THE EFFECT OF ROUND TABLE TECHNIQUE ON THE WRITING ABILITY OF THE SECOND YEAR STUDENTS OF SMPN 40 PEKANBARU IN WRITING RECOUNT TEXTS

Hari Saputra Simanjuntak, Syofia Delfi, Afrianto
Email: harisaputra186@gmail.com, syofia_delfi@yahoo.com afrianto.a@lecturer.unri.ac.id
Phone Number: 082169482869

Students of English Study Program
Language and Arts Department
Faculty of Teachers Training and Education
Universitas Riau

Abstract: *This pre-experimental research is aimed to find out whether or not there is an effect of Round Table Technique on the writing ability of the second year students of SMPN 40 Pekanbaru in writing recount texts. This research used one group pre-test and post-test design. In conducting this research, a single group from the second grade was selected to be a sample by using Cluster Random Sampling. There are 36 students as the sample. The results of this study shows that the mean score of post-test was higher than pre-test (49.12 > 41.13). After analyzing the data, the writer found that t-test score was -10.645 while t-table score in significance level 5% df = 35 was 2.030. Since the value of the t-test was higher than the t-table, it can be concluded that alternative hypothesis was accepted. It means that "there is an effect of Round Table Technique on the students' writing ability of SMPN 40 Pekanbaru in writing recount texts. Based on the research findings, it is suggested that Round Table Technique can help the students improve their writing ability especially in writing recount texts.*

Key Words: *Effect, Round Table Technique, Writing Ability, Recount Text*

PENGARUH TEKNIK MENGAJAR ROUND TABLE TERHADAP KEMAMPUAN MENULIS SISWA KELAS DUA SMPN 40 PEKANBARU DALAM MENULIS TEKS-TEKS RECOUNT

Hari Saputra Simanjuntak, Syofia Delfi, Afrianto
Email: harisaputra186@gmail.com, syofia_delfi@yahoo.com afrianto.a@lecturer.unri.ac.id
Nomor Telepon: 082169482869

Mahasiswa Pendidikan Bahasa Inggris
Jurusan Bahasa dana Seni
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Riau

Abstrak: Penelitian pre-eksperimen ini dilakukan untuk mengetahui ada tidak nya pengaruh teknik mengajar Round Table terhadap kemampuan menulis siswa kelas dua SMPN 40 Pekanbaru dalam menulis teks-teks berbentuk recount. Penelitian ini menggunakan pola one group pretest and posttest. Dalam melakukan penelitian ini, dipilih satu kelompok dari kelas dua untuk dijadikan sampel penelitian dengan menggunakan teknik pemilihan sampel secara acak atau cluster random sampling. Ada 36 siswa yang terpilih sebagai sampel. Hasil dari penelitian ini menunjukkan bahwa nilai rata-rata post-test lebih tinggi dari pada pre-test (49.12 > 41.13). Setelah menganalisa data-data tersebut, penulis menemukan bahwa nilai t-test nya adalah -10.645 sedangkan nilai t-table nya pada tingkat signifikan 5% dengan derajat kebebasan nya 35 adalah 2.030. Karena nilai t-test lebih besar dari pada nilai t-table nya, dapat disimpulkan bahwa hipotesis alternatif nya diterima. Hal itu berarti bahwa ada pengaruh teknik mengajar Round Table terhadap kemampuan menulis siswa kelas dua SMPN 40 Pekanbaru dalam menulis teks-teks berbentuk recount. Berdasarkan pada hasil dari penelitian ini, Teknik mengajar Round Table diharapkan dapat membantu para siswa untuk meningkatkan kemampuan menulis mereka, khususnya dalam menulis teks-teks berbentuk recount.

Kata Kunci: Pengaruh, Teknik Mengajar Round Table, Kemampuan Menulis, Teks Recount

INTRODUCTION

According to Brown (2001) writing is thinking process because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization. Writing is one of the four skills which is said to be the most difficult one to be learnt. Writing is said to be difficult and complicated because we do need to pay much attention to many components of the language such as grammar, choice of words, spelling, punctuation, capitalization, and so on to create a good product that readers can clearly figure out the meaning.

Based on curriculum KTSP, SMP students are taught some kinds of text such as descriptive, recount, procedure, narrative, and report. The second year of SMP students are taught three of which such as descriptive, recount, and narrative texts. One of these texts which should be mastered by the students is recount text. According to SMP Silabus for the second year students, there are several advantages or goals of learning to write recount text such as to utter meaning in a form of a simple short functional written text by using accurate language features. In addition, after learning to write recount text, students will be able to arrange words, phrases, or sentences into meaningful recount text. They can share their own ideas on their experiences they had in the past with their friends or readers by writing a short recount text.

Based on the formal observation and the informal interview with two English teachers done by the writer while doing teaching practice for about 3 months in SMPN 40 Pekanbaru, there are several problems faced by the students in writing. First, the students lack of ideas. Most of the students had limited idea when they were asked to write and they did not know what they would write. Some students often cheated their clever friends when they were asked to write some sentences. Second, the students were lacking of vocabularies. They still got problem in choosing the correct choice of words while writing paragraphs since English is a foreign language for them. They were even lazy to bring and use dictionary in the classroom and they frequently used the same vocabulary many times without seeking to use new words. Lack of vocabularies made the students confused and overwhelmed in developing their ideas into a good text. Third, the students got problems in grammar. Most of the students are still not good at grammar and confused using it when writing. Fourth, the students were very low at spelling, punctuation, and capitalization. They seemed did not care of the correctness of these language's components when writing. This problem can absolutely affect the meaning of the sentences and make the readers confused or misunderstanding. The last problem is that most of the students did not feel interested in writing, let alone writing English text. They felt so bored in writing. And the most concerning issue is that many of them relied on their sophisticated phones to misuse google translation in classroom.

This research answered the question "is there any effect of Round Table Technique on the writing ability of the second year students of SMPN 40 Pekanbaru in writing recount texts?" After analyzing the data gathered before and after the treatment, the writer found out that there was an effect of Round Table Technique on the writing ability of the second year students of SMPN 40 Pekanbaru in writing recount texts.

METHODOLOGY

The design of this study is pre-experimental research. According to Sugiyono (2012), the type of pre-experimental design compares the result before and after giving treatment. This research was conducted by using pre-test-treatment- post-test design. In this research, one group pre-test – post-test was used. One group pre-test – post-test design involved a single group that was pre-test, exposed four treatments and post-test and one class was involved in this research. The writer compared scores in pre-test and post-test to see whether the treatment was effective or not on the students' writing ability.

This research was conducted at SMPN 40 Pekanbaru located on Jl.Garuda Sakti Kec. Tampan Pekanbaru. It started from July to August 2018. The writer took the sample as the population of the research in that the number of the students was large. The sample was assigned by using the Cluster Random Sampling. Cluster sampling selected group randomly, not individuals. The writer took the sample by giving lottery to the students. The writer prepared four pieces of paper, then the writer wrote the word sample in one of those papers. The writer asked each of the chairmen of VIII classes as representative of each class to take one of those papers. So, the writer took the class whose chairman got the paper written with the word "sample" as the sample in this research.

This research focused on finding out the difference between the students' writing ability on recount texts before and after the treatment. The data that were used in this research were the data of the students' writing ability that could be seen from their score on the given writing tests. That was why the research instruments that were used were writing tests. The students were asked to write recount texts; one text on pre-test and one text on post-test. The aspects which were restrained for the tests were content, organization, grammar, mechanics and vocabulary. Both of the pre-test and post-test were responsive writing performance in the form of guided question and answer task.

In this research, the writer applied the procedure of Round Table Technique which is stated by Barkley *et al* (2005) in teaching writing. The writer chose the procedure which is adapted from Barkley *et al* (2005) in that the procedure is the latest procedure and also seems very suitable for teaching writing recount text. The procedures that the writer will apply in teaching recount text with some additions in this research are, as follows; (1.) The teacher explains the Round Table Technique to the students; (2.) The teacher divides the students into groups of four; (3.) The teacher gives all of the group the suitable and similar topic; (4.) The teacher gives a handout to students about the topic and questions which are related to the generic structure of recount text that should be answered by all of the group members; (5) The teacher identifies which group's member will begin and informs the students that they must circulate the paper clockwise; (6.) The teacher asks the students to pass the paper to the next student who follows the same step; (7.) After all of the members of the groups have written their responses, the teacher will guide the students to review their ideas. The teacher will guide the students to write outline using the word, phrases, or sentences that they collect. Then, the students must write a recount text in the group based on the outline they have made; (8.) The teacher asks the students to share their writing. In this step, the teacher asks one of representative group to present their group writing in front of class. When a representative group is presenting their writing, the teacher and

students will give feedback that can be either comments or correction; (9.) The teacher asks the students to adjust or edit their group's writing based on the feedback they get; (10.) The teacher discusses about the students' writing whether the ideas are related to the generic structure of recount text and language feature or not; (11.) The teacher gives feedback and then concludes the lesson.

To gather the data, the writer administered writing tests to the students. They were given before and after the treatments or in the pre-test and post test in which the students were assigned to write a recount text within 60 minutes based on the given topic. These writing tests were dealing with five components of writing such as content, organization, grammar, vocabulary and mechanic. The result then was analyzed by three experienced and competent raters to know whether the use of Round Table Technique in writing recount texts was effective or not.

In conducting this research, the data were calculated by using Microsoft Excel 2010 and analyzed by using SPSS 23.0 (Statistical Product and Service Solution). The writer calculated the students' score from three raters before analyzing it. To know whether the hypothesis is accepted or rejected, the data were analyzed statistically by using t-test formula. The researcher found out complete result in SPSS including the mean, standard error mean, standard deviation, and degree of freedom. The criteria of testing the hypotheses according to Sxhervish (1996) are if the p-output (sig.2-tailed) is lower than 0,05 and t-value is higher than t-table (2,021) on significant level 5 %, the null hypothesis (ho) is rejected and alternative hypothesis (ha) is accepted and if mean score of pre-test is higher than post-test, the null hypothesis (ho) is accepted and alternative hypothesis (ha) is rejected.

RESULTS AND DISCUSSION

A pre-test was performed to obtain the base score as the comparison for the data in post-test after Round Table Technique applied. After the scores from the three raters were collected and calculated, the writer found out that the average score of the students' writing ability in the pre-test was 41.13 which is in mediocre level. The highest students' writing score is in Organization aspect (46.25). The average score in Content aspect is 46.00. The average score in Vocabulary aspect is 45.16, the average score in Grammar aspect is 32.58, and the average score in Mechanic aspect is 32.16. Hence, the lowest score is in Mechanic aspect (32.16).

In the pre-test, there is only 1 student (2.8 %) who reached Excellent level. None of the students reached good and very poor level. There are 14 students (38.9 %) who reached mediocre level. Then, there are 21 students (58.3 %) who reached poor level. Therefore, the result of the pre-test is in the poor level.

The post-test was conducted after doing the treatment for six meetings. After the scores from the three raters were collected and calculated, the writer found out that the average score of the students' writing ability in the post-test is 49.12 which is still in mediocre level. The highest score in students' writing aspect is in terms of content which is 55.32. The average score in organization aspect is 57.41. Then, the average score in terms of vocabulary is 50.92, and the average score in terms of grammar is 39.58. Then, the lowest score of the five aspects of writing is still mechanic which is 38.85. The average score of the students' ability in writing is in average level with the

total score 47.25 in writing aspect. It increases from average total score in pre-test which was 40.43.

Based on the data collected after conducting the post test, there are improvements in the post-test. There are only 3 students (8.3%) who reached poor level. There is one student who reached excellent level (2.8%), one student who reached good level (2.8 %), 31 students who reached mediocre level (86.3 %), and none of the students reached very poor level. Therefore, the result of the post-test is in the mediocre level. The students had better improvement on each components of writing that can be seen on the table below:

Table 1. Improvements of the Students' Ability in Each Aspects of Writing

No	Components of Writing	Pre-Test	Post-Test	Different Score
1	Content	46.00	55.32	9.32
2	Organization	46.25	51.62	5.37
3	Grammar	32.58	39.58	7.00
4	Vocabulary	45.16	50.92	5.76
5	Mechanic	32.16	38.85	6.69

The table shows that the students' average score in each aspects of writing increased. It can be concluded that there is an effect of applying Round Table Technique on the students' writing ability.

The improvement could be seen in their mean score as shown in post-test result. In addition, from the increased score of pre-test and post-test, the result of t-test formula was required to know whether the hypothesis could be accepted or not. The values of t-table on the df (Degree of freedom) 35 is 2.030 with the level of significance (α) = 5%.

Table 2. Result of T-test Paired Samples Statistics

	Mean	N	Std Deviation	Std Error Mean
Pre-test	41.1343	36	9.89810	1.64968
Post-test	49.1205	36	7.71631	1.28605

The table shows that the mean score of students' writing ability in the pre-test is 41.1343, and in the post-test is 49.1205. The difference of the mean score between the pre-test and the post-test is 7.98620. The gap of mean score shows an effect of students' writing ability in writing recount text. Standard deviation is a value spread in the sample while standard error mean is an estimate of standard deviation, derived from a particular sample used to compute to estimate. The spread of values in the sample pre-test is 9.89810, while standard error mean is 1.64968, and the standard deviation and standard error mean of post-test are 7.71631 and 1.28605. The writer found out the complete

result in SPSS including the mean, the variance, standard deviation, standard error mean, and degree of freedom of the test that can be seen on the table below.

Table 3. Result of T-test Paired Samples Test

	Paired Differences					t	df	Sig. (2-Tailed)
	Mean	Std. Deviation	Std. Error Mean	95% confidence Interval of the Difference				
Pair 1 POSTTEST-PRETEST	-7.98620	4.50128	.75021	-9.50922	6.46319	-10.645	35	.000

The Table shows that the mean difference between the pretest and the posttest is significant. The value of t-test is **-10.645.** Meanwhile, the values of t-table on the df (Degree of freedom) **35** is **2.030** with the level of significance (α) = **5%**. Then, according to the result, the t-test is larger than the t-table on significant level of 5%. The level of significance is **10.645 > 2.030**. Furthermore, it can be concluded that the alternative hypothesis of this research "There is significant effect of Round Table Technique on the ability of the second year students of SMPN 40 Pekanbaru in writing recount text" is accepted.

Accordingly, the Ha (alternative hypothesis) is accepted and the Ho (null hypothesis) is rejected. In other words, there is a significant effect of using Round Table Technique on the ability of the second year students of SMPN 40 Pekanbaru in writing recount text.

CONCLUSION AND RECOMMENDATIONS

Conclusion

Based on the data analysis that has been explained, it can be concluded that Round Table Technique is effective to improve the students' writing ability especially in writing recount texts. It can be seen from the students' mean score on post-test (**49.12**) that is higher than on pre-test (**41.13**). This happens because Round Table Technique can help the students to generate their ideas on a given topic. Then, from the result of the research, it can be known that the highest students' writing score after implementing Round Table Technique is content aspect, and the lowest students' writing score is in mechanic aspect.

Recommendations

It was recommended that in teaching writing, the teachers could use Round Table Technique as an alternative technique to make the students easily generate their ideas in writing and stimulate the students for developing the ideas. Round Table Technique can increase students' writing ability and also can create a better classroom atmosphere where the students are free to share their ideas in a given topic. Then, the teacher must always control the class while doing the discussion and ensure that all of the students are in the same path. Finally, the teacher should choose the appropriate topics related to students' ability.

In addition, the students are suggested to write more by applying Round Table Technique, so they will be more skillful in writing. They need to keep practicing and improving their writing skill in order to accustom themselves. Then, the students are supposed to learn more about recount text so as to get more knowledge and understand more about the generic structure, language features and social function of recount text.

Furthermore, the writer expects that other researchers should organize the time as good as possible in conducting the research so as to get expected result. Then, for other researchers who intend to conduct the research in more detail about the effect of Round Table Technique for teaching writing, the writer expects that the other researchers will conduct this technique in other kind of texts.

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