

THESIS ARTICLE

The Effect of Using Roundtable Technique on the Eighth Grade Students' Writing Achievement at SMPN 1 Wuluhan Jember in the 2014/2015 Academic Year

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Abstract

This research was intended to know whether or not there was a significant effect of using roundtable technique in cooperative learning on the eighth grade students' writing achievement. The design of this research was quasi experimental research with nonequivalent-group post-test only design. The respondents of this research were two classes of the eighth grade students of SMPN 1 Wuluhan in the 2014/2015 academic year. Those two classes were VIII-B as the experimental group and VIII-H as the control group that were determined using cluster random sampling by lottery. As the result of the homogeneity test analyzed using ANOVA formula showed that the result of F test was non significant which meant that the population was homogeneous. The data collection methods of this research used were the writing test, interview and documentation. The results of the writing test showed that the mean score of the experimental group was 60.69 and the control group was 53.21. The result of the writing test analysis using SPSS independent sample t-test was also showed that there was a significant mean difference of the students' writing achievement between the experimental and the control groups. The result of the t-test analysis with significant level of 5% was higher than that of t-table ($0.830 > 0.035$). Then, the value of significant (2-tailed) column t-test table was 0.035 and it was lower than 0.05 (significant level of 5%). Based on those results, it was concluded that the use of roundtable technique had a significant effect on the eighth grade students' writing achievement at SMPN 1 Wuluhan Jember.

Keywords: *Quasi Experimental Research, Roundtable Technique, Descriptive Text Writing Achievement*

Introduction

Language is a part of communication in our life and it has important roles to interact with people. According to Hornby (1995:662), language is the system of sounds and words used by humans to express their thoughts and feelings. It means that language is used to tell people about what we feel and think either in spoken or written form.

Writing represents our thoughts, feelings and experiences; and there is a purpose in every act of writing (Chaffe, 1999:10). In short, the writer is trying to express what he/she feels, thinks, wants to say or finds out about a specific topic. In addition, the writer needs to think about how the ideas in the writing can be gained and understood by the readers. Mcwhorter (2001:9) also states that writing is a process of developing and explaining ideas. Therefore, writing can be defined as thinking process in which the writer develops the ideas in written language in order to inform, persuade or convince the readers.

Dealing with writing for EFL students, writing is regarded as a language skill that is not easy for the students to be achieved. Most of the students have difficulty in producing a good writing. It is supported by Hall *et al.* (1999) and Harris *et al.* (1998) in Waldron *et al.* (2005:25) who say that writing is perhaps the most complex of all the language skills that students must learn because there are

many components to produce a piece of a good writing. The components are vocabulary, grammar, mechanic, content and, organization. Therefore, The students need ability of using vocabulary, making sentences which are grammatically correct, using mechanics appropriately, and arranging the sentences well in order to make the readers understand and gain about what they write.

In teaching writing skill, the teacher usually tends to ask the students to do writing individually, so that it will create competitive atmosphere in the classroom in which the students compete with each other to gain the highest score. In addition, the routine learning makes the students not have chance to work together or share ideas in producing a piece of writing with other students. Meanwhile, the students are able to produce a piece of a good writing individually if they have gotten feedback from the others about their writing, for instance about the vocabulary, grammar, and spelling. The feedback itself can be gained when the students work together and share ideas with the other students.

Considering the problems above, the teacher has to find an appropriate technique to encourage students in producing a written language. One of the techniques that can be used is roundtable technique as one of the cooperative learning approaches. Cooperative learning

means doing something collaboratively and helping each other doing the work (Isjoni, 2013:6). Jolliffe (2007:3) adds that cooperative learning allows students to work together in small groups to support each other to improve their own learning and the others. Cooperative learning will create cooperative atmosphere and allows high achievers to help the low achievers in order to achieve the goal. Therefore, the learning will be more effective and not monotonous. Meanwhile, Roundtable technique is a technique in which there is a piece of paper and a pen or pencil for each group (Olsen and Kagan (1992) in Richard and Rogers, 2001:198). The students give responses of the question or problem given by writing the answers on a piece of paper given in turns within a group. Roundtable technique can be used in teaching writing since this technique tends to facilitate the students to write different answers. Besides, it also gives the students equal participation in solving a problem, in this case, writing.

Cooperative learning has many advantages in the learning both in academic and social skills. Widodo (2006:175) explains some advantages of cooperative learning as follows. First, cooperative learning can encourage students to work together and participate equally to solve a problem and sharing ideas with the others. Second, cooperative learning asks the high achievers to help low achievers in a written or oral process of learning language. It means that cooperative learning can build social interaction in the classroom. Third, cooperative learning encourages students to think critically since they review and give feedback to each other. Philips (2002:16) adds that the other advantage of cooperative learning is that students can solve the problem in a shorter moment of time. While working in group, students solve the problem together and it is much efficient. Therefore, the problem can be solved faster and easier.

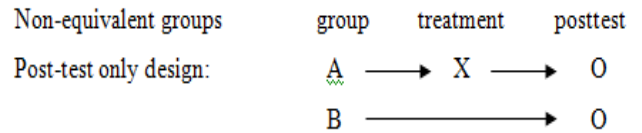
Based on the statements above, the researcher decided to undertake a research entitled “The Effect of Using Roundtable Technique in Cooperative Learning on the Eighth Grade Students’ Writing Achievement at SMPN 1 Wuluhan Jember in the 2014/2015 Academic Year” The objective of the research is “to know whether or not there is a significant effect of using roundtable technique in cooperative learning on the eighth grade students’ writing achievement at SMPN 1 Wuluhan Jember in the 2014/2015 academic year”

Research Methods

The research design used was quasi experimental design with nonequivalent-group post-test only design. According to Arikunto (2010:9) experimental research observes a cause-effect relationship. This design is appropriate with the objective of this research, that is, to know whether or not there is a significant effect of using roundtable technique in cooperative learning on the eighth grade students’ writing achievement at SMPN 1 Wuluhan Jember in the 2014/2015 academic year.

In this design, two classes were chosen as the experimental and the control groups by considering the result of the homogeneity test given. And then, the

experimental group was given a treatment, that is teaching writing by using roundtable technique, while the control group was given no treatment, it was taught writing by using direct instruction. After that, both groups were given a post test to know the significant difference of the writing achievement between the experimental and the control groups. The following diagram presents the design used in this research.



- Notes :
- A = Experimental group
 - B = Control group
 - X = Treatment
 - O = Post test

(McMillan, 1992:175)

The area determination method of this research was determined by using purposive method. Purposive method is used to determine the research area based on a certain purpose (Arikunto, 2010:183). The research was conducted at SMPN 1 Wuluhan Jember because of some reasons. First, the English teacher has never applied roundtable technique in teaching writing. Second, the principal gave permission to the researcher to conduct the experimental research at SMPN 1 Wuluhan Jember in the 2014/2015 academic year.

The population of this research was all of the eighth grade students of SMPN 1 Wuluhan Jember in the 2014/2015 academic year. The number of the population was 290 students which were divided into 8 classes. Each classes consisted of 34 – 37 students. According to Arikunto (2010:125), if number of the population is more than 100 persons, the researcher can take 10% or 20% up to 25% or more of the population. Before taking two classes as the respondents, homogeneity test was administered to the population to know whether the population was homogeneous or not. The result of the homogeneity analysis by using ANOVA formula showed that the value of the variance was 0.869 which was more than 0.05. It means that the population was homogeneous and then the respondents was chosen by lottery. The respondents taken was 25% of the population which was classified into two classes as the experimental and the control groups.

In this research, the primary data were collected from post test in the form of writing a descriptive text (the experimental and the control groups) and the secondary data were gained from interview and documentation. The writing test was used to get the scores of the students’ writing achievement on the aspects of grammar, vocabulary, mechanics, content, and organization. The students’ writing was scored by two scorers using the same scoring rubric of analytical scoring method. Then, the result of the writing test scores were analyzed statistically by using t-test formula of 5% significant level using SPSS computing system to know whether or not the mean difference between the experimental and the control groups

was significant. Then, the decision of hypothesis was taken by comparing the significant level/probabilities (Sig 2-tailed) showed in the output of independent sample t-test. The decision of the hypothesis was conducted as follows.

Probabilities (Sig) > 5%, the null hypothesis is accepted and the result of the research is not significant.

Probabilities (Sig) ≤ 5%, the null hypothesis is rejected and the result of the research is significant.

Discussion

Based on the output of Independent sample t-test by using SPSS program, the value of significant (2 tailed) column showed 0.035 and it was lower than 0.05. It means that there was statistically significant difference between the experimental and the control groups or there was a significant effect between the experimental and the control groups. In other words, the null hypothesis (H_0): "there is no significant effect of using roundtable technique in cooperative on the eighth grade students' writing achievement at SMPN 1 Wuluhan Jember in the 2014/2015 academic year" was rejected. Then, the alternative hypothesis (H_a): "there is a significant effect of using roundtable technique in cooperative learning on the eighth grade students' writing achievement at SMPN 1 Wuluhan Jember in the 2014/2015 academic year" was accepted.

The result of data analysis in this research showed that the use of roundtable technique in that writing had a significant effect on the eighth grade students' writing achievement at SMPN 1 Wuluhan Jember in the 2014/2015 academic year.

Roundtable technique is regarded as cooperative learning because the students have to work in groups. There are many advantages of cooperative learning that stated by experts. Some of them are enhancing students' self-esteem, reducing students' anxiety, developing students' social interaction skill, and developing higher level of thinking skill. Among those advantages, developing students' social interaction skill showed the most significant effect that can be seen during the teaching learning process. The students developed their social interaction skill. They were getting closer with their group members and reduced the gap among them. They were also more interested in the learning. It created effective learning among the students since they discussed and shared ideas. Therefore, the students could do the work more cooperatively, faster, and easier.

According to Millis (2009: <http://www.utexas.edu/academic/cte/hewlettcls.htm>), roundtable technique can be used for brainstorming, reviewing, and practicing. Besides, roundtable technique helps the students to produce a descriptive text easier. The students can produce many ideas by writing sentences to describe about the given topic. The topics given were Deddy Corbuzier to describe about a person and My Classroom to describe about a thing. They could express their ideas by writing the sentences during the given time, that was, 15 minutes. They also reviewed their knowledge about vocabulary and

practiced their skill of writing sentences which grammatically correct. Therefore, the groups had many ideas or sentences which could be used to write a descriptive text when the time was called. In addition, the students were more ready and able to produce a good writing when given an individual task in the post test. It happened because they got some information while having discussions and sharing ideas of the errors found in the sentences during the teaching learning process.

Conclusion and Suggestions

Based on the data analysis, hypothesis verification, and discussion, it could be concluded that there was a significant effect of using roundtable technique on the eighth grade students' writing achievement at SMPN 1 Wuluhan Jember in the 2014/2015 academic year.

Considering the research results, some suggestions were given to the following persons.

- First, to the English teacher. The English teachers of SMPN 1 Wuluhan Jember are expected to use roundtable technique as an alternative technique to teach writing. This technique can make the students produce writing easier and it is helpful for the students in learning writing. Besides, it can create positive interaction among the students while doing cooperation in groups.
- Second, to the students. The students can use roundtable technique in learning writing because they can produce many ideas in sentences which are useful in writing a text. Moreover, the students can discuss with the others for their learning and increase their social skill.
- Third, to the other researchers. The researcher hopes that the result of this research can be used as a consideration for other researchers to conduct further researches dealing with a similar topic by using different research area and research design such as a classroom action research to improve students' vocabulary achievement by using roundtable technique.

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