

EFL Education Journal

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THE ENGLISH EDUCATION DEPARTMENT, THE FACULTY OF TEACHER TRAINING AND EDUCATION, THE UNIVERSITY OF JEMBER

A publication on EFL Education Journal

EFL Education Journal is published 3 times a year in the months of March, July, November ; it presents articles on EFL education and research

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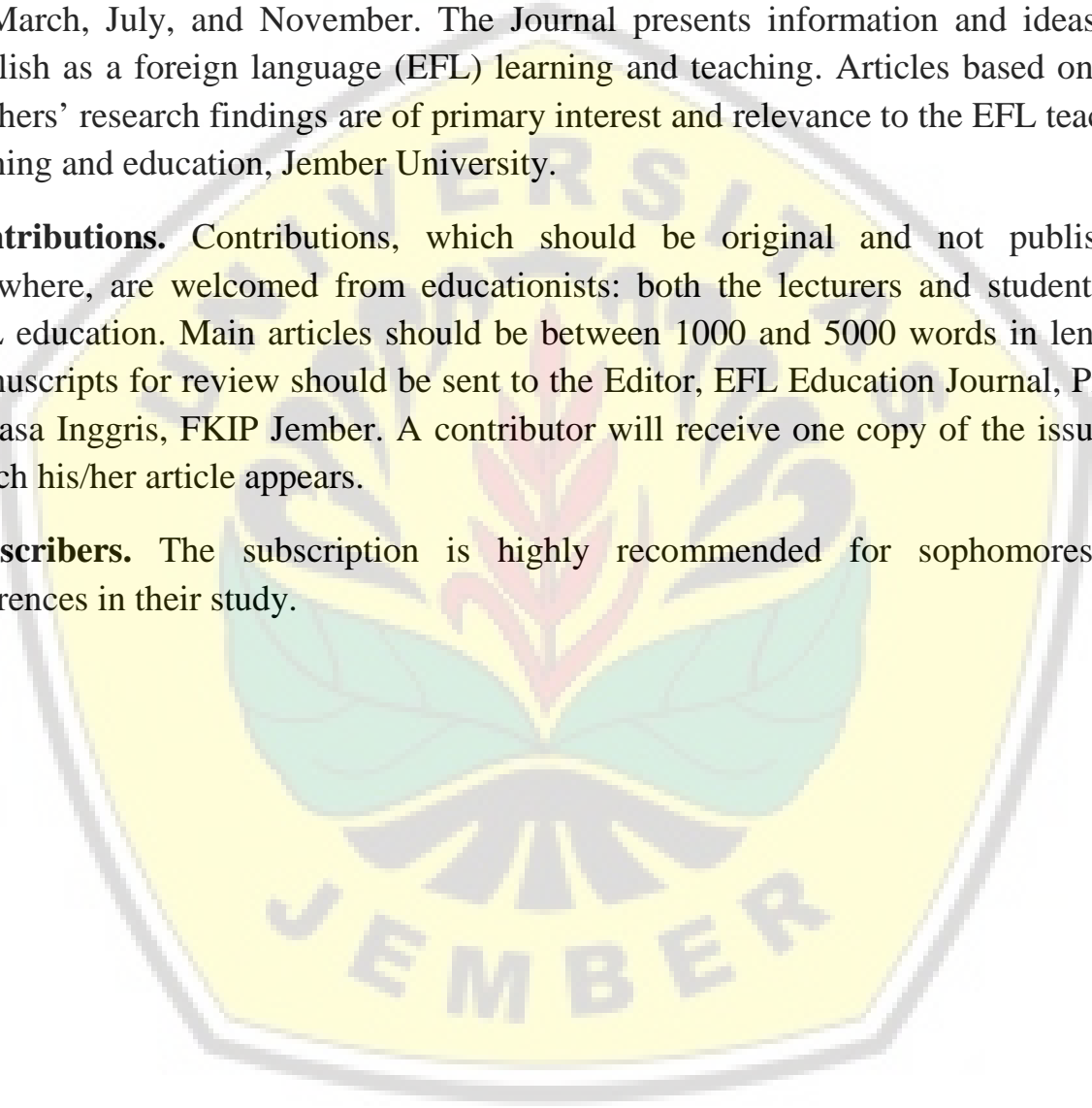
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Using Roundtable Technique to Enhance the Eleventh Grade Students' Narrative Writing Achievement at MAN 2 Jember

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Abstract: The objectives of this research were to improve the eleventh grade students' narrative writing achievement and their participation by using roundtable technique at MAN 2 Jember in the 2015/2016 academic year. The research design was classroom action research. The subject area of this research was chosen purposively. The research subject was the eleventh science 1 which was chosen based on the observation and the previous writing score from the English teacher. The data were collected by administering the writing test, observation, interview and documentation. This research was done in 2 cycles. The results in each cycle showed improvement of the students narrative writing achievement and students' active participation. The results in Cycle 2 had met the criteria of the success that indicated that the use of roundtable technique could improve the students' narrative writing achievement and also their active participation in teaching and learning process of writing at MAN 2 Jember

Key Words: Roundtable technique, Students' narrative writing achievement

In learning English language, writing is also important to be mastered. According to Harmer (2004: 3), although almost all human beings grow up speaking their first language (and sometimes their second or third) as a matter of course, writing has to be taught. Furthermore, Harmer (2004:31) says that writing is one of the four language skills besides listening, speaking and reading which is formed part of the syllabus in the teaching of English. Based on the 2006 Institutional Level Curriculum (*Kurikulum Tingkat Satuan Pendidikan/KTSP 2006 for Senior High School*), the main objective of teaching English is to develop the students' competency in communication whether in spoken or written form.

Learning writing means we compile the words together in order to convey the message. Thus, we can conclude that writing skill is a productive skill which the writer can produce the idea/ message in written form. Writing is not an easy matter because the writer needs to be creative in creating the ideas. It means that the writer is able to make the reader easily understand what the writer means only by reading. In making a good writing, the writer also needs to concern with five aspects of writing. According to Jacob *et al.* (in Hughes, 2003: 104), those five aspects of writing are grammar, vocabulary, mechanics, content, and organization. In learning writing, those five aspects of writing also should be mastered by the students in MAN 2 Jember.

Before conducting this research, the researcher found that students in MAN 2 Jember think that writing was the most difficult task because it needed high thinking. They had difficulty in generating their ideas. Mostly, they often got difficulties in writing English because English was not their native language. Therefore, it made them unable to produce their ideas because they did not know the words that they were going to write. During the practical teaching that was done by the researcher in MAN 2 Jember, it was found that many students in the eleventh grade have difficulty in writing narrative text especially the students in the XI science 1. They were still confused in constructing their ideas into a good generic structure. They often got stuck to start and develop their ideas into a good narrative text. They also had many mistakes in writing their ideas into a correct grammatically structure.

Based on the problem above, the researcher conducted an interview with the English teacher of XI science 1 at MAN 2 Jember to get more information about English teaching and learning process in MAN 2 Jember. Based on the information

from the English teacher, it was known that the students had problem in writing. She said that most of the eleventh grade students had lack of vocabulary and they unable to arrange good sentences in a good structure. Thus, those problems made the students unable to provide good enough content in their writing. Most of them were confused and had no idea about what they were going to write. It could be proven from the students' previous writing score from the English teacher. It was found that most of the students in XI Science 1 got the score below the standard score of 75. There were only 35,5% or 11 students from 31 students who got 75. In addition, the teacher said the students' motivation in learning writing was low. The English teacher said that there were only about 40% of the students in XI Science 1 were actively participating in the teaching and learning process of English. It means that the students are still passive in the classroom.

Due to those problems, the English teacher should have teaching innovation to encourage the students' motivation in writing. During the teaching and learning process, the English teacher only used lecturing method to teach writing that caused the students boredom. The students also think that writing is threatening because most of the students' writing task is in individual working. Thus, it made the students unmotivated in learning writing. Nunan (1991: 91) says that the atmosphere of the writing classroom should be warm, supportive, and non-threatening. Hence, the use of cooperative language learning can be the best way to solve the problem.

Roundtable technique was implemented in this research to teach writing. Roundtable technique could help the students generated and shared their ideas to work together in group. It also made them to be responsible for their teammates' learning as well as their own work. Furthermore, Millis (2005 : 6) states that

roundtable technique encourage creativity and deeper thinking, the students has to be responsible to their job to get many possible ideas to be shared to the group. In roundtable technique, the students involved in the team work activity by brainstorming the topic and posing their ideas in a written contribution. These activities lead the students to be more active during the teaching and learning process of writing. In this research, the researcher used roundtable technique to improve student's writing achievement and also their participation.

The researcher believed that roundtable technique could improve the students' writing achievement and active participation because of the result from several studies in classroom action research done by the previous researchers. The first study was conducted by Rahmawati (2010) who took a Classroom Action Research at SMP 2 Rogojampi. The results of this study showed that the use of roundtable technique could improve the students' narrative writing achievement and active participation. It showed that there were improvements in students' score of writing and active participation after being taught in 2 cycles by using roundtable technique. The second study was conducted by Siregar (2012), an action research to the eleventh grader of SMAN 10 Pekanbaru. From the data, it was found that there was an improvement of the students' score in writing test and students' active participation after applying roundtable technique in the teaching and learning process. Based on the calculation of the writing test result in pre-test, post-test 1 and post-test 2, the researcher found out the increasing in the students' mean score. The students' active participation percentage also increased in the second cycle. This study was succesful due to the results that had achieved the target of the research. From the background above, the researcher conducted a classroom action research entitled "Enhancing the Eleventh Grade Students' Narrative Writing Achievement by Using Roundtable Technique at MAN 2 Jember in Academic Year 2015/2016".

Research method

The research design of this study was Classroom Action Research because the aim was to overcome the educational problem. Thus, in this research, the purposes were to improve the students' narrative writing achievement and students' active participation through the implementation of roundtable technique. This research was done in cycles by following a certain procedure. There were four stages in each cycle. These were described as Planning, Acting, Observing and Reflecting.

The research area was MAN 2 Jember which was chosen purposively due to some reasons: the problem faced by the eleventh grade students' in writing a narrative text, roundtable technique was never used by the teacher in teaching writing, the school principal gave permission to conduct this research and the English teacher agreed to have collaboration with the researcher to solve the students' writing problem.

The research subject was determined by using purposive method. The subjects were the eleventh science 1 at MAN 2 Jember in academic year 2015/2016. It was chosen because it had the most students who got writing score under the standard score of the school. Moreover, their active participation were low among those classes in the same grade.

In this research, the data collection covered primary data and supporting data. The primary data was writing test and observation. Writing test was used to collect the results of students' narrative writing achievement, then the observation was used to know the results of the students' active participation which was done during teaching and learning process. Meanwhile, the supporting data was interview and documentation. The interview had been done in the preliminary study with the

eleventh grade English teacher of MAN 2 Jember. The interview had purpose to gain the information about the problem which was faced by students, the curriculum used in the school, the English teacher method in teaching and learning process, the English book used in the school and etc. Documentation was used to gain the supporting data about the names of the subjects in XI science 1 class and their previous writing scores.

This research was considered successful if 75% of the students were actively participated in the teaching learning writing of narrative text by using roundtable technique and 75% of the students got score 75 in writing test. The result of the students' active participation in each cycle was analyzed quantitatively by the following formula: $E = \frac{n}{N} \times 100$; (Ali,1993:186) where E is the percentage of the students' active involvement, or the percentage of the students who get score 75 in writing test. The label n refers to the number of students, and N is the total number of students.

Research results

This Classroom Action Research was done in two cycles and there were 3 meetings in each cycle. In each cycle, the action was conducted in meeting 1 and meeting 2, and the writing test was done in meeting 3 in each cycle. In this research, the results showed that there were improvement on the students' writing achievement and also their participation after being taught by using roundtable technique in two cycles. The results were collected from the observation during the action and also the writing test in each cycle.

The action in the first meeting was done in 90 minutes in each meeting and 60 minutes for the writing test. Here, the researcher applied roundtable technique that

covered some activities such as grouping the students heterogeneously into high, average and low achievers, posing the topic and guiding questions, brainstorming activity, discussing activity, writing the final copy and giving feedback. During the actions, the observer observed the students' active participation by using observation checklist and also made note during teaching and learning process.

After conducting the action in the first cycle, the results of students' writing test showed the improvement from the pre-cycle to Cycle 1 that was 35,5% or 11 students to 70.97% or 22 students from 31 students who achieved the target score 75. Then, the results of students' active participation also improve from 40% in pre-cycle to 72.58% in cycle 1. However, both of those results had not achieved the target of the research that was 75% of the students were actively involved in the teaching and learning process and 75% of the students got score 75 in the writing test. Therefore, both the researcher and the English teacher did the reflection, revised some problems and made the greater treatment for the second cycle.

In the second cycle, the researcher had revised some problems such as grouping a students into an equal amount of high, average and low achievers in each group based on the results of the students' writing test in the first cycle. Thus, the group activity could work effectively since they could help one another during the cooperative working. Here, grouping each students into heterogeneous group helped the students to work effectively during the roundtable activity. In the cooperative working, the high achievers were clarifying, explaining and sharing ideas to the low achievers that often find gaps in producing words and arranging the sentences into a good grammatically structure. In addition, placing heterogeneous students into one group helped them produce the best work because they would have opportunities to discuss their ideas together and got feedback from the other students before they

developed their own work individually. The students were allowed to use their dictionaries in order to make them use their time efficiently to think about their ideas during brainstorming section, thus the other member would have more chance in writing down their ideas. Both the researcher and the English teacher gave much attention to the students by moving around and monitoring each group. Hence, the students felt more confidence and motivated in writing down their ideas because the researcher offered help maximum 3 times and helping the students if they had difficulties in finding the words/translating the words they were going to write.

In the writing test of cycle 2, the researcher gave more time since in the previous writing test the students could not finish their writing completely, it took much longer that was 90 minutes for the writing test in second cycle. Moreover, the researcher gave more topics provided in the writing test. Then, the students were allowed to write another fairy tales that they had already known besides the topic provided. Thus, the students would have more choices to choose the topic that they were going to write, they would be more confidence to write the topic because if the students knew the story very well, they would produce the better results in their writing.

After applying those revisions in the second cycle, the teaching and learning process worked more effectively, the results of the students active participation showed improvement in Cycle 2. The average percentage of students' active participation in meeting 1 and meeting 2 increased from 72.58% in Cycle 1 to 82.26% in Cycle 2. Then, the percentage of the students who got 75 in the writing test increased from 70.97 (22 students of 31 students) in Cycle 1 to 80.65% (25 students of 31 students) in Cycle 2.

Discussion

Based on the results of the research, it can be said that the implementation of roundtable technique could improve the students' active participation and their narrative writing achievement. The finding of this research strengthened the theory that roundtable technique is an effective technique to be applied in teaching writing. It also build the students' promotive interaction by sharing their ideas, supporting each other, and helping each other during the brainstorming and discussion activity. In other words, the result of this action research proved the action hypotheses that the use of roundtable technique can enhance the eleventh grade students' narrative writing achievement and active participation during the teaching and learning process of writing at MAN 2 Jember.

Conclusion

Based on the result of the data analysis and discussion, it can be concluded that the use of roundtable technique can enhance the eleventh grade students' narrative writing achievement at MAN 2 Jember in academic year 2015/2016. Therefore, the English teacher at the school has to use the roundtable technique as the alternative way in teaching writing a narrative text. In this way, the students taught by the roundtable technique can be encouraged to participate in the teaching and learning process in the classroom, and they may be encouraged to be responsible with their work. Thus, it makes them think deeply to produce the good writing product. Furthermore, the future researchers are suggested to conduct another research dealing with the use of roundtable technique on writing skill or the other skills/components that would be applied with the different subjects at different schools.

ACKNOWLEDGEMENT

This article is summary of study entitled “ Enhancing the Eleventh Grade Students’ Narrative Writing Achievement by Using Roundtable Technique at MAN 2 Jember in Academic year 2015/2016” by MaulidiaIsmatullah.

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