

APLIKASI MEJA BUNDAR DALAM PENGEMBANGAN KEAHLIAN MENULIS PADA SISWA KELAS X SMA NEGERI 5 DENPASAR TAHUN 2012/2013

Ida Ayu Made Sri Widiastuti
Program Studi Pendidikan Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Mahasaraswati Denpasar

Abstrak: Kemampuan menulis dianggap sebagai kemampuan penting yang perlu ditingkatkan. Hal tersebut dapat dicapai melalui pelaksanaan *round table technique*. Penelitian tindakan kelas ini utamanya dilaksanakan untuk menunjukkan apakah *round table technique* dapat digunakan dalam meningkatkan kemampuan menulis mahasiswa. Subjek penelitian ini adalah siswa kelas sepuluh SMA Negeri 5 Denpasar tahun Akademik 2012/2013. Berdasarkan hasil prates, yang dilaksanakan pada pra siklus, menunjukkan bahwa kemampuan siswa dalam menulis paragraf dikategorikan kurang yaitu 61.97. Selanjutnya penelitian tindakan kelas dilakukan dengan pelaksanaan *round table technique* dalam rencana dua siklus. Berdasarkan teknik yang dilaksanakan, terdapat peningkatan yang signifikan pada kemampuan menulis paragraf deskriptif siswa, dimana hal tersebut meningkat dari kurang menjadi baik, yaitu 68.09 pada siklus I dan 76,29 pada siklus II. Terlebih lagi, penelitian ini dapat memberikan peningkatan kemampuan menulis deskriptif paragraf siswa melalui pelaksanaan teknik tersebut. Kesimpulannya, penelitian tindakan kelas ini menunjukkan bahwa *round table technique* dapat meningkatkan kemampuan menulis siswa kelas sepuluh SMA Negeri 5 Denpasar. Terlebih lagi teknik yang dilaksanakan juga direspon positif oleh subjek penelitian yaitu siswa kelas sepuluh SMA Negeri 5 Denpasar tahun akademik 2012/2013.

Kata kunci: *pelaksanaan, round table technique, dan kemampuan menulis*

THE APPLICATION OF ROUND TABLE IN DEVELOPING THE WRITING SKILL OF THE TENTH GRADE STUDENTS OF SMA NEGERI 5 DENPASAR IN ACADEMIC YEAR 2012/2013

Abstract: Writing skill is considered as an essential skill which needs to be improved by the students. This can be done through the application of round table technique. The present classroom action research was mainly carried out to figure out whether or not round table technique can be used to improve the subjects' writing skill. The subjects of the present study were the tenth grade students of SMA Negeri 5 Denpasar in Academic Year 2012/2014. Based on the result of the pre-test which was carried out in the pre-cycle, it showed that the subjects' skill in writing paragraph was categorized as insufficient, which was 61.97. The present classroom action research then was carried out by implementing round table technique in two-planned cycles. From the technique implemented, there was significant improvement from the subjects' skill in writing descriptive paragraph, in which it improved from insufficient to good, which was 68.09 in cycle I and 76,29 in cycle II. Furthermore, the research could bring the improvement to the subjects' skill in writing descriptive paragraph by implementing the technique. To sum up, the present classroom action study proved that round table technique could improve the writing skill of the tenth grade students of SMA Negeri 5 Denpasar. Moreover, the technique implemented was also responded positively by the subjects of the study which were the tenth grade students of SMA Negeri 5 Denpasar.

Keywords: *implementation, round table technique, and writing skill.*

INTRODUCTION

Writing is a productive skill which needs the creativity from the students to transfer their idea in the piece of writing. Writing skill, at least at rudimentary levels, is a necessary condition for

achieving employment in many walks of life and is simply taken for granted in literate cultures (Brown, 2003:218). Writing is also taught intensively in some schools. Teaching writing cannot be separated from assessment of writing. The

teachers have to consider the objectiveness of the assessment whether they want to assess handwriting ability, correct spelling, grammatical writing, or paragraph construction. If the teachers do not consider those things, they will not have the guidance in assessing their students' work. The teachers are not be able to understand the students' effort in doing the work, so they will score as they want. However there are many teachers will excuse and assess the students' work well. Those things become problems for many teachers in teaching writing.

For solving the problems above there are some techniques that can be implemented. The teachers will apply so many efforts to make the students successful in achieving the skills. There are some difficulties that are found by the students, like appearing the words to make a sentence. They also do not want to consult the words thought to the dictionary. In addition, they do not know the correct spelling and feel doubtful to write a sentence. All the problems above must be solved in order to make the students successful in reaching Minimum Criterion of Student Mastery (75).

One of the techniques that can be applied to improve the writing skill of the tenth grade students of SMA Negeri 5 Denpasar is Round Table technique. According to Ornstein and Scarpaci (2012:305), round table is a quiet, informal group technique. Usually four or five students sit around a table conversing among themselves (similar to a buzz session) or before an audience (similar to forum). They pay more attention to round table technique as the silent technique which asks some students to converse. In this technique, the students are grouped in four. Here, they have to prepare the writing tools that are used in implementing this technique. This technique is really helpful because the students who have low ability in constructing paragraph will be motivated to write the words in order to support the paragraph. This technique is also as a tool to form the teamwork among students in a group. In addition, by giving the opportunity to other students to write a word, phrase, or sentence, it will make them share their messages, thought, and feeling critically to the friends in the group.

RESEARCH METHOD

The subjects of the study was one class of the tenth grades students of SMA Negeri 5 Denpasar which consisted of 17 males and 24 females. The subjects were taken because the writing skill in this class was still low so that it must be improved. In addition, there were some students did not understand yet to construct the good descriptive paragraph. The design which was used in this research is Classroom Action Research (CAR). Classroom Action Research itself was divided into some cycles where every cycle consisted of Planning, Action, Observation, and Reflection.

Planning was done to prepare all instruments to collect the data. It was also used to reduce the problems which occur in the research making. The next step after planning was Action. Here is the planning implementation which has been planned before the action was done. The next was Observation. In this step, the researcher observed all aspects which supported the research which consisted of the students' ability, problem, or progress. Reflection was the last step of the cycle. In this step, the researcher gave the post-test to know the reaction of the students about the technique implemented.

This research was divided into two cycles where every cycle has some procedures, such as: Planning, Action, Observation, and Reflection. In order to make the teaching run smoothly, the researcher planned the activities as follows:

Preparing the topic of the descriptive paragraph was the first thing to do. Preparation was the most important thing in doing an action. Here, the topic was about descriptive paragraph.

Designing the lesson plan was the second step. The lesson plan which was designed was lesson plan which consisted of important teaching elements, like teaching and learning process, teaching media, time allotment, etc. Designing a lesson plan was a must for the researcher in doing the research to plan what the researcher would do in the classroom.

Constructing post-test which was used as the reflection of the subjects of the study was done after designing the lesson plan. Post tests were used as the reflection for the researcher in doing the previous

study. By post-test, the researcher could revise the weaknesses of the previous study. Constructing the questionnaires items was the last step in planning. The questionnaires were constructed to know the reaction of the students to the implementation of round table technique in their class.

After the planning was done, the researcher continued the activity to the action. In action, the researcher used the technique to teach the subject of the study, while the plan has been written in the lesson plan. Some parts of action were: Pre-Activities were the activities which were done in the beginning of the teaching learning process. The researcher came to the class, then greeted the students and checked the students' attendance. Stating the learning objectives was also done in this activity step. Whilst-Activities were the activities which were done as the main activities in the teaching learning process. The researcher opened the lesson by explaining the descriptive paragraph in front of the class. Asking the students to write on their notebook was also done in this step. The next activity was asking the students to practice making a simple descriptive paragraph. The researcher also guided the students in doing their task. The last activity was discussing and checking their work. Post-Activities were the activities which were done in the end of the teaching learning process. In this part, the researcher concluded the lesson in that day. The students might ask some questions to the researcher about the lesson. The last step was closing the class by saying "good bye".

The purpose of the reflection was to measure the students' ability in writing skill especially in writing descriptive paragraph by using round table technique. Here, the researcher asked the students to write a simple descriptive paragraph, then it was assessed by the researcher, and the result of cycle 1 became the reference to plan the next cycle.

The research instrument was a tool which was used to collect the data that support the research. There were three instruments that were used in this research, they were:

Pre-test, which was conducted to know the students' ability in writing descriptive paragraph before round table

technique was implemented. In this instrument application, the students were asked to write a simple descriptive paragraph which consisted of five to seven sentences. In the next step, the students' descriptive paragraph was scored by the scoring rubric and the scores were used for the reference of the next session. The score would be scored by the rubric from Oshima & Hogue (2007:196).

Post-Test, which was conducted to know the students' progress in writing descriptive paragraph by using round table technique was as the second instrument. In this instrument application, the students were asked to write as what they have done in pre-test and it would be scored by using scoring rubric. The difference was in using the score. The score was used to examine whether or not the writing skill of the students in writing descriptive paragraph could be improved by the implementation of round table technique.

The questionnaire was as the last instrument, was also used to measure the students' changing of attitude and motivation in writing descriptive paragraph by using round table technique. In this part, the students were asked to answer ten questions in form of multiple choices. The questions in the questionnaires were written in *Bahasa* in order to be understood by the students in answering them. Every student's answer was scored by using the scale and the scale began from 1 to 4, as follows: the point in option A was four, the point in option B was three, the point in option C was two, and the point in option D was one.

To achieve the purpose of the study, the data required was gotten from the students' score in writing descriptive paragraph which was done in two parts, they were pre-test and post-test while the questionnaire was also be conducted for the scoring. The data analysis for this research was gotten from the administration of pre-test, post-test, and the questionnaire. For scoring the students' descriptive paragraph, the researcher will use the rubric from Oshima and Hogue (2007:196). By this scoring, the students' score were scored by the students' paragraph writing construction which consisted of format, punctuation and mechanic, content, organization, and grammar.

The research was conducted as the successful research when the minimum criterion of student mastery could reach the 80% of numbers of student. The minimum criterion of student mastery in SMA Negeri 5 Denpasar was 75 so that the research was stopped when 80% of numbers of student reached the minimum criterion of student mastery (75).

DISCUSSION

The objectives of the present study were to improve the writing skill of the tenth grade students of SMA Negeri 5 Denpasar and to figure out the use of round table technique in teaching writing, especially descriptive paragraph writing. The descriptive paragraph itself consisted of describing person, animal, and thing. The data was gotten by collecting the score of descriptive paragraph writing which was gotten by the research instrument which consisted of pre-test, post tests, and questionnaire. All of them were administered in pre-cycle, cycle 1, and cycle 2 to get the factual result on the descriptive paragraph writing.

Before the technique was implemented, the data collection was done by administering pre-test. This pre-test was administered to know the basic ability of the students in writing descriptive paragraph. Here, the students were asked to write 7-15 sentences in 15 minutes. Their paragraph were scored by using scoring rubric of descriptive paragraph that consisted of five elements; they were format, punctuation and mechanic, content, organization, and grammar and

sentence structure. The result of pre-test was 61.68. This indicated that the students' writing skill was still low.

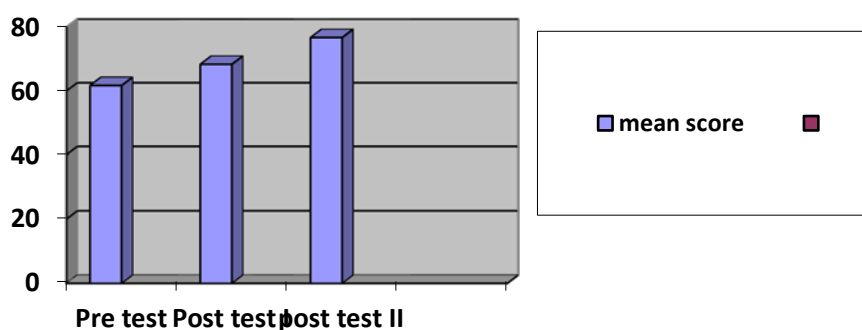
In cycle I, there were four steps in this cycle; planning, action, observation, reflection. Here, the researcher constructed lesson plan which had 80 minutes of implementation. The first step was planning which was continued by the second step which was action. The researcher did the teaching learning process based on the plan that was written in lesson plan. The researcher asked the students to practice writing descriptive paragraph, and then administered the post-test to know the students' improvement in writing descriptive paragraph. the grand mean in the post-test in the cycle I was 68.34. There was an improvement score from the pre test and post test I

Cycle II was conducted based on the revision of cycle I. In cycle II, there were four steps which were done as same as the steps in cycle I. In planning, the researcher prepared the topic of descriptive paragraph, designed the lesson plan, constructed post-test and questionnaire. In action and observation, round table technique was used in teaching learning process. The researcher did the teaching learning process based on the lesson plan that had been designed. At last, in reflection, the researcher administered the post-test in the last session of cycle II. These steps were done in two sessions where the time of each session was 80 minutes. The grand mean in the post-test in cycle II was 76.74.

Table 1. The mean score of Pre Test, Post Test I, and Post Test II

	Pre-Test	Post-Test I	Post Test II
Mean Score	61.68	68.34	76.74

To make it clear, the findings of the present classroom action study, that was the rising comparative mean figures of the pre-test scores, the post-test scores in cycle I and cycle II could be graphically as follows:



Figures 1 The result of Pre-test, Post Test I, dan Post Test II

It could be stated that the research problem of this study was clearly answered. The objectives of this study which were used to improve the writing skill of the tenth grade students of SMA Negeri 5 Denpasar and to figure out whether or not the use of round table technique in teaching writing, especially descriptive paragraph writing could be reached.

CONCLUSION

It was stated that the objectives of this study were to improve the writing skill of the tenth grade students of SMA Negeri 5 Denpasar and to figure out whether the writing skill could be improved by implementing round table technique. In addition, the technique implemented in this finding was round table technique.

Round table technique was a technique that was implemented to a group of students in making descriptive paragraph. The main point of this technique is writing the key words of the sentence to support the paragraph. It was hoped from this group forming to learn and make a good teamwork.

The design of the study was classroom action research where the researcher had to be a teacher in collecting data required. The data consisted of quantitative data which was in the form of questionnaire and the qualitative data was administered in the form of tests.

The result of the data administered could show that there was improvement in the students' writing skill. Before giving the treatment, the result of pre-test was 61.68. This indicated that the students' writing skill was still low.

There were also two cycles conducted in this study where every cycle had two sessions. The result of data analysis in cycle I and cycle II showed the mean figures of 68.34 and 76.74 respectively. By calculating the summary of the mean score of each cycle, it could be found the grand mean score of cycle I and cycle II. These findings clearly showed that the mean score of the pre-test which was done in initial reflection was

much lower than both in cycle I and cycle II. Clearly, the findings of the present classroom action study revealed that the descriptive paragraph writing of the tenth grade students of SMA Negeri 5 Denpasar could be improved by implementing round table technique.

The other results were from questionnaire administration. The percentage was 46.42% for the students who well agreed to the implementation of the technique, 47.23% for the students who agreed to the implementation, 5.87% for the students who less agreed to the technique, and 0.48% for students who did not agree to the technique. From those percentages, it could be stated that the technique implemented was well responded by the students.

The findings of the present classroom action study could not be extended and generalized to other students even though the fact stated that an action class study mainly undertaken for helping the students who had problem in learning descriptive paragraph writing. Therefore, the findings of the present study were predominantly valid and reliable for the tenth grade students of SMA Negeri 5 Denpasar.

REFERENCES

- Ary, D., Jacobs, L. C., Sorensen, C., Razavieh, A. (2010). *Introduction to Research in Education (Eighth Edition)*. California: Wadsworth, Cengage Learning.
- Bailey, S. (2003). *Academic Writing – A Practical Guide for Students*. New York: Nelson Thornes Ltd.
- Brown, H. D. (2004). *Language Assessment Principles and Classroom Practices*. New York: Longman.
- Brown, H. D. (2007). *Principles of Language Learning and Teaching*. England: Longman.
- Cohen, L., Manion, L., Morrison, K. (2000). *Research Method in Education 5th Edition*. London: Routledge Falmer.
- Cohen, L., Manion, L., Morrison, K. (2007). *Research Method in*

- Education 6th Edition*. London: Routledge Falmer.
- Coffin, C., Curry, M.J., Goodman, S., Hewings, A., Lillis, T.M. & Swann, J. (2003). *Teaching Academic Writing*. London: Routledge.
- Dawson, C. (2002). *Practical Research Method*. Oxford: How to Books Ltd.
- Dewi. (2013). The Assessment of Descriptive Paragraph writing of the Seventh Grade Students of SMP PGRI 6 Denpasar in Academic year 2012/2013.
- English Language Education Section Curriculum Development Institute Education Bureau The Hong Kong Special Administrative Region. (2011). *Using Dictation to Develop Pupils' Listening and Writing Skills*. Hong Kong: the Education Bureau of the Hong Kong Special Administrative Region.
- Fulcher, G., and Davidson F. (2007). *Language Testing and Assessment*. New York: Routledge Falmer.
- Galko, F.D. (2001). *Better Writing Right Now!*. United States of America: LearningExpress, LLC.
- Harmer, J. (2001). *The Practice of English Language Teaching*. Cambridge: Pearson Longman.
- Harmer, J. (2007). *The Practice of English Language Teaching*. Cambridge: Pearson Longman.
- Kothari, C.R. (2004). *Research Methodology – Methods and Techniques*. New Delhi: New Age International Publishers.
- Musfirotun. (2012). The Ability of Writing Recount Text of the Eighth Grade Students of MTs Miftahul Huda Ngasem Batealit Jepara Taught by Using Dicto-Comp Technique in Academic Year 2011/2012.
- Nunan, D. (2004). *Task-based Language Teaching*. United States of America: Cambridge University Press.
- Oshima, A., and Hogue, A. (2006). *Writing Academic English*. New York: Pearson Longman.
- Puspayana. (2010). An Error Analysis in Paragraph Writing of the Tenth Grade Students of SMA Gurukula Bangli in Academic Year 2009/2010.
- Richards, J.C. & Renandya, W. A. (2002). *Methodology in Language Teaching*. Cambridge: Cambridge University Press.
- Tayie, S. (2005). *Research Methods and Writing Research Proposal*. Cairo: Cairo University CAPSCU.
- Taylor, G. (2009). *A Student's Writing Guide How to Plan and Write Successful Essays*. Cambridge: Cambridge University Press.
- Urquhart, V., and McIver, M. (2005). *Teaching Writing in the Content Areas*. United States of America : ASCD.
- Weigle, S. C. (2002). *Assessing Writing*. Cambridge: Cambridge University Press.
- Zaragoza, H. R. (2003). *Dictado-vieja herramienta, nuevas aplicaciones*. Venezuela: Universidad Metropolitana Distribuidor Universidad, Terrazas del Avila.