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## THE USE OF COOPERATIVE LEARNING TYPE ROUNDTABLE TECHNIQUE TO IMPROVE THE ABILITY OF THE SECOND YEAR STUDENTS OF SMAN 10 PEKANBARU IN WRITING HORTATORY EXPOSITION TEXT

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### Abstract

*The purpose of this classroom action research was to investigate the effectiveness of cooperative learning type Roundtable technique in improving students' ability in writing hortatory exposition text at SMAN 10 Pekanbaru. The participants of this research were 38 students of grade XI who had poor to average level of English proficiency. The data mainly gained from the writing test which was divided into pre-test and post-test. The findings indicated that Roundtable technique had a positive effect on the students' writing ability particularly in each components of writing. It can be seen in the statistical analysis which showed that the mean score in the pre-test was 43,9, increased to 60,85 in post-test 1 and 76,37 in post-test 2. It was revealed that the use of Roundtable technique statistically improved students' writing ability. Moreover, qualitative evidence showed that students within cooperative learning situation were actually making meaning for themselves and others. This classroom situation helped the researcher and the students conducted a creative, effective, and cooperative learning process. Roundtable technique was highly effective with creative writing and enjoyable brainstorming activities. This structure encourages responsibility for the group and team building.*

**Keywords** : Roundtable technique, writing ability, hortatory exposition text

## INTRODUCTION

According to Reid (1994), writing is one of the most self-conscious of human activities and it is the most complex skill than others because the learner has to learn all the components and expresses their ideas clearly and efficiently.

This skill must be explicitly taught because writing outside school settings is relatively rare. Meanwhile the ability to communicate in the written form possibly helps the students to widen and develop their language and reasoning as well.

This skill is becoming increasingly important in global community and instruction in writing is thus assuming an increasing role in second and foreign language education. Moreover, in the Indonesian educational system which states in KTSP (School-Based Curriculum), the second year students of Senior High School are demanded to be able to write kinds of text. One of these texts is hortatory exposition text.

Unfortunately, most of the second year students in senior high school faced so many problems in developing their writing skill. They did believe that they were not good enough at writing. The students confessed that writing was considered as the most difficult skill to be mastered. The difficulties lie not only in generating and organizing ideas, but also translating these ideas into readable text. This negative attitude leads the students to the lack of self-confidence in writing.

Based on the observation and small survey that had been done, the researcher found there were so many problems that faced by the students. From writing measurement criteria, the researcher found these following mistakes: firstly, in terms of content, students still had problems in expressing ideas. They were still finding it hard to express the ideas clearly. In terms of form, students were still not able to link or organize their ideas well. The students still confused on how to organize the text systematically and well ordered as they should be. Then, in terms of grammar, students still had a low ability in using appropriate language features of the text. In addition, in terms of style, the students still had difficulties in diction (choice of words). And finally, in terms of mechanic, students still weak in using appropriate punctuation and capitalization in their writing product.

Another problem was related to the effectiveness of teachers' teaching technique. The teacher still adopted traditional teaching method, for instance, lecturing, which make the students felt bored during the teaching and learning process. This boredom leads the students to skip the class and they just copy their friends' assignments. The last was coming from the text itself. Most of the students still had a big misunderstanding in distinguishing hortatory exposition text with analytical exposition text. On their writing, most of them put reiteration on the last paragraph and they used inappropriate language features.

In order to solve these problems, the researcher used cooperative learning type Roundtable technique to improve the students' ability in writing hortatory exposition text. The researcher believed that the use of cooperative learning type Roundtable technique is suitable in teaching writing, especially in writing hortatory exposition text. Roundtable is highly effective with creative writing and enjoyable brainstorming activities. This structure encourages responsibility for the group and team building.

## **METHODOLOGY**

This research was a classroom action research which conducted to acquire information in order to solve the problems that faced in particular situation and condition. Kemmis and Taggart (1988) states that an action research is a form of collective self-reflective enquiry undertaken by participants in social justice of their own social or educational practices, as well as their understanding of these practices and the situation in which the practices are carried out. The purpose of action research is to provide educational practitioners with new knowledge and resolve significant problems in classrooms and schools.

This research was carried out at SMAN 10 Pekanbaru which 38 students of grade XI enrolled. At the beginning of this research, the researcher demonstrated and explained explicitly how to apply Roundtable technique in the classroom to help the students' competence in understanding and applying Roundtable technique in the classroom as well.

The researcher gave treatment Roundtable technique as a way to improve the students' ability in writing hortatory exposition text. The researcher believed that the use of Roundtable technique was an effective way to solve the students' problems in writing.

The procedure of using Round table technique in teaching and learning process were drawn as follows; (1)Grouping-the teacher asks the students to sit in a group of four students;(2)Preparing-the teacher gives the groups similar theme;(3) Brainstorming-the teacher asks the member of the groups to write words or phrases related to the theme; (4)Writing-the group writes a text using the words/phrases written; (5)Presenting-each group presents their writing;(6)Evaluating-the teacher asks each group to make correction;(7)Revising-each group revises their work/writing.

To gather the data, writing test was administered to the students. It was given in the pre-test and post-test in which the students were assigned to write a hortatory exposition text in 30 minutes based on the three familiar topics that can be chosen. This writing test was dealing with components of writing such as vocabulary, grammar, mechanics, form and fluency. The result then was analyzed by three competent raters to know whether the use of Round table technique in writing hortatory exposition text was effective or not.

Not only in cognitive aspects, the researcher also obtained and analyzed the data from affective and psychomotor aspects by using observation sheet which was done by the collaborator. The aspects that were observed were the quality of the teaching and learning process on the classroom in applying Roundtable technique. Here, the teacher and the students were the objects of the observation. This instrument was on "checklist" form that contains the aspects that needed to be observed.

To support the result of the observation, the researcher also recorded everything which not included in observation sheets by having field notes. The collaborator monitored and wrote the student's and teacher's participations to identify the problems and obstacles during the application of Roundtable technique in the classroom so that the researcher were able to decide the steps that need to be taken on the following treatment to minimize the problems. The findings then computed and calculated for the ease of the presentation of the data analysis.

## FINDING AND DISCUSSION

In pre-test, the total score of all the students that was computed and combined to the three raters was only 1669.09 with average value at 43.92. So far from the demanded score which the students had to reach, 78 to pass the test. From the result of pre-test, can be concluded that 16 students were at “Poor” level, 19 students were at “Average” level and only 3 students at “Good” level.

In post-test 1, there were improvements on the students’ score. In post-test 1 the score increased to 60,99. Most of the students that were at “Poor” level moved up to higher level. The result showed that 17 students (44,74 %) could reach the level “Good” and 21 students (55,26 %) were at level “Average”.

Even though the students’ average score was higher than the score in pre-test, the cycle 1 could not be considered successful due to that most of the students still could not reach the minimum criteria of achievement (KKM). This was caused by most of the students’ who were still passive during learning process.

The magnifying and satisfying result was shown in post-test 2, 18,42 % of the students were able to reach “Excellent” level, 81,58 % at “Good” level. The tremendous result shown in the fact that 18 students (47,37 %) could passed the KKM. The application of Roundtable technique in this research considered to be succeeded for the fact there were no students could reach KKM before the implementation of this technique. The improvement of students’ reading ability from cycle 1 to cycle 2 can be seen as on the table below:

### *The Improvement of the Students’ Writing Ability in Each Cycle*

Score	Level of Ability	Pre-Test (%)	Post-Test 1 (%)	Post-Test 2 (%)
81 – 100	Excellent	0	0	18,42
61 – 80	Good	7,90	44,74	81,58
41 – 60	Average	50	55,26	0
21 – 40	Poor	42,10	0	0
0 – 20	Very Poor	0	0	0

Another satisfying result also shown in the improvement of the students' ability in each aspect of writing, in pre-test, the average score for aspect "Grammar" was only 2,89, average score for aspect "Vocabulary" was 2,79, average score for aspect "Mechanics" was 2,47, average score for aspect "Fluency" was 2,37 and average score for aspect "Form" was 2,68. Based on the evaluation of the data on pre-test, the students' ability in writing hortatory exposition was still very low.

Most of the students did the errors frequently on each of writing components. Most of the errors in the aspect "Mechanics" were coming from punctuation and capitalization. The researcher then decided to shoot this aspect first on the second meeting by explaining the rules in applying this component in writing.

The improvement occurred in post-test 1. The average score for aspect "Grammar" was increased, from only 2,89 in pre-test to 3,78 in post-test 1. The average score for aspect "Vocabulary" was 3,56, average score for aspect "Mechanics" was 4,05, average score for aspect "Fluency" was 3,05 and average score for aspect "Form" was 3,77.

Based on the calculated data, the researcher found out that the lowest point that the students got in post-test 1 was in aspect "Fluency". This result was the consideration for the researcher to arrange the lesson material that suitable and effective to solve this problem and improve the students' ability in this aspect. In cycle 2, the researcher was also used the similar design of lesson plans, but of course with a more challenging materials to elicit students' critical thinking so that they can develop the ideas into a proper expository text.

The average score of the students for aspect "Grammar" in post-test 2 was increased to 4.60, for aspect "Vocabulary" was 4.48, for aspect "Mechanics" was 4.87, for aspect "Fluency" was 4.26, and for aspect "Form" was 4.75. If we compare the result of the students' ability, on each aspect of writing in Pre-Test, Post-Test 1 and Post-Test 2, we can see a magnifying improvement. The students had a much better understanding and comprehension on each components of writing that can be seen on the table below:

### *Improvement of the Students' Ability in Each Aspects of Writing*

<b>Aspects of Writing</b>	<b>Pre-Test</b>	<b>Post-Test 1</b>	<b>Post-Test 2</b>
Grammar	2,89	3,78	4,60
Vocabulary	2,79	3,56	4,48
Mechanic	2,47	4,05	4,87
Organization	2,37	3,05	4,26
Fluency	2,68	3,77	4,75
<b>TOTAL</b>	<b>13,2</b>	<b>18,21</b>	<b>22,96</b>
<b>Converted Score</b>	<b>44</b>	<b>60,70</b>	<b>76,53</b>

Another improvement comes from the quality of the teaching and learning process. On the first treatment in Cycle 1, the students' attitude and behavior still not organized well due to that the lack of understanding of the implementation of Roundtable technique in the classroom.

Based on the check list on the observation sheets in the first treatment, most of the students still couldn't able to fulfill the steps in using Roundtable technique in the classroom. During the research, the researcher and the collaborator used to discuss all the things that happened in the classroom, found the problems and fix it on the next meeting. On the second meeting, the researcher found there were improvements on the students' activities. It is shown by the number of students who followed the activity in every meeting of teaching and learning process.

The failure in cycle 1 came not only from the students that did not fully understand the materials but also from the researcher that did not able to present the materials well. Besides that, the researcher's incapability to manage the class caused many students did not followed all the steps need to be done in implementing Roundtable technique.

The students' participation in cycle 2 was remarkably satisfying. The teaching and learning circumstance were more attractive and creative. On the first meeting in cycle 1, it was so hard to tell the students to form their own group. The researcher had to shout many times to ask them to find their member. The improvement happened on the meetings in cycle 2, the students sit in their group without being asked. This great attitude followed by the increasing percentage of the participation of the students

during the teaching and learning process. It was no wonder then if their writing ability was improved and increased. The improvement of the students' individual participation can be seen on the following table:

***Improvement of the Students' Activities during Teaching and Learning Process***

No.	Students' Activities	Cycle 1		Cycle 2	
		1 <sup>st</sup> Meeting %	2 <sup>nd</sup> Meeting %	1 <sup>st</sup> Meeting %	2 <sup>nd</sup> Meeting %
1.	Paying attention to the teacher	52,63	71,05	92,10	94,74
2.	Sitting in a group of four	94,73	97,36	100	100
3.	Writing the words and the phrases based on the theme given	68,42	76,31	89,47	94,74
4.	Writing the text in group	60,52	68,42	84,21	100
5.	Presenting the writing product	94,73	97,36	100	100
6.	Making correction and give feedback	50	60,52	81,57	97,36
7.	Revising the text	63,15	81,57	84,21	100

**CONCLUSION**

The analysis of the data in this paper has shown that Roundtable technique significantly improved the ability of the students in writing hortatory exposition text. Based on the calculation of the test result in pre-test, post-test 1 and post-test 2, the researcher found out the increasing in the students' mean score. In pre-test, it was only 43,92 then in post-test 1 increased to 60,85, and in post-test 2 incredibly arose to 76,37.

The improvement occurred because of some factors such as the motivation that always given by the researcher in every meeting to the students, students' attention that which were increasing meeting by meeting, and also the classroom situation that helped the researcher and the students to conduct a creative, effective, and cooperative learning process. Roundtable technique was highly effective with creative writing and enjoyable brainstorming activities. This structure encourages responsibility for the group and team building.

## **SUGGESTION**

It was very suggested that in teaching writing, the teacher have to put Roundtable technique to be considered as the alternative technique to be applied in teaching and learning process. Not only because of the improvement of the students' writing ability but also because of the effectiveness of Roundtable technique in creating a better classroom atmosphere where the students were free to deliver their ideas and opinions.

In addition, before the use of Roundtable technique, it would be better for the teacher to explain the steps that would be done in the classroom activities to the students and the benefit of this technique for them, so that the students' would not confuse. Furthermore, in using Roundtable technique, the teacher has to monitor and control the class while doing the discussion and make sure that the students were in the same path.

Moreover, this research was bound to a particular context and the research sample was not representative; however it was believed that this research could provide valuable contribution for whom that interested in adopting Roundtable technique in other similar classroom setting.

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