learner's desire to learn more about the cultural community of the target language or to assimilate to

some degree in the target community. Integrative orientation refers to a desire to increase the affiliation with the target community. Instrumental orientation, in contrast, is a more utilitarian orientation; it refers to learners' desire to learn the language in order to accomplish some non-interpersonal purpose such as to pass an exam or to advance a career. It is important to distinguish the intrinsic-extrinsic construct from Gardner's integrative-instrumental motivation: "While many instances of intrinsic motivation may indeed turn out to be integrative, some may not. For example, one could, for highly developed intrinsic purposes, wish to learn a second language in order to advance in a career or to succeed in an academic program. Likewise, one could develop a positive affect toward the speakers of a second language for extrinsic reason: parental reinforcement, teacher's encouragement, etc.

6. **Academic Writing Motivation**

Payne Ashley in his article Development of the academic writing motivation questionaire (2012) The Academic Writing Motivation was developed based on these aspects of motivation. These aspects of motivation are reviewed in the following sections.

The Academic Writing Motivation was developed based on these aspects of motivation. These aspects of motivation are reviewed in the following sections.

a. Apprehension

Writing apprehension leads to avoiding writing tasks, especially when writing is to be graded. The field of writing self-perception got its start with research done on writing apprehension in the 1970's. Writing apprehension can be loosely defined as the negative feeling of anxiety over writing exercises.

b. Self-Efficacy

Self-efficacy is an important predictor for human behavior. Self-efficacy beliefs are defined as, "personal beliefs about one's capabilities to organize and implement actions necessary for attaining designated levels of performance".

c. Self-Regulation

Self-regulation refers to the process of taking control of and evaluating one's own learning and behavior. Students' self-regulation is a predictive factor in writing competence. Students' perceived self-regulatory skills predict the confidences with which they face academic tasks. Students who have the confidence to use self-regulated learning strategies have higher intrinsic motivation and academic achievement (Shunk & Zimmerman, 1994).

d. Goal orientation (Intrinsic and Extrinsic)

There are two aspects of motivation as follows:

1. The intrinsic motivation is the motivation to act for the sake of the activity alone. For example: people have intrinsic motivation to write poetry, if they do it simply because they enjoy it.

2. The extrinsic motivation, on the other hand, is the motivation to act for external rewards. For example: people have extrinsic motivation to write if they do so in the hope of getting published, being famous, or making money.

e. The Present Study

The purpose of the present study is to develop a reliable, valid, and efficient psychometric instrument, the Academic Writing Motivation Questionnaire, which can be used by instructors and educational researchers to examine college students' motivation to write in composition classes and other writing-intensive classes. The Academic Writing Motivation Questionnaire was designed to give instructors and educational researchers insight into students' writing apprehension, self-efficacy, self-regulation, and goal-orientation.

The purpose of the present study is also to examine how students' motivation, as measured by the Academic Writing Motivation Questionnaire, are related to

students' gender, academic major, and amount of reading. It was assumed that these variables that may affect participants' motivation to write in an academic setting based on previous studies in the areas of writing and reading motivation.

In this study, researcher will use instrument from Ashley Renee Payne. The Academic Writing Motivation Questionnaire, in its final form, is a 37-item, Likert-type questionnaire. For each item there is a statement that prompts participants to indicate their level of agreement with the statement. There is a response scale for each item that participants use to indicate their level of agreement with each statement. The response scale ranged from zero to four, and values for the scale are as follows: 1 = Strongly Disagree; 2 = Disagree; 3 = Uncertain; 4 = Agree; 5 = Strongly Agree.

E. **Descriptive Text**

1. **Definition of Descriptive Text**

Descriptive text is a part of factual genres. Artono (2008, p. 122) argues that social function is to describe a particular person, place or thing. George E. Wishon and Julia M. Burks (1980, p. 128) define "description recreates sense impression by translating into words, the feel, sound, taste, smell, and look of things". Description helps the reader, through his or her

imagination, to visualize a scene or a person, or to understand a sensation or an emotion.

According to Linda G and Wignel (1995, p. 222), descriptive Text is a text which the function is to describe particular person, place or thing. Descriptive writing is a process of creating a form of text that describing part of thing structurally using fact. Description is a part of another piece of writing and used to inform the readers about how something or someone looked like structurally. In short, (D'Angelo:1980) define writing a descriptive text is "a way of picturing images verbally in speech or writing and of arranging those images in some kind of logical or association pattern". As Barbara Fine Clouse (2004, p. 142) said "description adds an important dimension to our lives because it moves our emotion and expands our experience". It means that our experience is useful to write a descriptive text to inform the readers in detail. Temple,et al. (1998) states. "Description is discourse that helps us visualize. It focuses upon the appearance or the nature of an object. In description, we see vividly and concretely, we perceive the object with a kind of fullness for which exposition does not strive". According to (Friedman:2010) descriptive details mean to grab the reader's attention.

2. **Types of Descriptive Text**

Mainly, there are several types of descriptive text, they are:

a. **Describing proses**

it is not only explains how something was done, but also explains why it was done.

b. **Describing an event**

It is focused on describes the physical characteristic which reflects the event. To describe an event, a writer should be ale to remember waht happened in the event. For example the writer wants to write about Tsunami that was happened in Japan. So the writer have to write or explains all detail about it so that the reader can imagine the real situation there.

c. **Describing personality**

Description of person is focused on physical characteristic which reflect the person. We need to describe the physical attribute (hair, eyes), emotional (warm, nervous), moral attributes (greedy, honest, worthy, trust), and intellectual (cleverness, perception).

d. **Describing a Place**

It is focused on describes the physical characteristic which reflects the place for example; a home, a hospital, and school.

e. **Describing an object**

It is focused on describes the physical characteristic which reflects the object. Such as; the color, form, shape, and etc.

3. **Schematic Structures of Descriptive Text**

Descriptive text has two schematic structures. They are identification and description. Wardiman and friends divide the generic structure intointroduction and description. They said that introduction is the part of the paragraph that introduces the character. Meanwhile description is the part of the paragraph that describes the character. According to Gerot and Wignell cited by Siti (2015, p. 4) mention that schematic structure of descriptive text divided into two part; identification and description.

a. Identification

Identification which identifies phenomenon that will be describe. Such as, the name of person, the name of place and etc. In this point, the writer identifies the thing/ person described.

b. Description

it is the part of the paragraph that describes parts, qualities, and characteristics in detail. The other word, it is about specific information of the topic.

For example:

My name is Kevin. My parents' names are Mr and Mrs Steward. I have two elder sisters. Their names are Jessica and Hanna. We like travelling.

The place that we often visit is bali. Almost every holiday, we go to my grandfathers' house in Bali. He has a restaurant near Kuta beach. The restaurant faces directly to the beach so that the people in the restaurant can see the sunset. The tourists like to visit my grandfathers' restaurant.

c. The teacher asks the students to give their ideas and to write it down in a paper.

d. The paper is then passed to the next student to record another answer.

e. The process continues until the teacher tells the students to stop.

According to Christopher, when this technique is applied, the instructor poseses a problem with many possible answers. Then, the students write an answer and pass the sheet among the group. Finally, the group discusses all possible answers on the sheet.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, the writer use quasi experiment design. Quasi experimental design are similar to randomized experimental research in that involved manipulation of an independent variable but differ in that subjects are nonrandomized assigned to treatment group. There are many situations in educational research in which is not possible to conduct a true experiment. Neither full control over the scheduling of experimental conditions nor the ability to randomize can be always realized. Donald Ary (1985, p. 316)

The writer use nonrandomized control group pre-test post-test design with a kind of treatment. There are two group in this model, control group and experimental group.

B. Population and Sample

1. Populasi

According Vicentea population is nothing but a group of a particular concept that has something common to each other. Population depends on the experimental conducted and students' motavation. It can be a group of people, a group of books, a group of journal, etc. Mostly it happens, when an experimental is conduct, the research want to gets data

from the whole population but it becomes very tedious to do so. In such

cases   we   make   use

of a small group of members of the samepopulation, call the sample of the population. As we use statistics to learn about the characteristics of the population, the sample chosen must be nonrandomized select.

Table 3.1 Population of study

Class	Female	Male	Number
A	12	23	39
B	9	26	35
C	10	23	33
Total			107

2. **Sample**

The sample is part of population that as same characteristics as the population itself. In this study, all at third semester student of PalangkaRaya as the sample. (Arikonto:1998) says that " just for estimate, if its subject less than 107, its better taken altogether so that its research the population reseach. If the amount of subject is big, so it can be taken among 58%"

The sample in this of reserch is 73 students third semester student of PalangkaRaya it consis 21 students famele and 49 student male.

Table 3.2 Sample of third semester student at third Semester student of PalangkaRaya

Class	Groups	Number
B	Experimental Group	35
A	Control Group	38
The total number of sample		73

In this study, class A as a experiment group which taught by using roundtable technique teaching in writing ability and students motivation and class B as a control group which taught by conventional technique in writing descriptive text

C. Research Instrument

The instrument of this study is a set of writing tests of descriptive text. The test is very useful for this study as an instrument. Surely it is used to measure students writing skill .

The researcher use writing of descriptive text test as the instrument of this research. The test is given twice, there are pre-test and post-test. The pre-test is intended to know initial writing skills of the sample and the post-test is intended to check whether the Round Table technique gives an effect or not toward students' writing skill of descriptive text. To know the validity of the instrument, the researcher used content validity. According to Higher, he states that a test is said to be valid if it measures accurately what is intended to measure. The writer use descriptive text which is suitable for the syllabus.

Table 3.3 Research Instrument

Data Needed	Instrument
nts' writing of test	Test
ation	Questionnaire

Based on Table 3.3 the data needed from the test was the ability of students writing descriptive text, while the data needed from the

questionnaire was the student's responded to learning descriptive text using rountable technique treatment.

1. Writing Test

    Writing test were conducted in the frist meeting and the last meeting. The test were about asking the student to make descriptive text based on the topic. It was done in order to see the improvement of the students writing descriptive text test after given the treatments.

2. Questionnaire

    Arikunto (2006, p. 170) states that the questionnaire is a list of questions given to others who are willing to respond to accordance with user request. The questionnaire conducted to find out the responses of students motivation relating the effect of rountable technique and students motivation. The researcher distributed questionnaire purpose obtaining feedback and evaluation toward the students' motivation. The questionnaire is adapted from AWMQ (Academic Motivation Questionnaire).

    The Academic Writing Motivation Questionnaire, in its final form, is a 34-item, Likert-type questionnaire (see Appendix). For each item there is a statement that prompts participants to indicate their level of agreement with the statement. There is a response scale for each item that participants use to indicate their level of agreement with each statement. The response scale ranged from

zero to four, and values for the scale are as follows: 0 = Strongly

Disagree; 1 = Disagree; 2 = Uncertain; 3 = Agree; 4 = Strongly

Agree.

Tabel 3.4 Students Motivation Indicatore

No	Students Motivation Indicatore	Item Number
1	Apprehension	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
2	Self-Efficacy	11, 12, 13, 14, 15, 16, 17, 18, 19, 20
3	Sefl-Regulation	21, 22, 23, 24, 25, 26, 27, 28, 29, 30
4	Goal Orientation	31, 32, 33, 34

The writer uses descriptive approach in order to know the

students' motivation in learning english using roundtable technique,

based on the result of the test. According to Soedjianto, there are five

criteria of students based on the presentage of the result of the test,

they are:

Tabel. 3.5 Classifiation of students Motivation

No	Category	Score
1	Strongly Agree	80% - 100%
2	Agree	60% - 79.99%
3	Neutral	40% - 59.99%
4	Disagree	20% - 39.99%
5	Strongly Disagree	0% - 19.99%

Source: Nazir (2005)

3. Validity and Reliability

1. Validity

A test can be said whether it is usable or not if it fullfilled the criteria of validity (content and construct validity) and relibility (inter-rater realiability). Therefore it is importent to measure vilidity and reliability of the test in order to get valid and reliable of the data. They can be explended as follows.

a. To measure whether the test has good validity, the test is based on content and builds validity

1) Content Validity

In content validity, the material that has been given to students is in accordance with the curriculum used. The curriculum used is SBC which is available in teaching in the third semester lecture hall. The test given in this study is about writing text. In the test, students write descriptive texts. For writing tests, it fits perfectly with the points that must be included in the test. it was addapted from Horittipun (1990) which has test points:

a) Students' personal information.

b) Attitudes toward the treatment.

c) Students evaluation in learning process.

d) Construct Validity.

In this research, the researcher administered writing tests and the treatments and gave scores of the students' writing based on five aspects of writing: content, grammar, organizazion, vocabulary and mechanic.

To measure the validity of rountable technique writing descriptive text will use the formulations of Product Moment as follows :

$$rxy = \frac{(N \sum xy) - (\sum x)(\sum Y)}{\sqrt{[(Nx2) - (\sum X)2][(N \sum Y2) - (\sum Y)2]}}$$

Where :

r_{xy} : Table coeficient of correlation

$\sum X$: Total value of score X

$\sum Y$: Total value of score Y

$\sum XY$: Multiplication result between score X and Y

N : Number of students of the study

After that, the data calculated by using Test-observed calculation with the formulation bellows :

$$tabserved = \frac{r \sqrt{v - n}}{\sqrt{1 - r2}}$$

Where :

t : The value of $t_{observed}$

r : The coeficient of correlation of the result of $t_{observed}$

n : Number of students

  Riduwan (2004, p. 120) points that the distribution of t_{table} for α-0,05 and the degree of freedom (n-2) with the measurement of validity using these criteria below :

Interpretation :

$$T_{observed} > t_{table} = \mathtt{Valid}$$

$$T_{observed} < t_{table} = \mathtt{Invalid}$$

The criteria of interpretation the validity :

0,800-1.000 = Very High Validity

0,600-0,799 = High Validity

0,400-0,599 = Fair Validity

0,200-0,399 = Poor Validity

0,00 – 0,199 = Very Poor Validity (invalid)

2. Reliability

Ary (2010, p. 236) claims that the reliability of a measuring instrument is the degree of consistency with which it measures what ever its measuring. This quality is essential in any kind of measurement. It is used to prove that the instrument approximately believe is use as tool of collecting the data because it is regard well. The reliable instrument is the constant.

Reliability correlate with the instrument can give the same result to the object that is measure repeatdly in the same time. Ary, et al. (2010, p.155) states that "Reliability is necessary characteristic of any good test : for it to be valid data all, a test must first be reliable as a measuring instrument. If the test is administrated to the same candidates on different occasion (with no language practice work taking place these accasion) then, to the extent that is procedures differing result, it not reliable".

Riduwan (2008, p. 155) has drawn attention to the fact that to know the reliability of the instrument test, the writer is use the Alpha's frame. The formula is.

$$R11 = [\frac{K}{K}]1 - [\frac{\sum St}{St}]$$

Where :

R$_{11}$: Coeficient of test reliability

K   : Number of item

St   : Total Variants

∑st : Result of total variants score each item

The steps in determining the reliability of the text are :

a. Measuring the varians score each item with the formula :

b. Then sum the all item variants with the formula :

$$Ssi = S_1 + S_2 + S_{3+} \ldots \ldots S_N$$

c. Measuring the total varians with the formula Where   :

St : The total variant

$(\sum_t)^2$: The sum of x table square

N   : The number of testes

d.   Calculating the instrument reliability using Alpha.

e.   The last decision is comparing the value of r_{11} and r_t

$$R_{11} > r_{table} = \text{Reliable}$$

$$R_{11} < r_{table} = \text{NotReliable}$$

To know the level of reliablility of instrument, the value of is interpreted based on the qualification of reliability as follows : Qodir (2009, p. 88)

0,800 – 1.000   : Very High Reliability

0,600 – 0,799   : High Reliability

0,400 – 0,599   : Fair Reliability

0,200 – 0,399   : Poor Reliability

0,00 – 0,199   : Very Poor Reliability

Inter-rater reliability is a measure of reliability used to assess the degree to which different judge or raters agrww in their assessment decisions. Interpreter reliability is useful because human observes will not necessarily interpret answers the same way, rather may disagree as to how well certain responses or

material demonstrate knowledge of the construct or skill being assessed.

f. An interpreter reliability analysis used the kappa statistic perform to determine consistency among rather, the interpreter reliability for the rathers was found to be kappa = 0,68 (p< 0,001), 95 % Cl (0,504, 0.848). A more complete list of how kappa might be in interpreted as follows (Ary, et al., 2010, p. 311).

D. Data Collection Procedure

The procedures of this researh as follows:

1. Determining the population and selecting the samples.

2. Selecting and arranging the materials to be taught as a pre test. The researcher chooses the material from the students' handbook, based on the syllabus. The topic is about describing place.

3. Administresing the pre test. Pre test is need to know the ability of the students writing in descriptive text. The researcher asked the students to write a descriptive text of place used roundtable technique.

4. Conducting the treatments. The treatments were conducted in the three meetings based on lesson plan. In experimental class, the research explained the characteristics of descriptive text such as tenses, vocabulary and content. Then they were asked to make a descriptive text of place used rountable technique.

5. Administresing the post test. The post test was conduted after the treatments. This post test was similar to the post test. The researcher

asked the students to write a descriptive text of place after treatment class.

6. Conducting quesionnaire. The quesionnaire was conducted after given post test to the students. The quesionnaire asked the students to answer the questions by putting a check on the of the answers based on their opinion.

7. Analzing the data. The researcher scored the students final work, in the pre test and post test. After researcher analyzed by seeing the comparision of two score.

E. Data Analysis Procedure

a. Writing test.

For giving students' scores from the test, the following Criteria were used adapted from Haris (1979, p. 69) Content: the substence of the writing, the idea expressed Grammar : the employment of gramatical form Organization : the organization of content Vocabulary : the selection of words that suitable of the content Mechanic : the conventional device used to clarify the meaning.

Table 3.6
Scoring Rubric for Writing Test (adapted from Haris, 1979: 6869)

	SCORE	CRITERIA
CONTENT	4	Relevant to topic
	3	Mostly relevant to topic, but lacks detail
	2	Inadequate development of topic

	1	Does not show knowledge of subject
ORGANIZATION	4	Ideas clearly stated/supported, well-organized
	3	Loosely organized but main ideas stand out, logical but incomplete sequencing
	2	Ideas confused or disconnected, lacks logical sequencing anddevelopment
	1	No organization
VOCABULARY	4	Effective word/idiom choice and usage
	3	Occasional errors of word/idiom form, choice, usage *but meaning not obscured*.
	2	Frequent errors of world/idiom form, choice, usage and *meaning confused or obscured*
	1	Little knowledge of English vocabulary, idioms word form
LANGUAGE USE	4	Few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	3	Several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	2	Frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions

	1	Dominated by errors
MECHANICS	4	Few errors of spelling, punctuation, capitalization, paragraphing
	3	Occasional errors of spelling, punctuation, capitalization
	2	Frequent errors of spelling, punctuation capitalization, paragraphing · poor handwriting
	1	dominated by errors of spelling, punctuation, capitalization, paragraphing · handwriting illegible

Table 3.7 Model of Scoring a Composition

No.	The Writing Aspects	The Maximum Score
1.	Content	1-4
2.	Organization	1-4
3.	Vocabulary	1-4
4.	Languange use	1-4
5.	Mechanics	1-4
	Total Score	5-20

The researcher decided to use the same presentages as value in each aspects of writing because the researcher wants to see the influence of the techniques with balance.

b. Questionnaire test.

To determine the students' perception about the technique that was applied in their writing, the scoring rubric that was used was:

To analyze the data that has been collected, the writer use some procedures in this study :

1. The writer gave a writing test and quetionnerie to the students of the third semester students at IAIN Palangka Raya

2. The writer collected the data of the students test result

3. The writer gave score the students' test result by using the formula Anas Sudijono (2016, p. 76)

$$Scrore = \frac{TS}{B \; X \; N} \; x \; 100 \; \%$$

Note:

TS = Total score of questioners

B = The highest of questioners scale rating

N = amount of the sample

4. The writer calculated the data by using one-way ANOVA.

5. The formula of ANOVA test is:

$$F = \frac{MS_a}{MS_w}$$

To describe the analysis, a table of ANOVA is provided as follow:

Table 3.8 Formula of Anova

Source of Variance	Df	SS	MF	F
Among Group	$df_a = k - 1$	$SSa = \dfrac{(\text{E}X_1)2}{f_1} +$ $\dfrac{(\text{E}X_2)2}{f_2}+\dfrac{(\text{E}Xk)2}{f_k}+\dfrac{(\text{E}Xtot\ )2}{\text{E}f}$	Ms_a $= \dfrac{SS_a}{k\ \text{-}\ 1}$	$\dfrac{MS_a}{MS_w}$
Within Groups	$df_w = n - k$	$SS_w = SS_{tot} - SS_a$	MS_w $= \dfrac{SS_w}{n\ \text{-}\ k}$	
Total	$df_{tot} = n - 1$	$SS_{tot} =$ $\text{E}Xtot^2\text{-}\dfrac{(\text{E}Xtot)2}{n}$		

Note :

F : Analysis of Variance

MS : Mean Square

MS_a : Mean Square among groups

MS_w : Mean Square within groups

SS : Sum of Square

SS_a : Sum of Square among groups

SS_w : Sum of Square within groups

SStot : Total Sum of Square

df : Degree of Freedom

df_b : Degree of Freedom among groups

df_w : Degree of Freedom within groups

df_{tot} : Total Degree of Freedom

n : Number of sample

k : Number of groups

f : Frequency of sample

f_{tot} : Total of Frequency

6. The writer interpreted the result of one-way ANOVA.

7. The writer discussed and concluded the result of data analysis.
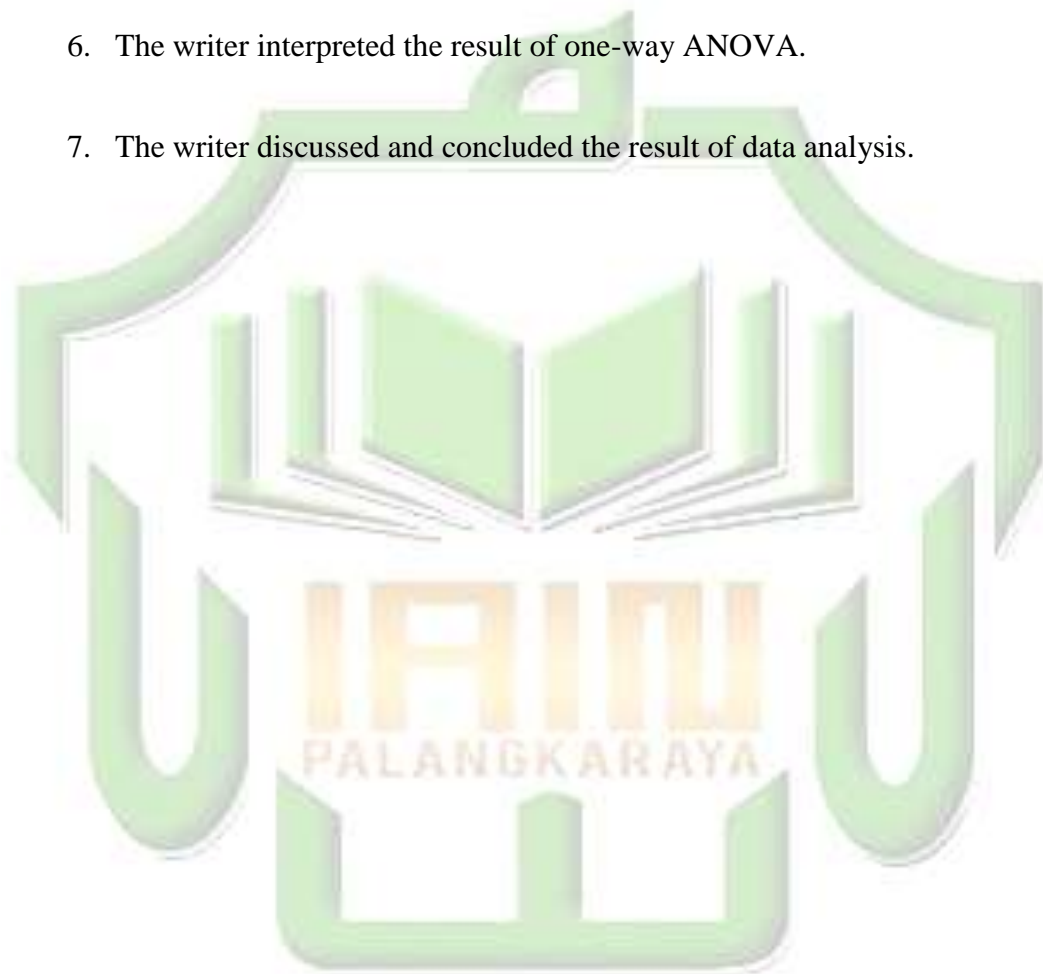
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter describe the obtained data of writing descriptive text before and after thought by round table technique and students motivation. The presented data consist of data presentation, reseacrch, findings dan descussion.

A. Data Presentation

In this section it would be described the obtioned data of writing descriptive text before and after using roond table technique . The presented data consisted of the destribution of frequency, the mean of students' score, standard devinion, and standard error.

1. The Result of Experiment Class Score
a. The Result of Pre-Test of Experiment Class

This pre-test was given by writing descriptive text according to the topic. There were 35 students' respondent or subject for class B. It was done before the treatment process by using round table technique. This test was intended to know students' ability in writing desriptive text before students' got treatment. The result pre-test score expriment class were distributed in the following table (see appendix) in order to muasure the students'

To the determine the distribution of frequency, the mean of students' score, standart devination, and standart error were conclude using SPSS 20.

Diagram 4.1

The Frequency Distribution of Pre-Test of Expriment Class B
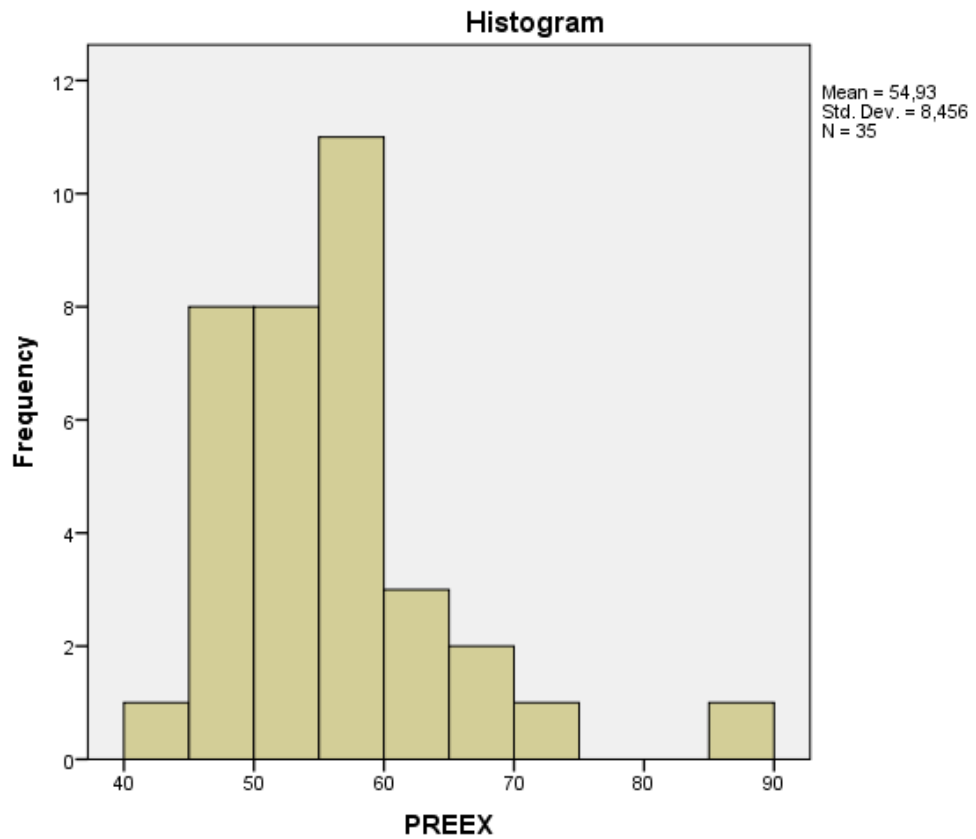
Besed on bar chart above, the frequency distribution of pre-test score of expriment class can defined there is 17 students getting score 40-50, it means that writing was poor. 16 students getting score 55-65, it means students' writing was enough. Two students' getting score between 70-90, it means students' writing very good.

Based on the data above, the average scores of students' writing descriptive text in pre-test was 54.93. it was concluded the students writing ability must be improved.

The next stap, the result of the mean of the students' score, standard deviation and standaed error of using SPSS20 program follow:

Table 4.1

The Calculation of the Mean of The Students' Score, Standard Devination, and Standard Erorr of Using SPSS 20

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretest Valid N (listwise)	35 35	43	85	54,93	1,429	8,456

d on the above, the researcher know the lowest was 43 and highest score was 85. For the result of calculation using SPSS 20, the researcher can defined that mean score pre-test was 54.93, the standard deviation was 8.456 and the standard error of mean was 1.429

b. **The Result of Post-Test Score Experiment Class B**

After got treatment (using round Table Technique), the students were given a post-test. It is know whether the treatment gives effect to writing descriptive text using round table technique. To

determine the distribution of frequency, the mean of students' score, standart deviation, and standart error were calculated using SPSS 20.

Diagram 4.2

The Frequency Distribution of Post-Test of Expriment Class B

Histogram

Mean = 74,5
Std. Dev. = 7,092
N = 35

POSTEX
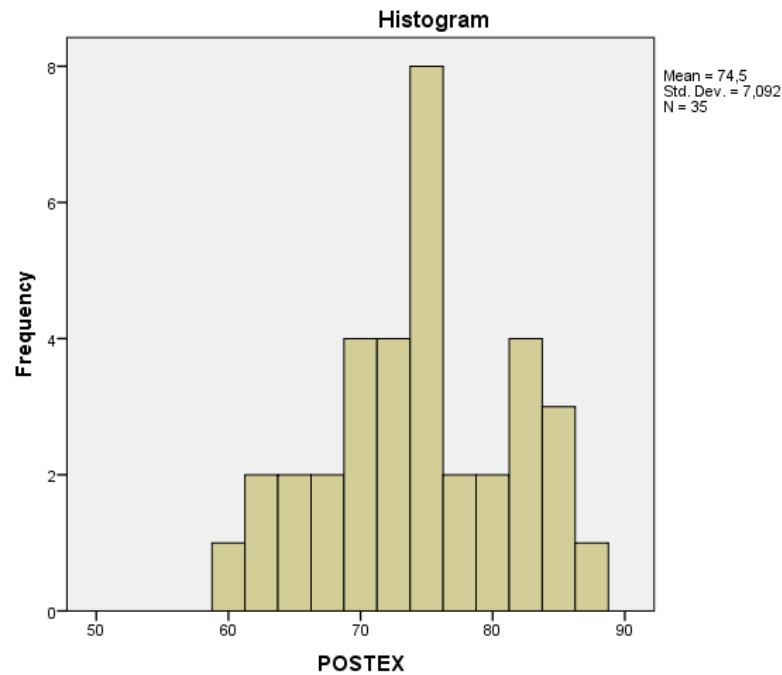
The distribution of students' post-test score, t can be seen in the figure below:

Based on bar chart above, the frequency distribution of post-test score of expriment class can difined there is one students getting score 11 student getting score 60-70, it means the writing was already good. 16 students' getting score 72-80, its mean students' the writing was very good. 8 students' getting score 82-88, its mean students' the writing was excellent.

Based on the data above, the average scores of students' writing descriptive text in post-test was 74.5

The next step, the result of the mean of the students' score, standard Deviation, and Standard Error of using SPSS 20 Program 20.

Table 4.2

The Calculation of the Mean of The Students' Score, Standard Devination, and Standard Erorr of Using SPSS 20

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Postest	35	60	88	74,50	1,199	7,092
Valid N (listwise)	35					

ed on the above, the researcher know the lowest was 60 and highest score was 88. For the result of calculation using SPSS 20, the researcher can defined that mean score post-test was 74.50, the standard deviation was 7.092 and the standard error of mean was 1.199

2. **The Result of Control Class**

a. **The Result of Pre-test of Control Class A**

The pre-test was given by writing descriptive text according to the topic. There were 38 students' as responden or subject for control class. It was done before the treatment not using round table technique. This test was intended to know students' ability in writing descriptive text before students' got teratment.

The result pre-test score control class were distributed in the following (see apendix) in order to measure the students'.

To determine the distribution of frequency, the mean of students' score, standart deviation, and standard error were concluded using SPSS 20.

Diagram 4.3

The Frequency Distribution of Pre-Test of Control Class A
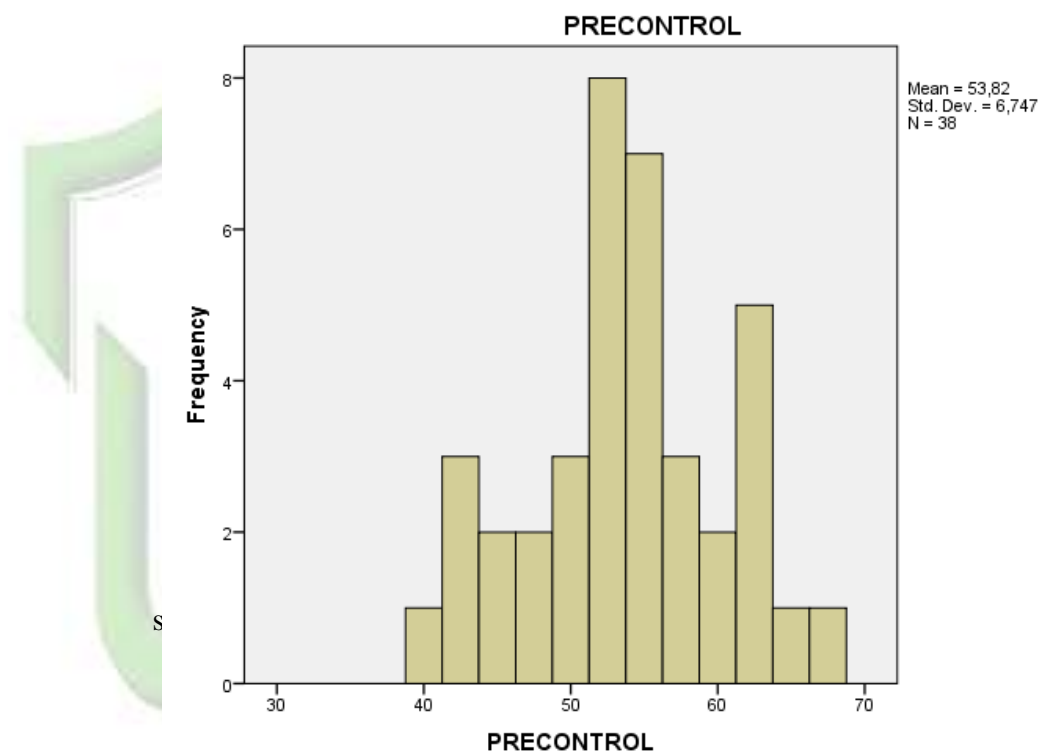
control class difined there is 11 students getting score 40-50, it means that writing was poor writing. 20 students getting score 53-60, it means students' writing was enought. 7 students getting score 63-68, it means students writing was very good.

The next step, the result of the mean of the students' writing descriptive text pre-tes was 53.85.

The next step, the result of the mean of the students' score, standard deviation , and standart error of using SPSS 20 program follow:

Table 4.3

The Calculation of the Mean of The Students' Score, Standard Devination, and Standard Erorr of Using SPSS 20

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretestcontrol Valid N (listwise)	38 38	40	68	53,82	1,094	6,747

ed on the above, the researcher know the lowest was 40 and highest score was 68. For the result of calculation using SPSS 20, the researcher can defined that mean score pre-test control was 53.82, the standard deviation was 6.747 and the standard error of mean was 1.094

b. **The Result of post-test of Control Class**

After got a treatment (not using Round Table Technique), the students were given a post-test. It is to know whether yhe treatment gives affcet to writing descriptive text not using round tabke technique. To determine the distribution of frequency, the mean od students' score, standard deviation, and standard error were canculated using SPSS 20.

The distribution of students' post-test score, it can be seen in the figure below:

Diagram 4.4

The Frequency Distribution of Post-Test of Expriment Class A
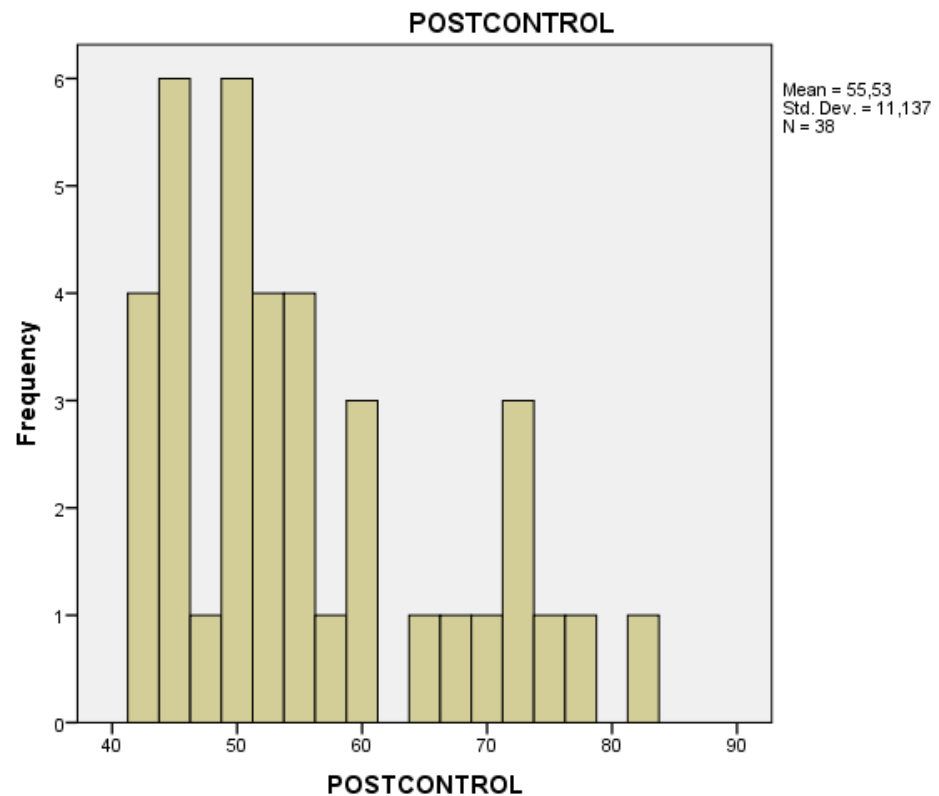
Based on bar chart above, the frequency distribution of pos-test score of control class difined there is 17 students getting score 43-50, it means that writing was poor writing. 12 students getting score 53-60, it means students' writing was enought. 3 students getting score 65-70, it means students writing was very good. 3 students getting score 73-83, it means students writing was excellent.

The next step, the result of the mean of the students' writing descriptive text post-tes was 55.53.

The next step, the result of the mean of the students' score, standard deviation , and standart error of using SPSS 20 program follow:

Table 4.4

The Calculation of the Mean of The Students' Score, Standard Devination, and Standard Erorr of Using SPSS 20

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Posttestcontrol	38	43	83	59,67	1,729	10,657
Valid N (listwise)	38					

d on the above, the researcher know the lowest was 43 and highest score was 83. For the result of calculation using SPSS 20, the researcher can defined that mean score post-test control was 59.67, the standard deviation was 10.657 and the standard error of mean was 1.72

Table 4.5

Students' Motivation After Using Round Table Technique

Iteme		Scale						MN	MDN	SD
		SA	A	U	D	SA	Total			
1	Number	3	13	12	7	0	35	2.34	2	0.91
	Percent	9%	37%	34%	20%	0	100%			
2	Number	1	17	9	8	0	35	2.31	3	0.87
	Percent	3%	49%	26%	23%	0	100%			
3	Number	1	17	13	4	0	35	2.43	3	0.74
	Percent	3%	49%	37%	11%	0	100%			
4	Number	1	24	8	1	1	35	2.66	3	0.73
	Percent	3%	69%	23%	3%	3%	100%			
5	Number	7	19	3	4	2	35	2.71	3	1.10
	Percent	20%	54%	9%	11%	6%	100%			
6	Number	1	11	20	2	1	35	2.26	2	0.74
	Percent	3%	31%	57%	6%	3%	100%			
7	Number	1	13	17	4	0	25	2.31	3	0.72
	Percent	3%	37%	49%	11%	0	100%			
8	Number	4	22	8	0	1	35	2.80	2	76
	Percent	11%	63%	23%	0	3%	100%			
9	Number	0	12	17	4	2	35	2.11	2	0.83
	Percent	0%	34%	49%	11%	6%	100%			
10	Number	4	13	15	2	1	35	2.49	2	0.89
	Percent	11%	37%	43%	6%	3%	100%			
11	Number	0	23	10	2	0	35	2.60	3	0.60
	Percent	0%	66%	29%	6%	0%	100%			
12	Number	2	11	15	6	1	35	2.20	2	0.90
	Percent	6%	31%	43%	17%	3%	100%			
13	Number	3	22	9	0	1	35	2.74	3	0.74
	Percent	9%	63%	26%	0%	3%	100%			
14	Number	6	15	11	3	0	35	2.69	3	0.87
	Percent	17%	43%	31%	9%	0	100%			
15	Number	0	9	20	6	0	35	2.09	2	0.66

	Percent	0	26%	57%	17%	0%	100%		
16	Number	0	10	17	8	0	35	2.06	2	0.73
	Percent	0%	29%	49%	23%	0	100%		
17	Number	1	16	11	7	0	35	2.31	2	0.83
	Percent	3%	46%	31%	20%	0	100%		
18	Number	1	21	13	0	0	35	2.66	3	0.54
	Percent	3%	60%	37%	0	0	100%		
19	Number	7	16	11	0	1	35	2.80	3	0.87
	Percent	20%	46%	31%	0	3%	100%		
20	Number	7	14	10	2	2	35	2.63	3	1.06
	Percent	20%	40%	29%	6%	6%	100%		
21	Number	2	16	15	1	1	35	2.49	3	0.78
	Percent	6%	46%	43%	3%	3%	100%		
22	Number	3	22	9	1	0	35	2.71	3	0.71
	Percent	9%	63%	26%	3%	0	100%		
23	Number	0	9	20	6	0	35	2.09	2	0.66
	Percent	0	26%	57%	17%	0	100%		
24	Number	5	19	10	1	0	35	2.74	3	0.78
	Percent	14%	54%	29%	3%	0	100%		
25	Number	0	15	16	3	1	35	2.29	2	0.75
	Percent	0	43%	46%	9%	3%	100%		
26	Number	2	16	14	2	1	35	2.46	2	0.82
	Percent	6%	46%	40%	6%	3%	100%		
27	Number	1	16	16	2	0	35	2.46	3	0.66
	Percent	3%	46%	46%	6%	0%	100%		
28	Number	6	22	7	0	0	35	2.97	3	0.62
	Percent	17%	63%	20%	0	0	100%		
29	Number	4	18	10	2	1	35	2.63	3	0.88
	Percent	11%	51%	29%	6%	3%	100%		
30	Number	1	7	14	12	1	35	1.86	2	0.88
	Percent	3%	20%	40%	34%	3%	100%		
31	Number	0	17	16	2	0	35	2.43	2	0.61
	Percent	0%	49%	46%	6%	0	100%		
32	Number	2	16	14	3	0	35	2.49	3	0.74
	Percent	6%	46%	40%	9%	0%	100%		
33	Number	3	9	22	1	0	35	2.40	2	0.69
	Percent	9%	26%	63%	3%	0%	100%		
34	Number	4	16	11	4	0	35	2.57	3	0.85
	Percent	11%	46%	31%	11%	0	100%		

Based on the table above. The result of technique illustrate the hight 2.97 0n item 28 at median 3.00 on item 2, at the standard deviation there is highestb score 1.10 0n item 3

Table 4.6

I enjoy writing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	7	20,0	20,0	20,0
	U	12	34,3	34,3	54,3
	A	13	37,1	37,1	91,4
	SA	3	8,6	8,6	100,0
	Total	35	100,0	100,0	

The calculation of analysis students' perception item 1 :

$$Score = \left(\frac{total\ score}{4\ x\ N}\right) x\ 100\ \%$$

$$Score = \left(\frac{79}{4\ x\ 35}\right) x\ 100\ \%$$

$$Score = \left(\frac{79}{140}\right) x\ 100\ \%$$

Score = 0.57 x 100%

Score = 57

Based on the table above, it can be seen 20% the students choose option " disegree", 34.3% the students choose option "

Uncertain", 37.1% the students choose option "Agree" and 8.6% the students choose option "strongly Agree" . option in addition, based on the calculation of analysis students' learning round table technique item 1 show that, the score is 57% it mean "Neutral"

Table 4.7

I like to write down my thoughts

x2

		Frequency	Percent	Valid Percent	Cumulative Percent
	D	8	22,9	22,9	22,9
	U	9	25,7	25,7	48,6
Valid	A	17	48,6	48,6	97,1
	SA	1	2,9	2,9	100,0
	Total	35	100,0	100,0	

calculation of analysis students' perception item 2 :

$$Score = \left(\frac{total\ score}{4\ x\ N}\right) x\ 100\ \%$$

$$Score = \left(\frac{81}{4\ x\ 35}\right) x\ 100\ \%$$

$$Score = \left(\frac{81}{140}\right) x\ 100\ \%$$

$$Score = 0.58\ x\ 100\%$$

$$Score = 58\%$$

Based on the table above, it can be seen 22.9% the students choose option " disegree", 25,7% the students choose option " Uncertain", 48.6% the students choose option "Agree" and 2.9%

the students choose option "strongly Agree" . It cen be concluded from questionnaire showed the students' are motivation there was intrested in writing their thoughts. option in addition, based on the calculation of analysis students' learning round table technique item 2 show that, the score is 58% it mean "Neutral"

Table 4.8

I use correct grammar in my writing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	4	11,4	11,4	11,4
	U	13	37,1	37,1	48,6
	A	17	48,6	48,6	97,1
	SA	1	2,9	2,9	100,0
	Total	35	100,0	100,0	

The calculation of analysis students' perception item 3 :

$$Score = \left(\frac{total\ score}{4\ x\ N}\right) x\ 100\ \%$$

$$Score = \left(\frac{85}{4\ x\ 35}\right) x\ 100\ \%$$

$$Score = \left(\frac{85}{140}\right) x\ 100\ \%$$

Score = 0.60 x 100%

Score = 60%

Based on the table above, it can be seen 11.4% the students choose option " disegree", 37.1% the students choose option "

Uncertain", 48.6% the students choose option "Agree" and 2.9% the students choose option "strongly Agree". option in addition, based on the calculation of analysis students' learning round table technique item 3 show that, the score is 60% it mean "Agree"

Table 4.9

I complate a writing assigment even when it is difficult

x4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	2,9	2,9	2,9
	D	1	2,9	2,9	5,7
	U	8	22,9	22,9	28,6
	A	24	68,6	68,6	97,1
	SA	1	2,9	2,9	100,0
	Total	35	100,0	100,0	

The calculation of analysis students' perception item 4 :

$$Score = \left(\frac{total\ score}{4\ x\ N}\right) x\ 100\ \%$$

$$Score = \left(\frac{93}{4\ x\ 35}\right) x\ 100\ \%$$

$$Score = \left(\frac{93}{140}\right) x\ 100\ \%$$

Score = 0.66 x 100%

Score = 66%

Based on the table above, it can be seen 2.9% the students choose option "Strongly Disagree 2.9% the students choose option " disegree", 22.9% the students choose option " Uncertain", 68.6% the students

choose option "Agree" and 2.9% the students choose option "strongly

Agree". option in addition, based on the calculation of analysis students'

learning round table technique item 4 show that, the score is 66% it mean

"Agree"

Table 4.10

Being a good writing will help me do well academically

		Frequency	Percent	Valid Percent	Cumulative Percent
	SD	2	5,7	5,7	5,7
	D	4	11,4	11,4	17,1
Valid	U	3	8,6	8,6	25,7
	A	19	54,3	54,3	80,0
	SA	7	20,0	20,0	100,0
	Total	35	100,0	100,0	

x5

The calculation of analysis students' perception item 5 :

$$Score = \left(\frac{total\ score}{4\ x\ N}\right) x\ 100\ \%$$

$$Score = \left(\frac{95}{4\ x\ 35}\right) x\ 100\ \%$$

$$Score = \left(\frac{95}{140}\right) x\ 100\ \%$$

Score = 0.67 x 100%

Score = 67%

Based on the table above, it can be seen 5.7% the students choose

option "Strongly Disagree", 11.4% the students choose option " disegree",

8,.6% the students choose option " Uncertain", 54.3% the students choose

option "Agree" and 20.0% the students choose option "strongly Agree".

option in addition, based on the calculation of analysis students' learning

round table technique item 5 show that, the score is 67% it mean "Agree"

Table4.11

I

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	2,9	2,9	2,9
	D	2	5,7	5,7	8,6
	U	20	57,1	57,1	65,7
	A	11	31,4	31,4	97,1
	SA	1	2,9	2,9	100,0
	Total	35	100,0	100,0	

ell as other students

The calculation of analysis students' perception item 6 :

$$Score = \left(\frac{total\ score}{4\ x\ N}\right) x\ 100\ \%$$

$$Score = \left(\frac{79}{4\ x\ 35}\right) x\ 100\ \%$$

$$Score = \left(\frac{79}{140}\right) x\ 100\ \%$$

$$Score = 0.57\ x\ 100\%$$

$$Score = 57\%$$

Based on the table above, it can be seen 2.9% the students choose option "Strongly Disagree", 5.7% the students choose option " disegree", 57.1% the students choose option " Uncertain", 31.4% the students choose option "Agree" and 2.9% the students choose option "strongly Agree". option in addition, based on the calculation of analysis students' learning round table technique item 6 show that, the score is 57% it mean "Neutral"

Table 4.12

I

		Frequency	Percent	Valid Percent	Cumulative Percent
	D	4	11,4	11,4	11,4
	U	17	48,6	48,6	60,0
Valid	A	13	37,1	37,1	97,1
	SA	1	2,9	2,9	100,0
	Total	35	100,0	100,0	

than the minimum on writing assignments

The calculation of analysis students' perception item7:

$$Score = \left(\frac{total\ score}{4\ x\ N}\right) x\ 100\ \%$$

$$Score = \left(\frac{81}{4\ x\ 35}\right) x\ 100\ \%$$

$$Score = \left(\frac{81}{140}\right) x\ 100\ \%$$

Score = 0.57 x 100%

Score = 57%

Based on the table above, it can be seen 11.4% the students choose option " disegree", 48.6% the students choose option " Uncertain", 37.1% the students choose option "Agree" and 2.9% the students choose option "strongly Agree" option in addition, based on the calculation of analysis students' learning round table technique item 7 show that, the score is 58% it mean "Neutral"

Table 14.13

I

x8				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SD	1	2,9	2,9	2,9
U	8	22,9	22,9	25,7
A	22	62,9	62,9	88,6
SA	4	11,4	11,4	100,0
Total	35	100,0	100,0	

of effort into my writing

The calculation of analysis students' perception item 8 :

$$Score = \left(\frac{total\ score}{4\ x\ N}\right) x\ 100\ \%$$

$$Score = \left(\frac{98}{4\ x\ 35}\right) x\ 100\ \%$$

$$Score = \left(\frac{98}{140}\right) \times 100\%$$

$$Score = 0.70 \times 100\%$$

$$Score = 70\%$$

Based on the table above, it can be seen 2.9% the students choose option "Strongly Disagree", 22.9 % the students choose option " Uncertain", 62.9% the students choose option "Agree" and 11.4% the students choose option "strongly Agree". It cen be concluded from questionnaire showed the students' are motivation they were trying and studying hard to write. option in addition, based on the calculation of analysis students' learning round table technique item 8 show that, the score is 70% it mean "Agree"

Table 4.14

		Frequency	Percent	Valid Percent	Cumulative Percent
	SD	2	5,7	5,7	5,7
	D	4	11,4	11,4	17,1
Valid	U	17	48,6	48,6	65,7
	A	12	34,3	34,3	100,0
	Total	35	100,0	100,0	

x9

e

to participate in written online discussions

The calculation of analysis students' perception item 9 :

$$Score = \left(\frac{total\ score}{4\ x\ N}\right) x\ 100\ \%$$

$$Score = \left(\frac{74}{4\ x\ 35}\right) x\ 100\ \%$$

$$Score = \left(\frac{74}{140}\right) x\ 100\ \%$$

$$Score = 0.53\ x\ 100\%$$

$$Score = 53\%$$

Based on the table above, it can be seen 5.7% the students choose option "Strongly Disagree", 11.4% the students choose option " Disegree", 48.6% the students choose option " Uncertain", and 34.3% the students choose option "Agree". option in addition, based on the calculation of analysis students' learning round table technique item 9 show that, the score is 53% it mean "Neutral"

Table 4.15

x10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	2,9	2,9	2,9
	D	2	5,7	5,7	8,6
	U	15	42,9	42,9	51,4
	A	13	37,1	37,1	88,6

SA	4	11,4	11,4	100,0
Total	35	100,0	100,0	

like to get feedback from an instructor on my writing

The calculation of analysis students' perception item 10 :

$$Score = \left(\frac{total\ score}{4\ x\ N}\right) x\ 100\ \%$$

$$Score = \left(\frac{87}{4\ x\ 35}\right) x\ 100\ \%$$

$$Score = \left(\frac{87}{140}\right) x\ 100\ \%$$

Score = 0.62 x 100%

Score = 65%

Based on the table above, it can be seen 2.9% the students choose option "Strongly Disagree", 5.7% the students choose option " disegree", 429% the students choose option " Uncertain", 37.1% the students choose option "Agree" and 11.4% the students choose option "strongly Agree". option in addition, based on the calculation of analysis students' learning round table technique item 10 show that, the score is 62% it mean "Agree"

Table 4.16

x11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	2	5,7	5,7	5,7
	U	10	28,6	28,6	34,3
	A	23	65,7	65,7	100,0
	Total	35	100,0	100,0	

able to clearly expressmy ideas in writing

The calculation of analysis students' perception item 11 :

$$Score = \left(\frac{total\ score}{4\ x\ N}\right) x\ 100\ \%$$

$$Score = \left(\frac{91}{4\ x\ 35}\right) x\ 100\ \%$$

$$Score = \left(\frac{81}{140}\right) x\ 100\ \%$$

Score = 0.65 x 100%

Score = 65%

Based on the table above, it can be seen 5.7% the students choose option " disegree", 28.6% the students choose option " Uncertain", and 65.7% the students choose option "Agree". It cen be concluded from questionnaire showed the students' are motivation there feel intrested because they can express ideas in writing. option in addition, based on the

calculation of analysis students' learning round table technique item 11

show that, the score is 65% it mean "Agree"

Table 4.17

I		x12			
		Frequency	Percent	Valid Percent	Cumulative Percent
e	SD	1	2,9	2,9	2,9
	D	6	17,1	17,1	20,0
a	U	15	42,9	42,9	62,9
	Valid A	11	31,4	31,4	94,3
s	SA	2	5,7	5,7	100,0
i	Total	35	100,0	100,0	

ly focus an what I am writing

The calculation of analysis students' perception item 12 :

$$Score = \left(\frac{total\ score}{4\ x\ N}\right) x\ 100\ \%$$

$$Score = \left(\frac{77}{4\ x\ 35}\right) x\ 100\ \%$$

$$Score = \left(\frac{77}{140}\right) x\ 100\ \%$$

$$Score = 0.55\ x\ 100\%$$

Score = 55%

Based on the table above, it can be seen 2.9% % the students choose option "Strongly Disagree", 17.1% the students choose option " disegree", 42.9% the students choose option " Uncertain", and 31.4% the students choose option "Agree", 5.7% % the students choose option "Strongly Agree". option in addition, based on the calculation of analysis students' learning round table technique item 12 show that, the score is 55% it mean "Neutral"

Table4.18

I

x13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	2,9	2,9	2,9
	U	9	25,7	25,7	28,6
	A	22	62,9	62,9	91,4
	SA	3	8,6	8,6	100,0
	Total	35	100,0	100,0	

y writing to be graded

The calculation of analysis students' perception item 13 :

$$Score = \left(\frac{total\ score}{4\ x\ N}\right) x\ 100\ \%$$

$$Score = \left(\frac{96}{4 \ x \ 35}\right) x \ 100 \ \%$$

$$Score = \left(\frac{96}{140}\right) x \ 100 \ \%$$

Score = 0.68 x 100%

Score = 68%

Based on the table above, it can be seen 2.9 % the students choose option "strongly Disagree", 25.7% the students choose option " Uncertain", 62.9% the students choose option "Agree" and 8.6% the students choose option "Strongly Agree". It cen be concluded from questionnaire showed the students' are motivation there was intrested because it is rated. option in addition, based on the calculation of analysis students' learning round table technique item 13 show that, the score is 58% it mean "Agree"

Table 4.19

I am more likely to succeed if I can write well

X14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	3	8,6	8,6	8,6
	U	11	31,4	31,4	40,0
	A	15	42,9	42,9	82,9
	SA	6	17,1	17,1	100,0
	Total	35	100,0	100,0	

calculation of analysis students' perception item 14:

$$Score = \left(\frac{total\ score}{4\ x\ N}\right) x\ 100\ \%$$

$$Score = \left(\frac{94}{4\ x\ 35}\right) x\ 100\ \%$$

$$Score = \left(\frac{94}{140}\right) x\ 100\ \%$$

Score = 0.67 x 100%

Score = 67%

Based on the table above, it can be seen 8.6% the students choose option " disegree", 31.4% the students choose option " Uncertain", 42.9% the students choose option "Agree" and 17.1 the students choose option "Strongly Agree". option in addition, based on the calculation of analysis students' learning round table technique item 14 show that, the score is 67% it mean "Agree"

Table 4.20

x15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	6	17,1	17,1	17,1
	U	20	57,1	57,1	74,3
	A	9	25,7	25,7	100,0
	Total	35	100,0	100,0	

easy for me to write good essays

The calculation of analysis students' perception item 15 :

$$Score = \left(\frac{total\ score}{4\ x\ N}\right) x\ 100\ \%$$

$$Score = \left(\frac{73}{4\ x\ 35}\right) x\ 100\ \%$$

$$Score = \left(\frac{73}{140}\right) x\ 100\ \%$$

Score = 0.52 x 100%

Score = 52%

Based on the table above, it can be seen 17.1% the students choose option " disegree", 57.1% the students choose option " Uncertain" and 25.1% the students choose option "Agree". option in addition, based on the calculation of analysis students' learning

round table technique item 15 show that, the score is 52% it mean

"Neutral"

Table 4.21

I enjoy creative writing assigments

x16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	8	22,9	22,9	22,9
	U	17	48,6	48,6	71,4
	A	10	28,6	28,6	100,0
	Total	35	100,0	100,0	

h

e calculation of analysis students' perception item 16:

$$Score = \left(\frac{total\ score}{4\ x\ N}\right) x\ 100\ \%$$

$$Score = \left(\frac{72}{4\ x\ 35}\right) x\ 100\ \%$$

$$Score = \left(\frac{72}{140}\right) x\ 100\ \%$$

Score = 0.51 x 100%

Score = 51%

Based on the table above, it can be seen 22.9% the students

choose option " disegree", 48.6% the students choose option "

Uncertain" and 28.6% the students choose option "Agree". option

in addition, based on the calculation of analysis students' learning

round table technique item 16 show that, the score is 51% it mean

"Neutral"

Table 4.22

x17		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	7	20,0	20,0	20,0
	U	11	31,4	31,4	51,4
	A	16	45,7	45,7	97,1
	SA	1	2,9	2,9	100,0
	Total	35	100,0	100,0	

e classes that require a lot of writing

The calculation of analysis students' perception item 17 :

$$Score = \left(\frac{total\ score}{4\ x\ N}\right) x\ 100\ \%$$

$$Score = \left(\frac{81}{4\ x\ 35}\right) x\ 100\ \%$$

$$Score = \left(\frac{81}{140}\right) x\ 100\ \%$$

Score = 0.57 x 100%

Score = 57%

Based on the table above, it can be seen 20.0% the students

choose option " disegree", 31.4% the students choose option "

Uncertain", 45.7% the students choose option "Agree" and 2.9%

the students choose option "Strongly Agree". option in addition, based on the calculation of analysis students' learning round table technique item 17 show that, the score is 57% it mean "Neutral"

Table 4.23

x18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	U	13	37,1	37,1	37,1
	A	21	60,0	60,0	97,1
	SA	1	2,9	2,9	100,0
	Total	35	100,0	100,0	

n how I am going to write somthing before I write it

The calculation of analysis students' perception item 18 :

$$Score = \left(\frac{total\ score}{4\ x\ N}\right) x\ 100\ \%$$

$$Score = \left(\frac{93}{4\ x\ 35}\right) x\ 100\ \%$$

$$Score = \left(\frac{93}{140}\right) x\ 100\ \%$$

Score = 0.66 x 100%

Score = 66%

Based on the table above, it can be seen 37.1% the students choose option " Uncertain", 60.0% the students choose option "Agree" and 2.9% the students choose option "Strongly Agree". option in addition, based on the calculation of analysis students' learning round table technique item 18 show that, the score is 66% it mean "Agree"

Table 4.24

		Frequency	Percent	Valid Percent	Cumulative Percent
		x19			
	SD	1	2,9	2,9	2,9
	U	11	31,4	31,4	34,3
Valid	A	16	45,7	45,7	80,0
	SA	7	20,0	20,0	100,0
	Total	35	100,0	100,0	

i

ng a better writer is important to me

The calculation of analysis students' perception item 19 :

$$Score = \left(\frac{total\ score}{4\ x\ N}\right) x\ 100\ \%$$

$$Score = \left(\frac{98}{4\ x\ 35}\right) x\ 100\ \%$$

$$Score = \left(\frac{98}{140}\right) x\ 100\ \%$$

$$\text{Score} = 0.70 \times 100\%$$

$$\text{Score} = 70\%$$

Based on the table above, it can be seen 2.9% the students choose option "Strongly Disegree", 31,4% the students choose option " Uncertain", 45.7% the students choose option "Agree" and 20.0% the students choose option "Strongly Agree". option in addition, based on the calculation of analysis students' learning round table technique item 19 show that, the score is 70% it mean "Agree"

Table 4.25

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	5,7	5,7	5,7
	D	2	5,7	5,7	11,4
	U	10	28,6	28,6	40,0
	A	14	40,0	40,0	80,0
	SA	7	20,0	20,0	100,0
	Total	35	100,0	100,0	

a better writer will help me in my career

The calculation of analysis students' perception

item 20 :

$$Score = \left(\frac{total\ score}{4\ x\ N}\right) x\ 100\ \%$$

$$Score = \left(\frac{92}{4\ x\ 35}\right) x\ 100\ \%$$

$$Score = \left(\frac{92}{140}\right) x\ 100\ \%$$

Score = 0.65 x 100%

Score = 65%

Based on the table above, it can be seen 5.7% the students choose option "Strongly Disegree", 5.7% the students choose option "Disagree", 28.6% the students choose option " Uncertain", 40.0% the students choose option "Agree" and 20.0% the students choose option "Strongly Agree". option in addition, based on the calculation of analysis students' learning round table technique item 20 show that, the score is 65% it mean "Agree"

Table 4.26

		Frequency	Percent	Valid Percent	Cumulative Percent
x21					
Valid	SD	1	2,9	2,9	2,9

D	1	2,9	2,9	5,7
U	15	42,9	42,9	48,6
A	16	45,7	45,7	94,3
SA	2	5,7	5,7	100,0
Total	35	100,0	100,0	

oy writing assigments that challange me

The calculation of analysis students' perception item 211 :

$$Score = \left(\frac{total\ score}{4\ x\ N}\right) x\ 100\ \%$$

$$Score = \left(\frac{87}{4\ x\ 35}\right) x\ 100\ \%$$

$$Score = \left(\frac{87}{140}\right) x\ 100\ \%$$

Score = 0.62 x 100%

Score = 62%

Based on the table above, it can be seen 2.9% the students choose option "Strongly Disegree", 2.9% the students choose option "Disagree", 42.9% the students choose option " Uncertain", 45.7% the students choose option "Agree" and 20.0% the students choose option "Strongly Agree" option in addition, based on the

calculation of analysis students' learning round table technique

item 21 show that, the score is 65% it mean "Agree"

Table 4.27

I revise my writing before submitting an

a

x22

		Frequency	Percent	Valid Percent	Cumulative Percent
	D	2	5,7	5,7	5,7
	U	9	25,7	25,7	31,4
Valid	A	21	60,0	60,0	91,4
	SA	3	8,6	8,6	100,0
	Total	35	100,0	100,0	

nt

The calculation of analysis students' perception item 22 :

$$Score = \left(\frac{total\ score}{4\ x\ N}\right) x\ 100\ \%$$

$$Score = \left(\frac{95}{4\ x\ 35}\right) x\ 100\ \%$$

$$Score = \left(\frac{95}{140}\right) x\ 100\ \%$$

Score = 0.57 x 100%

Score = 57%

Based on the table above, it can be seen 5.7% the students choose option "Disagree", 25.7% the students choose option " Uncertain", 60.0% the students choose option "Agree" and 8.6% the students choose option "Strongly Agree". option in addition, based on the calculation of analysis students' learning round table technique item 22 show that, the score is 57% it mean "Neutral"

Table 4.28

Punctuati n is easy for me

		Frequency	Percent	Valid Percent	Cumulative Percent
				x23	
Valid	D	6	17,1	17,1	17,1
	U	20	57,1	57,1	74,3
	A	9	25,7	25,7	100,0
	Total	35	100,0	100,0	

The calculation of analysis students' perception item 23 :

$$Score = \left(\frac{total\ score}{4\ x\ N}\right) x\ 100\ \%$$

$$Score = \left(\frac{82}{4\ x\ 35}\right) x\ 100\ \%$$

$$Score = \left(\frac{82}{140}\right) x\ 100\ \%$$

Score = 0.58 x 100%

Score = 58%

Based on the table above, it can be seen 17.1% the students choose option "Disagree", 57.1% the students choose option " Uncertain" and 25.7% the students choose option "Agree" option in addition, based on the calculation of analysis students' learning round table technique item 23 show that, the score is 52% it mean "Neutral"

Table 4.29

I

		Frequency	Percent	Valid Percent	Cumulative Percent
		x24			
Valid	D	2	5,7	5,7	5,7
	U	10	28,6	28,6	34,3
	A	18	51,4	51,4	85,7
	SA	5	14,3	14,3	100,0
	Total	35	100,0	100,0	

y

writing descriptive text

The calculation of analysis students' perception item 24 :

$$Score = \left(\frac{total\ score}{4\ x\ N}\right) x\ 100\ \%$$

$$Score = \left(\frac{96}{4\ x\ 35}\right) x\ 100\ \%$$

$$Score = \left(\frac{96}{140}\right) x\ 100\ \%$$

Score = 0.68 x 100%

Score = 68%

Based on the table above, it can be seen 5.7% the students choose option "Disagree", 28.6% the students choose option " Uncertain", 51.4% the students choose option "Agree" and 14.3% the students choose option "Strongly Agree". option in addition, based on the calculation of analysis students' learning round table technique item 24 show that, the score is 68% it mean "Agree"

Table 4.30

I

		Frequency	Percent	Valid Percent	Cumulative Percent
					x25
Valid	SD	1	2,9	2,9	2,9
	D	3	8,6	8,6	11,4
	U	16	45,7	45,7	57,1
	A	15	42,9	42,9	100,0
	Total	35	100,0	100,0	

o

write even if my writing will not be graded

The calculation of analysis students' perception item 25 :

$$Score = \left(\frac{total\ score}{4\ x\ N}\right) x\ 100\ \%$$

$$Score = \left(\frac{80}{4\ x\ 35}\right) x\ 100\ \%$$

$$Score = \left(\frac{80}{140}\right) x\ 100\ \%$$

$$Score = 0.57\ x\ 100\%$$

$$Score = 57\%$$

Based on the table above, it can be seen 2.9% the Students choose option "Strongly Disagree", 8.6% the students choose option "Disagree", 45.7% the students choose option " Uncertain" and 42.9% the students choose option "Agree" . option in addition, based on the calculation of analysis students' learning round table technique item 25 show that, the score is 57% it mean "Neutral

Table 4.31

x26

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	2,9	2,9	2,9
	D	2	5,7	5,7	8,6
	U	14	40,0	40,0	48,6
	A	16	45,7	45,7	94,3
	SA	2	5,7	5,7	100,0
	Total	35	100,0	100,0	

others to read what I have written

The calculation of analysis students' perception item 26 :

$$Score = \left(\frac{total\ score}{4\ x\ N}\right) x\ 100\ \%$$

$$Score = \left(\frac{86}{4\ x\ 35}\right) x\ 100\ \%$$

$$Score = \left(\frac{86}{140}\right) x\ 100\ \%$$

Score = 0.61 x 100%

Score = 61%

Based on the table above, it can be seen 2.9% the Students choose option "Strongly Disagree", 5.7% the students choose option "Disagree", 40.1% the students choose option " Uncertain", 45.7% the students choose option "Agree" and 5.7% the students choose option "Strongly Agree". option in addition, based on the calculation of analysis students' learning round table technique item 26 show that, the score is 61% it mean "Agree"

Table 4.32

I would like to have more opportunities to write in classes

x27

		Frequency	Percent	Valid Percent	Cumulative Percent
	D	2	5,7	5,7	5,7
	U	16	45,7	45,7	51,4
Valid	A	16	45,7	45,7	97,1
	SA	1	2,9	2,9	100,0
	Total	35	100,0	100,0	

he calculation of analysis students' perception item 27 :

$$Score = \left(\frac{total\ score}{4\ x\ N}\right) x\ 100\ \%$$

$$Score = \left(\frac{86}{4\ x\ 35}\right) x\ 100\ \%$$

$$Score = \left(\frac{86}{140}\right) x\ 100\ \%$$

$$Score = 0.61\ x\ 100\%$$

$$Score = 61\%$$

Based on the table above, it can be seen 5.7% the students choose option "Disagree", 45.7% the students choose option " Uncertain", 45.7% the students choose option "Agree" and 2.9% the students choose option "Strongly Agree". option in addition, based on the calculation of analysis students' learning round table technique item 27 show that, the score is 57% it mean "Agree"

Table 4.33

x28

		Frequency	Percent	Valid Percent	Cumulative Percent
	U	7	20,0	20,0	20,0
Valid	A	22	62,9	62,9	82,9
	SA	6	17,1	17,1	100,0
	Total	35	100,0	100,0	

ng a good write is important in getting a good job

The calculation of analysis students' perception item 28 :

$$Score = \left(\frac{total\ score}{4\ x\ N}\right) x\ 100\ \%$$

$$Score = \left(\frac{104}{4\ x\ 35}\right) x\ 100\ \%$$

$$Score = \left(\frac{104}{140}\right) x\ 100\ \%$$

Score = 0.74 x 100%

Score = 74%

Based on the table above, it can be seen 20.0% the students choose option " Uncertain", 62.9% the students choose option "Agree" and 17.1% the students choose option "Strongly Agree". option in addition, based on the calculation of analysis students' learning round table technique item 28 show that, the score is 74% it mean "Neutral"

Table 4.34

I

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	2,9	2,9	2,9
	D	2	5,7	5,7	8,6
	U	10	28,6	28,6	37,1
	A	18	51,4	51,4	88,6
	SA	4	11,4	11,4	100,0
	Total	35	100,0	100,0	

x29

e writing in order to improve my skills

The calculation of analysis students' perception item 29 :

$$Score = \left(\frac{total\ score}{4\ x\ N}\right) x\ 100\ \%$$

$$Score = \left(\frac{92}{4\ x\ 35}\right) x\ 100\ \%$$

$$Score = \left(\frac{92}{140}\right) x\ 100\ \%$$

Score = 0.65 x 100%

Score = 65%

Based on the table above, it can be seen 2.9% the Students choose option "Strongly Disagree", 5.7% the students choose option "Disagree", 28.6% the students choose option " Uncertain", 51.4% the students choose option "Agree" and 11.4% the students choose option "Strongly Agree". option in addition, based on the

calculation of analysis students' learning round table technique item 29 show that, the score is 65% it mean "Agree"

Table 4.35

x30		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	2,9	2,9	2,9
	D	12	34,3	34,3	37,1
	U	14	40,0	40,0	77,1
	A	7	20,0	20,0	97,1
	SA	1	2,9	2,9	100,0
	Total	35	100,0	100,0	

to assigment

The calculation of analysis students' perception item 30 :

$$Score = \left(\frac{total\ score}{4\ x\ N}\right) x\ 100\ \%$$

$$Score = \left(\frac{65}{4\ x\ 35}\right) x\ 100\ \%$$

$$Score = \left(\frac{65}{140}\right) x\ 100\ \%$$

$$Score = 0.46\ x\ 100\%$$

Score = 46%

Based on the table above, it can be seen 2.9% the Students choose option "Strongly Disagree", 34.3% the students choose option "Disagree", 40.0% the students choose option " Uncertain", 20.0% the students choose option "Agree" and 2.9% the students choose option "Strongly Agree". option in addition, based on the calculation of analysis students' learning round table technique item 30 show that, the score is 46% it mean "Neutral"

Table 4.36

I want others to recognize me as a good write

		Frequency	Percent	Valid Percent	Cumulative Percent
		x31			
Valid	D	2	5,7	5,7	5,7
	U	16	45,7	45,7	51,4
	A	17	48,6	48,6	100,0
	Total	35	100,0	100,0	

calculation of analysis students' perception item 1 :

$$Score = \left(\frac{total\ score}{4\ x\ N}\right) x\ 100\ \%$$

$$Score = \left(\frac{85}{4\ x\ 35}\right) x\ 100\ \%$$

$$Score = \left(\frac{85}{140}\right) x\ 100\ \%$$

Score = 0.60 x 100%

Score = 60%

Based on the table above, it can be seen 5.7% the students choose option "Disagree", 45.7% the students choose option " Uncertain" and 48.6% the students choose option "Agree". option in addition, based on the calculation of analysis students' learning round table technique item 30 show that, the score is 60% it mean "Agree"

Table 4.37

		Frequency	Percent	Valid Percent	Cumulative Percent
	D	3	8,6	8,6	8,6
	U	14	40,0	40,0	48,6
Valid	A	16	45,7	45,7	94,3
	SA	2	5,7	5,7	100,0
	Total	35	100,0	100,0	

x32

ng is easy for me

The calculation of analysis students' perception item 32 :

$$Score = \left(\frac{total\ score}{4\ x\ N}\right) x\ 100\ \%$$

$$Score = \left(\frac{87}{4\ x\ 35}\right) x\ 100\ \%$$

$$Score = \left(\frac{87}{140}\right) \times 100 \ \%$$

Score = 0.62 x 100%

Score = 62%

Based on the table above, it can be seen 8.6% the students choose option "Disagree", 40.0% the students choose option " Uncertain", 45.7% the students choose option "Agree" and5.7% the students choose option "Strongly Agree". option in addition, based on the calculation of analysis students' learning round table technique item 32 show that, the score is 62% it mean "Agree"

Table 4.38

X33

		Frequency	Percent	Valid Percent	Cumulative Percent
	D	1	2,9	2,9	2,9
	U	22	62,9	62,9	65,7
Valid	A	9	25,7	25,7	91,4
	SA	3	8,6	8,6	100,0
	Total	35	100,0	100,0	

ing the right word is easy for me

The calculation of analysis students' perception item 33 :

$$Score = \left(\frac{total\ score}{4\ x\ N}\right) x\ 100\ \%$$

$$Score = \left(\frac{84}{4\ x\ 35}\right) x\ 100\ \%$$

$$Score = \left(\frac{84}{140}\right) x\ 100\ \%$$

Score = 0.60 x 100%

Score = 60%

Based on the table above, it can be seen 2.9% the students choose option "Disagree", 62.9% the students choose option " Uncertain", 25.7% the students choose option "Agree" and 8.5% the students choose option "Strongly Agree". option in addition, based on the calculation of analysis students' learning round table technique item 33 show that, the score is 60% it mean "Agree"

Table 4.38

X34

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	4	11,4	11,4	11,4
	U	11	31,4	31,4	42,9
	A	16	45,7	45,7	88,6
	SA	4	11,4	11,4	100,0

	Total	35	100,0	100,0	

hoosing the right word is easy for me

The calculation of analysis students' perception

item 34 :

$$Score = \left(\frac{total\ score}{4\ x\ N}\right) x\ 100\ \%$$

$$Score = \left(\frac{90}{4\ x\ 35}\right) x\ 100\ \%$$

$$Score = \left(\frac{90}{140}\right) x\ 100\ \%$$

Score = 0.64 x 100%

Score = 64%

Based on the table above, it can be seen 11.4% the students

choose option "Disagree", 31.4% the students choose option "

Uncertain", 45.7% the students choose option "Agree" and 11.4%

the students choose option "Strongly Agree". option in addition,

based on the calculation of analysis students' learning round table

technique item 34 show that, the score is 64% it mean "Agree"

Table 4.39

Final Result of Analysis Students' Motivation

No	Score	Categorized

1	57	Neutral
2	58	Neutral
3	60	Agree
4	66	Agree
5	67	Agree
6	57	Neutral
7	57	Neutral
8	70	Agree
9	53	Neutral
10	62	Agree
11	65	Agree
12	55	Neutral
13	68	Agree
14	67	Agree
15	52	Neutral
16	51	Neutral
17	57	Neutral

18	66	Agree
19	70	Agree
20	65	Agree
21	62	Agree
22	57	Neutral
23	58	Neutral
24	68	Agree
25	57	Neutral
26	61	Agree
27	61	Agree
28	74	Agree
29	65	Agree
30	46	Neutral
31	60	Agree
32	62	Agree
33	60	Agree
34	64	Agree

Total	2.078	Agree

$$\text{Final result} = \frac{Total\ Score}{Total\ Item}$$

$$= \frac{2.078}{34}$$

= 61.1% Agree

From the table above, the total item quesionneire consit 34 questions with the final result was 61.1% and the catagerized "Agree". It it mean students motivation can improved to learn.

B. Research Findings

1. Testing Normality and Homogeneity

a. Testing of Data Pre-test Normality of Experiment and Control Class

The Normality test was used to know the data that was going to analyze whether both groups have normal distribution or not. The normality test used SPSS 20 to measure the normality could be seen as follow.

Table 4.40

Normality of pres-test Score of Experiment and Control Gruop

Class A Using SPSS

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		73
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	,50166172
Most Extreme Differences	Absolute	,313
	Positive	,313
	Negative	-,278
Kolmogorov-Smirnov Z		2,676
Asymp. Sig. (2-tailed)		,000

a. Test distribution is Normal.
b. Calculated from data.

The criteria of normality test if the value of (probablity value/critical value) is higher than or equal to the level signifiance alpha defined ($r > \alpha$), it means that data distribution is normal. From the result above, it can be seen the data are categorized normality distributed because the velue of significant is higer than 0.05. the significant value is $0.000 > 0.05$, therefore it can be concluded that all the data normal distributed.

b. **Testing of Data Homogeneity on Pre-Test Expriment and Control Class**

Based on the calculation of normality, the researcher got the result that all data in pre-test and post-test of both experiment calass and control class have been normality distributed.

The criterion for the hypothesis was Ho would be accepted if sign > α. The researcher used the level of significance 0.05, meaning the distribution was homogeneity.

Table 4.41

Homogenety Test on pre-tes experiment and Control

Class Using SPSS 20

Test of Homogeneity of Variances

Score

Levene Statistic	df1	df2	Sig.
,479	1	71	,491

Based on the table above, it can be concluded the homogenity test of mean was 0.491. therefore the significance was higher than 0.05 (0.491>0.05) it means that the data in pre-test expriment and

c

Score

n

t

r

o

l class were homogenous.

Table 4.42

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	22,561	1	22,561	,389	,535
Within Groups	4115,282	71	57,962		
Total	4137,842	72			

A on Pre-test Expriment And Control Class Using SPSS

Based on the table above, F score from the result calculation was 0.389 with the significance score 0.535. the researcher found H_o wasaccepted from the comparison between F_o ($F_{observation}$) and F_{table} was higher than F_o 0.389 (0.389 > 0.05, it means the data were homogeneous.

c. **Testing of Data Normality Post-Test Expriment Class and Control Class**

The Normality test was used to know the data that was going to analyze whether both groups have normal distribution or not. The normality test used SPSS 20 to measure the normality could be seen as follow.

Table 4.43

One-Sample Kolmogorov-Smirnov Test

Normality of pres-test Score of Experiment and Control Gruop Class A Using SPSS

		Unstandardized Residual
N		73
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	,38837170
Most Extreme Differences	Absolute	,093
	Positive	,065
	Negative	-,093
Kolmogorov-Smirnov Z		,791
Asymp. Sig. (2-tailed)		,559

a. Test distribution is Normal.

b. Calculated from data.

From the result above, it can be seen the data are categorized normality distributed because the velue of significant is higer than 0.05. the significant value is $0.559 > 0.05$, therefore it can be concluded that all the data normal distributed.

Table 4.44

Test of Homogeneity of Variances

Score

Levene Statistic	df1	df2	Sig.
6,820	1	71	,011

Homogenety Test on post-test experiment and Control

Class Using SPSS 20

Based on the table above, it can be concluded the homogenity

test of mean was 0.011. therefore the significance was higher than 0.05

(0.011>0.05) it means that the data in post-test expriment and control

class were homogenous.

Table 4.45

ANOVA on Pre-test Expriment And Control Class Using

SPSS

ANOVA

Score

	Sum of Squares	df	Mean Square	F	Sig.

Between Groups	4006,355	1	4006,355	48,113	,000
Within Groups	5912,138	71	83,270		
Total	9918,493	72			

B

ased on the table above, F score from the result calculation was 48.113 with the significance score 0.00. F_{table} was higher than F_o 148.113 (48.133> 0.05),it means the data were homogeneous.

2. **Testing Hypothesis**

After the researcher know that the data are normal and homogeneous, the data was analyzed by using ANOVA in order to know the significance of the treament effect.

Table 4.46

Standard Deviation and Standard Error of Experiment Class

and Control Class Using SPSS 20

Group Statistics

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
POSTTET S	EXPERIME NT	35	74,50	7,092	1,199
	CONTROL	38	59,67	10,657	1,729

sed on the table above it can be concluded that the total score of Experiment class of the mean (X1) was 74.50, standard deviation was 7.092 and the result of the standard error of mean calculation was 1.199 and the total score of control class of the mean (X2) was 59.67, standard deviation calculation of was 10.657 and the result of standard error of mean was 1.729). it mean the students

can be improve to learn writing ability by using round table technique.

1. Interpretation of Result

Based on the table above can be concluded that ANOVA calculation using SPSS 20, the table is the main table from the analysis ANOVA. It found of that F score from the result calculation was 48.113 with the significance score 0.00. F_{table} was higher than F_o 48.113 (48.133>0.05),i, so that there were differences in the score poins between exprimental group and control group.

C. Discussion

In the description of the data was taken from 35 students of experiment class B and also 38 students from control class A. The result of the experiment class B has the mean of pre-test was 54.93, before using round table technique, and the result of control class A has the mean of pre-test was 53.82, it means the score is bad. Besides, the mean post-test experiment clas B was 74.50 after giving treatments using peer round Table technique, and the mean post-test of control class was 55.53 after treatment using traditional method that used English teacher that is dictionary method, it means that the experimentas group got higher score than control group. The reaseraxher can

concluded that after treated by using round technique can improve their writing ability in writing descriptive text.

Next, the researcher analyzed the normality and homogeneity of the data. The purpose of analyzed the normality wa to see whether the data got in the research has been normally distributed or not. The purpose of abalyzed the homogeneity was to see the data was homogeneous or heterogeneous.

In anlyzed the normality, the result of pre-test in experment class and control class was normally distributed. The significance score of pre-test experiment class B was (0.00>0.05), and post-test experiment class and also control class B was 0.05 (0.559>0.05) it means the data were normality distributed. The next result of pre-test in experiment class and control class was homogenenous. The significance was higher than 0.05 (0.491 >0.05) and post-test experiment class and control class was homogeneous. The significance was higher than 0.05 (0.011 < 0.05).

The final calculation was testing hyphothesis, was to answer the problem of this research that wheteher there is significance between raoun table technique in writing descriptive text. It found that the value of sig (two-tailed) was 0.00<0.05, so that were differences in the score points of experimental group and control group. It is evident that the experiment group using round table in writing descriptive text the score higher than the control group using traditional method.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter described the conclusion and suggestion. In this subject, the researcher would like to give some conclusion that may relate to the subject.

A. Conclusion

Based on the result of this study that was presented in the previous chapter, the conclusion was summarized as the following.

1. The Result of using Roundtable Technique

The analysis result of this result of the research, showed that the result of T-test the heypothesis of this research in the significance (two-tailed) was 0.00<0.05, and in addition manual calculation, the researcher found to (0,61>2.00), therefore, the null hypothesis (H_o) is rejected and Alternative hypothesis (H_a) is accepted.

Basides, is showed that using object roundtable technique gave effect on writing ability. The score writing test from the expriment group taught using object roundtable was significantly improved. It is proved that students' score of post-test are higher that the students' score of pre-test in the expriment group. It can be concluded that the answer quetion was proved that object roundtable was used seccessfully.

2. Object Roundtable Enhance the Students' Motivation

Based on quesionnerie it could be concluded that there was improvement in their motivation in learning writing ability. In each meeting every aspect had significancally improved. The students' became active and enjoy in learning writing ability by roundtable technique. The students' enjoyed learning process, and the activities in the classroom. Object roundtable was not the only one of intresting in teaching writing.

B. Suggestion

1. For the Students

Writing is also an action or a process of discovering and organizes idea, putting them on a paper and reshaping and revising them. Round Table build students' interest to writing descriptive text.

2. For the Lecturer

Round table is alternative method in teaching writing to improve students' writing ability in learning descriptive text. The English lecturer should gave more interesting method to teaching in the class room. The students' can be active in learning process . it is recommend and solve the problem   in   writinng.

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