

**THE EFFECT OF TEACHING STRATEGIES AND SELF  
CONFIDENCE TOWARD THE WRITING SKILL OF  
DESCRIPTIVE TEXT AT GRADE VIII SMP  
TRI BHAKTI PEKANBARU**

**THESIS**



**by**

**TRIANA RAMDHA**

**NIM. 1210091**

*This thesis is submitted as a partial fulfillment of the requirements  
to obtain a degree in Master of Education*

**ENGLISH EDUCATION PROGRAM**

**GRADUATE PROGRAM**

**STATE UNIVERSITY OF PADANG**

**2016**

## ABSTRAK

**Triana Ramdha. 2015. Pengaruh Strategi Pembelajaran dan Kepercayaan Diri Siswa terhadap Kemampuan Menulis Teks Deskriptif Kelas VIII SMP Tri Bhakti Pekanbaru. Tesis. Program Pascasarjana, Universitas Negeri Padang.**

Strategi mengajar dan kepercayaan diri siswa dalam kegiatan menulis dapat mempengaruhi kemampuan menulis siswa. Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan *Roundtable Strategy* dan kepercayaan diri terhadap kemampuan menulis siswa. Desain dari penelitian ini adalah penelitian eksperimen semu dengan rancangan factorial 2x2. Populasi pada penelitian ini adalah siswa kelas VIII SMP Tri Bhakti Pekanbaru, tahun ajaran 2015/2016. Tes kemampuan menulis dan angket kepercayaan diri digunakan sebagai instrument penelitian. Kemudian data penelitian diolah menggunakan rumus uji t dan Anova dua arah. Hasil penelitian menunjukkan bahwa (1) kelompok siswa yang diajar dengan *Roundtable Strategy* memiliki kemampuan menulis teks deskriptif yang lebih baik daripada siswa yang diajar dengan *Three Phase Strategy*. Hal ini dibuktikan dengan hasil uji t, dimana nilai  $t_{hitung}$  lebih besar dari  $t_{tabel}$ , (2) tidak terdapat interaksi antara kedua strategi dan kepercayaan diri siswa terhadap kemampuan siswa dalam menulis teks deskriptif, dimana nilai  $F_{hitung}(0.004)$  lebih kecil daripada  $F_{tabel}$  (3.39), (3) kelompok siswa dengan kepercayaan diri yang tinggi terhadap menulis dan diajar dengan *Roundtable Strategy* memiliki kemampuan menulis teks deskriptif yang lebih baik daripada siswa yang diajar dengan *Three Phase Strategy*, (4) kelompok siswa dengan kepercayaan diri yang rendah terhadap menulis dan diajar dengan *Roundtable Strategy* memiliki kemampuan menulis teks deskriptif yang lebih baik daripada siswa yang diajar dengan *Three Phase Strategy*. Kesimpulannya, *Roundtable Strategy* memiliki hasil yang signifikan terhadap kemampuan siswa dalam kemampuan menulis teks deskriptif dibandingkan *Three Phase Strategy* dan tidak terdapat interaksi antara strategi pembelajaran dan kepercayaan diri siswa terhadap kemampuan siswa dalam menulis teks deskriptif.

## ABSTRACT

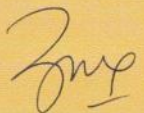
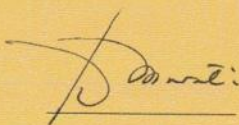
**Triana Ramdha. 2015. The Effect of Teaching Strategies and Self-Confidence toward the Writing Skill of Descriptive Text at Grade VIII SMP Tri Bhakti Pekanbaru. Thesis. Graduate Program. State University of Padang.**

In teaching writing, teaching strategy and students' self-confidence influence students' writing skill. The research was conducted to find out the effect of Roundtable Strategy and students' self-confidence on students' writing skill of descriptive text. The design of this research was quasi experimental with 2x2 factorial design. The population of this research was the VIII grade students of SMP Tri Bhakti Pekanbaru, 2015/2016 academic year. Writing test and self-confidence questionnaire were used as the research instruments. Then, the data were analyzed by using t-test formula and two ways Anova. The result of this research shows that (1) students who were taught by using Roundtable Strategy had better writing skill in writing descriptive text than those who were taught by using Three Phase Strategy. It was indicated by the result of t-test which showed that  $t_{\text{observed}}$  was bigger than  $t_{\text{table}}$ , (2) there was no interaction between both strategies and students' self-confidence toward students' writing skill, where  $F_{\text{observed}}$  (0.004) was less than  $F_{\text{table}}$  (3.39), (3) students with high self-confidence who were taught by Roundtable Strategy had better writing skill in descriptive text than those who were taught by using Three Phase Strategy, (4) students with low self-confidence who were taught by Roundtable Strategy had better writing skill in descriptive text than those who were taught by using Three Phase Strategy. In conclusion, Roundtable Strategy had a significant result on students' writing skill than Three Phase Strategy and there was no interaction between teaching strategies and students' self-confidence toward students' writing skill.

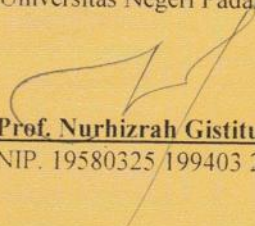
## PERSETUJUAN AKHIR TESIS

---

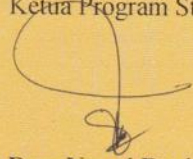
Mahasiswa : *Triana Ramdha*  
NIM. : 1210091

Nama	Tanda Tangan	Tanggal
<u>Prof. Dr. M. Zaim, M.Hum</u> Pembimbing I		3-2-2016
<u>Dr. Desmawati Radjab, M.Pd.</u> Pembimbing II		3-2-2016

Direktur Program Pascasarjana  
Universitas Negeri Padang

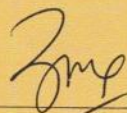

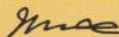
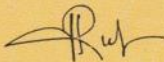
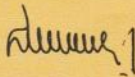
  
Prof. Nurhizrah Gistituati, M.Ed., Ed.D.  
NIP. 19580325/199403 2 001

Ketua Program Studi/Konsentrasi

  
Dra. Yenni Rozimela, M.Ed., Ph.D.  
NIP. 19620919 198703 2 002



**PERSETUJUAN KOMISI  
UJIAN TESIS MAGISTER KEPENDIDIKAN**

No.	Nama	Tanda Tangan
1	<u>Prof. Dr. M. Zaim, M.Hum</u> (Ketua)	
2	<u>Dr. Desmawati Radjab, M.Pd.</u> (Sekretaris)	
3	<u>Prof. Dr. H. Mukhaiyar</u> (Anggota)	
4	<u>Dr. Refnaldi, M.Lit.</u> (Anggota)	
5	<u>Prof. Dr. Gusril, M.Pd.</u> (Anggota)	

Mahasiswa

Mahasiswa : *Triana Ramdha*  
NIM. : 1210091  
Tanggal Ujian : 2 - 2 - 2016

## SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa:

1. Karya tulis saya, tesis dengan judul“ **The Effect of Teaching Strategies and Self-Confidence toward the Writing Skill of Descriptive Text at Grade VIII SMP Tri Bhakti Pekanbaru**” adalah asli dan belum pernah diajukan untuk mendapatkan gelar akademik baik di Universitas Negeri Padang maupun di perguruan tinggi lainnya.
2. Karya tulis ini murni gagasan, penilaian, dan rumusan saya sendiri tanpa bantuan tidak sah dari pihak lain kecuali arahan dari tim pembimbing.
3. Di dalam karya tulis ini tidak terdapat hasil karya atau pendapat yang telah ditulis atau dipublikasikan orang lain, kecuali dikutip secara tertulis dengan jelas dan dicantumkan sebagai acuan di dalam naskah saya dengan disebutkan nama pengarangnya dan dicantumkan pada daftar pustaka
4. Pernyataan ini saya buat dengan sesungguhnya, dan apabila di kemudian hari terdapat penyimpangan dan ketidakbenaran dari pernyataan ini, saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah saya peroleh karena karya tulis ini, serta sanksi lainnya sesuai dengan norma dan hukum yang berlaku.



## ACKNOWLEDGEMENT

Alhamdulillah, praise to Allah SWT, the Almighty and the most merciful, who has given her health and blessing in finishing this thesis entitled “ **The Effect of Teaching Strategies and Self-Confidence toward the Writing Skill of Descriptive Text at Grade VIII SMP Tri Bhakti Pekanbaru**”.

Furthermore, the writer would like to express her sincere gratitude to those who have given great contribution in completing this thesis. Her deepest gratitude goes to:

1. Prof. Dr. M. Zaim, M. Hum and Dr. Desmawati Radjab, M.Pd as her advisors who have given valuable advice, meaningful contribution and guidance in accomplishing this thesis. It is her pleasure to work under their guidance.
2. Prof. Dr. Mukhaiyar, M.Pd, Dr. Refnaldi, M.Litt, and Prof. Dr. Gusril, M.Pd as the thesis examiners and contributors who have given their contributions and suggestions for the improvement of this thesis.
3. Prof. Dr. Mudjiran, M. S. Kons, the psychology expert at the Faculty of Education at State University of Padang who has kindly assisted and guided the writer in constructing and validating the self-confidence questionnaire as the instrument of the research in this thesis.
4. The principal of SMP Tri Bhakti Pekanbaru, English teacher, staffs and students who have given chance, facilities, and supports in completing the research data
5. Her beloved parents, husband and family, who have given their valuable supports in finishing this thesis
6. All of her best friends who have supported her and contributed in this thesis.

Padang, February 2, 2016

The Writer

## TABLE OF CONTENTS

	Page
<b>ABSTRAK</b> .....	ii
<b>ABSTRACT</b> .....	iii
<b>PERSETUJUAN AKHIR TESIS</b> .....	iv
<b>PERSETUJUAN KOMISI UJIAN TESIS</b> .....	v
<b>ACKNOWLEDGEMENT</b> .....	vi
<b>SURAT PERNYATAAN</b> .....	vii
<b>TABLE OF CONTENT</b> .....	viii
<b>LIST OF TABLES</b> .....	xi
<b>LIST OF FIGURES</b> .....	xiii
<b>LIST OF APPENDICES</b> .....	xiv

### CHAPTER I. INTRODUCTION

A. Background of the Problem .....	1
B. Identification of the Problem .....	5
C. Limitation of the Problem .....	5
D. Research Question .....	5
E. Purpose of the Research .....	6
F. Significance of the Research .....	7

### CHAPTER II. REVIEW OF RELATED LITERATURE

A. Review of Related Theories .....	8
1. Writing Descriptive Text .....	8
2. English Teaching and Learning Strategies .....	11
a. Roundtable Strategy .....	11
b. Three Phase Strategy .....	17
c. The Differences between Roundtable Strategy and Three Phase Strategy .....	19



3. Self-Confidence .....	21
B. Review of Related Findings .....	25
C. Conceptual Framework .....	27
D. Hypothesis.....	29

### **CHAPTER III. RESEARCH METHODOLOGY**

A. Research Design.....	31
B. Population and Sample.....	32
C. Operational Definition .....	34
D. Instrumentation .....	34
E. Procedures of the Research .....	40
F. Technique of Collecting Data .....	44
G. Technique of Analyzing Data .....	45

### **CHAPTER IV. RESEARCH FINDING AND DISCUSSION**

A. Findings	
1. Data Description .....	53
a. Students' Writing Ability .....	53
b. The Result of Writing Test of Students who have High Self Confidence in Experimental and Control Class .....	56
c. The Result of Writing Test of Students who have Low Self Confidence in Experimental and Control Class .....	57
d. Students' Self Confidence .....	58
2. Prerequisite Analysis	
a. Normality Testing .....	62
b. Homogeneity Testing .....	66
3. Hypothesis Testing	
a. First Hypothesis .....	67
b. Second Hypothesis .....	67
c. Third Hypothesis.....	70
d. Fourth Hypothesis .....	71
B. Discussion .....	72

C. Limitation of the Research.....	77
 <b>CHAPTER V. CONCLUSION, IMPLICATION AND SUGGESTION</b>	
A. Conclusion .....	78
B. Implication .....	78
C. Suggestion.....	79
 <b>BIBLIOGRAPHY.....</b>	 81

## LIST OF TABLES

<b>Table 1</b>	: The Differences between Roundtable Strategy and Three Phase Strategy.....	20
<b>Table 2</b>	: The Indicator of Self-Confidence.....	24
<b>Table 3</b>	: Research Design.....	32
<b>Table 4</b>	: The Population of the Research .....	33
<b>Table 5</b>	: Brown' Scoring Rubric .....	35
<b>Table 6</b>	: The Distribution of the Item of Self-Confidence Questionnaire.....	38
<b>Table 7</b>	:The Procedure in Experimental and Control Class .....	41
<b>Table 8</b>	: Analysis of Two Ways ANOVA .....	51
<b>Table 9</b>	: The Summary of Students' Writing Ability in Experimental and Control Class.....	54
<b>Table 10</b>	: Frequency Distribution of Score from the Experimental Class .....	55
<b>Table 11</b>	: Frequency Distribution of Score from the Experimental Class .....	55
<b>Table 12</b>	: The Summary of High Self-Confidence Students' Writing Test in Experimental and Control Class .....	56
<b>Table 13</b>	: The Summary of Low Self-Confidence Students' Writing Test in Experimental and Control Class .....	58
<b>Table 14</b>	: The Summary of Students' Self-Confidence in Experimental and Control Class.....	59
<b>Table 15</b>	: Frequency Distribution of Students' Self-Confidence from the Experimental Class .....	60
<b>Table 16</b>	: The Summary of Students' High and Low Self-Confidence in Experimental and Control Class .....	61
<b>Table 17</b>	: The Summary of Students' Self-Confidence Normality Testing in Experimental and Control Class .....	62
<b>Table 18</b>	: The Summary of Students' High and Low Self-Confidence Normality Testing in Experimental and Control Class .....	63
<b>Table 19</b>	: The Summary of Students' Writing Ability Normality Testing in Experimental and Control Class .....	64

<b>Table 20</b>	: The Summary of Students' Writing Ability Normality Testing in Experimental and Control Class Based on Students' Self-Confidence ...	65
<b>Table 21</b>	: The Summary of Homogeneity Testing in Experimental and Control Class.....	66
<b>Table 22</b>	: The Summary of Students' Writing Ability T-test in Experimental and Control Class.....	67
<b>Table 23</b>	: The Result of Two Ways Anova .....	68
<b>Table 24</b>	: The Interaction between the Strategies and Students' Self-Confidence .....	69
<b>Table 25</b>	: The Summary of Students' Writing Ability T-test in Experimental and Control Class who have High Self-Confidence .....	70
<b>Table 26</b>	: The Summary of Students' Writing Ability T-test in Experimental and Control Class who have Low Self-Confidence .....	71

## LIST OF FIGURES

<b>Figure 1</b>	: Conceptual Framework .....	28
<b>Figure 2</b>	: Histogram of Score from the Experimental Class .....	55
<b>Figure 3</b>	: Histogram of Score from the Experimental Class .....	56
<b>Figure 4</b>	: Histogram of Students' Self-Confidence from the Experimental Class .....	60
<b>Figure 5</b>	: Histogram of Students' High and Low Self-Confidence Normality Testing in Experimental and Control Class .....	63
<b>Figure 6</b>	: Histogram of Students' High and Low Self-Confidence Normality Testing in Experimental and Control Class .....	65
<b>Figure 7</b>	: The Chart of Strategies and Students' Self-Confidence Interaction .....	69

## LIST OF APPENDICES

<b>Appendix 1</b>	: Surat Izin Penelitian Pascasarjana .....	85
<b>Appendix 2</b>	: Surat Keterangan Penelitian SMP Tri Bhakti Pekanbaru.....	86
<b>Appendix 3</b>	: Research Schedule.....	87
<b>Appendix 4</b>	: Lembar Validasi Self-Confidence Questionnaire.....	88
<b>Appendix 5</b>	: Self-Confidence Questionnaire for Try Out .....	89
<b>Appendix 6</b>	: Validity Testing of Self-Confidence Questionnaire .....	91
<b>Appendix 7</b>	: Reliability Testing of Self-Confidence Questionnaire .....	92
<b>Appendix 8</b>	: Self-Confidence Questionnaire .....	95
<b>Appendix 9</b>	: The Results of Students' Self-Confidence in Experimental Class .....	97
<b>Appendix 10</b>	: High and Low Self-Confidence Students in Experimental Class.....	98
<b>Appendix 11</b>	: The Results of Students' Self-Confidence Control Class .....	99
<b>Appendix 12</b>	: High and Low Self-Confidence Students in Control Class .....	100
<b>Appendix 13</b>	: Lesson Plan for the Experimental Class.....	101
<b>Appendix 14</b>	: Lesson Plan for the Control Class .....	119
<b>Appendix 15</b>	: Lembar Validasi Writing Test .....	137
<b>Appendix 16</b>	: Writing Test.....	138
<b>Appendix 17</b>	: Raw Score of Writing Test from the 1 <sup>st</sup> scorer .....	139
<b>Appendix 18</b>	: Raw Score of Writing Test from the 2 <sup>nd</sup> scorer .....	141
<b>Appendix 19</b>	: The Average Score of Writing Test in Experimental Class .....	143
<b>Appendix 20</b>	: The Average Score of Writing Test in Control Class .....	144
<b>Appendix21</b>	: The Result of Writing Test of the Students who have High Self-Confidence .....	145
<b>Appendix22</b>	: The Result of Writing Test of the Students who have Low Self- Confidence.....	146
<b>Appendix23</b>	: The Normality Testing of Population.....	147



<b>Appendix24</b>	: The Normality Testing of Students' Self-Confidence in Experimental Class.....	149
<b>Appendix 25</b>	: The Normality Testing of Students' Self-Confidence in Control Class.....	150
<b>Appendix 26</b>	: The Normality Testing of Students' Writing Test in Experimental Class .....	151
<b>Appendix 27</b>	: The Normality Testing of Students' Writing Test in Control Class.....	153
<b>Appendix 28</b>	: The Homogeneity Testing of Population.....	155
<b>Appendix 29</b>	: The Homogeneity Testing of Students' Self-Confidence.....	156
<b>Appendix 30</b>	: The Homogeneity Testing of Writing Test.....	157
<b>Appendix 31</b>	: Hypothesis Testing .....	158
<b>Appendix 32</b>	: Documentation.....	162
<b>Appendix 33</b>	: The Sample of Students' Writing .....	164

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

In language learning, learner develops two types of skill, receptive and productive skills. In receptive skill, learners receive the language and decode the meaning of it. This skill includes the understanding when the learners read and listen. While in productive skill, the learners use the language that is acquired and produce a message orally or in written form. It includes the process of speaking and writing.

In communication, speaking and writing are important. It is easier to do the communication through speaking, but in certain field, writing is the only way to communicate. Through writing, people express their ideas in systematic way and follow the rules such as grammar in order to make people understand. Considering the importance of writing since it requires a higher level of productive language control than other skill, developing writing skill in EFL classroom is the priority.

Based on the syllabus for the VIII grade of the junior high school of English subject, the objective of writing is producing short monologue text. There are some monologue texts that are taught in junior high school, such as descriptive text, recount text, narrative text and procedure text. The researcher focused on descriptive text which is taught in the second year. Since descriptive is taught at the beginning of the first semester, it is good for the students to change their point of view about writing. As stated in the curriculum, the students are expected to be able to write a

short descriptive text. In fact, the researcher found that there was a contradiction between the goal of the curriculum and the result.

Based on the researcher's observation which is done at SMP Tri Bhakti Pekanbaru, the researcher found most of the students think that writing is the most complicated activity. The observation was including a small interview and the results of their writing test that mostly below the KKM which is 70. Seeing the data from the English teacher of grade VII at SMP Tri Bhakti Pekanbaru, there was found that only 16.81% of students from four classes that passed the KKM for writing descriptive text. This happen because the students think that writing is not an interesting activity where they need to think and write. There were some factors that caused the problems in writing. The factors were; first, during the process of learning, students were bored. When it comes to writing activity, the students tend to avoid. It can be seen from the students' attitude in the classroom. Some students often ask for permission, and even some of the students were sleepy. In addition, the approach that was used in the classroom may not encourage the students' interest in the process of teaching and learning, especially in writing activity. Interest is a kind of motivation for the students where they would be encouraged to do the activity, but in fact they didn't get it.

Secondly, the students face the difficulties in gaining idea and put it in written forms. Many of the students confused about what to write. It was difficult for them to find the topic or the idea to be put on the paper. This situation gave them a chance to talk with others instead of focus in order to gain the ideas. They talked each other and made the classroom become noisy. From this situation, it can be seen that there was not enough facilities or no supported environment where the students

could share their ideas or even having a worthy discussion that is related to the task. The students were not accustomed to share their ideas or even develop their knowledge by listening to others. This situation is related to their belief on their ability. It results a low motivation, self-confidence and also their ability. The students' self-confidence affects their activity in gaining such ideas in order to complete their writing. In the classroom, the students' level of self-confidence may vary but it can be classified into high self-confidence and low self-confidence.

Thirdly, there was students' limitation of vocabulary and grammar. Students' limitation of vocabulary influences their ability in employing ideas in writing. Besides that, the weaknesses of grammar caused the students have difficulties in arranging some words into sentences and sentences into paragraph. Therefore, if the students do not like to learn English, they would not be motivated in speaking, listening, reading and writing. The students do not want to go to in front of the classroom and participate in learning English. At SMP Tri Bhakti Pekanbaru, the English teachers apply Three Phase Strategy in teaching writing. A strategy which consists of some stage doesn't foster the students' confidence individually. Seeing this situation, it can be seen that Three Phase Strategy which is used by the English teacher does not make a significant improvement on the students'. Three Phase Strategy doesn't support the students' writing ability. This is the reason why the students' writing ability is still low.

In teaching writing, the teacher has to be more creative to make the students able to write descriptive text. Teacher should be able to motivate and engage the students' interest to write. Some variation in the process of teaching and learning might be useful to attract students' interest, so that they can enjoy the writing

activities. It is related to the strategy that is used by the teacher. At SMP Tri Bhakti, teacher often uses Three Phase Strategy. It is a strategy that focuses on lecturing or teacher-centered learning. As the result, students become more passive.

Creating an enjoyable activity is the best way. The researcher assumes conducting a group work that involves all member of the group is an enjoyable strategy to be applied in teaching writing and to solve the students' problem in writing descriptive text. Through Roundtable strategy, students are able to gain more ideas and vocabularies for their writing. Roundtable strategy may give a positive environment for the students to improve their self-confidence. It is a challenge for the students that contextualize them with the matter and help them to gain the ideas to develop their writing.

The researcher used Roundtable as the strategy in this research. It is an interesting strategy to be applied in the classroom. The students' writing skill can also be influenced by their self-confidence. Self-confidence is a path where the students brave to try and having a belief that they are able to finish the task.

Seeing the phenomenon above, a research is needed to be conducted, entitled **"The Effect of Teaching Strategies and Self Confidence toward the Ability of Writing Descriptive Text at Grade VIII of SMP Tri Bhakti Pekanbaru."**

## **B. Identification of the Problem**

Based on the background of the problem above, there were some factors that caused the students did not master writing descriptive text which comes from the students. First, many of the students were bored in learning writing descriptive text. It can be seen from their activities during lesson, some were sleepy and some talked with others. Second, during the process of writing, students confused about what to write. They even did not know what to write. They had no idea or difficult to gain the ideas. Third, students lack of vocabulary. There is students' limitation of vocabulary related to the topic.

## **C. Limitation of the Problem**

Based on the identification above, the researcher limits the students' problem into the difficulty to gain the ideas and the lack of vocabulary at the second grade of SMP Tri Bhakti Pekanbaru. For that reason, the researcher concerns with the implementation of Roundtable strategy in the process of writing short monologue text related to the students' self-confidence. The text that is used is also limited to descriptive text.

## **D. Research Question**

The research question is formulated as follows:

1. Is Roundtable strategy more effective than Three Phase Strategy to teach writing to the second grade students of SMP Tri Bhakti Pekanbaru?



2. Is there any interaction between teaching strategies and students' self-confidence in teaching writing to the second grade students of SMP Tri Bhakti Pekanbaru?
3. Do the students with high self-confidence who are taught by Roundtable strategy have better writing skill than who are taught by Three Phase Strategy?
4. Do the students with low self-confidence who are taught by Roundtable strategy have better writing skill than who are taught by Three Phase Strategy?

#### **E. Purpose of the Research**

Based on the research question, the purpose of the research can be stated as follows:

1. To find out whether Roundtable strategy is more effective than Three Phase Strategy in teaching writing to the second grade students of SMP Tri Bhakti Pekanbaru.
2. To find out whether there is an interaction between teaching strategies and students' self confidence in teaching writing to the second grade students of SMP Tri Bhakti Pekanbaru
3. To find out whether students with high self-confidence who are taught by Roundtable strategy have better writing skill than those who are taught by Three Phase Strategy

4. To find out whether students with low self-confidence who are taught by Roundtable strategy have better writing skill than those who are taught by Three Phase Strategy

## **F. Significance of the Research**

The result of the research is expected to bring some contribution in teaching and learning English:

1. Theoretically

In conducting a research, the researcher search information as many as possible. This thesis gives ideas about Roundtable Strategy in doing the research. Other research about Roundtable Strategy can be conducted. It can be used for other aspect of skill such as speaking, reading or listening.

2. Practically

The result of this research is expected to be useful for the teachers. The teachers can use Roundtable strategy in teaching writing. They understand the steps how to teach English, especially writing. The teachers also know the benefit as well. It makes them more certain in applying it in the teaching and learning process for the students. By understanding well about the strategy in this research, the students got new knowledge. They had an alternative strategy to apply Roundtable if the teacher teaches them monotonously. It gave input to their writing.

## **CHAPTER V**

### **CONCLUSION, IMPLICATION AND SUGGESTION**

#### **A. Conclusion**

Based on the research that was done on the eighth grade of SMP Tri Bhakti Pekanbaru, the finding shows that;

1. Roundtable Strategy is more effective than Three Phase Strategy in teaching writing of the descriptive text. It can be seen from the mean score of writing test in the experimental class is higher than the mean score of writing test in the control class.
2. Teaching Strategies (Roundtable Strategy and Three Phase Strategy) and students' self-confidence do not have any interaction that brings effect towards the students' writing skill of the descriptive text.
3. Students with high self-confidence who are taught by using Roundtable Strategy have better writing skill than the students with high self-confidence who are taught by Three Phase Strategy in writing descriptive text.
4. Students with low self-confidence who are taught by using Roundtable Strategy have better writing skill than the students with low self-confidence who are taught by using Three Phase Strategy in writing descriptive text

#### **B. Implication**

The result of this research shows that Roundtable Strategy give significant effect on the students' writing of descriptive text. The students who were taught by using Roundtable Strategy had better writing skill in writing descriptive text than the students who were taught by using Three Phase Strategy. It is because

Roundtable Strategy leads the students to be actively engaged in writing activity and improve their understanding of the topic. Each member of the group is not only responsible for their own learning, but also for helping group mates learn. Those made the students motivated to gather the ideas and develop them into a descriptive text.

Seeing the result of this research it is implied that Roundtable Strategy can be selected as an alternative strategy that can be used in teaching writing of descriptive text. Dealing with students' self-confidence, this teaching strategy is good to be applied for both high self-confidence and low self-confidence students, because this strategy can create an interesting, motivating and meaningful writing activity.

Moreover, it is also implied that the teacher should understand well about the procedure in implementing Roundtable Strategy. It is very important due to the successful of teaching and learning process that use Roundtable Strategy. So, the teacher is able to explain well what to do to the students.

### **C. Suggestion**

Based on the conclusions and implication above, there are some suggestions as follows:

1. It is suggested to the English teacher of SMP Tri Bhakti Pekanbaru and other teacher to use this strategy because it gives benefit for the students. Since Roundtable strategy gives a good environment for the students to write, the students can practice their writing with friends so that their interest on writing

will increase. It can also help the teacher to have various teaching strategies in the classroom.

2. It is hoped that the next researcher develop this research on larger population and sample in order to get the knowledge and the empiric data.
3. It is expected that other researcher can conduct a further research by involving another type of text as dependent variable and other aspect as moderator variable.

## BIBLIOGRAPHY

- Ary, D., Jacobs, L.C., and Razavieh. 2002. *Introduction to Educational Research 4<sup>th</sup> ed.* Boston: Allyn & Bacon.
- Barkley, Cross and Major. 2005. *Collaborative Learning Techniques: A Handbook for College Faculty.* San Francisco: Jossey Bass
- Brown, H. Douglas. 2003. *Language Assessment: Principles and Classroom Practices.* New York: Pearson Education Inc.
- Ebata, Makiko. 2008. "Motivation Factors in Language Learning". *The Internet TESL Journal*, Vol. XIV, No. 4. <http://iteslj.org/Articles/Ebata-MotivationFactors.html>
- Chadha, N.K.. 2009. *Applied Psychometry.* London: Sage Publication. Ltd.
- Cohen, E. G. 1994. *Designing Group work.Strategies for the Heterogeneous Classroom* (2nd edition). New York: Teachers College Press.
- Clément, R., Noels, K.A. and Deneault, B. 2001. "Interethnic contact, identity, and psychological adjustment: The mediating and moderating roles of communication". *Journal of Social Issues* 5(3), 559-577.
- Dimitrios, Belias. 2013. "Traditional Teaching Methods vs Teaching through the Application of Information and Communication Technologies". *European Scientific Journal* October 2013 edition vol.9, No.28
- Duplass, James. 2005. *Middle and High School Teaching: Methods, Standards & Best Practices.* Houghton Mifflin Publishing Company. Retrieved on August 28, 2013 from [www.coedu.usf.edu](http://www.coedu.usf.edu)
- Fulwiler, Toby. 2002. *College Writing a Personal Approach to Academic Writing.* Portsmouth, NH: Heinemann..
- Gay, L.R., Geoffrey E. Mills, and Peter, Airasian. 2011. *Educational Research Competencies for Analysis and Application 10<sup>th</sup>ed.* New Jersey: Pearson Education, Inc.
- Gerber, Benjine. 2013. *Self Confidence.* [www.self-educate.com](http://www.self-educate.com). Retrieved on February 15<sup>th</sup>
- Gerot, L &Wignell, P.1994. *Making Sense of Functional Grammar.* Sydney: GerdStobler
- Guilford, J. Paul. 1959. *Fundamental Statistic in Psychology and Education.* McGraw-Hill Book Company: New York