

USING ROUNDTABLE TECHNIQUE IN TEACHING WRITING HORTATORY EXPOSITION TEXT

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Abstract: The objective of this research was to find out the effectiveness of Roundtable technique in improving students' Hortatory Exposition Text writing ability and its effectiveness to improve students' writing in terms of content, grammar, and organization. The research was conducted in SMAN 1 Sungai Raya through quasi experimental research method. The subjects of the research were the eleventh grade students of XI IPA 1 and XI IPA 5. The data analysis showed that Roundtable technique is effective in improving students' ability in writing Hortatory Exposition Text. It was also found that, Roundtable was also effective to improve students' ability in terms of content and grammar; however it was not highly effective to improve the organization aspect.

Keywords: Roundtable technique, Writing, Hortatory Exposition Text

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui efektivitas dari teknik Roundtable dalam meningkatkan kemampuan siswa menulis teks Hortatori Eksposisi dan efektivitas dari teknik Roundtable untuk meningkatkan kemampuan siswa dalam menulis, dilihat dari segi isi, grammar, dan organisasi. Penelitian dilakukan di SMAN 1 Sungai Raya melalui metode penelitian quasi experimental. Subyek dari penelitian ini adalah siswa kelas XI IPA 1 dan XI IPA 5. Analisis data menunjukkan bahwa teknik Roundtable efektif untuk meningkatkan kemampuan siswa dalam menulis teks Hortatori Eksposisi. Ini juga ditemukan bahwa, teknik Roundtable juga efektif untuk meningkatkan kemampuan siswa dilihat dari segi isi dan grammar; meskipun teknik Roundtable tidak sepenuhnya efektif untuk meningkatkan aspek organisasi.

Kata kunci: Teknik Roundtable, menulis, Teks Eksposisi Hortatori

Writing is one of four important language skills that should be mastered by foreign language learners especially in Senior High School level. This productive skill enables learners to communicate with teacher, friends and other community using written form of language as well as to use their higher order thinking in acquiring the language.

Teaching writing in Senior High School level focuses on writing some types of text. Teaching writing is not merely about the product, but it also concerns about the process. In the second semester of the School Based Curriculum (KTSP), a type of texts that should be mastered by the students was Hortatory Exposition. Hortatory Exposition is a text that aims to persuade the readers or listeners that something should or should not be the case. Hortatory means that the function of the text is to persuade the reader to do what the Thesis recommends. Moreover Martin (1989: 17) as cited in Coffin (2004, p. 231) explained that the term *Hortatory*, is used for texts which aim to persuade the reader to do what thesis recommends, for example, to participate in social action that will ensure the banning of logging. In this case of texts, the relationship between the writer and the reader is more interpersonally ‘charged’ (Coffin, 2004, p. 231).

Exposition is a genre of arguing. It is a text type which clearly focuses students on the purpose of argument; that is, putting forward a viewpoint and providing evidence to support it (Knapp & Watkins, 2005, p. 191). Hortatory Exposition which should be taught in eleventh grade of Senior High School Level is a text that has the generic structures which consist of three components: (1) Thesis, it is the part of introduction of the issue or the topic and it also refers to the writer’s believe about a case or phenomena; (2) Argument, it includes the writer’s point of view about a certain issue and it is supported by the reasons and details of information which lead to the recommendation; (3) Recommendation, it contains the statement of what should or should not happen related to the argument and appeal the readers to take an action. Moreover, the language features of this text such as: mental verbs, connectives, modality, and the use of present tense are the important things that should be taken into account.

Teaching writing Hortatory Exposition text is an attempt to engage students in sharing their ideas about a certain issues. The students need to use their skills of arguing as well as to persuade others to take action through Hortatory Exposition text writing. In this case, the students should develop their ideas in order to strengthen their opinions. Moreover, Hortatory Exposition is a kind of text that commonly used in daily life, such as in the newspaper and public speech. Therefore, the students should be taught by using appropriate approach and technique in order to be successful in writing Hortatory Exposition text.

However, based on the pre-research in SMAN 1 Sungai Raya, the eleventh grade students of SMAN 1 Sungai Raya in Academic Year 2014/2015 were not so familiar with Hortatory Exposition text. They were not used to writing a persuasive writing which needs the ability to argue and persuade the reader to take an action through their writing. The students were not able to develop their ideas smoothly. It was also difficult for them to arrange the text with logical and readable structure as well as to connect one idea to another to convince the reader.

Moreover, the students made many mistakes in using present tense, passive voice, and also the way they use modality. Therefore, the researcher investigated a technique which could help the eleventh grade students of SMAN 1 Sungai Raya in Academic Year 2014/2015 to solve their problem in grammar, content, and organization aspect.

In order to help the students in learning to write Hortatory Exposition text, the teacher needs to find a suitable approach and technique. A technique in Collaborative Learning had been used to facilitate the students to contribute towards the teaching-learning process as well as to engage them in the process of writing. Collaborative Learning (CL) (which is often called as Cooperative Language Learning (CLL)) is viewed as a learner-centered approach to teaching held to offer advantages over teacher-fronted classroom methods (Richards & Rodgers, 2001, p. 193)

A technique in Collaborative Learning and also in Cooperative Language Learning which is called Roundtable technique could be used in the classroom. This technique is a form of academic discussion in which the learners have equal right to participate in discussing a particular issue. Roundtable technique worked well in teaching writing to the students. McCafferty, Jacobs, & Dasilva Iddings (2006, p. 42) stated that Roundtable technique promotes equal participation of the learners. This equal participation gave the learners an opportunity to learn together and solve their problems in understanding the subject matter.

Roundtable technique promotes equal participation of the learners in teaching-learning process. Kagan & Kagan as cited in Jacobs (2006, p. 42) mentioned that in this activity, each group member has one piece of paper. Each writes an idea, paragraph, etc., on the group's topic and then passes her or his paper to another group member who reads it and comments on the idea, continuing the story. Roundtable can be done with one piece of paper per group (Sequential Roundtable) or with one piece of paper per group member (Simultaneous Roundtable). In some cases of study, Roundtable has been proved that it increased class averages from approximately 75% to 83% and improved active engagement, excitement, teamwork, and positive relations among the students (Kagan & Kagan, 2009, p. 3.15). Kagan and Kagan (2009) also stated that by using Roundtable, there were two thinking skills fostered: categorization (selecting and identify the category or broader topic into specific) and evaluation.

Roundtable can be done in several ways. Richard and Rodgers (2001, p. 198) described that there is one piece of paper and one pen for each team, then one student makes a contribution and passes the paper and pen to the student of his or her left. Finally, each student makes contribution in turn. Through this activity, the learners will participate in doing the task within group. The benefit of using group work had been proved in which it strengthens the community of the class and offers writers authentic audiences (Reid, 2001, p. 32) Thus, in order to teach students writing Hortatory Exposition, it was advisable for teacher to use Roundtable technique. In the teaching-learning process, the students would be able to work together in doing the writing task and solving each other's problem in writing as well as sharing and responding to each other's writing.

Through Classroom Action Research, Siregar (2013) had improved the second year students of SMAN 10 Pekanbaru in writing Hortatory Exposition text. In this study, Siregar found that Roundtable technique significantly improved students' ability in writing particularly in each component of writing such as mechanic, grammar, vocabulary and fluency. Moreover, the findings showed that Roundtable technique had created more effective learning atmosphere since the students can create meaning together. Different from the previous study conducted by Siregar (2013), the writer had conducted a quasi experimental study to the eleventh grade students of SMAN 1 Sungai Raya in order to investigate the effectiveness of using Roundtable technique in teaching writing Hortatory Exposition text and to find out how significant the effect of Roundtable technique toward the ability of students in writing Hortatory Exposition text.

A quasi experimental study on Roundtable technique to the grade XI of SMAN 1 Sungai Raya in academic year 2014/2015 was conducted in order to investigate the effectiveness of using the technique in Collaborative Learning. By conducting the research in SMAN 1 Sungai Raya, the writer provided the data to investigate whether Roundtable technique is effective in improving students' Hortatory Exposition Text writing ability and whether it is effective to improve students' writing in terms of content, grammar, and organization. Furthermore, the finding of the research could be the reference for the English teachers in SMAN 1 Sungai Raya as well as all English teachers in Kubu Raya to implement Collaborative Learning in the classroom using Roundtable technique and even to develop this technique in teaching writing Hortatory Exposition text to their students.

METHOD

The research on Roundtable technique is conducted to investigate its effectiveness in teaching writing Hortatory Exposition text. In order to fulfill the needs of providing accurate data and information about the variable being studied, the writer conducted a Quasi Experimental study with pre-test - post test design.

According to Cresswell (2012, p. 297), a pre-test provides a measure on some attribute or characteristics that the researcher assesses for participants in an experiment before they receive a treatment. On the other hand, a posttest will measure some attributes or characteristics which are assessed for participants in an experiment after a treatment. In Quasi Experimental study, both experimental and control group will take pre-test and post-test, however the result of the test is expected to be different, since the treatment will be given to the experimental group only.

The procedure of Quasi Experimental study with pre-test – post-test design was described in the following steps: (1) Administering the pre-test (X1) for both experimental and control group. It was a test to measure students' mean score before the teaching – learning process. (2) Giving the treatment to the experimental group. In this case, the treatment was in form of teaching – learning process. The researcher used Roundtable technique in teaching writing Hortatory Exposition text to the experimental group. The treatment was given for three times. On the other hand, the control group did not get any intervention in

teaching learning process. (3) Administering the post test (X2) for both experimental and control group. It was the test to measure the mean score of both groups after the teaching – learning process. (4) Students' mean score X1 and X2 were compared and analyzed. (5) Applying statistical formula to see the effectiveness of Roundtable technique in teaching writing Hortatory Exposition text. (6) Applying statistical formula for each components of writing: content, grammar, and organization. The researcher used t-test formula in order to find out the significance of the technique and used Effect size formula to find the effectiveness of the technique in improving students Hortatory Exposition text writing.

The researcher used cluster random sampling technique in which there were two classes being selected. The researcher selected two groups of eleventh grade students from five science classes. Those classes had equal possibility to be selected because they have similar problem in writing Hortatory Exposition text. Through cluster random sampling technique, the selection had been done among IPA 1 to IPA 5. Thus, IPA 1 with 36 total numbers of students and IPA 5 with 34 total numbers of students were the sample of the study.

The technique of collecting the data was measurement. In this case, the measurement technique was used to measure students' achievement in writing Hortatory Exposition text. The data were collected through pretest and posttest. Both results from pretest and posttest were measured to find the mean score.

In order to collect the suitable data, the researcher used written test. The students were given a certain topic and they had to write a Hortatory Exposition text. The researcher also provided a scoring rubric in order to make the scoring more objective. The researcher administered the same test for both group.

FINDINGS AND DISCUSSION

Findings

After conducting the pre-test, the results of students' score in writing Hortatory was categorized as low. It could be seen from the mean score of both experimental and control group. For the experimental group, the mean score was 49.06. The highest score of pretest result was 68 and the lowest score was 40. Meanwhile, the results of control group had shown that the mean score was 46.25. The highest score of pretest result was 66 and the lowest score was 26. According to the results, in both experimental and control group, there was no student who passed the passing grade or *Kriteria Ketuntasan Minimal* (KKM) in which KKM is 75.

The pre-test results also showed that the students in experimental and control group had the problems in writing Hortatory Exposition text. The results had indicated some problems faced by the students: (1) Students were not familiar with Hortatory Exposition text and they found it was difficult to write each part of the text. (2) Students were not used to arguing, thus students were difficult to write an argument about a particular topic, as well as to elaborate the argument with suitable data. For instance, the student wrote "*Facebook is very important*

and used by many teenagers, however it also has negative side. It causes cyber crime.” In this case, students just wrote their arguments but they did not provide the supporting details for it. (3) Most of the students were not able to use transition signal in order to connect one idea to another. (4) Most of the students made some mistakes in using present tense. Therefore, these problems had caused the low achievement in writing Hortatory Exposition text.

On the other hand, the results of students writing after the treatment given were different. In the experimental group, the mean score was 77.41. In this case, the total number of students who passed the passing grade (KKM = 75) was 23 students. It showed that 67.65% of classroom performance had been able to write successfully Hortatory Exposition text. The highest score of posttest result was 94 and the lowest score was 46. Meanwhile, in the control group, the mean score was 66.14. In this case, there were only 4 students who passed the passing grade (KKM = 75). The highest score of posttest result was 85 and the lowest score was 54.

Using the rubric for analyzing the students in writing the content, using grammar, and organization, the results of mean score also showed the difference. After the pre-test, the results of experimental group were 22.58 for content, 13.24 for grammar, and 13.24 for organization. On the other hand, the results of control group were 20.75 for content, 13.83 for grammar, and 11.67 for organization. This condition was in contrast with the students’ score after implementing Roundtable technique and teaching – learning process. The results of content for experimental group was 35.29, meanwhile, the control group obtained 29.42 for content. Moreover, the result of grammar for experimental group was 21.53 and for the control group, it was 19.50 for grammar aspect. The difference also could be seen from organization aspect in which the experimental group obtained 20.59; meanwhile, the result of control group was 17.22 for organization aspect. Although both experimental and control group had improved the ability in each aspect, the result of control group was not too significant.

In order to find out the effectiveness of Roundtable technique, the researcher used the analysis of Effect size and t-test. The result of computation showed that Roundtable technique had moderate effect toward the students’ ability in writing Hortatory Exposition text. It had been proven by the result of Effect Size’s computation in which the result was 0.75. According to Cohen’s d interpretation, the result of computation was categorized as ‘moderate’ effect. Moreover, the result of T-test had inferred that Roundtable technique significantly improved students’ ability in writing Hortatory Exposition text. It had been proven by the result of T-test computation in which the $t_{\text{test}} = 3.110$ was higher than the $t_{\text{value}} = 2.000$ at $(\alpha) = 0.05$ and $(df) = 68$.

On the other hand, the analysis of three components of writing which consisted of Content, Grammar, and Organization had been determined and it had showed that not all of these three components were significantly improved. According to the T-test computation, only the Content and Grammar aspects had significant result. Both content and grammar aspect obtain 0.68 and 0.72 for their effect size. Thus, according to Cohen’s d interpretation, the treatment had “moderate effect” on content and grammar aspect.

In addition, the T-test result of content was 2.825 which higher than the t-value = 2.000 at significant level (α) = 0.05 and (df) = 68. The result of T-test of content had shown that the null hypothesis (H_0) was rejected, while the alternative hypothesis (H_a) was accepted. It was similar to the T-test result of grammar aspect, in which $t_{\text{test}} = 2.977$ was higher than the t-value = 2.000 at significant level (α) = 0.05 and (df) = 68. It showed that, in case of grammar aspect, the null hypothesis (H_0) was rejected, while the alternative hypothesis (H_a) was accepted.

On the other hand, for organization aspect, the effect size result was 0.41. The result showed that the treatment had “modest effect” according to Cohen’s d interpretation. Moreover, the result of T-test for the component of organization was not significant which the $t_{\text{test}} = 1.7211$ was lower than the t-value = 2.000 at significant level (α) = 0.05 and (df) = 68. In this case, the null hypothesis (H_0) was accepted, while the alternative hypothesis (H_a) was rejected.

This finding showed that among the three components of writing, the effectiveness of Roundtable technique in improving students’ ability in organization aspect is the lowest. In addition, it was also supported by the fact that the result of t-test for organization aspect was not significant.

Discussion

Based on the gathered data and analysis, it was found that the students were not familiar with Hortatory Exposition text at the beginning of the study. The pre-test result had shown that students faced many problems in writing Hortatory Exposition text. The writer found that the students had only known the generic structures of Hortatory Exposition text which consists of Thesis, Argument, and Recommendation. However, the students were not able to develop their own Hortatory Exposition text since the previous teaching learning process with their teacher, the teacher only asked them to read and summarize the text with no data being provided and elaborated.

Students were not used to arguing in writing, thus students were difficult to write an argument about a particular topic, as well as to elaborate the argument with suitable data. For instance, the student wrote “*Facebook is very important and used by many teenagers, however it also has negative side. It causes cyber crime.*” In this case, students just wrote their arguments but they did not provide the supporting details for it.

Most of the students were lack in connecting one idea to the others and organizing the text properly. In this case, the students were not able to use the transition signal and conjunction to connect one idea to the others or one paragraph to the other paragraph. Moreover, the student could write the Hortatory Exposition text, however the text was not organized properly in which they wrote a paragraph with only one sentence. Besides that, some of the writing could just have one paragraph which included the thesis, argument, and recommendation.

The students were lack in using correct grammatical structures in writing the sentence. For instance, the student wrote “*Student use social media every day. They spends many hours to update social media.*” Most of students problem are in

using simple present tense and modal verb. For instance, in using modal verb, the student wrote “*We can to use Facebook for learning*”.

The treatment was given to the experimental group. During the teaching-learning process, the experimental group students were divided into several groups of 4-5. The students were learning in a group to do the task and discuss. The writer had prepared both group and individual task for the students. The main learning activity was students learning with the group to learn how to write a Hortatory Exposition text. The writer provided a particular issue about “cell phones and social media” which enabled the students to discuss the topic and brainstorm any important data to support their arguments. In this process of learning, the students were given a blank paper to write their ideas and take turn to participate. After that, the results of students’ discussion in the group were displayed in front of the classroom and the writer started the whole class discussion to create deep understanding about the writing skill.

Both individual and group task were provided for the students in experimental group. The purpose of those tasks was to engage the students actively since Roundtable technique can be done in two ways. According to McCafferty, Jacobs, & Dasilva Iddings (2006, p. 191), Roundtable can be done with one piece of paper per group (Sequential Roundtable) or with one piece of paper per group member (Simultaneous Roundtable). As the implementation of Simultaneous, the individual task given still could be completed in a group but the students were working individually and the result of their writing could be shared among the group members to gain any comments about the work.

After the implementation of Roundtable technique in the Experimental group and the process of teaching – learning process in the control group, the students’ ability in writing Hortatory Exposition showed the difference in the post-test. However, the experimental group had outperformed the control group. In this case, the Roundtable technique had successfully influenced and improved students’ ability in writing Hortatory Exposition text.

The factor which could support this finding was the Roundtable technique engaged learners to participate in learning activities more than the traditional approach. Through Roundtable technique, the students were able to foster their thinking skill as well as to have a better understanding of learning like what had been mentioned by Kagan & Kagan, (2009) that by using Roundtable, there were two thinking skills fostered: categorization (selecting and identify the category or broader topic into specific) and evaluation.

In scoring the students’ Hortatory Exposition text writing, the writer made a further analysis on the improvement of students’ writing ability in some aspects, such as: content, grammar, and organization. However, Roundtable technique could not significantly affect each component of writing which had been analyzed. The content and grammar aspect had been significantly improved by Roundtable technique. This condition was influenced by some factors: (1) Roundtable technique had facilitated students to learn in the small group of academic discussion, even though it was in written form. In the case of learning to write Hortatory Exposition text, the students are able to gathering the ideas from many perspectives of individuals. This process can help students to have a better

understanding about writing and develop their critical thinking. (2) In Roundtable technique, students were not only doing the task in group but also individually. The students also engaged in the whole class discussion in which supported them in arguing and evaluating their works together. (3) Hortatory exposition text is a text to persuade the readers to take an action. Using Roundtable technique in teaching students to write this type of text facilitated the students to be more enthusiastic in learning since the students can relate the task to their daily life.

The improvement which could be seen from content aspect was the ability of students to elaborate their argument as well as to convince the reader with appropriate supporting data and to state their strong position and believe about the issue. They did not only write *"Facebook is useful"* but they also add some ideas, for instance, *"Facebook is useful. There we can connect with our friends at school and we can also create a fun discussion about many topics in Facebook by using its features, such as chat and video call"*. Furthermore, the students were able to state their position in thesis by saying *"I believe Facebook should be used by teenagers because it has many advantages"*. It was not like in their first writing of Hortatory Exposition in which they just state their ideas without any further explanation and strong argument.

The improvement also could be seen from the grammar aspect. Unlike their first writing of Hortatory Exposition text, the ability of students in writing with correct grammatical structures was better. Focusing on the use of present tense and modal verbs, the students were able to write in correct structures. For instance, before the treatment was given to the experimental group, the students wrote *"Social media have many advantages for learning"*. After the treatment was given to the experimental group, the students could write use correct pattern of present tense, for example *"Social media is used by many teenagers and it has many advantages"*. The students in experimental group were also able to use the modal verbs correctly, especially in writing recommendation.

On the other hand, the organization was not significantly improved through the learning process using Roundtable technique, although the interval score had shown that the experimental group outperformed the control group. The teaching-learning process did not cover this problem since the students had more attention to giving argument and writing with correct grammatical structure.

Roundtable technique was good to be implemented but it also caused time consuming. During the implementation of Sequential Roundtable technique, students might get bored and their attention to the learning process would be wasted. It was caused by the process of taking turn which could spend a long time since one student had to wait another student who wrote on the paper. To solve the problem, it will be better for a teacher to set the time for each student in writing their ideas. So, the time can be used more effectively.

Finally, Roundtable technique was effective for teaching writing Hortatory Exposition. It has been proven by the result of Effect Size computation which it was considered as 'moderate effect'. It was also supported by the fact that the learning process had improved the students' ability in writing Hortatory Exposition text. Although, it did not significantly affect all three components of writing (Content, Grammar, and Organization), Roundtable technique could be

used in teaching learning process to the eleventh grade students of SMAN 1 Sungai Raya in Academic Year 2014 / 2015.

CONCLUSION AND SUGGESTION

Conclusion

According to the discussion of the research, it can be concluded that Roundtable technique was effective to teach students' writing Hortatory Exposition text. Implementing the technique in the teaching – learning process could help the students to engage and being active in the learning process. In Roundtable technique, students were able to practice their writing as well as to foster another critical thinking skill through group discussion. Students also could engage more in sharing their ideas and to respond to each other's point of view. It is the advantages of learning to write Hortatory Exposition text through Roundtable technique since the students would be able to practice writing their arguments and opinions. Roundtable technique had improved the aspects of writing which consist of content, grammar, and organization, although the improvement in organization aspect was not highly significant. Roundtable technique was a suitable technique to facilitate students in learning. It could facilitate students in the process of writing and discussion. Written discussion in Roundtable technique could help the students to assess their ability in writing, respond to others' writing as well as to solve the problem by sharing and gathering the ideas. Therefore, it could be stated that Roundtable technique was effective to be implemented in teaching writing to the eleventh grade students.

Suggestion

There are some suggestions related to the findings of the research: (1) Roundtable technique can be applied by the English teacher in Senior High School level to create collaborative learning atmosphere as well as to facilitate students' learning. (2) It is suggested to modify the technique in order to meet the learners' needs. Since, it had been found that not all learning problems can be solved by this technique; the development of the technique should be done in the future. (3) Teaching writing Hortatory Exposition text needs a suitable technique, and Roundtable should be used in the classroom to facilitate students in gathering ideas and practicing their writing.

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