



Using Roundtable Technique for Teaching Writing

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Abstract

The purpose of this research is to find out whether or not the roundtable technique is effective for writing descriptive text in eighth grade at SMP Negeri 3 Tanjungpinang. The research used a quantitative method with the method using a quasi-experimental design. The study sample was divided into two groups: experimental and control. In this study, the authors applied online learning considering the outbreak of the Covid-19 virus. The pre-test was given at the beginning of the study in each class, and then followed by given the treatment of the roundtable technique in composing descriptive text in the experimental class and small group discussion in the control class. After that, a post-test was given at the end of the study. Furthermore, the data were analyzed by using SPSS 21. The findings of the independent t-test revealed that the significant value generated Sig. 1-tailed) = 0.000 smaller than 0.05. As a result, it supports the hypothesis that using the roundtable technique is effective toward writing descriptive text at the eighth grade of SMP Negeri 3 Tanjungpinang.

Keywords: Writing, Descriptive Text, Roundtable

I INTRODUCTION

Teaching and learning English is not the same as learning any other subjects. There are four abilities that must be mastered. According to Urunami (2017), Writing is one of four skills that are considered difficult to master. Writing is a language skill that is used to communicate with others in an indirect or non-face-to-face (Sakdiyah et al., 2019). Having a good writing skill is not an easy thing to do. It necessitates the skill to write words correctly, as well as the skill to put and arrange words into meaningful sentences. There are several text genres that students must master when writing. The students are expected to comprehend the text's social function, generic structures, and language features.

Descriptive text is the type of text that junior high students in the eighth grade should be able to master. According to Noprianto (2017), descriptive text is a type to describe something, person, animal, place or event. Another definition stated that descriptive writing describes how something or someone looks or feels (Folse, 2010). In other words, descriptive text is a writing that is used to describe

a specific thing, person, animal, place, or event based on how someone looks and feels. The text explains in detail as well as brief characteristics of the discussion object.

In this research, the authors observed that there are several problems faced by students in learning writing. First, in English class, the students were not interested and bored; some of them were noisy and engaged in other activities rather than paying attention and listening to the teacher. Second, they were confused and had no idea about what they were going to write. Third, they lacked motivation when it comes to writing. Fourth, they had a limited vocabulary and do not know how to organize it into good sentences.

As we all know, traditional teaching and learning techniques and methods, such as lecturing, are still widely used in Indonesia. Furthermore, some teachers only provided explanations and exercises when teaching writing. It causes the students to be less comprehended, less interested in writing, and bored during the teaching and learning process. Subroto & Andriyani (2018) state that teaching writing is a difficult task for teachers because many students are still difficult and do not want to learn English. Therefore, the teachers must have the great technique in teaching that makes the students active in the class. Consequently, the authors found roundtable technique that is suitable in teaching writing.

According to Conny (2019) Roundtable is a writing technique that involves assigning each member to a group and having them discuss a topic at a round table. This technique could help the students generated and shared their ideas to work together in group. The importance of teaching writing through roundtable is that the students can share what information they know with the other students, they can help the other students to make good paragraph and students' understand the material better. Kagan & Kagan (2009) state that roundtable is a learning technique in which students take turns learning by generating responses, solving problems, or contributing to a project and sitting in a round table. It can encourage students to be active and responsible members of their group.

Researches on this topic have been conducted by some other researchers. Ismatullah (2016) revealed in his result that the use of the roundtable technique could improve students' narrative writing achievement as well as their active participation in writing process. Meanwhile, another findings shows that applying roundtable technique gives significant effect on students' writing skills in arranging simple present tense sentences (Wirasini, 2019). According to Fauziah et al., (2019), she confirmed that roundtable technique gives significant effect on the achievement of students with low self-efficacy when it comes to writing descriptive text. This study differed from others in that it used a roundtable technique to teach students how to write descriptive text. In another study, the roundtable technique was used to teach simple present tense and narrative text. The purpose of this article is to determine whether or not the roundtable technique is effective for writing descriptive text at eighth grade in SMP Negeri 3 Tanjungpinang.

II METHOD

The study was conducted using quasi-experimental design (Cresswell, 2014). Both the experimental and control classes had pre-test and post-test in this research. However, only one class (experimental class) was taught using the roundtable technique in order to determine whether the technique was effective or not by analyzing the data obtained from the means scores of the experimental and control class. The figure of nonequivalent control group design adapted from Creswell (2014) can be seen as follow:

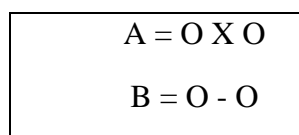


Figure 1. The Design of The Research

This study's sample was students in the eighth grade at SMP Negeri 3 Tanjungpinang. There were 18 out of 31 students as active participants in experimental class and 18 out of 29 students at control class. The authors used a writing test as the data collection instrument in this study. Besides, given the existence of a pandemic Covid-19 that is happening at this time, the authors used WhatsApp Group

Application and Zoom Aplication to implement the process of collecting the data online. The pre-test and post-test scores from both classes were used to generate the data for this study. The data were analyzed by SPSS version 21.

III RESULT

Following the collection of the data, the authors discovered the following result of the students' writing performance:

Table 1. Average Score of Experimental Class

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experiment	18	58	87	75.83	7.342
Post-test Experiment	18	67	92	79.33	7.515

The data analysis of score in the experimental class revealed that the score of the student's pre-test ranged from 58 to 87, and the score of the student's post-test ranged from 67 to 92. The mean of the student's pre-test is 75.83 and standard deviation is 7.34. The results of the analyzed number of scores were tested using some tests such as the normality test and the homogeneity test, which revealed that the results were normal and homogeneous.

Table 2. Average Score of Control Class

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Control	18	25	71	53.50	12.316
Post-test Control	18	25	71	59.61	12.921

The data analysis of score in the control class revealed that the score of the student's pre-test ranged from 25 to 71, and the score of the student's post-test ranged from 25 to 71. The mean of the student's pre-test is 75.83 and standard deviation is 7.34. The results of the analyzed number of scores were tested using some tests such as the normality test and the homogeneity test, which revealed that the results were normal and homogeneous.

Table 3. Independent T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (1-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
Pre-Test Score	Equal variances assumed	1.109	.300	6.608	34	.000	22.333	3.380	15.465	29.201
	Equal variances not assumed			6.608	27.729	.000	22.333	3.380	15.408	29.259
Post-Test Score	Equal variances assumed	2.256	.142	5.598	34	.000	19.722	3.523	12.562	26.882
	Equal variances not assumed			5.598	27.319	.000	19.722	3.523	12.497	26.947

According to the results of the independent t-test in the table above, the value of significant generated the Sig. (1-tailed) = 0.000 < 0.05. The independent t-test revealed that the t-test is 5.598 and

the t-table with degree of freedom 34 is 2.032 at the level of significance of 0.05. It means t-test is greater than t-table ($5.598 > 2.032$) and P value from the table is 0.000 with the level of significance of 0.05. That is, H_a was accepted while H_0 was rejected.

IV DISCUSSION

Given the current Covid-19 pandemic, the authors conducted research online. In the pre-test, the authors asked them to describe a picture set by the teacher and write a descriptive text based on the correct purpose, generic structures, and language features of descriptive text. They were also asked to submit photos of their worksheets via WhatsApp Application. Therefore, the procedures for conducting the roundtable technique was modified because it was applied online. The researcher has carried out the treatment using roundtable technique in the experimental class using Zoom Application. The students were divided into groups by the authors, each with four students. Then, the authors showed a picture of the animal on each group. The authors gave several questions to each group member related to the topic that had been given. As well, the students respond and write their answers on a piece of paper. The students raise their hands when they have completed the question given by the teacher. Even though the roundtable technique was applied online, the researcher still use several procedures stated by Kagan (2009). In post-test, the authors conducted with the same activities in pre-test.

According to the results of the pre-test from both classes, the student's performance in writing descriptive text was already classified as poor performance. After the pre-test, the students used the roundtable technique to write descriptive text as the treatment in the experimental class. Following the completion of the treatment, the researcher administered a post-test to determine the student's performance. The researcher then scores the results of the pre-test and post-test.

The value of significant generated the Sig. (1-tailed) = 0.000 0.05 in the hypothesis of independent t-test. At a significance level of 0.05, the t-test is 5.598 and the t-table with degree of freedom 34 is 2.032. It means that the t-test is more greater than the t-table ($5.598 > 2.032$). Thus, the roundtable technique was found to be effective for writing descriptive text in the eighth grade at SMP Negeri 3 Tanjungpinang.

Based on the data analysis findings, there is a significant difference between students writing descriptive text in the experimental class after being taught with the roundtable technique and students writing descriptive text in the control class after being taught without the roundtable technique. According to Fitri et al., (2017), the roundtable technique can aid in the smooth operation of the teaching and learning process. Because all students must present their ideas on a given topic, the students are able to gain the ideas. This technique encourages students to generate a large number of ideas before writing, share and discuss them with their group, and then practice writing the text (Fauziah et al., 2019). Although this research was conducted online, roundtable technique can used to improve students' learning achievement especially in writing.

V CONCLUSION

Based on the research, using the roundtable technique on students writing descriptive text has a significant effect in improving students' achievement in writing. The roundtable technique was successful in teaching writing because it was an interesting technique that provided students with numerous opportunities to share their ideas. As a result, the roundtable technique is effective for teaching and learning writing descriptive text.

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