



USING ROUNDTABLE TECHNIQUE TO IMPROVE STUDENTS' WRITING SKILL OF NARRATIVE TEXT

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ABSTRACT

The objective of this study was to find out whether or not there is significant difference on teaching writing narrative paragraph through Roundtable Technique to the tenth grade students of Gajah Mada Vocational High School of Palembang. This study applied quasi-experimental method with non-equivalent control group design. The population of this study was all tenth grade students of Gajah Mada Vocational High School of Palembang, in the academic year of 2021/2022 with the total number of 216 students. The samples were 72 students, 36 students were in experimental group from X.1 class and 36 students were in control group from X.2 class taken by using purposive sampling. In collecting the data, a written test of the recount text was used, and the data were analyzed by using Application of IBM SPSS Statistics 23. The result of this study showed that the experimental group students' average score in pre-test, it was 64.32, and in post-test, it was 71.66 while the control group students' average score in pre-test was 64.50 and in post-test, it was 65.70. The value of t-obtained was (3.843) which were higher than the value of t-table (2.004) at the significance 0.05 in two tailed-test with 54 (df). It was assumed that the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. It means that there was significant difference on teaching writing of Gajah Mada Vocational High School of Palembang and those who were not.

Keywords: *Writing, Narrative Paragraph, Roundtable Technique*

1. INTRODUCTION

Writing is a process of communication among people to share information. According to (Hyland,K,2004)explains that writing is a way to share personal meanings. The people construct their own views on topic. They will share their views on a topic to each other then. A person's views may be different from other people's views. It depends on their belief. Therefore, when constructing their views (ideas), the people have to make it understandable and acceptable.In the process of writing, a writer shares and clarifies her thoughts and feelings to the readers. Writing is also a process of communicating the writer's idea to the reader in a written form. In the process of writing, a writer should explore her

mind to find new ideas that make her writing meaningful. The ideas will be in a sentence, a paragraph, and a text. There are some texts to gather ideas such as descriptive text, recount text, and narrative text.

According to (David, Crystal,2008) quotes that a narrative text is a story that is told conveyed to recipient and his telling requires a medium, it is converted into sign.23. It refers to Bal that a text does not consist solely of narration, in the specific sense. In every narrative text, one point can to be passage that concern something other than the narrator which is directly connected with the event, a description of 10 faces, or of a location. From those experiences that students have, they can easily tell their story in from of narrative text. Narrative could be an easy text to write

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because the contents are followed a chronological order of a story. As stated by hedge, the organization of ideas in narrative text is easy because it follows chronological sequence, so narrative is different from other types of discourse and it is recommended for writing. Furthermore, a writer should be able to write interesting stories to entertain the reader. There are some strategies in teaching writing. One of the strategies is Roundtable Technique. Roundtable Technique is a cooperative learning Technique for writing.

According to (Lou,2005) mentions that Roundtable is a useful activity for brainstorming, writing, reviewing concepts and vocabulary learning. It means that this Technique can help the students to brainstorm their ideas, writing the text and reviewing the draft of the texts. In this study, the writers used Roundtable Technique for brainstorming the ideas in writing a narrative text. The Roundtable Technique, the students work in a group of four. The students were brainstorming their ideas in their group. They were helping each other to find ideas. It made it easier to get more creative ideas. Furthermore, students can help each other in solving some difficulties in writing.

Based on the background above, the writers found students' writing problem such as (1) The students usually make mistakes in writing; (2) Lack of vocabulary and (3) The students' motivation in writing was poor. The problem of the study was formulated as: "Is there any significance difference on students' writing narrative paragraph achievement who are taught by using Roundtable Technique to Tenth Grade Students of Vocational Gajah Mada Senior High School of Palembang and those who are not?". The objective of this study was to find out whether or not there is any significance difference on the tenth grade students' writing achievement between those who are taught by using Roundtable Technique and those who are not of Vocational High School of Palembang..

2. LITERATURE REVIEW

1. The Concept of Writing

Writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking, and reading. It involves the development of an idea, the capture of mental representations of knowledge, and the experience with subjects. In conclusion,

writing is one of the important skills to be taught in the school. It plays an important role in which speaking cannot fulfill the communicative needs and writing is also a kind of talking or communicating to others through piece of paper.

2. The Concept of Narrative Paragraph

According to (Haris in Fokeye,2016) claims that narrative texts are written to entertain. It is a type of text that is proposed to amuse and to deal with actual and vicarious experience in different ways. Narrative texts also deal with problematic events which lead to a crisis or turning points of some kind which in turn find a resolution. The main purpose of narrative texts is to tell a story, it has a beginning, middle and an end; characters, plot or conflict, and setting.

According to (Wardiman,2008) quotes that narrative text is a true or an imaginary story containing conflict and resolution which function to entertain listener or readers. There are generic structures of narrative text:

| Orientati on, | Complicati on, | Resoluti on, | Re-orientatio ns, |
|--|--|--|---|
| This part introduces the characters of the story, the time and the place of the story happened | In this part, tells the beginning of the problem which leads to the crisis (climax) of the main participants . | This part tells the problem (the crisis) is resolved, either in a happy ending or a sad (tragic) ending. | This is the closing remark to the story and it is optional. |

3. The Concept of Roundtable Technique

Round table is Cooperative Learning Technique in which each person writes on idea for a multiple ability task and passes their paper to the person on the right. The paper circulates around the entire group at least once. Each time a person receives the paper, they should write a different task then whole class discussion should follow. While based on (Kagan in Yassen,2014) states that Round table can be used for brainstorming, reviewing, or practicing. In this method, each group member has a designated turn to participate and make a written contribution to the group's project. The group has a writing prompt, task, or question.

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In other side, according to (Colgan, Mark,2010) claims that the teacher needs to apply the steps as follows:

1. Class is divided into small groups (4 to 6).
2. One person in your group about briefly state an answer to the following question and write it down in abbreviated form on a piece of paper.
3. Pass the paper clockwise (left) and have the next student add an answer.
4. Continue until everyone has had a chance to answer at least once. If time, keep going. Students may be allowed to say “pass” only once.
5. Randomly choose a group and or students to share a favorite group answer

4. The Concept of Benefit of Using Roundtable Technique

Roundtable ensures equal participation among group members and exposes students to multiple viewpoints and ideas. By having students write their ideas as opposed to speaking them, Roundtable help students to focus their attention, gives students quiet time to think about their responses, and provide an accumulative record. In Roundtable, students were able to build upon each other's contributions. It encourages students to adjust their writing (in areas like content, conventions, style, and vocabulary) as they respond and react to the comment of the writers that preceded them (Barkley, E. F., Cross, K. P. & Major, C. H,2005:75).

5. The Concept of Disadvantages of Using Roundtable Technique

Based on (Barkley, E. F., Cross, K. P. & Major, C. H,2005) states that Roundtable is one of thee brainstorming techniques called as the natural way in developing the writing. It is only used for fairly simple tasks, not for the complex or reasoning ones. It is only the surface of technique in teaching writing, so it does not a good technique when it is used to write an easy writing which has long Paragraph. Sometimes the learners are confused how to use it because the learners confused where to start writing. Besides, the learners do this way under pressure to make this technique as an effective way. Time is wasted and students will likely get bored.

3. METHODS

In this study, quasi-experimental design was used. With pre-test and post-test control group design. A quasi experimental research design is an experimental research design that does not provide for full control of potential confounding variables. This study is classroom action research that will use observation data toward teaching learning process of English subject with focus on Narrative text. Therefore, the writers was used pre-test and post-test the result of the test is analyze to know the students' skill in writing, the data were collected by using writing test. A test is a systematic procedure for observing one's behavior and describing it with numerical device or category system. The writers will be testing the students by written test consisting of pre-test and post-test. Based on (Cohen,2007:283) quotes that the design can

| | | | |
|--------------|----------------|---|----------------|
| Experimental | O ₁ | X | O ₂ |
| Control | O ₃ | - | O ₄ |

In which:

- O₁ : Pre-test for experimental group
- O₂ : Post-test for experimental group
- O₃ : Pre-test for Control group
- O₄ : Post-test for Control group
- X : Treatment by using Learning Cell Method
- : Conventional treatment for control group

POPULATION AND SAMPLE

1. Population

According to (Sugiono,2016) states that Population is clanking which consists of the object or subject that has a quality and characteristics of certain set by the researcher to learn and concluded.The population of this study was all students to the tenth grade students' of Gajah Mada Vocational High School of Palembang in academic year of 2021/2022. The total number of the population in this study was 216 students who were divided into six classes.

2. Sample

According (Sugiyono,2016) quotes that Purposive sampling is a technique of determining the sample with certain considerations. However, to get accurate data, the writers would be chosen by purposive

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sampling. There are 72 members of students which are divided into two groups: they were control and experimental group.

TECHNIQUE COLLECTING DATA

The data of this study was collected by giving a writing test to students. The test consists of pre-test and post-test. The pre-test is in writing test form. The test consists of several instructions about the writing of the narrative paragraph. The last step, the writers gave the post-test after the treatment done. The realization of the post-test is same with the pre-test. Those tests would be given to the experimental class and control class. In this study, there were two raters to rate the writing performance. The first rater was the teacher of English of Gajah Mada Vocational High School of Palembang and the second rater was the writers.

According to Hatch and Lazaraton (1991:533), the formula of inter-raters reliability can be seen as follows:

$$R_{tt} = \frac{n r_{AB}}{1 + (n-1)r_{AB}}$$

In this formula:

- r_{tt} = The reliability of all the judges' ratings
- n = The number of raters
- r_{AB} = The correlation between two raters

There were two ways to calculate the correlation of two judges' rating. First, the writers used IBM SPSS Statistics 23, second, the writers calculated manually. In this case, the writers used Product Moment formula.

Then, the result of calculation by using IBM SPSS Statistics 23 and manually were similar. Since the result was 0.983, the result of reliability calculation was 0.98. It means that the test was reliable because it was higher than 0.70 (α).

TECHNIQUE ANALYZING DATA

For do analyzing the data, the writers were used independent test. Independent test was used to find out whether or not there were any significant different score obtained by the students who are taught by using Roundtable Technique and those who are not for students of Gajah Mada Vocational High School of Palembang. Whenever independent t-test used to compare the result of pre-test and post-test between two groups and the conditions of two

experimental then difference participants is assign to each condition. SPSS 23 was used apply the independent t-test.

4. RESULTS AND DISCUSSIONS

The computation of pre-test score in experimental group, the lowest score was 53, then the highest score was 75 and the mean score was 64.32 with standard deviation 5.66. The computation of pre-test score in control group, the lowest score was 53, then the highest score was 77 and the mean score was 64.50 with standard deviation 6.853.

The post-test in experimental group was exactly same as the pre-test. The difference is before the test which the experimental group used Roundtable Technique to improve the students' writing. The computation of post-test score in this group used IBM SPSS Statistics 23. The lowest score was 61, then the highest score was 85 and the mean score was 71.66 with standard deviation 5.267.

The post-test in control group was exactly the same as the pre-test. The difference is before the test which the control group used Roundtable Technique to improve the students' writing. The computation of post-test score in this group, the lowest score was 55, then the highest score was 79 and the mean score was 65.70 with standard deviation 6.302.

The result of the descriptive statistics of pre-test and post-test in experimental group it could be said that students' score in experimental group for the lowest score was 53 in pre-test and the highest score was 85 in post-test, while the mean score was highest in post-test, it was 71.66 with standard deviation 5.267 and for mean score in pre-test was 64.32 with standard deviation was highest than post-test, it was 5.669.

The result of the descriptive statistics of pre-test and post-test in control group, it can be concluded that students' score in control group for the lowest score was 53 in pre-test and the highest score was 79 in post-test, while the mean score was highest in post-test, it was 65.70 with standard deviation 6.302 and for mean score in pre-test was 64.50 with standard deviation was highest than post-test, it was 6.853

The normality test used to find out whether or not the data of writing narrative paragraphs test was distributed normally. In

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the normality test, the total of sample (N), Kolmogorov-Smirnov and Shapiro-Wilk, significant of alpha, and result were analyzed.

The computation of normality, the significance level was 0.200 according to Kolmogorov-Smirnov and 0.303 according to Shapiro-Wilk. Since, it was higher than 0.05, the students' pre-test scores in experimental group was normal.

The computation of normality, the result can be seen in the significance level was 0.200. According to Kolmogorov-Smirnov and 0.313 according to Shapiro-Wilk. Since it was higher than 0.05, the students' pre-test scores in control group was normal.

The computation of normality, the result can be seen in the result, the significance level was 0.200 according to Kolmogorov-Smirnov and 0.567 according to Shapiro-Wilk. Since it was higher than 0.05, the students' post-test scores in experimental group was normal.

The computation of normality, the result can be seen in the significance level was 0.200 according to Kolmogorov-Smirnov and 0.592 according to Shapiro-Wilk. Since it was higher than 0.05, the students' post-test scores in control group was normal.

The computation of homogeneity used Levene Statistic analysis in IBM SPSS Statistics 23. It was found that the significance level was 0.170. Since the result was higher than 0.05, the students' pre-test scores in experimental and control group were homogenous.

The computation of homogeneity used Levene Statistic analysis in IBM SPSS Statistics 23. It was found that the significance level was 0.136. Since the result was higher than 0.05, the students' post-test scores in experimental and control group were homogenous.

The computation of paired-samples t-test used IBM SPSS Statistics 23, it shows that the mean difference between pre-test and post-test in experimental group was 7.393 and the significance level was 0.000. Since the significance level is lower than α (alpha) value 0.05, it indicates that the students in experimental group gained score of writing achievement significantly.

The computation of paired-samples t-test used IBM SPSS Statistics 23, it shows that the mean difference between pre-test and post-test in control group was 1.107 and the significance level was 0.575. Since the

significance level is higher than α (alpha) value 0.05, it indicates that the students in control group did not gain score of writing achievement significantly.

In order to find out whether or not there was significant difference in students' scoring writing achievement between the experimental group and control group, the result of the post-test in experimental and control group were compared using IBM SPSS Statistics 23 independent-samples t-test program, it shows that the mean difference between the post-test in each group was 5.96 and the significance level was 0.000. Since 0.000 is lower than α (alpha) value 0.05, it means that there was significant difference in score of writing between those two groups. This indicates that the students in experimental group made better achievement than those in control group.

Discussion

The result of the test shows that the use of Roundtable Technique could help the students in making their writing narrative paragraphs better. Based on the result of the test, the students who were taught by Roundtable Technique got higher score than those who were not. In experimental group, the highest post-test score was 85, the lowest post-test score was 61, and the average was 71.66. Moreover, 79 was the highest post-test score, the lowest post-test score was 55, and the average was 65.70 in control group. Meanwhile, its critical value at 0.05 significance level for the two tailed-test with 54 (df) was 2.004. Since the t-obtained 3.843 was higher than t-table, H_0 was rejected and H_a was accepted.

Based on the treatment process, the students in experimental group could improve their writing through the strategy, for instance, they could develop their ideas. Therefore, they not confused to think how to start it. It can be seen in the scores distribution before that the students could make improvement in the content, organization, vocabularies, language use, and mechanics of writing. Overall, the experimental group had improved their ability in writing narrative paragraphs as well as decreased their difficulties.

On the other hand, the test result in the control group was not better than the experimental group. The improvement was really low because the students lost of focus in

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their writing. They did not write the narrative paragraphs based on its element that already taught by their teacher. Roundtable Technique made significant difference on teaching writing narrative paragraphs to the tenth grade students of Gajah Mada Vocational High School Palembang and those who are not.

CONCLUSION

Based on the result of the study, the writers used Roundtable Technique to increase students' scoring achievement in writing narrative paragraphs. It was shown by the students' scores in post-test was higher than the students' scores in pre-test. The average score in pre-test was 64.32 and average score in post-test was 71.66. Furthermore, the writers did not only used paired-samples t-test to compare the students' scores in pre-test and post-test, but also used independent-samples t-test to find out whether or not there was significant difference in students' scoring writing achievement between the experimental group and control group. Therefore, it was found that t-obtained was 3.843 in the other hand, the significance level was 0.05 with df= 54, and critical value of t-table was 2.004. It indicated that t-obtained was higher than the value of t-table. So, it can be concluded there was significant difference on teaching writing narrative paragraphs through Roundtable Technique to the tenth grade students of Gajah Mada Vocational High School Palembang and those who are not.

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