

CHAPTER I

INTRODUCTION

In this chapter, the writer explained about background of the research, these parts included the research background, research questions, research purposes, research significance, limitation of research, and terminology.

A. Research Background

English is currently said to as an important language of the world despite being regarded as a second language. As a result, it is crucial and must be learned. It also refers to a language used internationally. Indonesia places a high value on English both technology and communication.

Today's globalized society makes English communication skills imperative. Students who are fluent in English are better able to interact with people from different cultural backgrounds, access a wider variety of educational and employment opportunities, and communicate effectively.

In Indonesia, English is a course of study that all senior high schools are required to teach. The curriculum should address all four language competency skills: speaking, listening, reading, and writing. These abilities fall into two categories: productive and receptive.

Reading and listening are receptive skills, while speaking and writing are productive skills. Children with receptive skills just need to hear and grasp language; they are not required to produce it. This is the primary distinction between these two skills. One of those essential skills is writing.

The independent curriculum is now used in the Indonesian educational system. Kurikulum Merdeka (Independent Curriculum) was developed with the primary goal of recovering Indonesia's educational system from the COVID-19 pandemic. In addition to developing the existing curriculum in the present independent curriculum era, a learning model based on the six principles of English learning is needed. This is done to guarantee that students' command of English is improve in line with the requirements of the global community, both in oral and writing communication.

In addition, students are expected to learn vocabulary and rules in a suitable and appropriate context for oral and writing communication. Students are required to understand the learning materials while also understanding the social functions, text structure, and linguistic features of the text types described in the learning outcomes. The learning outcomes are explained in an order of learning objectives and materials for instruction. The learning outcomes are detailed in a flow of learning objectives and teaching materials. At the state senior high school level, in the flow of learning objectives in tenth grade of second semester, the material taught to students is related to writing skills in several text types such as narrative text and analytical exposition text.

The writer's focus in this study was on narrative text. Students may find it challenging to produce narrative texts because of a variety of problems including the fact that their imaginative abilities are still limited and that they have a limited amount of time. Due to the many variables they must take into

consideration, students are unable to produce appropriate written work in every genre of writing. Grammar, generic structure, and lexico grammatical order are the three components.

Writing begins with understanding students writing habits. A teacher should give students the chance to practice practical starting skills including coming up with writing ideas, focusing, organizing, and arranging material. Teachers are urged to have students reflect on the process of creating a piece of writing in order to achieve this.

Teachers have to create efficient teaching methods to help students express their ideas in writing. Cooperative method of learning is one of the choices. Group activities were the main way of learning in cooperative learning. Group activities are thoughtfully designed to increase student connection and encourage participation in one another's learning.

One cooperative learning method that can be used to improve students' writing abilities is the round table technique. The round table technique for brainstorming is one option. In round table, students are expected to come up with a lot of thoughts about a subject in a group setting with other students. It can be an excellent technique for team building because it guarantees that every member of the group is active. The round table technique is important because it allows students to write down their ideas prior to actually starting. In this way, they may be certain that they've discussed all the important topics. They will also be logically covered by the students.

Based on the result of pre observation which conducted in tenth grade of State Senior High School 2 Sintang and interview with English teacher, some of students still difficult with writing. They were difficult to successfully brainstorm and develop their ideas in writing. They were also nervous of making mistakes in grammar, vocabulary, and language usage. As a result, students' motivation to write became low. Besides that, from interviews with English teachers, it is also known that students then became passive in the class because they have some problems in learning English.

The writer was interested in the research in State Senior High School 2 Sintang because the writer would like to improve the writing skills of the students at this school, especially when producing narrative texts. The writer was also interested in the problems around English teaching and learning at this school. The writer aimed to help students in solving their writing ability difficulty. The writer also wanted to help the teacher to find suitable techniques for use in the classroom in order to address the challenges of teaching and learning English in that school, especially with regard to writing abilities. The round table technique is predicted and believes to improve students' writing skills in narrative text.

Based on the statements above, the writer argues that the Round Table Technique seems to be an effective way for improving students' writing skills in narrative text and increasing students' participation in teaching learning process. Therefore, the writer was interested in doing the research under the title "The Use Of Round Table Technique To Improve Students' Writing

Ability In Writing Narrative Text At Tenth Grade Of State Senior High School 2 Sintang"

B. Research Questions

Based on the background has explained above, the writer formulated the questions as follows:

1. How can the implementation of Round Table Technique improve students' participation in writing narrative text at tenth grade of State Senior High School 2 Sintang?
2. How can Round Table Technique improve students' writing ability of narrative text at tenth grade of State Senior High School 2 Sintang?

C. Research Purposes

Based on the research questions above, the objectives of this study were:

1. To describe the improvement of students' participation in writing narrative text through the implementation of Round Table Technique
2. To recognize the improvement of students' writing ability through the implementation of Round Table Technique

D. Research of Significance

This research has theoretical and practical implications, among other things. The following will be the benefits of this research, in terms of both theoretical and practical significance:

1. Theoretical

The findings of this study can contribute to the development and gain

of English language teaching methodologies. It is also hoped that after reading this research, readers will have a better understanding of the Roundtable Technique as a method of teaching English.

2. Practically

The finding of this research the students were expected to be able to improve their learning participation in the classroom through the use of round table technique. It also hoped that they could increase their writing ability in writing narrative texts. For teacher, the findings of this study could be utilized as a guide and a useful source of knowledge to help students became active in the learning process and better writers, particularly when it came to writing narrative texts using round table technique to make English teaching and learning more interesting and efficient. Last, the findings of this study could serve as a guide for other researchers who wish to conduct studies on enhancing students' writing abilities, particularly in narrative text.

E. Limitation of the Research

In this study, the writer focused on improving the students' participation and writing ability in writing narrative text by using round table technique at tenth grade of State Senior High School 2 Sintang in academic year 2023/2024.

F. Terminology

To avoid misconceptions in reading this thesis proposal, several key terms were used in this study as follows:

- a. Writing is a set of graphic symbols that communicate meaning, as well as

the process of writing a text. The writer focus in this research is about writing narrative text for example writing about romance or historical story.

- b. Round Table Technique is a strategy that allows students to take part in learning process by sharing the ideas or perspective to their member in a group. In the round table technique, the writer divides the class into groups of 4-6 members each.
- c. State Senior High School 2 Sintang is located in Sintang district, West Kalimantan. The subject in this research is class XD which consists of 31 students. The problems that occur in this school especially in class XD are students' imagination is still limited, students also find it difficult to develop their ideas and lack of students' participation the learning process.