

ROUNDTABLE TECHNIQUE AND STUDENTS' WRITING ABILITY

Syifa Fauziah¹, Shynta Amalia²

MA AL-BAQIYATUS SHALIHAT¹, UIN STS Jambi²

Jl. Jambi- Ma Bulian KM.16 Simp Sungai Duren Muaro Jambi 36363

Sur-el: syifha142015@gmail.com¹, shyntaramdhani@uinjambi.ac.id²

Abstract: *In spite of its importance, writing seems always be a challenging skill for students to master in learning English. Persuading the teachers to persistently try different teaching techniques to reach the goal of teaching better writing is a must. Using roundtable technique become one of the choices. As this experimental study has proven that using roundtable technique give significant effect on the students' writing ability. Toward the 42 students taken as the sample of the research, it is proved that there was significant difference on the students' writing ability before ($M=54.48$, $SD=13.155$) and after being taught by using roundtable technique ($M=73.9$, $SD=7.569$), $t(20)=13.55$, $P<0.0005$. The results of independent sample t-test also shows that there is significant difference in writing ability between the students taught by using roundtable technique ($M=73.9$, $SD=7.569$) and those who were not ($M=64.86$, $SD= 15.32$), $t(29)=2.426$, $P<0.05$*

Keywords: *Roundtable technique, Writing ability*

Abstrak : *Terlepas dari pentingnya menulis, menulis nampaknya selalu menjadi keterampilan yang menantang untuk dikuasai siswa dalam upaya menguasai Bahasa Inggris. Meyakinkan guru untuk secara konsisten mencoba berbagai tehnik mengajar merupakan sesuatu keharusan. Hal tersebut tentunya merupakan upaya untuk mencapai tujuan dalam mengajar menulis kerah yang lebih baik adalah sebuah keharusan. Seperti yang telah dibuktikan dalam penelitian eksperimental ini, bahwa menggunakan tehnik meja bundar memberikan efek secara signifikan terhadap kemampuan menulis siswa. Terhadap 42 siswa yang diambil sebagai sampel penelitian, penelitian ini membuktikan bahwa terdapat perbedaan yang signifikan terhadap kemampuan menulis siswa sebelum ($M=54,48$, $SD=13,155$) dan sesudah diajarkan dengan menggunakan ($M=73,9$, $SD=7.569$), $t(20)=13,55$, $P<0,0005$*

Kata kunci: *teknik meja bundar, kemampuan menulis*

1. INTRODUCTION

Writing is an essential skill to master in learning a language. Sadiku (2015) emphasizes that in language classroom writing is a skill that needs to put into attention. According to Sadiku someone who is always successful at expressing his self must have a good writing skills since writing is the evidence of the intellectual level. Thus, the students should master writing as one of the important skills as it is a communicative act of sharing information, thoughts or ideas to

the readers (Hellen & Hafizh, 2014; Ernidawati & Sutopo, 2017).

However, some studies still report that there are still problems in the students' writing ability especially in Indonesia. The result of PISA 2016 showed that out of 72 countries included in the study, Indonesia ranked 65 in terms of literacy achievement. It can be assumed that Indonesian people has low literacy culture.

In accordance with the fact, the preliminary research conducted in one of private Islamic Junior High Schools in Jambi, MTs An-

Nizam, It is found that the students writing proficiency is considered low. According to the teachers, there were only 60% of the students reached a standard score for English. If they could not be categorized good in overall achievement in English let alone their achievement in writing. It is also found that the teaching technique applied during the teaching and learning process did not consider the students' need. Some students could not sit quietly and talked to their friends about their writing assignments. As a matter of fact, it is recommended for the teacher to select more interesting technique to be applied in the class room to make the students become confident in learning writing and improve their ability.

Some research studies have proved that using roundtable technique brings positive effect on the students' achievement. Su'aidah (2014) through her study showed that the implementation of roundtable technique help the students to become confident in the learning process. The students who were in different level of achievement can work together and help each other during the learning process. Setyaningsih (2015) also showed through her research study that applied roundtable technique for teaching descriptive text that during the learning process the students could share the ideas before their start writing. This help them a lot that they can improve their achievement. In addition, Sinaga (2017) mentioned that the students who were taught by using roundtable technique could be more active in the writing class than those who were not taught by using roundtable technique.

The results could also be seen through their writing score.

Therefore, the researchers conducted the study of using roundtable technique to enhance students' writing ability. Through the study the researchers would like to find out (1) whether or not there is significant improvement on the students' writing ability after being taught by using Roundtable Technique? (2) Whether or not there is significant difference on students' writing ability between the students' taught by using roundtable technique and those who were not.

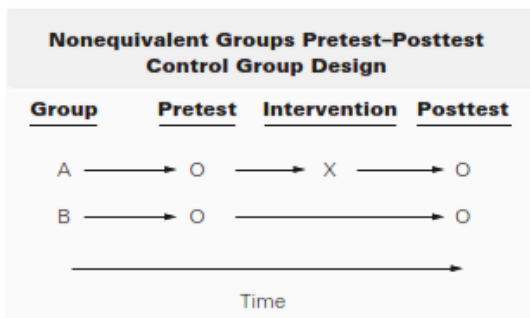
This study however is different from the previous related studies. While the previous related studies mentioned previously focus on the achievement of the students in writing descriptive text, this study synchronized the current curriculum used in the school and limit the study on the improvement of the students' ability in writing narrative text. The researchers also intended to apply the technique to the higher level of students which are the students at the eighth grade level. Indeed, the researcher would like to bring scientific evidence on the implementation of the technique on different classroom setting so that it can be promoted to the larger population.

2. RESEARCH METHODOLOGY

2.1. Research Method

This study was conducted based on quasi experimental design. The researchers applied non-equivalent pre-test and post-test control

group design based on Schumacher & Mcmillan (2014).



Picture 1. The standard Notation Design of the Study

Where:

- A : Experimental Group/class
- B : Control Group/ Class
- O : Represents an observation or measurement recorded on an instrument.
- X : Represents an exposure of a group to an experimental variable or event, the effects of which are to be measured

In this study, the experimental class were given the intervention of using Roundtable technique in their writing, while there was no special treatment given to the control class.

2.2. Operational Definitions

There are some terms that are needed to be defined operationally

Roundtable Technique:

In this study, roundtable technique refers to one kind of cooperative learning in teaching writing. During the implementation of the technique, the students were required to work in group of four to brainstorm the ideas for their writing. They form the roundtable or sit in circle. Then the teacher asked several questions related to the topic of writing. The students then would pass around a sheet of paper to answer the questions.

Each of the member of the group add his/ her contribution. This is how the students work together as a team and the teacher made sure that all of the students became active participants.

Writing ability:

The terms writing ability refers to the students' results of writing narrative text. The students' writing results were collected by using writing rubric. Since this study is limited only to enhance the students' narrative writing achievement, the rubric adopted from McGraw-Hill (2007), which focused on assessing students' narrative text, was used. The aspects such as focus/organization, elaboration/support/style, and grammar, usage and mechanics were scored in the rubric.

2.3. Population and Sample

The population of the study were the eighth grade students of MTs An-Nizham Jambi. The samples were selected on the basis of convenience sampling. There were 42 students whom were assigned to either experimental (21 students) and or control group (21 students).

2.4. Research Procedures

The researchers conducted the research for fourteen meetings. The researchers started the research by giving pre-test to both experimental and control group. Then, in the second to the thirteenth meeting, the researchers taught writing to both of the groups. The researcher applied roundtable technique in experimental group. Meanwhile in the control group, the researchers did not give any special treatment. At the fourteenth meeting, the researchers gave post-test to both of the experimental and control groups.

2.5. Technique to Collect the Data

In order to collect the data of the students' writing ability, the researchers used writing test as the instrument. The researchers made sure that the writing test was valid by checking the curriculum used in the school. In this study, the researchers also applied inter-rater reliability to check the reliability of the data gained from the instrument used. There were two raters judged the data. Before the raters score the actual research data, the researchers conducted try out to non-sample students and asked the rater to score the results of the try-out to find out their consistency in their scoring. The results of statistical analysis of interrater reliability by using Person Product Moment showed that the reliability is high ($r=0.824$, $n=25$). It means there was high consistency in the way both of the raters score the students' writing.

3. FINDINGS

In this study, the researchers used writing score criteria adopted from Hyland (2003) to categorized the results of the students' writing.

Table 1. Score Categories

No.	Score Interval	Category
1.	91-100	Excellent
2.	81-90	Very Good
3.	71-80	Good
4.	61-70	Average
5.	51-60	Fair
6.	41-50	Poor
7.	Less Than 40	Inadequate

3.1 The Students' Score Distribution in Experimental Class

The researchers found that the results of students' writing improved after being taught by using roundtable technique. Based on the data obtained, the highest score in the pre-test was 83 which categorized very well and it was gained only by one student. There were two students (9.5%) reached the scores in the range 71-80 and were categorized good. There were also two students (9.5%) who were categorized average (61-70). The category fair (51-60) was gained by 6 students (28.7%). Eight students (38%) were also categorized poor (41-50). There were also the students who reached the score 31, less than 40 (9.5%) which can be categorized inadequate.

Fortunately, after the intervention the results of posttest showed that there were improvement on the students writing achievement. It can be seen that before the treatment the results of the pre-test showed that the students reached each of the category except excellent. However, in the post test, it was found that no more students were categorized poor and inadequate. The lowest score obtained was 60 (fair) that was gained by only one student (4.8%). Eight students (38%) were categorized average (61-70). Nine students (42.8%) were categorized good. Then there were 3 students (14.4%) who gained score > 80 and were categorized very good (81-90). The highest score in the post test was 90. Compare to the achievement in pretest, the students' achievement were getting better after the intervention.

Table 2. Pre-Test Distribution in Experimental Group

Score Interval.	Score Category	The result of Pre test	
		Frequency	Percentage
91-100	Excellent		
81-90	Very Good	1	4,8
	Good		
71-80	Good	2	9,5
61-70	Average	2	9,5
51-60	Fair	6	28,7
41-50	Poor	8	38
Less Than 40	Inadequate	2	9,5
Total		21	100

Table 3. Post-Test Distribution in Experimental Group

Score Interval.	Score Category	The result of Pre test	
		Frequency	Percentage
91-100	Excellent		
81-90	Very Good	3	14,4
	Good		
71-80	Good	9	42,8
61-70	Average	8	38
51-60	Fair	1	4,8
41-50	Poor		
Less Than 40	Inadequate		
Total		21	100

The statistical results of paired sample t-test also showed the same positive results.

Table 4. Summary of Paired Sample Statistics in Experimental Group

Pair	Pretest of Exp. Class	Mean	N	Std. Deviation
		54,48	21	13,15
1	Post Test of Exp.Class	73,9	21	7,56

The table showed that the mean score of pretest was 54.48, while the mean score of posttest was 73.9. From the results, it can be seen that there was improvement on the students' overall writing results. The results of paired sample t-test also proved that there was significant improvement of the students' writing ability before and after being taught by using roundtable technique ($t(20)=13.55$, $P<0.0005$).

3.2 The Students' Score Distribution in Control Class

The results found in control group showed that there were differences on the students' writing score before and after the intervention. Through the results of the pre-test, it can be seen that the best category gained by the students was good category (71-89). There were three students (14.3%) who reached the good category with the highest score 78. There were five students (23.8%) reached average category (61-70), five students (23.8%) reached fair category (51-60), and another five students (23.8%) reached poor category (41-50). Then, the rest three students (14.3%) gained inadequate category (less than 40), with the lowest score 29.

Surprisingly, the results of the posttest in control group showed that there was improvement on the students' writing results. The highest score obtained by one student (4.8%) was 81 which can be categorized very good (81-90). Most of the students (47.6%), reached good category (71-80). There were four students (19%) in average score (61-70), one student (4.8%) who was in fair category (51-60) and two students (9.5%) who could be categorized poor (41-50).

Although it seems like the results show progress in the students' achievement, the progress is rather small. The percentage of the sample who gained >80 increased by 10%, but the total number of the students who gained the score less than 40 in the posttest were still the same as the total number of the students in pre-test. There were three students (14.3%) were categorized inadequate with the lowest score 32.

Table 5. Pre-Test Distribution in Control

Group			
Score Interval.	Score Category	The result of Pre test	
		Frequency	Percentage
91-100	Excellent		
81-90	Very Good		
71-80	Good	3	14,3
61-70	Average	5	23,8
51-60	Fair	5	23,8
41-50	Poor	5	23,8
Less Than 40	Inadequate	3	14,3
Total		21	100

Table 6. Post-Test Distribution in Control

Group			
Score Interval.	Score Category	The result of Pre test	
		Frequency	Percentage
91-100	Excellent		
81-90	Very Good	1	4,8
71-80	Good	10	47,6
61-70	Average	4	19
51-60	Fair	1	4,8
41-50	Poor	2	9,5
Less Than 40	Inadequate	3	14,3
Total		21	100

3.3. Comparison Results between the Two Groups

To make sure the significant effect of the used of roundtable technique in teaching writing, it is important to compare the results of the posttest between the two groups, experimental and control group.

Table 7. Descriptive Comparison between Experimental and Control

Group				
	Experimental		Control Group	
	Pretest	Posttest	Pretest	Post test
N	21	21	21	21
Minimum	31	60	29	32
Maximum	83	90	78	81
Mean	54,48	73,89	54,62	64,86
Std. Deviation	13,15	7,56	13,37	15,32

From table 7, it can be seen that there are differences in the students' achievement between the two groups. In the experimental group, there

was huge difference in the students' achievement before and after being taught by using roundtable technique. The minimum score before the treatment was 31 and it was categorized inadequate. However in the posttest the minimum score was even higher (60) than that in the pretest and it was categorized fair. Similarly, the maximum score that can be achieved by the students was 83 in the pretest, but it increase into 90 in the post test.

Meanwhile in control group, the improvement is not that huge. The minimum score gain in pretest (29) and in the posttest (32) were still in the same category. Those were categorized inadequate (less than 40). The maximum score in the pretest was 78 while in the post-tests 81. In fact there is only small improvement on the students' writing achievement.

If we compare the score, those in experimental group gained better achievement in the post test after the treatment. The highest score in experimental class was 90 after the treatment, while the students' highest score of posttest in control group was 81.

To confirm the results are significant, the researchers conducted the parametric analysis. In this case the researchers have already verified the normality of the data distribution as the prerequisite analyses. The normality test results showed significant value more than 0.05 for each of the data obtained. This indicates normality of the data distribution in both of the classes.

Table 8. Summary of Normality Test in both Groups

Kolmogorov-Smirnov				
	Class	Statistic	Df	Sig.
Results of the students' Writing	Pretest	0,181	21	0,71
	Experimental class			
	Posttest	0,126	21	200
	Experimental Class			
Results of the students' Writing	Pretest	0,108	21	200
	Control Class			
	Posttest	0,146	21	0,64
	Control Class			

Table 9. Summary of Independent Sample T-Test between the Two Groups

Variable	Posttest score		Mean difference	Sig. Level	t-value
	Exp.	Cont.			
Writing score	73,9	64,86	9,048	0.022	2,426

The results of Independent sample t-test proved that there is significant also shows that there is significant difference in writing ability between the students taught by using roundtable technique (M=73.9, SD=7.569) and those who were not (M=64.86, SD= 15.32), $t(29)=2.426$, $P<0.05$.

3.4. Interpretation

The research findings have already confirmed the answer to the problems formulation. First, it is confirmed that there is significant improvement on the students' writing ability after being taught by using roundtable technique. Secondly it also verified that there is significant difference in writing ability between the students

taught by using roundtable technique and those who were not. In fact, the results are due to some reasons.

For one thing, since roundtable technique belongs to cooperative learning method, it helps the students to learn from each other. It helps the students to brainstorm the idea before they start writing their draft. Getting ideas to write is one of the obstacles that most students afraid of when they start writing. Therefore by using the technique, the students are stimulated to share their ideas. Lou (2005) argued that roundtable technique is useful for brainstorming, writing and reviewing concepts and vocabulary learned. Thus, the students can start writing the text easily because they can ask their friends to brainstorm the ideas. The idea is also in accordance with what Barkley, et al. (2005). As Bakery stated that the benefit using roundtable technique is students were able to build upon each other's contributions. It can encourages the students to adjust their writing (in areas such as content, conventions, style, and vocabulary) as they respond and react to the comment of the writers that proceed them.

Furthermore, during the implementation of the roundtable technique, the researchers found the students' seriousness during the teaching and learning process, their enthusiasm in doing the tasks and their active participation. In another words, it was found that there was positive attitude toward learning. The writing activities became more interesting because in writing narrative text the students wrote the text in group. As Barkley, Cross and Major (2005) stated that roundtable technique is a technique where the students take turn responding to a prompt by writing one or two

words or phrases before passing the paper along to other. It in fact can lead the students to be more active and responsible in their group, so each member of the group has responsibility for the instruction given.

Another thing to consider is the significant difference of the mean score between the students taught by using roundtable technique and those who were not. Compared to control class that did not receive any special intervention during the writing class, those in experimental class experienced learning activities which provided them the opportunity to share, ideas, express opinion and create written text quickly and efficiently (Alberta, 2008). This is in line with what Amalia & Ramdhani (2019) stated that as long as the students' motivation and willingness to learn and respond to the experience exist, the effective teaching can be applied. As the results, the students can reach the betterment in their writing.

However, it cannot be denied that there is also improvement on writing ability of the students in control class. It is assumed that there would be other extraneous variables that influence the learning process. Such variable would be physiological factor. Dalyono (2009) asserts the factor that greatly influence students in the learning process is psychological factor which consists of intelligence, talent, interest, motivation and mental health. In this study, the researchers assume that while some students are talented in English especially in Writing, some might be interested in the way the researchers presented the materials. Though there was no special treatment given during the teaching and learning process, it

cannot be neglected that the existence of the researchers in the process brought new learning vibes especially in learning writing as they were not accustomed to materials in writing. The students' readiness to face the process of teaching and learning activities also determined their participation. In fact the researches always checked the students' condition before starting the lessons to ensure that all of them ready to attend the process. As Sudarwati & Amalia (2017) insists that even without a new treatment, if the teacher really put the students as the top priority in the classroom activities and make them learn what they supposed to learn, they will always achieve something.

4. CONCLUSIONS

Based on the results of the study, it can be concluded that Roundtable technique is effective to be used to improve students' writing especially in writing narrative text since there is significant improvement on the students writing ability after being taught by using roundtable technique. Its effectiveness is also proven by the results of independent sample t-test that showed significant difference on writing ability between the students taught by using Roundtable Technique and those who were not. Indeed, the results confirmed that the students' better performance is due to the facts that the students were provided with the opportunity to engage in the teaching and learning process willingly. As a matter of fact, they felt less pressure, but high

responsibility toward certain activities to be accomplished in teaching and learning process.

In addition, the researchers would like to offer several suggestion for the reader of this study as well as the future research study. Firstly, with the benefits of roundtable technique in improving the students' performance, it is recommended for the teachers to use roundtable technique in the teaching and learning English classroom especially in teaching writing. During the process of teaching and learning writing by using roundtable technique, the teacher needs to consider the students' difficulty in writing so it will help the process of learning runs smoothly. Besides for the future researcher, the same experiment with larger population and higher level of Students in English mastery would be necessary to conform the findings of this current study. The future researcher is also recommended to investigate the implementation of Roundtable technique in relation to other language skills and components such as reading, grammar, or vocabulary. Other aspects or types of writing would also be necessary to include as the variable of the study.

REFERENCES

- Alberta. (2008). *Cooperative learning srategy*. New York: McGraw-Hill Companies.
- Amalia, S. & Ramdhani, M.I. (2019). Task-based language teaching in enhancing language learning motivation. *Proceeding of the 3rd Asian Education Symposium*, 253. Retrieved from <https://www.atlantispress.com/proceedings/aes-18/55917320>

- Barkley, E.F., Cross K.P., and Major C.H. (2005). *Collaborative Learning Techniques*. San Francisco: Jossey-Bass
- Dalyono, M. (2009). *Psikologi Pendidikan*. Jakarta: Rineka Cipta
- Ernidawati, E., & Sutopo, D. (2017). Mind mapping and brainstorming strategies in students' writing with high and low interest. *English Education Journal*, 7(2). Retrieved from <https://journal.unnes.ac.id/sju/index.php/eej/article/view/15740>
- Hellen, Y.N. & Al-Hafizh, M. (2014). Teaching writing a hortatory exposition text by using the roundtable technique to senior high school students. *Journal of English Language Teaching*, 3(1). Retrieved from <http://ejournal.unp.ac.id/index.php/jelt/article/view/4300/0>
- Lou, M. (2005). *Cooperative Language Learning*. Hongkong, China: Longman Group..
- Mc-Millan, J. & Schumacher, S. (2014). *Research in education evidence-based inquiry*. Essex, England: Pearson Education Limited.
- Sadiku, L.M. (2015). The importance of four skills reading, speaking, writing , listening in a lesson hour. *European Journal of Languages and Literature Studies*, 1(1). Retrieved from https://journals.euser.org/files/articles/ejls_jan_apr_15/Lorena_Manaj.pdf
- Setyaningsih. (2015). *The effectiveness of roundtable technique for teaching descriptive writing (an experimental research at the seventh grade students of smp negeri 1 kedungreja, cilacap in academic year 2014/2015)*. (Unpublished thesis). Retrieved from <http://repository.ump.ac.id/2345/>
- Sinaga, M. (2017). The effect of roundtable and clustering teaching techniques and students' personal traits on students' achievement in descriptive writing. *Advances in Language and Literary Studies*, 8(6), 69-75.
- Su'aidah, S. (2014). The effect of roundtable technique on the seventh grade students' tense achievement at SMPN 1 Jelbuk in the 2013/2014 academic year. Retrieved from <http://repository.unej.ac.id/handle/123456789/64109>
- Sudarwati, E. & Amalia, S. (2017). Stick figure and think, talk and write: integrating media with teaching strategy for a better writing competence. *Indonesian Journal of Educational*, 7(2). 46-50.