THE EFFECT OF ROUND TABLE TECHNIQUE ON THE WRITING ABILITY IN RECOUNT TEXT OF THE SECOND YEAR STUDENTS OF SMPN 1 KUBU

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Abstract: The objective of this research is to find out whether there is an effect of Round Table Technique on the students' writing ability in recount text of SMPN 1 Kubu. This research was applied by using one-group-pretest-posttest design. In conducting this research, a single group was selected to be a sample by using Cluster Random Sampling. There are 33 students as the sample. In order to know the difference between the pre-test and the post-test and to analyse the hypothesis, t-test formula was used. After analysing the data, the writer found that t-obs score was 11.738 while the value of t-table is 2.037. Since t-obs (11.738) was higher than t-table (2.037), it can be concluded that null hypothesis was rejected. It means that there is a significant effect of Round Table Technique on the students' writing ability at SMPN 1 Kubu in writing recount text. Based on the research findings, it is recommended that teachers use Round Table Technique to help the students to generate their ideas in writing a recount text.

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

PENGARUH TEKNIK MEJA BUNDAR PADA KEMAMPUAN MENULIS RECOUNT TEXT SISWA KELAS 8 SMPN 1 KUBU

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Abstrak: Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh dari teknik meja bundar terhadap kemampuan menulis teks recount siswa kelas 8 SMPN 1 Kubu. Penelitian ini adalah pre-eksperimen yang menggunakan desain satu kelompok pre-test dan post-test. Dalam pelaksanaannya, satu kelompok dipilih untuk menjadi sampel penelitian menggunakan teknik cluster sampling. Terdapat 33 siswa yang menjadi sampel dalam penelitian ini. Untuk mengetahui apakah ada perbedaan antara pre-test dan post-test dan juga untuk menganalisis hipotesis, peneliti menggunakan t-test. Setelah menganalisis data, diperoleh nilai t-obs adalah 11.738, sementara nilai t-table adalah 2.037. Karena t-obs lebih tinggi daripada t-table, maka dapat disimpulkan bahwa hipotesis null ditolak. Itu berarti bahwa ada pengaruh yang signifikan dari teknik meja bundar terhadap kemampuan menulis teks recount siswa kelas 8 SMPN 1 Kubu. Berdasarkan hasil penelitian, penulis merekomendasikan guru untuk menggunakan teknik meja bundar untuk membantu siswa mendapatkan ide dalam menulis teks recount.

Kata Kunci: Efek, Teknik Meja Bundar, Kemampuan Menulis, Teks Recount

INTRODUCTION

In learning English, there are four skills that should be mastered by students. One of them is writing skill. Writing is a process to transform ideas and thoughts into a written form. According to Cohen (1989), writing is a communicative act and a way of sharing observation, information, thoughts, and ideas with others through written language. Based on School-Based Curriculum (Kurikulum Tingkat Satuan Pendidikan 2006), students are expected to be able to write simple text on descriptive, recount, narrative, procedure and report. For especially the second year, it is limited on descriptive, narrative and recount text.

Recount text is a text with a purpose to tell people about something which happens in the past time through a sequence of events. The writer chooses a recount text in the research because based on syllabus the School-Based Curriculum (Kurikulum Tingkat Satuan Pendidikan 2006), recount text is one of text that should be mastered by students at second year students of junior high school.

Based on the interview with the teacher in SMPN 1 Kubu, the writer could know that writing is still difficult for students. The teacher mentioned that students face difficulties in expressing their ideas into written form, and students also difficult on how to start writing. Furthermore, it could be known that students lack of motivation in writing, have limited vocabulary, and afraid to make grammatical mistake. In teaching recount text, the teacher also explained that the students face difficulties on how to tell what happened in the past time into the written form.

For improving the writing ability of students, teachers have to implement the effective method. The effective method means that the strategy or method that the teacher use can solve the students' problem in writing and can enhance the students' writing ability and make the process of writing become easier.

Round Table can help the students to explore their idea in writing, as Mandal (2009) states that Round Table Technique is useful for brainstorming because each student in the group take turns in stating their findings, ideas, or opinions and the ideas can be used to develop a piece of good paragraph on a given topic. Moreover, Kagan (1994) states that Round Table Technique helps in generating many ideas because all students participate, and it can be diminish the interruption of ideas. In addition, Stenlev (2011) states that Round Table Technique is a useful technique because each students elaborate and give the idea on the sheet of paper to a certain topic which is given by the teacher.

METHODOLOGY

This research was pre-experimental research. The research only had one experimental group with no control group. It was conducted by using pre-test treatment-post test design. This one group pretest-posttest design involves a single group that pretest (O1), exposed to a treatment (X), and post-test (O2).The writer compared between the score in pre-test and post-test to see whether the treatment has an intended effect or not on students' writing ability.

Based on James (1996) population is a group of elements or cases whether individuals, objects, or events, that conform to specific criteria and to which the

researcher intend generalize the results of the research. The population of the research was the second year student in SMPN 1 Kubu. They were VIII.1-VIII.4.

In this research, the technique which was used to determine the sample was cluster sampling. Cluster sampling means that sampling in which group, not individual, is randomly selected. The writer used this technique of sampling because students are homogenous and not individual but group. Fraenkel and Wallen (2006) describe that cluster random sampling is the selection of groups or clusters of subjects rather than individuals. The class which was chosen as the sample in this research was class VIII.1 that consists of 33 students.

In this research, the writer used quantitative data. The instrument for collecting data in this research was writing test that focus on recount text both in pre-test and post-test. The raters asses students' writing by following scoring rubric by Hughes (1989). The aspects which were restrained for the tests were grammar, vocabulary, mechanics, and fluency.

Before applying the treatment, the writer administered a pre-test to find out the students' writing ability in recount text. The types of writing performance which the writer applied was responsive writing performance in the form of guided question and answer task. Then, the students' writing was assessed by the three raters while the writer was applying the treatment. The treatments were applied in six meetings with different topic in every meeting.

After applying the treatments, the writer administered a post-test to find out whether Round Table Technique is effective or not on the students' writing ability in recount text. The types of writing performance which the writer applied was responsive writing performance in the form of guided question and answer task. The students' writing was assessed by the three raters. After getting the data, the writer compared the result on pre-test and post-test. Moreover, the students' score on the pre-test and post-test were classified in order to make the scores based on the following classification:

Table 3. 1 Classification of the Students' Writing Score

No.	Test Score	Classification
1.	80 – 100	Excellent
2.	60 – 79	Good
3.	50 – 59	Average
4.	0 – 49	Poor

In addition, the data were analysed to answer the hypothesis by using t-test formula. The writer found out the complete result in SPSS including the mean, standard error mean, standard deviation, and degree of freedom. The criteria of testing the hypotheses according to Schervish (1996) are if p-output (sig.2-tailed) is lower than 0,05 and t-value is higher than t-table (2.037) on significant level 5%, the null hypothesis (h0) is rejected and if mean score of pre-test is higher than post-test, the null hypothesis (h0) is accepted.

RESULT AND DISCUSSIONS

Result

The test result are presented to show the students' ability in each aspect of writing. In writing, the students were assessed in five aspects, they were grammar, vocabulary, mechanic, form, fluency. This section presents the finding based on the data obtained from the three raters.

Result of Pre-test

The writer asked three raters to evaluate the students' writing. After the score from three raters were collected, the writer calculated the score in order to know their ability in writing. It was found out that the average score of the students' writing ability in the pre-test was 40.07. The data of students' average achievement on the five aspects of writing is shown in table 4.1:

Table 4. 1 Students' Ability in Each Aspect of Writing in the Pre-test

No.	Aspects of Writing	Average (R1+R2+R3)
1.	Grammar	37.71
2.	Vocabulary	42.93
3.	Mechanic	44.61
4.	Form	38.89
5.	Fluency	36.20
	Average Total Score	40.07

Table 4.1 shows that the highest score in students' writing aspects is mechanic which is 44.61. The average score in aspect of vocabulary is 42.93. Then, the average score in form is 38.89, and the average score grammar is 37.71. Then the lowest score in writing aspect is fluency which is 36.20.

The percentage of students' writing ability can be seen in the table 4.2 :

Table 4. 2 Students' Ability Level in the Pre-test

No.	Range	Ability Level	Frequency	Percentage
1.	80-100	Excellent	0	0%
2.	60-79	Good	1	3.0%
3.	50-59	Average	5	15.2%
4.	0-49	Poor	27	81.8%
	Total		33	100%

From table 4.2, we can know that there are 5 students (15.2%) reach the average level, and 1 students (3.0%) reach the good level. Then, 27 students (81.8%) reach the poor level. Therefore, the result of pre-test was in poor level

Result of Post-test

A post-test was conducted after doing the treatment for six meetings. The writer began to conduct post-test in order to know students' writing ability after being taught by using Round Table Technique. The writer computed the data and found the result which was presented to each aspect of writing is also analysed. It can be seen in the table 4.3

Table 4. 2 Students' Ability in Each Aspect of Writing in the post-test

No.	Aspects of Writing	Average (R1+R2+R3)
1.	Grammar	54.88
2.	Vocabulary	58.25
3.	Mechanic	57.41
4.	Form	53.20
5.	Fluency	49.49
	Average Total Score	54.65

Table 4.3 indicates that the highest score in students' writing aspect is in vocabulary which is 58.25. The average score in mechanic is 57.41. Then, average score in grammar is 54.88, and the average score of form is 53.20. Then, the lowest score of the five aspects of writing is still fluency which is 49.49. The average score of students' ability in writing is average level with the total score in writing aspect was 54.65. It increases from average total score in pre-test which was 40.07.

The percentage of students' writing ability can be seen in the table 4.4:

Table 4. 4 Students' Ability Level in the Post-test

No.	Range	Ability Level	Frequency	Percentage
1.	80-100	Excellent	1	3.0 %
2.	60-79	Good	5	15.2 %
3.	50-59	Average	23	69.7 %
4.	0-49	Poor	4	12.1 %
Total			33	100 %

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In post-test, there are the improvement in the post-test. There are only 4 students get poor level (12.1%). There is 1 student reach excellent level (3.0%), 5 students reach good level (15.2%), 23 students reach average level (69.7%)

The Comparison Between in the Pre -test and Post-test

The findings showed positive result using Round Table Technique in students' writing ability. The improvement in writing score was proved through their pre-test and post-test. The comparison of their score in each aspects of writing is presented in the following table:

Table 4. 5 Students' Average Score in Each Aspect of Writing

No	Aspect of Speaking	Pre-Test	Post-Test	Different Score
1	Grammar	37.71	54.88	17.17
2	Vocabulary	42.93	58.25	15.32
3	Mechanic	44.61	57.41	12.80
4	Form	38.89	53.20	14.31
5	Fluency	35.20	49.49	14.29

Result of t-test

After conducting the post-test, the data were analysed by using t-test formula to find out whether the hypothesis is accepted or not.

Table 4. 6 Result of t-test
Paired Sample Test

		Paired Differences							Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	POSTTEST – PRETEST	14.57939	7.13544	1.24212	12.04928	17.10951	11.738	32	.000

From table 4.6, the writer found that the standard deviation was 7.13544. After obtaining the standard deviation, the standard error can be calculated. The standard error mean was 1.24212.

Based on the data analysis, it shows that the mean different was significant. The value of t-test was 11.738. Meanwhile, the values of t table on the df (degree of freedom) 32 was 2.037 with the level of significance (α) = 5%. Then, according to the result, the t-test was larger than the t table on significant level 5%. The level of significance 11.738 > 2.037. Furthermore, it concludes that there is the difference between the pre-test and post-test. So that, the hypothesis of the research ''There is no effect of roundtable technique on the writing ability in recount text of the second year students of SMPN 1 Kubu'' is rejected.

Discussions

The experiment has an effort to get some improvement in the teaching writing to the second year students of the junior high school students. The discussions for the findings were follows:

1. Teaching by using Round Table Technique was effective to teach writing for the second year students of SMPN 1 Kubu in Academic Year 2016/2017. As Mandal (2009) stated that by implementing Round Table Technique, students will demonstrate their confidence in writing and decline their anxieties toward writing.

By writing in the groups, student can ask each other for help and improve their attitude towards writing. Then, Round Table Technique also help the students to generate many ideas and diminish the interruption of ideas.

2. In this research, the highest aspect score after applying Round Table Technique is vocabulary. Then, the biggest difference score between pre-test and post-test is in grammar aspect. It was caused because in the Round Table Technique, each of the students expressed their ideas into written form and it make them had to a lot of vocabularies to make their ideas became clear. Then, if a student in a group did not know a word in English, the other would help him by find out it by looking up in the dictionary. In addition, students' grammar also increase, because students in the group help each other. For example, if the teammates wrote in incorrect simple past tense, the other would correct it. Furthermore, the improvement also occurred in mechanic aspect. In the pre-test, the highest score of writing aspect was in mechanic, it was caused because most of the students had understand about the use of capitalization and punctuation. Then, when the students write in the group, students edited their mistakes in writing, for example in grammatical and mechanical error. Round Table Technique has advantages in increasing students' writing ability in grammar, vocabulary, and also mechanic aspect, as Kagan (1989) states that Round Table Technique has advantage for building vocabulary, and correcting grammatical and spelling error. Moreover, in the form aspects, the students' score also had improvement. In the pre-test, the student's score in form aspect was low, which was 38.89. It happened because most of the students had not understand about the form and the purpose why the students write the recount text. But, in the post-test, most of the students had understand about the form and the social function of recount text, and it made them easier to write the recount text. In line with this research result, Handayani (2012) states that after the students of tenth grade students of SMAN 1 Ngaglik Sleman Yogyakarta taught by using Round Table Technique, the students could writer hortatory exposition text in correct form and grammar.

3. In this research, the lowest score is in fluency. In line with the result of this research, Siregar (2010) in his research in conducting Round Table Technique, he pointed out that the lowest point that the students got in post-test was in aspect "Fluency".

CONCLUSION AND RECOMMENDATION

Conclusion

Based on the findings, it can be concluded that there is an effect by applying Round Table Technique on the writing ability in writing recount text of the second year students of SMPN 1 Kubu. The use of Round Table Technique can help the teaching and learning process run well. The students are able to gain the ideas since all of the students must give their ideas on a given topic.

Recommendation

In teaching and learning process, the teacher should use various techniques in teaching the students. Regarding the teaching writing recount text by using Round Table Technique and based on the conclusion of the research, the writer suggests:

1. The teacher can use Round Table Technique as one of the various techniques in teaching writing. Not only because of the improvement of students' writing ability, but also because of the effectiveness of Round Table Technique in creating a better classroom condition where the students were free to deliver their ideas. Then, the teacher must always control and monitor the class while doing the discussion and make sure that all of the students are in the same path. The last, the teacher should choose the appropriate and interesting topics that are related to students' ability.
2.
   The students should learn more about recount text in order to get more knowledge and more understand about the generic structure, language feature and social function of recount text. In addition, students should read more in order to increase their vocabulary.

3. Other researchers must organize the time as good as possible in conducting the research in order to get expected result. Then, this research only had one aim that is to know the effect of Round Table Technique in writing recount text. It is expected that the other researchers will conduct this technique in other genre of texts.

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