

**THE EFFECT OF APPLYING SIMULTANEOUS ROUNDTABLE
STRATEGY ON THE STUDENTS' ACHIEVEMENT IN WRITING
ANECDOTE TEXT**

SKRIPSI

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For the Degree of Sarjana Pendidikan (S.Pd)

English Education Program

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UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA**

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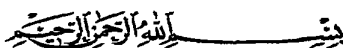


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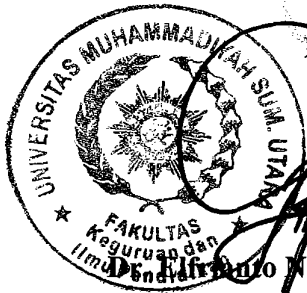
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ABSTRACT

Yullia. 1402050070. *The Effect of Applying Simultaneous Roundtable Strategy on The Students' Achievement in Writing Anecdote Text at Academic Years 2017/2018.* English Department Education. faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara. Medan. 2018.

The purpose of this study was to find out the significant effect of applying Simultaneous Roundtable strategy on the students' achievement in writing anecdote text. The research design of this study was in experimental research. The instrument to collect the data was written test. The technique taken sample used Totally sampling to determine the control and the experimental group. In addition, there were pre-test, treatment or teaching and post-test in both of the groups. It was conducted at the tenth grade students of SMK Swasta Bandung-2. The result showed that the mean score in pre-test of experimental group was 48.1 and control group was 32.2. And the mean score post-test of experimental group 82.25 and control group 64. t-test was 5.27 and the t-table was 1.64 which was used 0.05 as the significant level of this research. Because the t-test was higher than the t-table ($5.27 > 1.64$), it showed that the result in t-test was accepted (H_a). Based on the result of this research, it can be concluded that there was significant effect of applying Simultaneous Roundtable Strategy on the students' achievement in writing anecdote text.

Keywords: *Writing, Simultaneous Roundtable, and Anecdote*

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Medan, Macrh 2018
The Researcher,

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CHAPTER I

INTRODUCTION

A. Background of the study

Writing is a process of sharing the ideas, comments, arguments and opinions from some words that combined to the sentences to be a good paragraph in which each sentence will be related one another (Sharples, 2003). In addition, writing is a way to build a communication of the message to the readers by using a good language in writing sentence. In line with definition, Harmer (2004) says that writing is one of for language skills that should be mastered by students to comprehend the writing ability. Writing come last of the skill, after listening, speaking and reading. To be a good writers, she/ he has to get a nknowledge about the language skills before the writers try in writing paragraph. Writing can help the students to remember, think about something. Through writing students can share their ideas thoughts and feeling others.

By writing, the students can express their knowledge, message, feeling, ideas, comments, critics and information to the readers. They can affect the readers' understanding and acceptance of the message from the writing materials as stated by Harmer (2004). In addition, writing has some aspects: the mechanics of writing (such as punctuation and spelling), grammar and vocabulary which the major point in writing. Writing is a productive skill. It means that producing written messages that can be a tool of communication for one to another. Based on the 2013 curriculum in SMA for English lesson, students of SMA are expected to be able the writing ability into a simple paragraph of description, recount,

anecdote, narration, news item, report, etc. This expectation in new curriculum is based on the soft skill and hard skill. So, it is not only for the students intelligence, but also soft skill and hard skill too.

However, in the initial observation done by the researcher in Grade X SMK Swasta Bandung-2, Bandar Setia that was by asking English teacher and the researcher's observation about the students' achievement in writing anecdote text, it was found that their English score was still low. The teacher said that the students master writing was passive. It means that when producing a text, they could not do that well because the students felt that it was really hard to convert the ideas into a good text, and they did not know how to start when writing a good paragraph.

In addition, from the interview with the English teacher in SMK Swasta Bandung-2, Bandar Setia and by observation the researcher, there were some problems had been found about the students' failure and weakness of the students in writing. First, most of the students were not interested in learning writing because they did not have many ideas and they were confused about the materials. Second, most of the students got difficulties in expressing and sharing the ideas in writing because they were lacking of vocabularies, tense to organize them in writing sentences. Third, they do not give attention so much when teaching and learning process in the classroom. So, they can not create a paragraph.

According to Arsyad (2007), the failure of the students' achievement in writing ability are caused by the problems that have been found in education such as a strategy which supports teaching and learning process. The teachers have to be

able find a creative strategy than before the better, interesting, motivated and helpful teaching and learning process, since teachers as an educator for students to increase the willingness to learn. Based on phenomenon above, the researcher suggests to the teacher using Simultaneous Roundtable Strategy. Roundtable is the technique for stimulating ideas in finding a direction for a piece of writing is Roundtable. Students take turn responding to a prompt by writing one or two words or phrases before passing the paper along to other who do the same.

According to Kagan (2009) state that using Simultaneous Roundtable Strategy, the students will be expected to be able to compose and anecdote text or stories by their own word and ideas. In teams, students will simultaneously generate responses, then pass their ideas clockwise so each team can add to the prior responses. Within the Simultaneous Roundtable Strategy, students will collaborate work together to add some comments though in order to accomplish an anecdote text without being confused about what to start. Based on the problem above, the researcher interested to conduct the research entitled “ The Effect of Applying Simultaneous Roundtable Strategy on The Students’ Achievement in Writing Anecdote Text”.

B. Identification of the Study

Based of the background of the study, the problems were formulated as following:

1. The students English score was still low.
2. The students’ mastery in writing still passive.

3. Most of the students were not interest in learning writing.
4. Most of the students got difficulties in expressing and sharing the ideas in writing.
5. They did not give attention so much when teaching and learning process in the classroom.

C. Scope and Limitation

The scope of this reserch focused in writing and the researcher will limited on anecdote text by using Simultaneous Roundtable Strategy at tenth grade of SMK Swasta Bandung-2 academic year 2017/2018.

D. The Formulation of the Problem

The problem of this research was formulated as following : Is there any significant effect of Applying Simultaneous Roundtable Strategy on the students' achievement in writing anecdote text?

E. The Objective of the Study

The objective of this research was follows : To find out the significant effect of applying Simultaneous Roundtable Strategy on the students' achievement in writing anecdote text.

F. The Significance of the Study

There were several aspects of the significance of the research that the researcher here by whised to estabilish, namely:

1. Theoretically, the findings of this research useful for English techers who need another strategy in developing students' progress in Anecdote writing.
2. Practically, usefull for :
 - a. The students it can helped students in improving their skill in ancdote text.
 - b. The English teacher, it can be reference for them in using Simultaneous Roundtable Strategy in teaching writing especially anecdote text.
 - c. The researcher, it expected can be guide to be future teacher in improving students' achievement especially in writing anecdote text.
 - d. The reader especially students of Universitas of Muhammadiyah Sumatera Utara, hopefully this study gave information for the readers and other researchers who were inspired to further refine the application of Simultaneous Roundtable Strategy in teching anecdote writing or writing in general.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

A researcher is considered as a scientific way to discover new fact to get additional information. In conducting a research, theories are needed to explain some concept applied in the research concerned. The following terms will be used to some basic theories in the relation of the study.

1. Writing

Nation. I.S.P (2009) that writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading. This preparation can make it possible for words that have been used receptively to come into productive use. At the beginning of the programme each learner chooses a topic or issue that they will follow through the rest of the programme for example, terrorism, rugby, or Burmese politics. They become the local expert on this topic. Each week they seek information on this subject, getting information from newspapers, TV reports, textbooks and magazines. They provide oral reports on latest developments to other members of their group, and make a written summary each week of the new information. The reading, listening and spoken presentation provide good support for the writing. Writing is easier if learners write from a strong knowledge base .

In addition, writing is the communication of content for a purpose to an audience. The content of a piece is what the writer wants to say. There are two

parts to be content: the *main idea*, the one most important thing the author wants you to know and the *key detail*, additional information that support and explain the main idea. The purpose of a piece is why the writer wrote it. Writers want their readers to think something after they have finished reading. Sometime they want their readers to do something, too. The audience for a piece is who the writer writes to. We always write to people. Sometime it's a spesific person, sometime it's a group of people. People always have question they want to answer. So, you can think of the audience as the people you are writing to and the question they have about your topic (Steve Peha: 2009).

Writing is a complex and demanding skill. If students are to become confident and comptent writers, they require explicit instruction and many opportunities. There are so many different challenges involved in becoming a profient writer that srudents need explicit guidance and support. All students benefit from specific instruction in the writing process and in the use of effective strategies for planning, monitoring, evaluating and editing their written work. In order to develop students' motivation, skills and strategies for writing work. In order to develop the students' motivation, skills and strategies for writing, teacher need to use both direct intruction (demonstrations, modelling, 'thinking aloud'. Guided practice) and indirect instruction (Peter Westwood:2008).

2. The Process of Writing

The term process writing has been bandied about for quite a while in ESL classroom. It is no more than a writing process approach to teaching writing. The idea behind it is not really to dissociate wriitng entirely from the written product

and to merely lead students through the various stages of the writing process but to construct process oriented writing instruction that will affect performance.

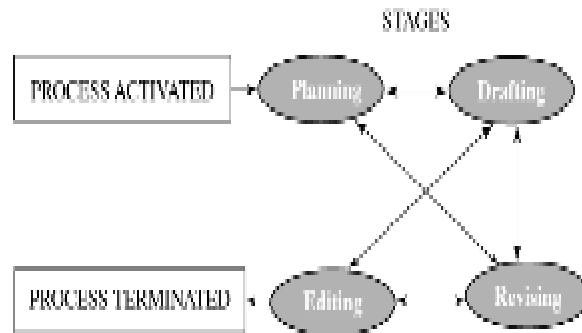


Figure 1. The Writing Process

To have an affective performance – oriented teaching programme would mean that we need to systematically teach students problem-solving skills connect with the writing process that will enable them to realise specific goals at each stages of composing process. Thus, writing process in the classroom may be construed as a programme of instruction which provides students with a series of planned learning experiences to help them understand the nature of writing at every point. Process writing is as a classroom activity incorporates the four basic writing stages—planning, drafting (writing), revising (redrafting) and editing and three other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating and post-writing. Process writing in the classroom is highly structured as it necessitates the *orderly* teaching of process skills, and thus it may not, at least initially, give way to a free variation of writing stages cited earlier. Teachers often plan appropriate classroom activities that support the learning of specific writing skills at every stage. The planned learning experiences for the students may not be described as follows:

a. Planning (Pre-Writing)

Pre-writing is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing. The following activities provide the learning experiences for students as this stage:

1. Group Brainstroming: Group members spew out ideas about the topic. Spontaneity is important here. There are no right or wrong answers. Students may cover familiar ground first and then move off to more abstract or wild territories.
2. Clustering: Students forms words related to a stimulus supplied bythe teacher. The words are circled and then linked by lines to show discernible clusters. Clustering is a simple yet powerful strategy :” Its visual character deems to stimulated the flow of association.. and is particularly good for the students who know what they want to say but just can’t say it”.
3. Rapid Free Writing: Within a limited time of 1 or 2 minutes, individual students freely and quickly write down single words and phrases about a topic. The time limit keeps the writers’ mind ticking and thinking fast. Rappid free writing is done when group brainstroming is not possible or because the personal nature of a certain topic requires a different strategy.
4. WH-Questions: Students generate *who*, *why*, *what*, *where*, *when* and *how* question about a topic. More such questions can be asked of answers to the first string of *wh*-questions, and so on. This can go on indefinitely. In addition, ideas for writing can be elicited from multimedia sources (e.g: printed material, videos,

film), as well as from direct interviews, talks, surveys, and questionnaire. Students will be more motivated to write when given a variety of means for gathering information during pre-writing.

b. Drafting

Once sufficient ideas are gathered at the planning stages, the first attempt at writing that is, drafting may proceed quickly. At the drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. One dimension of good writing is the writer's ability to visualise an audience. Although writing in the classroom is almost always for teacher, the students may also be encouraged to write for different audiences, among whom are peers, other classmates, pen friends and family members.

A conscious sense of audience can dictate a certain style to be used. Students should also have in mind central idea that they want to communicate to the audience in order to give direction to their writing. Depending on the genre of writing (narrative, expository or argumentative), an introduction to the subject of writing may be *startling statement* to arrest the readers' attention, *a short summary* of the rest writing, *an apti quotation*, *a provocative question*, *a general statement*, *an analogy*, *a statement of purpose*, and so on. Such a strategy may provide the lead at the drafting stage. Once a start is made, the writing task is simplified ' as the writers let go and disappear into the act of writing'.

c. Editing

At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotation, example and the like. Formal editing is deferred till this phase in order that its application not disrupt the free flow of ideas during the drafting and revising stages. The students are, however, not always expected to know where and how to correct every error, but editing to the best of their ability should be done as a matter of course, prior to submitting their work for evaluation each time. Editing within process writing is meaningful because students can see the connection as clear and ambiguous as possible to an audience.

d. Revising

When students revise, they review their texts on the basis of the feedback given in the responding stage. They reexamine what was written to see how effectively they have communicated their meanings to the reader. Revising is not merely checking for language errors. It is done to improve global content and the organisation of ideas so that the writer's intent is made clearer to the reader. To ensure that rewriting does not mean recopying, the teacher collects and keeps the students' drafts and asks them for rewrites. When the students are forced to act without their purposes and their unique message, the writer moves more ably within their topics, and their writing develops tones of confidence and authority.

Another activity for revising may have students working in pairs to read aloud each other's drafts before they revise. As students listen intently to their own writing, they are brought to a more conscious level of rereading and rereading what they have written. Meaning which are vague become more apparent when the writers actually hear their own texts read out to them. Revision often becomes more voluntary and motivating. An alternative to this would be to have individuals students read their own texts into a tape recorder and take a dictation of their own writing later. Students can replay the tape as often as necessary and activate the pause button at points where they need to make productive revision of their texts.

3. Characteristic of Written Language

There are some characteristics of written language, namely:

a. Permanence

Once something is written down and delivered in its final form to its intended audience, the writer abdicates a certain power: the power to emend, to clarify, to withdraw. That prospect is the single most significant contributor to making writing a scary operation! Students writers often feel that the act of releasing a written work to an instructor is not unlike putting themselves in front of a firing squad. Therefore, whatever you can do as a teacher, guide, and facilitator to help your students to revise and refine their work before final submission will help give them confidence in their work.

b. Production time

The good news is that, given appropriate stretches of time, a writer can indeed become a “good” writer by developing efficient processes for achieving the final product. The bad news is that many educational contexts demand students writing within the time limits, or “writing for display” as noted in the previous section (examination writing, for example). So, one of your goals, especially if you are teaching in an EAP context, would be to train your students to make the best possible use of such time limitations. This may mean sacrificing some process time, but with sufficient training in process writing, combined with the practice in display writing, you can help your students deal with time limitations.

c. Distance

One of the thorniest problems writers face is anticipating their audience. That anticipation ranges from general audience characteristic to how specific words, phrases, sentences, and paragraph will be interpreted. The distance factor requires what might be termed “cognitive” empathy, in that good writers can “read” their own writing from the perspective of the mind of the targeted audience. Writers need to be able to predict the audience’s general knowledge, cultural and literary schemata, specific subject-matter knowledge, and very important, how their choice of language will be interpreted.

d. Orthography

Everything from simple greeting to extremely complex ideas is captured through the manipulation of a few dozen letters and other written symbols.

Sometime we take for granted the mastering of the mechanics of English writing by our students. If students are non-literate in the narrative language, you must begin at the very beginning with the fundamentals of reading and writing. For the literary students, if their native language system is not alphabetic, new symbols have to be produced by hands that may have become accustomed to another system. If the native language has a different phoneme-grapheme system (most do), then, some attention is due here.

e. Complexity

In the previous chapter, the complexity of the written- as opposed to spoken language was illustrated. Writers must learn how to remove redundancy (which may not jibe with their first language rhetorical tradition), how to combine sentences, how to make references to other elements in a text, how to create syntactic and lexical variety, and much more.

f. Vocabulary

Written language places a heavier demand on vocabulary use than does speaking. Good writers will learn to take advantage of the richness of vocabulary.

g. Formality

Whether a student is filling out a questionnaire or writing a full-blown essay, the conventions of each form must be followed. For ESL students, the most difficult and complex conventions occur in academic writing where students have to learn how to describe, explain, compare, contrast, illustrate, defend, criticize, and argue.

4. Assessment of Writing

To know the students ability in writing there will be some scoring the test. Hughes (2003) state that “ there will be five scoring components scales namely : content, organization, vocabulary, language use and mechanism”. The specific criteria are described in detail by the following stages:

1. Content

The sentence of the content depended on the students’ capability to write their ideas information in the form of logical sentence.

Table 2.1
Content

30-27	Excellent to very good Students with some knowledge and subject adequate or range limited development. Mostly relevant to topic sentence but lack the details.
22-26	Good to average For the students with some knowledge of the subject, adequate ranges limited out, but lack details.
21-27	Fair to average For the students with their knowledge of the subject, little substance in adequate development of subject.
16-13	Very poor When the students do not know knowledge of the subject non substantive, not pertinent to evaluate.

2. Organization

The organization refers to the students’ ability to write ideas of information in good logical, topic supporting sentences will be clearly state. The criteria as follows:

Table 2.2
Organization

20-18	Excellent to very good Where the students is ready to provide fluent expression, ideas clearly stated. Sentences are organized logical sequence cohesive.
17-14	Good to average Soemwhat rought-loosely organized by the main ideas stand out.
13-10	Fair to poor Non fluent ideas confuse or disconnect, lack the logical acquently not development.
9-7	Very poor Does not commonucative an organization or not enough or evaluate.

3. Vocabulary

Table 2.3
Vocabulary

20-18	Excellent to very good Sophistical range-effectives word form,etc.
17-14	Good to average Adequate range- accossional errors of word form, choise, usage that meaning not obscured.
13-10	Fair to poor Limited range- frequent errors of word form, choise, usage meaning confused of obscured.
9-7	Very poor Lack of essential translation, title knowledge of english vocabulary word form or not enough to evaluation.

4. Language use

Language use reffered to someone caability in writing, simple complex or composed sentences correctly and logically. It also reffer to the ability in using agreement in sentences and some other words such as a nouns, adjective, verbs and the time signal.

Table 2.4
Language Use

25-22	Excellent to very good Effective complex construction, few errors of agreement, tense, number, word, function, articles, pronouns, preposition.
21-18	Good to average Effective but simple construction- minor problems in complex construction- several errors of agreement, tense, number, word function, articles, pronouns, preposition, but meaning seldom obscured.
17-11	Fair to poor Major problem in simple/ complex constructions- frequent error or negative, agreement, tense, number, word function, articles, pronouns, preposition, and fragments non- on, deletion- meaning confused or obscured.
10-5	Very poor Virtually no mastery of sentence construction rules- dominated by errors- does not communicate- or not enough to evaluate

5. Mechanism

Mechanism refers to the students' ability in using word appropriately, using function correctly. Paragraph and the text can be read correctly.

Table 2.5
Mechanism

5	Excellent to very good Demonstrate mastery of conventions- few errors or spelling, punctuation, capitalization, paragraphing.
4	Good to average Occasional errors to spelling, punctuation, capitalization, paragraphing but meaning confuse or obscure.
3	Good to poor Frequent errors of spelling, punctuation, capitalization paragraphing, -poor handwriting- meaning confused or obscure.
2	Very poor No mastery of confention- dominate by errors of spelling, punctuation, capitalization, paragraphing- handwriting illegible or not enough to evaluate.

Therefore, the maximum score will be describe as the table below:

Table 2.6
Maximum Score of Writing Components

Writing components	Maximum Score
Content	30
Organization	20
Language Use	25
Vocabulary	20
Mecanichsm	5
TOTAL	100

Source: Jacobs:2004

5. Students' Achievement in Writing

According to Mifflin quoted by Enviomita (2015) the word “achievement” derives from a verb “achieve” which means (1) The act of accomplishing or finishing, (2) Something accomplished succesfully, especially by means of skill, practice or perseverance, (3) Gain the something. Achievement concerns with what someone has actually learn where as aptitude is the potential for learning something. Moreover, a students' achievement is also measured by reachng particular goal/ status or standard, and students' courage to develop the learning result. To score the students' achievement, the teachers needs to see the students as a whole unit of learning effort and skill. Thus, Bloom's taxonimy states that learning effort is divided into three large domains: the cognition, the affection. And the spychomotor. Cognition is having a basis in reducible to empirical factual knowledge.

Cognition consist of knowledge, comprehension, application, analysis, synthetic and evaluation. Affection is the changing of behavior that affects

someone lies to do something. There are acceptance, sign with the acceptance by using their sense and responds. Psychomotor is the skill to do something, ready to do it based on the physic and emotion, self control and become a habit. Teacher gets the achievement of the students based on cognition, affection, psychomotor. Because the teacher measures the students by their affection, cognition, psychomotor, the result is expected to be objective in giving value and score to the students. In the study, writing concerns with the affective aspect.

6. Definition of Anecdote Text

There are a number of types genre that can amuse or entertain the listeners or readers such as spoof, anecdote or any other form of narrative. In Indonesian context, there is a new typical language function used to cheer up or entertain the audience. This is called *stand-up comedy*. It is a bit difficult to find out some examples of anecdote text. Most text available over the internet which are labeled as anecdote just refer to funny story. Meanwhile, in term of text type or text genres, anecdote text is separated from spoof which has main element thing. Actually the point of anecdote is the CODA (hikmah), what the participants learn from the series of events in the story. It is generally known that the social function or communicative purpose of the anecdote is almost similar to spoof, narrative or factual narrative writing. However, anecdote genre also sometime can entertain and amuse the audience. Basically the communicative purpose or social function of anecdote is to cheer the audience up or to entertain them. However, anecdote is also used to share an account of unusual or amusing incident with others.

6.1 Generic Structure of Anecdote Text

The generic structure of anecdote basically consists of four main parts plus one which is optional, that is, 1) the abstract, 2) the orientation, 3) crisis, 4) reaction, 5) coda (optional). Every part of the structure has its own function and characteristic. This can help the teachers and students when teaching and learning writing. The elaboration will then facilitate the students to write anecdote more easily and effectively.

1. Abstract : It is to signal the retelling of an unusual incident, it should be clear and simple, interesting, eye-catching and provocative, it should be able to attract the reader's intention.
2. Orientation : it sets the background or setting of the story.
3. Crisis : it provides details of the unusual incident.
4. Reaction : it is the reaction of a character in the story to the crisis.
5. Coda : it is the reflection on or evaluation of the incident.

It is a fact that anecdote is not always prolonged by the abstract. However, the abstract is put in order to help the listener and reader catch the idea easily and quickly. To be explicated, the story of anecdote text with the title Snake in The Bath will be explained:

Snake in The Bath

How would you like to find a snake in your bath? A nasty one too! **(abstract)**. We had just moved into a new house, which had been empty for so long that everything was in a terrible mess. Anna and I decided we would clean the bath

first, so we set to, and turn on the tap (**Orientation**). Suddenly to my horror, a snake's head appeared in the plug-hole. Then out slithered the rest of his long thin body. He twisted and turned on the slipper bottom of the bath, spitting and hissing at us (**Crisis**). For an instant I stood there quite paralyzed. Then I yelled for my husband, who luckily came running and killed the snake with the handle of a broom. Anna, who was only three at the time, was quite interested in the whole business. Indeed I had to pull her out of the way or she'd probably have leant over the bath to get a better look. Ever since then I have always put the plug in firmly before running the bath water (**Coda**).

7. Definition of Simultaneous Roundtable Strategy

Roundtable is a cooperative learning model in which students provide feedback (ideas) in turn to solve the problem. Each student contributed to the assignment of teachers and then gave feedback (ideas) written in turns in group. Roundtable model of cooperative learning engages students in total as they should be responsible individuals and group (Malikah et al 2015). According to Kagan that Roundtable model of cooperative learning has functions of establishing team building, social skills, knowledge building, procedure of learning, processing information, and thinking skills.

Based on Kagan, one of the techniques in cooperative learning which can be applied to the process of planning is roundtable brainstorming. It also can be applied in the writing stage. Based on Hollie (2011), the students make a group and each group sits around the table. Then they will be given a single sheet by

their teacher. That single sheet contains a single question related to the topic of writing. Every member in a group should share their ideas by writing them on that sheet. After that, they deliver to the person next to him. The next person should write their ideas too. This activity will end if all members in a group have shared their ideas. Those ideas will help the students arrange the text. By collecting the ideas in a group, the students will not get confused about what they should write because they already have some ideas as the references to write. They also can prepare to make it in a good organization. Roundtable brainstorming will help the teachers to improve the writing score of the students.

7.1 Procedure of Simultaneous Roundtable Strategy in Teaching Writing

There were some steps of writing which had been explained previously as the guideline in conducting Simultaneous Roundtable Strategy:

1. Making groups consisted of four or five students of each groups.
2. Preparing one piece of paper and pen per group
3. Giving each group a theme or a title.
4. asking the first student to write a words/phrase/sentences related to the theme as rapidly as possible.
5. Asking him/her to give the paper to the left-side friend to do the same thing.
6. Continuing around group until time elapses.
7. After they thought the words/phrase/sentences are sufficient, asking the group to write a text using the words/phrase/sentences they collected.
8. Asking each group to stick their paper on the wall.

9. Asking each group to read and edit (making a feedback) on another group's work.
10. Asking each group to revise their work/writing.

7.2 Advantages of Simultaneous Roundtable Strategy

Roundtable ensures equal participation among group members and exposes students to multiple viewpoints and ideas. By having students write their ideas is opposed to speaking them, Roundtable helps students to focus their attention, gives students quiet time to think about their responses and provide an accumulative record. In Roundtable, students were able to build upon each other's contribution. It encourages students to adjust their writing(in areas like content, conventions, style, and vocabulary) as they respond and react to the comment of the researcher that preceded them (Barkley, 2005).

7.3 Disadvantages of Simultaneous Roundtable

Barkley (2005) stated that Roundtable is one of the brainstorming technique called as the natural way in developing the writing. It is only used for fairly simple tasks, not for the complex or reasoning ones. It is only the surface of technique in teaching writing actually, so it does not a good technique when it is used to write an essay writing which has long paragraph. Sometime the learners are confused where to start writing. Besides, the learners do this way under

pressure to make this technique as an effective way. Time is wasted and students will likely get bored.

8. Conventional Method

Conventional technique is a lecture or talking technique. Conventional technique is lecture or talking still used in teaching and learning strategy. In this technique, the teacher does not having media. From that information, it can be said teacher is active takling to give the teaching material and students only hear and take it. In conventional technique, students are taught by using traditional teaching. Traditional teaching is concerned with the teacher being the controlling of the learning environment. The teacher gold control and responsibility and play the role of instructor and decision maker. In short, the traditional teaching view that is the teacher cause learning to occur.

In conventional technique, students cannot express their ideas, opinion, thoughts and experiences and it can make students get bored in writing anecdote text. They cannot develop their creativities. While with Simultaneous Roundtable Strategy, they can be motivated to be active. They not only accept what teacher to them but also develop they get from the teacher and also using Simultaneous Roundtable Strategy in teaching learning can make students motivated and interest in learning English especially in writing anecdote text.

B. Relevant Studies

There were some previous studies that related with the title of this research namely:

Sri Handayani (2012), *The Influence of Roundtable Technique and Students' Intelligence on Students' Writing Skill*. From the previous research showed that this technique namely Simultaneous Roundtable is more effected to teach writing where the students' have high intelligence after applying Simultaneous Roundtable. This contribution for the researcher could be proven that Simultaneous Roundtable affect in students' achievement in writing.

Yudhi Pratama (2014), *Improving Students' Achievement in Writing Descriptive Paragraph Through Simultaneous Roundtable Strategy*. This research could be given contribution with showing students' achievement in writing was low before applying Simultaneous Roundtable Strategy. After applying Simultaneous Roundtable showed improvement significant with the mean writing score was 75.13. It concluded that this previous research relevant with this study which related to the students' achievement by applying Simultaneous Roundtable Strategy.

Based on the previous studies above, the researcher has found the research that related to the research that did by previous research, such as in terms teaching using technique and method that have explained above..

C. Conceptual Framework

As the demand of Curriculum which is to impose the students to study various genres, students are required not only to understand the structures, but also to write these genres. For senior high school students, genre is an important issue to address maximally in order to pass the minimum standard as their obligation. One of the genres that is included to the high school curriculum is anecdote. Regardless to its function to entertain the readers, the students relatively presume that writing a complete series of anecdote text as a very difficult task to carry out.

Anecdote, a text which retell funny and unusual incidents in fact or imagination. Most of students think that anecdote is too difficult, because most of them don't know and understand about anecdote, anecdote is unfamiliar for them. Based on the problem above, the researcher wants to apply Simultaneous Roundtable Strategy instead of Lecture Method to improve the students' achievement in writing anecdote text. The researcher also elaborates the point of advantages and disadvantages of Simultaneous Roundtable Strategy and conventional lecture method in writing. In simultaneous roundtable strategy, the learning process will be the students' center learning. Simultaneous roundtable strategy will let students to give contribution from their peer, which in this case is their teammate.

This will give students an experience to improve their understanding to the content of anecdote writing, not only to the level of recalling the structures but also analyzing and experimenting genre. The process of how this strategy is conducted, as the researcher construes, will give a significant effect to the

students' achievement in writing anecdote text. Therefore, by applying simultaneous roundtable strategy, it is expected that the students will be able to improve their writing ability. As the research is proposed, it is concluded that the students' achievement by using simultaneous roundtable strategy is the higher than those who are taught by conventional lecture method.

D. Research Hypothesis

The hypotheses of this research were drawn as follow:

Ha: There was a significant effect of applying Simultaneous Roundtable Strategy on the students' achievement in writing anecdote text.

Ho: There was no significant effect of applying Simultaneous Roundtable Strategy on the students' achievement in writing anecdote text.

CHAPTER III

METHOD OF RESEACH

A. Location of the Research

This reseach was conducted at SMK Swasta Bandung-2, at Jl. Pengabdian No. 72, Bandar Setia, Sumatera Utara. The reason for choosing this school because the same research had never been conducted in that school.

B. Population and Sample

1. Population

The population of this research was taken from the tenth grade students in Academic Year 2017/2018 of SMK Swasta Bandung-2 Bandar Setia, Sumatera Utara. There were X-TKR (Teknik Kendaraan Ringan) and X-TSM (Teknik Sepeda Motor). Class X-TKR consisted of 20 students, and Class X-TSM consisted of 20 students.

Table 3.1
Population

No	Class	Population
1.	X-TKR	20
2.	X-TSM	20
Total		40

Based on the data of the table 3.1 previously, it was concluded that the total numbers of the population were 40 students.

2. Sample

The researcher took sample by using Totaly sampling technique. In this case, the reseacher took X-TKR and X-TSM of this research because the number of population and sample were same. The researcher took X-TKR as the experimental group that consisted of 20 students. Meanwhile, X-TSM as the control group consist of 20 students to know the difference of students' achievement in learning anecdote text by using Simultaneous Roundtable Strategy. The sample could be seen in table 3.2

Table 3.2
Sample

No	Class	Sample
1.	X-TKR	20
2.	X-TSM	20
Total		40

Based on the data of the table 3.2 previously, it was concluded that the total numbers of the sample were 40 students.

C. Research Design

This research was conducted in experimental quantitative research. The experimental quantitavive was study with two different groups, experimental that consisted of 20 students and control group consisted of 20 students too. The experimental group was taught by applying simultaneous roundtable strategy. While, the control group was taught by conventional method. The explanation could be seen in table 3.3

Table 3.3
Research Design

Sample	Pre-Test	Treatment	Post-Test
Experimental Group	√	Using Simultaneous Roundtable Strategy	√
Control Group	√	Conventional Method	√

X-TKR was experimental group who taught by using Simultaneous Roundtable strategy in learning writing anecdote text and then X-TSM was control group who taught by using conventional method in learning writing anecdote text.

D. Instrument of Research

Writing test was used as the instrument to collect the data in this research. For both experimental and control groups, pre-test was given as a preliminary action with the same topic. The teacher assigned the students in both groups to write an anecdote test based on their prior knowledge. Treatment of simultaneous roundtable strategy was given to the experimental group after the pre-test, while the control group was taught the same content without being given strategy, in this case writing anecdote text in the same time. After being taught about anecdote text, post test was given to both groups with the same contents to find out the homogeneity in experimental and control group to know the effect of Simultaneous Roundtable Strategy in experimenyal group.

E. Procedure of the Research

To collect the data, the researcher used pre-test that was given to the experimental group and control group.

a. Pre-test

Both groups, the experimental and control group was given pre-test before the treatment. The function of the pre-test to know mean score of the students before the treatment of the experimental and control group.

b. Treatment

After conducting the pre-test, the treatment was conducted. The experimental group was taught by using Simultaneous Roundtable Strategy. In control group was not have treatment, for control group the students was taught without simultaneous roundtable strategy but used conventional method.

Table 3.4
Teaching Procedure for Experimental Goup

No	Teacher's Activities	Students' Activities
1.	Greeted the students, gave motivation and information about the lesson.	Answered the teacher and listened what the teacher said.
2.	Teacher gave explanation about the topic (anecdote text).	Listened the explanation by the teacher.
3.	Teacher gave example about anecdote text.	Students determined the topic.
4.	The students were divided into group consisted of 4-5 students and they are made a circle form.	Divided themself into a group.
5.	Teacher asked students to find the generic structure about the topic above.	Students found the generic structure.
6.	Teacher asked students to make a text.	Students tried and wrote their idea in a paper sheet.
7.	Teacher gave motivation to the students that writing can make enjoy to express idea.	Students reviced teacher's motivation.
8.	Teacher asked students to show their ideas in writing in front of the class.	Students showed their idea in front of class.

The teaching learning process in control group was described on the table as follow:

Table 3.5
Teaching Procedure of Control Group

No	Teacher's Activities	Students' Activities
1.	Greeted the students	Answered the teacher's greeting.
2.	Motivated the students by explaining that listening comprehension was a key to understand spoken language.	Listened teacher's explanation.
3.	Teacher asked students to make an anecdote text based on the topic.	Students made an anecdote text.
4.	Teacher gave 15 minutes to finish writing.	Listened teacher's instuction and started to write.
5.	After the students finished to make a text, collected their answer sheet, then cheked the test.	Looked at the true answered from the teacher.

c. Post Test

The post test was given to both groups, experimental and control group after the treatment had been complete. It was used to find out the differences of their mean score.

F. Technique of Collecting Data

To collect the data, the researcher used pre-test and post test that was given to the experimental group and control group :

1. Giving pre-test.
2. Scoring the students' answer.
3. Applying the treatment, where Simultaneous Roundtable Strategy was given to the experimental group, while conventional method was given to the control group.

4. Giving post- test.

G. The Technique of Data Analysis

In this research, descriptive quantitative applied to analyze the data. They were:

1. Scoring the students' answer
2. Listing the score into tables, first for the experimental group score and second for the control group.
3. Calculating the total score post-test in experimental group and control group.

From the data, a calculation was made to find out whether applying of Simultaneous Roundtable Strategy can be helpful in writing anecdote text or not.

The data were calculated by using t-test to Sudijono (2009).

- a. Mean variable X (variable 1)

$$M_x = \frac{\sum X}{N} \quad (\text{Sudijono, 2009})$$

- b. Mean variable Y (variable 2)

$$M_y = \frac{\sum Y}{N}$$

1. Finding the standard deviation by using formula:

- a. Standard Deviation (SD) for variable X (variable 1)

$$SD_x = \sqrt{\frac{\sum x^2}{N}}$$

b. Standard Deviation (SD) for variable Y (variable 2)

$$SD_y = \sqrt{\frac{\sum y^2}{N}}$$

c. Standard Error of mean variable 1

$$SE M_1 = \frac{SD_1}{\sqrt{N_1 - 1}}$$

d. Standard Error of mean variable 2

$$SE M_2 = \frac{SD_2}{\sqrt{N_2 - 1}}$$

e. The differences of standard error between mean variable 1 and mean variable 2

$$SE M_1 - M_2 = \sqrt{SEM_1^2 + SEM_2}$$

2. Testing hypothesis by applying T-test

$$t_o = \frac{M_1 - M_2}{SEM_1 - M_2}$$

Notes:

M_x = mean for variable 1 or X

M_y = mean for variable 2 or Y

$\sum X$ = total of students' score

$\sum Y$ = total of students' score

N_1 = number of cases for variable 1

N_2 = number of cases for variable 2

H. Statistical Hypothesis

In this research, statistical hypothesis decided whether the hypothesis was accepted or rejected. The statistic formula If $t\text{-test} > t\text{-table} = H_a$ was accepted and H_o was rejected If $t\text{-test} < t\text{-table} = H_a$ was rejected and H_o was accepted where H_a there was significance effect of applying simultaneous round table strategy on the students' achievement in writing anecdote text. While, H_o there was no significance effect of applying simultaneous round table strategy on the students' achievement in writing anecdote text.

CHAPTER VI

DATA AND DATA ANALYSIS

A. DATA

In this study, the result showed that there was significant effect of Simultaneous Roundtable Strategy on the students' achievement in writing anecdote text. The data were divided into two groups namely experimental which consisted of 20 students meanwhile control consisted of 20 students. The data collected based on the result of students' score in pre-test and post-test. After that, the researcher analyzed the score using formula. It could be seen in data analysis below.

B. DATA ANALYSIS

In data analysis, the researcher assessed students' score, then they were calculated into formulas to find out Standard Deviation and T-Test to know the differences between the students' score in experimental group and control group, it could be seen in the tables below:

Table 4.1
The students' Score in Experimental

No	Students' Initial	Writing Assesment					
		Con	Org	Lu	Voc	Mec	Score Pre-Test
1	A A	14	13	11	13	2	53
2	A A G	12	10	9	11	2	44
3	A K	15	12	12	10	2	51
4	A R	14	12	11	11	3	51
5	B H	15	10	10	9	2	46
6	D E	10	12	10	8	2	42

7	I	17	13	15	13	2	60
8	IM	13	12	9	10	1	45
9	MAS	10	11	13	10	3	47
10	MRA	12	10	11	9	2	44
11	MRP	13	14	10	8	1	46
12	OAG	13	12	11	14	2	52
13	PDP	11	10	9	10	2	42
14	RA	12	12	14	11	1	50
15	RM	12	14	11	12	3	52
16	RMS	10	11	9	12	2	44
17	RP	15	14	14	9	3	55
18	RR	11	12	10	8	2	43
19	S	12	11	10	13	2	48
20	WH	13	11	10	10	3	47
TOTAL		962					
MEAN		48.1					

From the table above, it can be concluded that the total score of experimental group in pre-test was 962 with the number of the students was 20.

The mean's score of pre-test using formula:

$$M_x = \frac{962}{20} = 48.1$$

So the mean's score in experimental group was 48.1. It means that students' achievement in writing anecdote text was still low. So, the researcher applying Simultaneous Roundtable Strategy in treatment and then gave the test after the treatment. So, to know the total and means' score in post test of experimental group, it could be seen in table below:

Table 4.2
The students' Score in Experimental

No	Students' Initial	Writing Assesment					Score Post-Test
		Con	Org	Lu	Voc	Mec	
1	A A	26	18	22	15	4	85
2	A A G	27	19	20	18	4	88
3	A K	21	19	18	15	3	76
4	A R	22	15	20	19	4	80
5	B H	26	18	22	15	4	85
6	D E	26	18	22	15	4	85
7	I	27	19	20	18	4	88
8	I M	21	19	18	15	3	76
9	M A S	22	15	20	19	4	80
10	M R A	27	19	20	18	4	88
11	M R P	26	18	22	15	4	85
12	O A G	27	19	20	18	4	88
13	P D P	22	15	20	19	4	80
14	R A	21	19	18	15	3	76
15	R M	27	19	20	18	4	88
16	R M S	22	15	20	19	4	80
17	R P	1	19	18	15	3	76
18	R R	22	15	20	19	4	80
19	S	21	19	18	15	3	76
20	W H	26	18	22	15	4	85
TOTAL		1645					
MEAN		82.25					

From the table above, it can be concluded that the total score of experimental group in post-test was 1645 with the number of the students was 20.

The mean's score of pre-test using formula:

$$M_x = \frac{1645}{20} = 82.25$$

So the means' score in experimental group was 82.25. The result showed that students' achievement in writing anecdote text by applying Simultaneous

Roundtable Strategy affect significantly. It was proven from the total in the means' score of students. The total and the mean score in post test was higher than the total and the means' score in pre-test. To know the differences mean of experimental group could be seen in chart below:

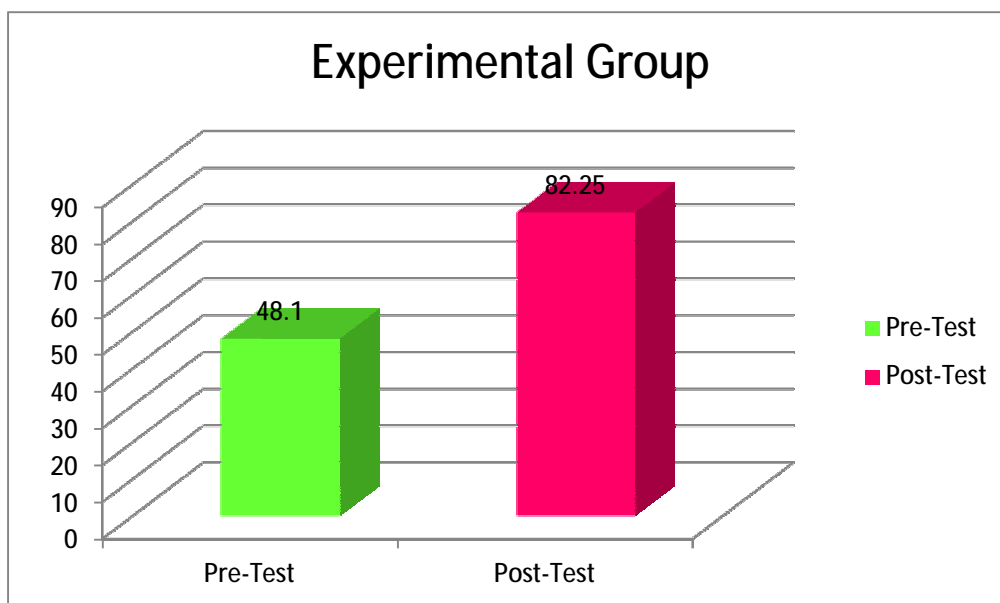


Chart 1. The Result of Students' Score in Experimental Group

Table 4.3
The students' Score in Control

No	Students' Initial	Writing Assesment					Score Pre-Test
		Con	Org	Lu	Voc	Mec	
1	A F R	10	11	9	12	2	44
2	B S	11	13	10	7	1	42
3	B S	13	12	11	13	2	51
4	F A	9	10	11	10	1	41
5	F R Y	10	10	9	11	2	42
6	H P	12	11	10	12	3	48
7	I N N	13	11	10	10	1	45
8	J K	13	9	13	8	1	44
9	M A Q	12	13	12	11	2	50
10	M A S	15	13	12	11	3	54
11	M B W	12	12	15	13	1	53

12	MI	12	13	12	10	2	49
13	MNS	10	12	14	12	2	50
14	PS	12	11	11	12	2	48
15	RI	13	13	12	14	2	54
16	RM	10	10	11	10	1	42
17	SMS	13	12	12	10	3	50
18	S	11	12	11	10	2	46
19	SA	10	12	12	10	2	46
20	ZI	11	10	10	12	2	45
TOTAL							944
MEAN							32.2

From the table above, it can be concluded that the total score of control group in pre-test was 944 with the number of the students was 20. The means' score of pre-test using formula:

$$M_x = \frac{944}{20} = 32.2$$

So the means' score in control group was 32.2. It means that students' achievement in writing anecdote text was still low.

Table 4.4
The students' Score in Control

No	Students' Initial	Writing Assesment					Score Post-Test
		Con	Org	Lu	Voc	Mec	
1	AFR	20	17	17	15	3	72
2	BS	14	14	13	16	3	60
3	BSP	14	16	14	14	2	60
4	FA	20	17	17	15	3	72
5	FRY	14	16	14	14	2	60
6	HP	16	14	16	15	3	64
7	INN	16	14	16	15	3	64
8	JK	14	16	14	14	2	60
9	MAQ	16	14	16	15	3	64
10	MAS	14	14	13	16	3	60
11	MBW	14	14	13	16	3	60
12	MI	14	14	13	16	3	60
13	MNS	16	14	16	15	3	64

14	P S	20	17	17	15	3	72
15	R I	20	17	17	15	3	72
16	R M	20	17	17	15	3	72
17	S	14	16	14	14	2	60
18	S A	14	14	13	16	3	60
19	S M S	16	14	16	15	3	64
20	Z I	14	16	14	14	2	60
TOTAL							1280
MEAN							64

From the table above, it can be concluded that the total score of control group in post-test was 1280 with the number of the students was 20. The means' score of post-test using formula:

$$M_x = \frac{1280}{20} = 64$$

So the means' score in control group was 64. The result showed that the total and mean's score in post test was higher than the total and the means' score in pre-test. It concluded that conventional method did not have effect in increasing students' achievement in writing especially in anecdote text. It was proven from the means' score of experimental group was higher than the means' score of control group, namely 82.25. To know the means' score in control group was displayed in chart below:

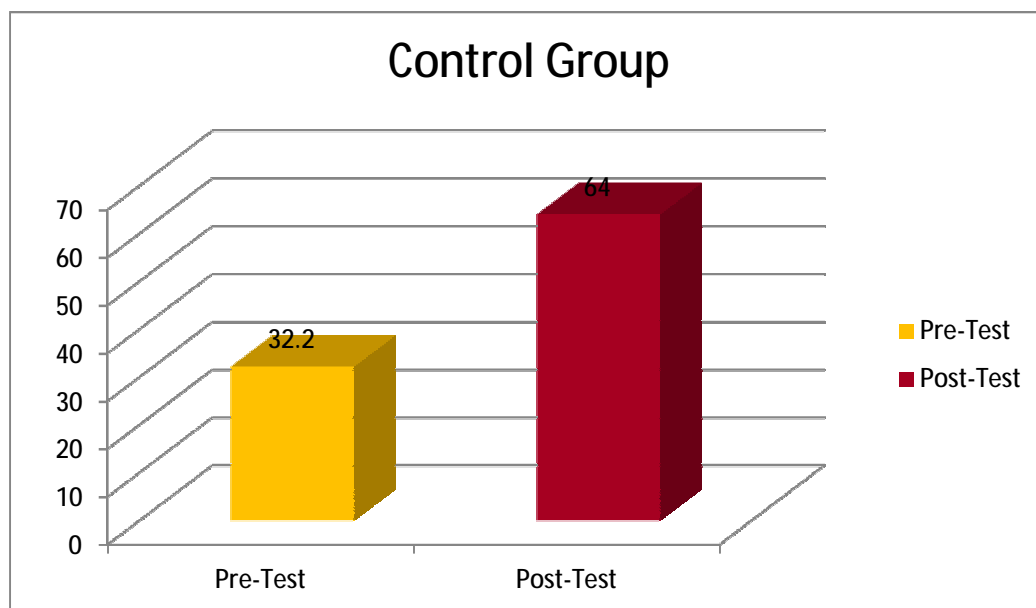


Chart 2. The Result of Students' Score in Control Group

1. Analyzing Using Formula

After the researcher assessed students' scores, then they were calculated into formulas to find out the Mean, Standard Deviation and T-Test to know the differences between the students' score in experimental group and control group, it could be seen in tables below:

Table 4.5
The Differences of Students' Score in Experimental Group

No	Students' Initial	Pre-Test	Post-Test	D	D ²
1	A A	53	85	32	1024
2	A A G	44	88	44	1936
3	A K	51	76	25	625
4	A R	51	80	29	841
5	B H	46	85	39	1521
6	D E	42	85	43	1849
7	I	60	88	28	784
8	I M	45	76	31	961
9	M A S	47	80	33	1089
10	M R A	44	88	44	1936

11	M R P	46	85	39	1521
12	O A G	52	88	36	1296
13	P D P	42	80	38	1444
14	R A	50	76	26	676
15	R M	52	88	36	1296
16	R M S	44	80	36	1296
17	R P	55	76	21	441
18	R R	43	80	37	1369
19	S	48	76	28	784
20	W H	47	85	28	784
	TOTAL	962	1645	673	23473
	MEAN				1173.65

From the table above, the data showed that there was a significant improvement non students' achievement in writing anecdote text marked after they received treatments by using Simultaneous Roundtable Strategy. To know the differences between pre-test and post-test by using this formula below:

$$SD_x = \sqrt{\frac{23473}{20}} = \sqrt{1173,65} = 34.25$$

So the result of standard deviation in experimental group was 34.25. and to know the Standard Error of mean in experimental group used this formula:

$$SE M_1 = \frac{34.25}{\sqrt{20-1}} = \frac{34.25}{\sqrt{19}} = \frac{34.25}{4.35} = 7.87$$

From the explanation above, it concluded that the result of Standard Error of mean in experimental group was 7.87 and the standard deviation in experimental group was 34.25. to know Standard Error of mean in control group and he standard deviation in control group can be seen below:

Table 4.6
The Differences of Students' Score in Control Group

No	Students' Initial	Pre-Test	Post-Test	D	D ²
1	A F R	44	72	28	784
2	B S	42	60	18	324
3	B S P	51	60	9	81
4	F A	41	72	31	961
5	F R Y	42	60	18	324
6	H P	48	64	16	256
7	I N N	45	64	19	361
8	J K	44	60	16	256
9	M A Q	50	64	14	196
10	M A S	54	60	6	36
11	M B W	53	60	7	49
12	M I	49	60	11	121
13	M N S	50	64	14	196
14	P S	48	72	24	576
15	R I	54	72	18	324
16	R M	42	72	30	900
17	S	50	60	10	100
18	S A	46	60	14	196
19	S M S	46	64	18	324
20	Z I	45	60	15	225
	TOTAL	944	1280	336	6590
	MEAN				329.5

To know the differences between pre-test and post-test can be seen by using this formula:

$$SD_x = \sqrt{\frac{6590}{20}} = \sqrt{329.5} = 18.15$$

So, the result of standard deviation in control group was 18.15. and to know the Standard Error of mean in control group used this formula:

$$SE M_2 = \frac{18.15}{\sqrt{20-1}} = \frac{18.15}{\sqrt{19}} = \frac{18.15}{4.35} = 4.17$$

From explanation above, it concluded that the result of Standard Error of mean in control group was 4.17 and the standard deviation in control group was 18.15. it means that standard deviation and standard error of mean in experimental group was higher than in control group. Therefore, Simultaneous Roundtable Strategy significant affects students' achievement in writing especially in anecdote text.

After analyzed Standard Deviation (SD) and Standard Error of Mean (SEM) in experimental and control group, so the researcher analyzed to know the differences of standard error between mean experimental group and mean control group by using this formula below:

$$\begin{aligned} SE M_1 - M_2 &= \sqrt{7.87} + 4.17 \\ &= \sqrt{12.04} \\ &= 3.46 \end{aligned}$$

And in analyzing tetsting hypothesis (t-test) to know wheter Simultaneous Roundtable Strategy significant affect in writing anecdote text or not can be seen below by using formula:

$$t_o = \frac{82.25 - 64}{3.46} = \frac{18.25}{3.46} = 5.27$$

From analyzed above that the result of t-test was **5.27**. It concluded that students' achievement in experimental group perform a very good improvement on writing anecdote text after teaching using Simultaneous Roundtable Strategy during the research. Therefore, the students' score in Experimental Group who

were taught by Simultaneous Roundtable Strategy more increase significantly than in Control Group who were taught by conventional method.

2. Testing Hypothesis

In analyzing the hypothesis, it referred to the t-table at the level significant of α 0.05. the testing criterion used for hypothesis result is; If $t\text{-test} > t\text{-table}$, it means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. Furthermore, the t-table with the level significance of α 0.05 with the degree of freedom (df) $\rightarrow n-1 = 40-1 = 39$ was 1.64. from the result analyzed, t-test was 5.27 and the t-table was 1.64. It means that the t-test value higher than the t-table or $5.27 > 1.64$ and t-test hypothesis was accepted (H_a). Therefore, it concluded that Simultaneous Roundtable Strategy can improve the students' achievement in writing especially in anecdote text.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

After conducting the experiment by applying Simultaneous Roundtable Strategy in writing anecdote text, it was found that the students' achievement improved. In pre-test, the students' score of experimental group was 962 and the means' score was 48.1. Meanwhile, the students' score of control group was 944 and the mean' score was 32.2. In the post-test, the students' score of experimental group was 1645 and the means' score was 82.25. Meanwhile, the students' score of control group was 1280 and the means' score was 64. The result of computation in the t-test was 5.27, while the critical value 0.05 significant levels was 1.64. The conclusions from the data analysis is the value of t-observe (5.27) was higher than t-table (1.64). it means that the alternative hypothesis (H_a) is accepted and the teaching by using Simultaneous Roundtable Strategy significantly affects on the students' achievement in writing anecdote text.

B. Suggestions

In relation on the conclusion above, suggestion are put forward as follows :

- a. Students, it could be applied in learning writing especially anecdote text.
- b. English teacher, it must be used by English teacher and always using variety strategies in teaching English to create good environment and enjoyable in the classroom.

- c. Researcher, it was suggested to deeper this study and could be refrenced in teaching English especially in writing.
- d. The Universities especually UMSU, it could be guided in conducting the researcher about Simultaneous Roundtable Strategy in different object and added their knowledge about Simultaneous Roundtable Strategy.

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Years 2014-2018 : University of Muhammadiyah Sumatera Utara (Faculty
of Teachers' Training and Education)
Hobbies : Listening Music
Skill :

Hormat Saya

(Yullia)

APPENDIX I

Lesson Plan (Experimental Group)

School : SMK Swasta Bandung-2
Subject : English
Class/Semester : X TKR/ II
Skill : Writing
Time allotment : 2 x 45 minutes

A. CORE COMPETENCE (KI)

1. Appreciating and practicing the devotion of their religion.
2. Appreciating and practicing good behaviors (honesty, discipline, responsibility, care, good manner, curiosity, confidence, tolerance, intrinsic motivation, healthy life style, and environmental friendly) in social interaction effectively and naturally within the students' communicative environment.
3. Understanding, implementing, analyzing knowledge (factual, conceptual, procedural) based on their curiosity about knowledge, technology, art, culture, and humanities with human concept, nationality, and civilization insights related to the phenomena and real events, also applying the procedural knowledge in a specific area of study according to their talents and interests to solve the problem.
4. Processing, reasoning and presenting various things in the concrete and abstract realm in accordance with the development of what they have learned in the school independently and be able to use the method according to the rules of science.

B. BASIC COMPETENCE AND INDICATORS

Basic Competence

1. Expressing sincere gratitude to the God for the opportunity can learn English as a language of International communication instruction embodied in the spirit of learning.
2. Indicating well-mannered and caring behavior in conducting interpersonal communication between the student and teacher and his/her friends.
3. Indicating honest, discipline, self-confidence and responsible in conducting transactional communication between teacher and his/her friends.
4. Indicating responsibility, care, cooperative and peace love in conducting functional communication.
5. Analyzing social function, text structure, and linguistics element in anecdote text.
6. delivering ideas, feeling, and expression into writing on anecdote text.
7. Writing into a simple paragraph in anecdote text.

Indicators

1. Students are able to express their gratitude for the opportunity can learn English.
2. Students are able to responsible for the actions of his/her members during the discussion.
3. Students are able to analyze social function, text structure, and linguistic elements in anecdote text.
4. Students are able to deliver ideas, feeling, and expression into writing on anecdote text.
5. Students are able to write into a simple paragraph in anecdote text.

C. LEARNING PURPOSES

After studying this Chapter, students are expected to:

1. Identify social function, text structure, and linguistic elements in anecdote text.
2. Deliver ideas, feeling, and expression into writing on anecdote text
3. Write into a simple paragraph in anecdote text.

D. TEACHING METHOD

1. Approach : Students Center approach
2. Method : Cooperative Learning
3. Strategies : Simultaneous Roundtable Strategy

E. MEDIA AND SOURCES OF MATERIAL

1. Media : Picture
2. Instrument : White board, board marker, and Paper
3. Sources of material : 2013 Curriculum, Syllabus

F. LEARNING ACTIVITY

Activity	Description of Activity	Time Alloment
Pre Activity	<ol style="list-style-type: none">1. Teacher greets the students using English in order to create English Environment.2. Teachers and students pray together.3. Teacher checks the students attendance.4. Delivers the outline of the materials and explains about the activity which is going to be conducted.5. Brainstorming.	5 minutes.

Whilst Activity	<ol style="list-style-type: none"> 1. Teacher give explanation about the topic(anecdote text). 2. Teacher give example about anecdote text. 3. The students will be diveded into group consist of 4-5 students and they are will be make a circle form. 4. Teacher asekd students to find the generic structure about the topic above. 5. Teacher asked students to make a text. 6. Teacher give motivation to the students that writing can make enjoy to express idea. 7. Teacher asked students to show their ideas in writing in front of the class. 	35 minutes.
Post Activity	<ol style="list-style-type: none"> 1. Students with teacher conclude the learning. 2. Teacher gives an assesment on their understanding (knowledge). 3. Students reflect on the activities that have been carried out. 4. The lesson is finished and closed by praying together and teacher say good bye to all students. 	5 minutes.

G. ASSESMENT

Maximum Score of Writing Components

Writing components	Maximum Score
Content	30
Organization	20
Language Use	25
Vocabulary	20
Mecanichsm	5
TOTAL	100

Known by

Bandar Setia, February 2018

English Teacher

Researcher

(Raveni Agustina Panjaitan, SE.I, S.Pd)

(Yullia)

The Headmaster of SMK Swasta Bandung-2

(H.Jason Saragi, S.Pd.MM)

APPENDIX II

Lesson Plan (Control Group)

School	: SMK Swasta Bandung-2
Subject	: English
Class/Semester	: X TSM/ II
Skill	: Writing
Time allotment	: 2 x 45 minutes

A. CORE COMPETENCE (KI)

1. Appreciating and practicing the devotion of their religion.
2. Appreciating and practicing good behaviors (honesty, discipline, responsibility, care, good manner, curiosity, confidence, tolerance, intrinsic motivation, healthy life style, and environmental friendly) in social interaction effectively and naturally within the students' communicative environment.
3. Understanding, implementing, analyzing knowledge (factual, conceptual, procedural) based on their curiosity about knowledge, technology, art, culture, and humanities with human concept, nationality, and civilization insights related to the phenomena and real events, also applying the procedural knowledge in a specific area of study according to their talents and interests to solve the problem.
4. Processing, reasoning and presenting various things in the concrete and abstract realm in accordance with the development of what they have learned in the school independently and be able to use the method according to the rules of science.

B. BASIC COMPETENCE AND INDICATORS

Basic Competence

1. Expressing sincere gratitude to the God for the opportunity can learn English as a language of International communication instruction embodied in the spirit of learning.
2. Indicating well-mannered and caring behavior in conducting interpersonal communication between the student and teacher and his/her friends.
3. Indicating honest, discipline, self-confidence and responsible in conducting transactional communication between teacher and his/her friends.
4. Indicating responsibility, care, cooperative and peace love in conducting functional communication.
5. Analyzing social function, text structure, and linguistics element in anecdote text.
6. delivering ideas, feeling, and expression into writing on anecdote text.
7. Writing into a simple paragraph in anecdote text.

Indicators

1. Students are able to express their gratitude for the opportunity can learn English.
2. Students are able to responsible for the actions of his/her members during the discussion.
3. Students are able to analyze social function, text structure, and linguistic elements in anecdote text.
4. Students are able to deliver ideas, feeling, and expression into writing on anecdote text.
5. Students are able to write into a simple paragraph in anecdote text.

C. LEARNING PURPOSES

After studying this Chapter, students are expected to:

1. Identify social function, text structure, and linguistic elements in anecdote text.
2. Deliver ideas, feeling, and expression into writing on anecdote text
3. Write into a simple paragraph in anecdote text.

D. TEACHING METHOD

1. Approach : Teacher Center approach
2. Method : Conventional Method

E. MEDIA AND SOURCES OF MATERI

1. Instrument : White board, board marker, and Paper
2. Sources of material : 2013 Curriculum, Syllabus

F. LEARNING ACTIVITY

Activity	Description of Activity	Time Alloment
Pre Activity	<ol style="list-style-type: none">1. Teacher greets the students using English in order to create English Environment.2. Teachers and students pray together.3. Teacher checks the students attendance.4. Delivers the outline of the materials and explains about the activity which is going to be conducted.5. Brainstorming.	5 minutes.
Whilst Activity	<ol style="list-style-type: none">1. Motivated the students by explaining that listening comprehension is a key to understand spoken language.2. Teacher asked students to make an	35 minutes.

	<p>anecdote text based on the topic.</p> <ol style="list-style-type: none"> 3. Teacher give 15 minutes to finish writing. 4. After the students finished the make a text, collect their answer sheet, then check the test. 	
Post Activity	<ol style="list-style-type: none"> 1. Students with teacher conclude the learning. 2. Teacher gives an assesment on their understanding (knowledge). 3. Students reflect on the activities that have been carried out. 4. The lesson is finished and closed by praying together and teacher say good bye to all students. 	5 minutes.

G. ASSESMENT

Maximum Score of Writing Components

Writing components	Maximum Score
Content	30
Organization	20
Language Use	25
Vocabulary	20
Mecanichsm	5
TOTAL	100

Known by

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The Headmaster of SMK Swasta Bandung-2

(H.Jason Saragi, S.Pd.MM)

APPENDIX III

PRE- TEST

WRITTEN TEST

Instruction:

1. Write down your group's name in the right top of the paper!
2. Write down and choose one an anecdote text based topic below. Create new ideas, generic structure, and language feature consist of words words or more.
 - a. Funny Day
 - b. Misunderstanding
 - c. Mr. Bean

APPENDIX IV

POST- TEST

WRITTEN TEST

Instruction:

1. Write down your group's name in the right top of the paper!
2. Write down and choose one an anecdote text based topic below. Create new ideas, generic structure, and language feature consist of words words or more.
 - a. Son and Donkey
 - b. Nasreddin
 - c. Stand Up Comedy









