

# Boosting English Students' Writing Skill via Roundtable Strategy

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## *ABSTRACT*

The purpose of this study is to use a roundtable technique to improve the writing capacity of S1 English education studies students at FKIP UNIB. This study's architecture is based on classroom action studies. It was completed in three cycles. The instruments are a checklist, an observation, and a measure. The results of the checklist revealed that there was an improvement in student activity from cycles 1, 2, and 3. Meanwhile, the observation outcome represented an increase in students' awareness of the roundtable strategy's application from the first to third period. Finally, the test result indicated an improvement in score from cycle 1 to cycle 3 name from 75, 79, and 83.5. The results of the three instruments indicate that the roundtable approach will increase the writing capacity of English education research programme students. This strategy can be used in teaching writing for students.

**Keywords** : boosting English, writing ability, roundtable strategy

## INTRODUCTION

The success of learning can be measured by looking at There are two items to consider: the mechanism and the results. The final scores of students reveal the academic results. For example, a student's writing ability for the following semester is determined by their previous grade. Meanwhile, the expectation for university students to become good

writers is quite great. If they do not have adequate writing skills, they may confront a number of issues in their university course (Sanjaya et al, 2020).

Writing is one of the skills that English education bachelor students of FKIP UNIB must learn. This subject is gradual. Students who take this Genre writing must pass basic writing subject in semester 2.

Regarding the researcher examines the writing capacity of third-semester students in English education study program at University Bengkulu who takes Genre writing on a low level. The researcher who taught this subject, analyze the students' writing in text form, and found many error mistakes. The error mistakes are improper grammar placement, for instance, narrative text which is commonly in past tenses form is written in present tense, and word choice error, for instance, students use verb 2 where it should be verb 1. Besides that, the error also occurs in inappropriate words.

Adapted from the text written by students for Genre writing found that the text is not coherent. There is more than one main idea in a paragraph. It is because they are not familiar with using a transition signal. Through the interview, it was found that they face difficulty in determining the topic to be written about. Due to the difficulties above, they are less interested to write in English. In other words, quantitatively, students writing scores ranged from about 60 to 70. Some people even got 55.

Related to writing difficulty, it is not only faced by English education students of FKIP UNIB, where English is an international language with a different trend and rhetoric than Indonesian, but still faced by students in English countries as a second and first language. According to Richard and Renandya (2002), the most difficult ability for second language learners to master is printing. It follows that writing is the most challenging skill for English education students at FKIP UNIB to master as foreign language learners. Furthermore, Zheng in Yan (2005) said that in the course of teaching and learning writing, EFL teachers and students face some challenges. As a result, teachers experience writing difficulties during the writing learning period.

Emilia (2005) claimed that teaching English writing in Indonesia should be strengthened for less time and experience in writing coherent

text in different genres. Considering the issues listed above, second-semester students. Classroom action analysis is required to be conducted on third-semester English education study programme students who take this genre writing subject. Students are required to be able to write text in different genres using proper grammar and word choice, as well as a cohesive concept, in this topic.

Based on the syllabus outline and the issues encountered by students, the researcher believes that the roundtable solution is very suitable since this approach focuses on teaching writing or communicating in text styles, and it also has measures that will make it easier for students to gather their ideas. - This phase transforms learning to write into a continuous process with scaffolding (temporary assistance) from the instructor, whose intensity decreases over time based on the student's success.

The researcher suggests that the roundtable approach would be very useful in deciding the title to be written, how to write paragraphs for certain types of text, the proper syntax or sentence structure, and the use of terms for certain types of text. When they write, the researcher or lecturer will assist them if they encounter difficulties (scaffolding), and at the end of their writing practise, they will be given time to correct their writing by comparing what they have written with other paragraphs, whether similar or not, to determine the extent to which they can write correctly.

This roundtable approach makes writing instruction less daunting for students. They will like writing and will not get bored writing the same ideas over and over. Repetition will lead to writing excellence. Perfect practise makes perfect. Furthermore, students are not released on their own from the outset. They will be guided based on the level of difficulty they encounter. Researchers may limit their assistance until they learn what to write in the proper structure. As a result, the researcher can determine the degree to which this method can develop students' grammar skills in writing various types of paragraphs and the extent to which this approach can improve students' grammar skills in writing various types of paragraphs It can be a boring classroom experience for students.

One strategy that is suitable in teaching writing is roundtables. According to Lou (2005), a roundtable is an activity that is useful for expressing opinions, writing, reviewing concepts, and learning vocabulary. That means that this strategy can help students to express

their ideas, write text, and review the outline of the text again. In this study, researchers used a roundtable strategy to express ideas in writing descriptive texts.

The following are the steps that students must take: The cooperative round table learning method rests on small group work, with steps in which students are grouped into heterogeneous small groups and with different levels of ability. In completing tasks, members work together and help to complete tasks. In this learning method students discuss in groups about a theme and equalize perceptions, where each member of the group contributes his ideas according to the theme which is then compiled a conclusion based on the collaboration of ideas from each group member. Learning is not finished if one of the friends has not mastered the learning material. Based on the description above, the following problems can be formulated: How to implement a roundtable strategy to improve the writing skills of Students in the third semester of the English Education Study Program at the UNIB Faculty of Teacher Training and Education.

This study's goals are as follows: To improve third-semester English Education Study Program students' ability to compose different styles of texts (genre of texts), UNIB. Especially in writing text in the form of recount which will help them in writing their thesis later.

There are many things that must be considered in written form For example, proper vocabulary use, use of appropriate grammar, use of the right transition signals, coherent arrangement of ideas, and ways of developing good ideas. Of all these components, researchers only focus on the use of appropriate grammar (tense or grammar) and the development of ideas with various types of written text.

The results of this study are expected to be useful, as follows: 1. To improve specific writing skills in using tenses, appropriate grammar with the type of written text. Each text has different linguistic features (grammar, tense) and generic structures. 2. This method is one of the alternative solutions for problem-solving in writing class. 3. This method can be used in other courses that require correct grammar such as speaking.

Teaching writing unlikes Teaching reading or some other talent is not the same thing. Writing ability has many characteristics, including accuracy, comprehension, concept organisation, and common

vocabulary. Teaching literature, according to Ur (2000), is about teaching students how to express themselves and communicate a message to the reader. It means that teaching writing stresses the students' writing, which can correctly convey their perspective to the reader. In other phrases, writing must be prudent and follow the correct rules in the correct order.

One of the four abilities that any language student should have is the ability to write master likewise the students of bachelor degree in English education study program. In writing, there are many things that have to be considered such as the idea to be written, how to write, and the right rules. In English paragraph writing, the students have to understand two cultures, namely writing culture in their native language and English writing culture where those rhetorics are different. Indonesian does not recognize changes in the word forms in English and time patterns in tenses. Writing needs not only knowledge of the codes, but also knowledge of the history of the target language.

Writing is divided into phases based on the level of the topic being studied. There are three levels of the English education undergraduate research programme: paragraph writing, essay writing, and genre writing. Students are required to be able to write one or more paragraphs in different types of text, particularly in genre writing, a study class.

There are several forms of text, including narrative text, recount, anecdote, exposition, argumentation, explanation, definition, among others. According to Harmer (2008), as referenced by Oktavianti (2020), there are four forms of writing: persuasive, descriptive, expository, and narrative. Persuasive writing expresses the author's point of view and strives to persuade the reader. Expository writing is written with the intention of informing or explaining a subject to the reader. Descriptive writing is a sort of expository writing that uses imagery and particular information to build a picture for the reader. Those forms have distinct characteristics. The descriptive text, for example, serves a social purpose by describing objects, objects, and locations, while the generic constructs describe phenomena and sections, the depicted quality, and the depicted characteristics. The most common tense is present tense. These traits do not extend to other types of books, such as narrative, which use the past tense.

Genre is not a modern concept. This term is commonly used in everyday discussions, such as statehood speeches, music contests, and student-to-student conversations. Since each genre has a diverse set of listeners, some examples reflect those genres ways in terms of distribution, material, and goals Genre, in general, refers to a form of theme (Paltridge, 2001). In other words, a genre is a certain category of text with a specific delivery style, a specific meaning, and a specific audience or reader.

Paltridge (2001) described approach in terms of the philosophy of language and language learning that underpins the particular approach or technique. As a result, the genre approach refers to a language teaching strategy that focuses on text styles.

According to Hyland (2004), one of the most significant and influential ideas of language education is the genre method. It suggests that the genre method is very useful in language teaching because it offers a basis for interpreting a communicative condition. It teaches students or language learners how to communicate effectively in writing. This suggests that, in this genre approach, students must relate their writing background in which they write and what they write. This meaning allows a text to be conveyed effectively in conversation with the readers.

## **THEORITICAL FRAMEWORK**

### **Roundtable Strategy**



**Picture 1.**  
**Roundtable Strategy**

*Cooperative round table* can also be a strategy used for the learning process where students will find it easier to comprehensively determine difficult concepts if they discuss them with other students. According to this definition, learning is an approach that includes small groups of students working together as a team to solve problems, complete a task, or accomplish a common goal. (Asma, 2006:11).

*Cooperative round table* contains the meaning of working together to achieve common goals (Hamid Hasan and Solihatin and Raharja, 2008:4). In *Cooperative roundtable* activities, students individually seek results that are beneficial to all members of their group. In line with this definition, Slavin states that "*Cooperative roundtable* are a learning method in which students learn and work in small groups cooperatively whose members consist of 2, 4 to 6 people. This *Cooperative round table* learning model emphasizes providing students with expanded learning opportunities and a conducive environment in which to gain and grow valuable intelligence, behaviours, beliefs, and social skills Students not only learn and consider what the teacher proposes in class as they use the cooperative round table model, but may benefit from other students' knowledge and have the ability to educate other students (Solihatin and Raharjo, 2008:2).

Cooperative round table learning is described by Davidson and Kroll as events that take place in the learning atmosphere of students in small groups who exchange thoughts and work collaboratively to solve problems in their assignments. (Asma, 2006:11). *Cooperative round table* because learning using *Cooperative round table* method must include a structure of encouragement and cooperative tasks. So it allows the possibilities for open interaction and independence relationship among group members. (Slavin, in Solihatin and Raharjo, 2008).

This round table model was developed by Spencer Kagan. The *Cooperative round table* learning model rests on small group work, with steps in which students are grouped into heterogeneous small groups and with different levels of ability. In completing tasks, members work together and help each other to complete tasks. In this learning method, students discuss in groups about a theme and equate their perceptions, where each member of the group contributes their ideas according to the theme which is then compiled a

conclusion based on the collaboration of ideas from each group member. Learning is not finished if one of the members has not comprehended the learning material.

From tracing previous studies, it was found that several researchers had conducted research related to this research study, including: first research title "*The Influence of Roundtable Technique and Students' Intelligence on Students' Writing Skill (an Experimental Research on Descriptive Writing to the Tenth Grade Students' of SMAN 1 Ngaglik Sleman in Academic Year 2011/2012)*" written by Sri Handayani (2012); (2012) The aim of this study was to see if implementing the roundtable strategy could improve students' descriptive text writing skills at SMAN Negeri 1 Ngaglik Sleman. According to the findings of this study, the roundtable approach will help students develop their ability to write informative texts. The results of their writing demonstrate this improvement. Students outperformed overt teaching by using the roundtable approach.

The second research is the result of research from Ratnawati (2009) entitled "*The use of writing process in roundtable brainstorming cooperative learning in writing news item text*". She discovered a major change in students' writing grades before and after using the roundtable approach in her study. This is confirmed by the findings of the pre-test (59.02 percent) and post-test (76.44%). This result increased by 17.42% from the pre-test. So, the results of student progress using the roundtable strategy are very satisfying.

The researcher chose to study the two studies because it can teach students to write a paragraph and also the objectives of the two studies are the same as the research that the researcher is currently doing, namely improving students' writing skills, while the difference is the location of the study and the type of text in Ratnawati's research.

## **RESEARCH METHODOLOGY**

This study is a two-cycle classroom action analysis project. Each loop is made up of two sessions. Each cycle is made up of four stages: preparation, execution, observation, and contemplation. The study was carried out during the third semester of English schooling. \ undergraduate students of FKIP UNIB from July to December 2020. In this study, the genrewriting with 3rd semester students enrolled in the



2020/2021 academic year This study's student population totaled 40 individuals.

The professor, as the mentor of the paragraph writing course, is the primary tool of this study. Another instrument is the observation checklist sheet, and the test which is carried out at the end of each cycle. The indicator of the success of this study is the enhancement of students' writing abilities as shown by the outcomes of writing exams administered at the end of each period The following are the performance metrics in this study:

1. Students may identify text styles (text types), such as recount and anecdote..
2. Students should create text with strong and accurate sentence structure. (80)
3. Students should correctly position their word choices.\. (80)
4. Students should arrange text coherently. (80)

## FINDINGS & DISCUSSION

### FINDINGS

This study used three instruments. Those are checklists, observations and tests. These are the results of the three instruments above.

**Table 1.**

#### Keaktifan Mahasiswa

Siklus I	Siklus 2	Siklus 3
12	27	40

**Tabel 2.**

#### Pemahaman Mahasiswa Terhadap Penerapan Strategi Round Table

No	Mengemukakan pendapat	Bertanya	Komentar
Siklus 1	5 orang	4 orang	3 orang

Siklus 2	16 orang	5 orang	6 orang
Siklus 3	21 orang	12 orang	7 orang

**Tabel 3.****Hasil Tes Menulis Siklus 1, Siklus 2 dan Siklus 3**

<b>No</b>	<b>Nama</b>	<b>Nilai Siklus 1</b>	<b>Nilai Siklus 2</b>	<b>Nilai siklus 3</b>
1	AS	70	75	80
2	RT	73	80	85
3	EP	74	75	86
4	ASG	78	80	90
5	BF	77	75	87
6	MC	79	70	80
7	MKD	70	80	85
8	HF	74	79	84
9	NA	73	80	85
10	ND	77	78	89
11	IF	77	78	85
12	AP	74	75	86
13	HAL	75	77	80
14	RTF	78	85	90
15	ASM	73	90	92
16	KS	78	89	90
17	RAG	78	79	87
18	RAG	77	79	86
19	LSF	71	76	80
20	FPR	77	82	85
21	ANF	74	75	78

22	JAN	73	78	79
23	SA	75	75	78
24	NUR	73	85	86
25	FAS	78	85	86
26	TAF	70	75	76
27	SAN	77	80	83
28	HAA	75	77	79
29	FU	66	75	78
30	MKA	76	78	80
31	TS	73	78	80
32	DAT	75	77	78
33	SMA	77	80	81
34	DSA	80	83	86
35	AAP	78	80	83
36	SSA	76	78	84
37	MKP	78	80	83
38	SSN	70	75	83
39	KJF	79	86	87
40	TA	78	79	80
	Rata-rata	75	79	83.5

From tables 1, 2 and 3, it can be seen that the number of students has increased both in terms of activeness in implementing the roundtable strategy and the level of understanding and ability of students to these strategies. This happens with the changes that exist in each cycle. Changes that occur due to reflection at the end of each cycle. If, at the conclusion of each loop, the results of the three instruments above do not meet the criteria in the success indicators, the researcher makes some changes to the action steps or carries out activities. These changes are reflected in the following cycles in reflection. Cycle 1, the

team discussed the results of direct observation and the results of the observation sheet checklist as well as the work of students' writing to determine the magnitude of the first cycle's flaws and schedule corrective steps for the next cycle. The results of this cycle one show that there are 12 students who are active in this learning. This can be confirmed from the table that there were 5 students who expressed their opinion about this roundtable strategy. This activity indicates that there is student interest in this strategy. At the same time 4 students asked about this strategy. They feel that this is a strategy that can help them write down their ideas. On the same occasion there were also 3 students who commented on this strategy. From these comments it follows that they need to adopt this strategy.

From the test results in cycle one, it can be seen that the student's average score is at 75. This illustrates that the mastery of this 3rd semester student in writing is still low. This means that not all students are able to develop writing with the correct sentence structure and the right choice of words. In general, they have not been able to write coherently. Judging from the results of the three instruments above, the researcher and its members made changes such as telling students to stay in their groups but the number became 3 people. One person first discusses or corrects how the title matches with the content of the writing and the second discusses the suitability of sentence structure (grammatical features) and choice of words (choice of words).

In cycle 2, the reflection from tables 1,2 and 3 shown that an increase in the number of students who are interested and capable to write recount text properly. It can be shown that 27 students are active in learning through e-learning. This is illustrated by the presence of students who expressed their opinions were 16 people, 5 people who asked and 6 people who commented. If this compared to the test results at the end of cycle 2, it certainly shows an increase in the average score of students to 79 that initially got 75. It means that there are four points of improvement in students' writing skills. In this case, was not fulfilled the success criteria that have been designed by the researcher instead the average score of students in writing from three indicators above in the range of 80. Then, the researcher and member of the researcher proceed to cycle 3. Moreover, the changes will be carried out by providing another type of text which is similar to the recount text, namely anecdote. Here, students are asked to compare the two types of

text in the group. The student will correct each other's writing. This is done to see the level of student understanding of the two types of texts and make them properly understand and mastering of text that they are going to write.

In cycle 3, at the end of cycle 3 thus, progress has been made that is closer to the success criteria that the researcher has compiled. In the tables 1 and 2 shown that all students are active in learning but who are active with the application of strategies for various activities, such as those expressing the opinions of 21 people, those who ask 12 people and those who comment on 7 people. If seen from two tables, all students are already interested and understand this roundtable strategy. The same thing happened to the written test results at the close of cycle 3. The average score written by English Education Study Program third semester students is 83.5. It can be inferred that the students' abilities have met the performance criterion, and the roundtable approach has proved to be effective in improving the students' written abilities.

## **DISCUSSION**

This Three periods of classroom action testing is carried out. In addition, each loop has four steps: preparing, initiating, evaluating, and reflection. This study was carried out on third semester English Education Study Program students enrolled in the Genre Writing course. There are 40 students involved as the subject of this research. This course is held every Tuesday from 08.00 to 09.40 WIB online (daring).

Furthermore, there are three instruments used in this research. From the results above of the observations, it is known that increase in student activity from the first, second, and third cycles. The activity is a form of being present and actively participating in class. In the first cycle, there were 12 students participating. The number consists of those who courageous to express opinions there are 5 people. It means that the student is interested in deepening the strategies applied by the researcher. These five people asked "why they had to use the roundtable strategy?". "What are the benefits of implementing this strategy?". Meanwhile, there were 4 people who asked directly about the main gist of the topic that day in the first cycle. There were three classics who commented. From the activeness in the first cycle, it can be seen that the third semester students are interested in the genre writing course with the strategies applied and the learning topics on that day.

It is seen from the results of the activeness of this first cycle, in brief, that there will be an active class that involves many students for discussing, asking, and commenting. This activity will certainly result in increasing their understanding of the material being studied and there will be many correct sentences with the vocabulary words coherent from the third semester students.

From the result observations in cycle 2, it can be seen that there is an increase of active student namely 27 people. There was an increase, namely 15 people from cycle I. The number consisted of students who expressed their opinions during group discussions in class, there were 16 people, asked 5 people and those who commented were 6 people. This number indicates an increasing interest in this course as an application of the roundtable strategy.

In the third cycle there was also an increase in the number of active students, namely 40 students, consisting of 21 people who expressed their opinion, 12 people asked questions and 7 people commented. There has been a significant increase in activity in this cycle as a result of implementing a roundtable strategy.

All of the above improvements have occurred as a result of implementing the correct measures of the roundtable strategy. In this case, Davidson and Kroll define cooperative round table learning as activities that occur in the classroom environment of students in small groups that exchange thoughts and collaborate to solve problems in their assignments (Asma, 2006: 11). It means that by implementing this strategy students who were initially difficult to find ideas in writing and developing writing can be finished with this strategy. This strategy also helps students to overcome inaccurate use of sentence structures in writing. For example, they can do peer correction in a group that has been determined. In this group students are also asked to see the use of vocabulary in accordance with the context. This strategy also allows for open interaction and effective independency relationships among group members (Slavin, in Solihatin and Raharjo, 2008).

From the test results, it can be seen that there is a significant increase from cycles 1, 2 and 3. It can be seen from the average score at the end of each cycle. 75, 79 and 83.5 are the numbers for the increase. This illustrates that there is an increase in mastery of the use of grammar or sentence structure in writing in terms of using past tense sentences. The use of vocabulary in accordance with the context is also

getting better from cycle to cycle. It can be seen from the more coherence of the text written by the 3rd semester Student of English Education Study Program.

The distribution of scores in cycle 1 can be seen from 66 to 80, but most of the students' scores are in the grades of 70 to 75. It shows that their ability is still low. They cannot use proper grammar and vocabulary that does not fit the context. The results of their essay are not yet coherent.

From the distribution in cycle 2, it can be seen that the values ranging from 70 to 90. The score for 70 is only one person and so is the value for 90. The scores from 78 to 82 are in the most position. It shows that the level of student understanding of the written text is good. They are already good at using sentence structure and choice of the proper words. The text they wrote was coherent for several people. Along with this, Solihatin and Raharjo (2008) stated that this cooperative round table learning model emphasizes providing students with expanded learning opportunities and a conducive environment in which to gain and grow intelligence, behaviours, beliefs, and valuable social skills. It means that this roundtable strategy creates a comfortable learning atmosphere for students. This comfort is what makes students think healthy and able to express their ideas in their writing.

In line with this, according to Lou (2005), a roundtable is an activity that is useful for expressing opinions, writing, reviewing concepts, and learning vocabulary. It means that this strategy can help students to express their ideas, write a text, and review the outline of the text. In this study, researchers used a roundtable strategy to express ideas in writing descriptive texts.

As is well known, writing is indeed the most difficult skill among other skills in learning English. According to Richard and Renandya (2002), the most difficult ability for second language learners to master is printing. This means that writing is the most difficult ability for second language students to learn, including undergraduate students in English Education FKIP UNIB who are studying as foreign language students. Furthermore, Zheng and Yan (2005) said that in the course of teaching and learning writing, EFL teachers and students face certain challenges. As a result, the challenges of teaching are often felt by the teacher during the writing learning period.

From the distribution of scores in cycle 3, it can be seen that a lot of improvement in the writing scores of this 3rd semester student. The

scores ranged from 78 to 92 but most of the students' scores were above 80. It can be seen from the average score in cycle 3 already fulfill the existing success criteria.

From the three instruments above, it can be concluded that the roundtable strategy is able to improve the writing skills of the 3rd semester students of the English Education Study Program Language and Arts Department FKIP UNIB.

## CONCLUSIONS

Based on the findings of the preceding studies, it is possible to infer that the roundtable approach will boost the writing skills of third-semester English Education Study Program students in several ways such as the ability to use proper sentence structure (grammar), use of appropriate vocabulary in the context so that it can produce the coherent writing. This strategy give the opportunities and conducive conditions for students to overcome their difficulties in writing such as finding ideas in writing and developing these ideas in the texts they wrote. This can be done because they can discuss in small groups that have been determined. It is recommended for lecturers who are capable in writing subjects to be able to use the roundtable strategy as an alternative strategy in teaching. This roundtable strategy can be used for all levels of learners such as children, teenagers and adults.

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