

**THE USE OF ROUNDTABLE TECHNIQUE TO IMPROVE THE EIGHTH
GRADE STUDENTS' WRITING ABILITY AT SMP PLUS AL MUBARAK
KALISAT IN 2018/2019 ACADEMIC YEAR**

By:

Mohammad Pipin

English Language Education Program Unmuh Jember

Email: [mohpipin762@gmail](mailto:mohpipin762@gmail.com)

[.com](mailto:mohpipin762@gmail.com)

ABSTRACT

Writing is one of important skills in teaching English. It is useful for a range of teaching purposes, which will vary, depending on the development stage and the needs of the students. As the preliminary study of the students in SMP Plus al Mubarak Kalisat, the researcher found that most of students have difficulties in writing a short text in term of organizing their ideas, mastering tenses, lack of vocabulary and some students do not know when they use capitalization and punctuation. Based on that problem, it was important to overcome the students' problems, so the students' writing ability could be improved. It is a suitable technique in teaching writing by Roundtable Technique.

In this research, there is a problem, it is " how can the use Roundtable Technique improve Eight grade students' writing ability of at SMP Plus al Mubarak Kalisat In 2018/2019 academic year?". Based on the problem, the research objective is intended "To improve the eighth grade students' writing ability by Roundtable Technique of at SMP Plus al Mubarak Kalisat In 2018/2019 academic year.

The design of this research is classroom action research. The research subject is tenth class consisting of 20 students. The data collected by using writing test and field note. In order to analyze the data students' writing score, mean score formula is used. This research was supposed to be successful if the students' mean score was ≥ 65 . Roundtable Technique improved the students' writing ability in two cycles from the students' mean scored ≤ 65 ($M = 63$) in the first cycle to ($M = 70.7$) in the second cycle. Finally,

Cycle I was conducted to measure the students' content, organization, vocabulary, grammar and mechanics in writing. The topic was about descriptive text (describing people). From the test result, 7 students got score ≥ 65 , and 13 students got ≤ 65 in writing ability. And the mean score of students' writing test was 63 ($63 \leq 65$).

The researcher asked the students to write descriptive text based on one of the topics given. Based on the test result, 17 students got ≥ 65 and 3 students got ≤ 65 in writing ability. The calculation of writing test in Cycle 2. The results of the writing test indicated that it had achieved the target of the writing score. Therefore, it can be concluded that the actions given in cycle 2 had been successful.

Key words: Writing Ability, Roundtable Technique



INTRODUCTION

English is one of the important subjects that every student learns in school. English has four skills: listening, speaking, reading, and writing, (Anjayani, 2016, p.2). In this chapter, the researcher tries to discuss about Writing. Writing is an important skill for language production. Writing is especially difficult for nonnative speakers because they are expected to create written products that demonstrate mastery of all the above elements in a new language, (Rass, 2018, p. 2). However, it is considered a difficult skill, particularly in English as a second language (ESL) context where students face many challenges in writing.

For explore their ideas in writing skill, a descriptive text is the type of genre implemented in teaching learning process especially in teaching writing. The researcher taken interests in research especially descriptive text as

one of types of genre implemented in teaching writing. It is because the students need to construct their idea, arguments, and awareness about the case of the text (paragraph) which they should express in writing.

The researcher found the problem in teaching learning writing, one of them is technique or strategy to applied when the teacher teach, and the roundtable technique is suitable for this case especially in teaching writing descriptive text. One of teaching strategy that could help the students in writing subject is roundtable strategy. According to Lie (2000) in Khadafi (2017, p. 2) learning cooperative strategy of roundtable can be used in all the subjects and for all levels of students, roundtable is technique of writing that apply in learning with pointed each group members to participate in turn in its group by

forming the roundtable or sits around in a circle.

REVIEW OF RELATED LITERATURE

❖ Writing Ability

Writing ability is one of four skills in English language, which concern on the ability of transferring information through a text; share our idea using a symbol by gathering a word to be a sentence and create them to be a paragraph. According to Oshima and Hogue (2007, p. 6) a paragraph is a group of related statement that a writer develops about a subject. The first sentence of paragraph states the specific point, or idea, of the topic. In the other way, Oshima and Houge (2007, p. 67) say that an important element of paragraph is unity. When a paragraph has unity, all the supporting sentences discuss only one idea. If we start to discuss a new idea, we should start a

new paragraph. In addition Petel and Jain (2008, p.125) said that writing is a skill which must be taught and practiced. Writing is the skill that transferring idea to be a written form, so that is why we need more practice to get a good writing.

The Aspect of Writing

A writer should consider five aspects of writing in order to make a good writing, they are:

❖ Grammar

Vocabulary is important thing in writing. Without a sufficient understanding of words, students cannot understand others or express their own ideas. According to Nation (2008, p. 66) says that *vocabulary* is central to language. Vocabulary is defined as knowledge of words which is considered vital for language development and acquisition and is recognized as an essential factor in writing. Dealing with the statements above, choosing the right words or

using a good vocabulary is important to use and conveying messages of effective communication in written form.

❖ **Mechanics**

Punctuation helps the reader to make sense of what has been written. When we speak, we use not only words but also body language, voice tone and emphasis, and pauses to convey our message. When we write, on the other hand, we need to use punctuation marks to help the reader understand our meaning. Error-free writing requires more than just using good grammar. The students must also use correct mechanics of writing in their documents. The mechanics of writing specifies the established conventions for words that the students use in their documentation. According to library and learning services study guide, the mechanics of writing are comma, fault, colon, semi colon, apostrophe and

capitals. In conclusion, mechanics refers to punctuation that used in writing.

❖ **Form (organisation)**

Organization in writing is how ideas are presented. Typically, organization refers to the larger parts of a piece of writing, although it also refers to how paragraphs and sentences are written. The flow of a piece of writing affects how readers interpret ideas. If the organization does not provide readers with the information they are looking for in an orderly manner, they will quickly lose interest. Unorganized writing makes readers search for the information they need.

Descriptive Text

Descriptive text is a part of factual genres. Artono (2008, p.122) argues that social function is to describe a particular person, place or thing. George E. Wishon and Julia M. Burks (2008, p. 128)

define “description recreates sense impression by translating into words, the feel, sound, taste, smell, and look of things”. Description helps the reader, through his or her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.

Roundtable Technique

According to Arnold (2009, p. 229) there are some basic techniques which can be applied in cooperative language learning. They are Think-Pair-Share, Jigsaw, Roundtable, Numbered Heads Together, and Group Investigation.

Kagan and Kagan (2009, p. 34) stated that in roundtable technique, students take turns generating written responses, solving problems, or making a contribution to a project. In addition, Arra and Antonio (2011, p. 115) said that “roundtable is an approach useful as a content-related team building

exercise. In this approach, the instructor poses a problem with many possible answer

The Implementation of Using Roundtable Technique in Teaching Writing Descriptive Text

“Roundtable is useful for brainstorming, writing, and reviewing concepts and vocabulary learned” said McCloskey (2009, p. 7). In addition to this, Barkley, et al (2009, p. 241) stated that roundtable is focus on written activity. The benefit of roundtable is having students to focus their attention, giving students quiet time to think about their responses, and providing a cumulative record. It also ensures equal participation among group members and exposes students to multiple viewpoints and ideas. Dealing with the statements above, the researcher used roundtable technique in teaching writing recount text. Because of the key for roundtable is the question, topic or problem the

teacher have asked the students to consider with has multiple answers or responses as possible and relates to the question or topic given.

The Procedures of Using Roundtable

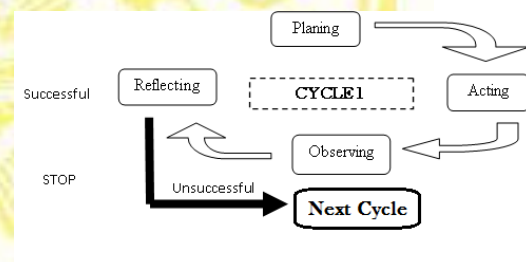
As it is stated in Barkley, et al (2009, p. 241), procedures of using roundtable are as follows: First, the teacher divides students into group that consist of four students. After that she informs students that they will circulate the paper clockwise. In implementing this technique, the students are sitting around the table with other group members in order that they can interact directly and responding the problem in turn. Each group will be given a piece of paper and a pen to respond to the topic or question by circulating the paper clockwise on the table.

RESEARCH METHOD

1. Kind of the Research

In this research, the researcher uses a Classroom Action Research. Classroom Action research has the purpose of increasing ability and solve problem in the field of education by using direct implementation. Arikunto (2010:134-135) states that the purposes of the Classroom Action Research are to improve the teaching learning process and to solve the students' problem.

2. Design of the Research



The design of classroom action research will be illustrated in the following diagram adapted from Kemmis and Mc Taggart in Arikunto, (2013:137):



3. Subject of the Research

The subjects of the research were the eighth grade students of SMP Plus Al-Mubarak Kalisat. Class 8A was chosen because of some reasons. First, the students of Class 8A of SMP Plus Al-Mubarak Kalisat still have problems in writing. Second, roundtable technique had not been applied by English teacher in teaching reading. Third, it gives benefits to the students and the English teacher because the result of the research is intended to improve the students' writing comprehension of Narrative text.

Area of the Research

The researcher conducted at SMP Plus Al-Mubarak Kalisat that is located at Jl. Imam Bonjol No 11 Glagahwero Kalisat. The school was chosen as the research area because the headmaster and the English teacher of SMP Plus Al-Mubarak Kalisat gave permission to

the researcher to conduct the classroom action research.

Criteria of Success

The criteria of success are used to know whether the implementation of the action achieved or not. The researcher determines 65% in criteria of success that must be achieved by the students because the result of pre-test showed that 42% only students get ≥ 75 . If the researcher determines 80% or more, it is difficult to improve the students' writing score because the research is only held in three meeting due to time limitation of the research. As we know that the English teacher need some meetings to increase the students' writing score. So, the actions are considered successful if 65% of students in VIII-A can achieve the score ≥ 75 .

RESULT AND DISSCUSSION OF THE RESEARCH

The item of evaluation was made based on the student's book which was covered by curriculum, and was done on. the writing test was conducted to measure the students' content, organization, vocabulary, grammar and mechanics in writing. The topic was about descriptive text (describing people). From the test result, 7 students got score ≥ 65 , and 13 students got ≤ 65 in writing ability. And the mean score of students' writing test was 63 ($63 \leq 65$). The results of the writing test indicated that it had not achieved the target of the writing score because only 35% of the subjects achieved the target score. Therefore, it was necessary to conduct the actions in cycle 2.

Based on the observation in the Cycle 2, there were field notes from the English teacher that the reseacher were good enough in managing and controlling the class, so the students

were focus on the reseacher. Meanwhile in the Cycle 2 there were field note of the students who were active when the reseacher asked them in the class. It can be said that the observing in cycle 2 was success because the students were active and the reseacher could manage and control the condition of the class in teaching learning process.

After conducting two meetings, the reseacher gave a test to find out the significant impact of roundtable technique on the students' writing ability. The reseacher asked the students to write descriptive text based on one of the topics given. Based on the test result, 17 students got ≥ 65 and 3 students got ≤ 65 in writing ability. The calculation of writing test in Cycle 2.

The results of the writing test indicated that it had achieved the target of the writing score because 85% of the subjects had got ≥ 65 as the minimum score. Therefore, it can be concluded

that the actions given in cycle 2 had been successful.

SUGGESTIONS

By considering the results of the research, some suggestions are given to the English teacher, the students and the other researcher:

1. The English Teacher

Roundtable Technique can improve the students' writing ability, so the English teacher suggested to apply Roundtable Technique when teaching writing in the classroom.

2. The Students

Roundtable Technique is a good technique. It can be used as a guide to generate and organize their ideas in writing a text. Moreover, Roundtable Technique make the students easier to transfer their ideas. In addition, it gives them a chance to develop their ideas from Roundtable Technique into a text and feel in increasing their motivation to write.

3. The Other Researcher

This research applies Classroom Action Research in conducting Roundtable technique and it can improve the students' writing ability.

Other researcher are suggested to:

- a) The other researchers are suggested to conduct a classroom action research to increase the teacher strategy in teaching learning process.
- b) Conduct Roundtable Technique by using another research design.
- c) Conduct Roundtable Technique to improve writing ability by using another genres.
- d) Conduct Roundtable Techniqueto improve the reading, speaking or listening ability.



REFERENCES

- Anjayani, Pindho. (2016). Error Analysis on the Use of Prepositions in Students' Writing (A Case Study of the Eleventh Grade Students of SMA Negeri 9 Semarang in the Academic Year of 2014/2015). English Department. Faculty of Languages and Arts. State University of Semarang.
- Arikunto, S. 2010. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT Rineka Cipta.
- _____. 2013. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT Rineka Cipta
- Houge, A. 2008. *First Step in Academic Writing*. Longman
- Petel, M. F & Jain, P. M. 2008. *English Language Teaching*. Jaipur: Sunrise Publisher & Distributor.
- Journal of English language Teaching UNNES Journal (2016:1)
- Muammar khadafi (2017:02) *Teaching Narrative Writing by Using Roundtable Strategy to Islamic junior High School Students*. Ability
- Zulaikah, Eka Agustin, M.Muklas (2018:2) *an analysis Students in Writing Descriptive text of second semester of English Educational program at STKIP nurul huda oku timur*.
- Kangan, J. 2010. *Exploring Writing: Sentences and Paragraph*. New york: Cambridge University Press.
- Oshima, A & Houge, A. 2017. *Intorduction to Academic Writing*: Longman