

The Use of Round Table Technique to Enhance Writing Skills of Discussion Text for Senior High School Students

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Abstrak

Menulis merupakan elemen penting dalam pembelajaran bahasa, khususnya bahasa Inggris yang menggunakan berbagai jenis teks, seperti teks diskusi. Penelitian ini bertujuan untuk menguji efektivitas Round Table Technique (RTT) dalam meningkatkan kemampuan menulis siswa pada teks diskusi. Metode: kuasi-eksperimental kuantitatif penelitian dilakukan dalam dua kelompok, 65 siswa sma yang terbagi antara eksperimen (N=33) dan Kontrol (N=32). Data yang diperoleh dari pre-test dan post-test digunakan disesuaikan IELTS Academic Writing Sample Test, dan dianalisis dalam Mann-Whitney U Test. Temuan menunjukkan bahwa RTT menimbulkan menengah efek (0.38) untuk meningkatkan kemampuan menulis siswa kinerja dan kelompok eksperimen mengungguli mereka rekan-rekan kontrol (M=5.76; M=1.09). Penelitian ini menunjukkan bahwa Rountable teknik efektif untuk meningkatkan keterampilan menulis teks diskusi dengan cara pembelajaran kolaboratif yang mendorong partisipasi aktif, dan berpikir kritis karena siswa bisa berpendapat. Hasil ini berimplikasi pada pentingnya pemanfaatan keterampilan diskusi terstruktur dan fasilitasi guru untuk mendorong pembelajaran inklusif dan meningkatkan kinerja menulis siswa serta prestasi akademik.

Kata Kunci: teks diskusi, *skill* menulis, teknik *round table*

Abstract

Writing is a significant element in language learning, particularly English that uses different kinds of text, such as discussion text. This research is intended to examine the effectiveness of Round Table Technique (RTT) in enhancing students' writing skill on discussion text. Method: This quasi-experimental quantitative study was conducted in two groups, 65 high school students were divided among experimental (N=33) and Control (N=32). The data were obtained from the pre-test and post-test used adapted IELTS Academic Writing Sample Test, and analyzed in the Mann-Whitney U Test. The findings indicated that RTT elicited a medium effect (0.38) for enhancing students' writing performance and experimental group outperformed their control counterparts (M=5.76; M=1.09). This research demonstrates that round table technique effectively enhances the skill to write a discussion text by means of collaborative learning which encourages active participation, and critical thinking since students could argue. These results have implications for the importance of utilizing the teachers' use of structured discussion and facilitation skills to promote inclusive learning and enhance students' writing performances as well as academic achievement.

Keywords: discussion text, writing skills, round table technique

INTRODUCTION

At senior high school, in Indonesia, teaching English often has difficulties, especially in writing skills even though students have learned English for many years. As noted by Blanchard and Root (2002) learning to write in another language is difficult but fun. In fact, as Harmer (2007) points out writing is simply the ability to articulate feelings and ideas through words and naturally, in a second or foreign language this skill would be difficult to master.

Writing is a complex cognitive process which does not parallel speech learning Reed & Kellogg (2008) and becoming an effective writer is a long-term development process Kroll (1990) Students had problems with the

limited vocabulary (Renandya, 2013) and in unifying coherent sentences (Ariyanti & Fitriana, 2017).

The "Kurikulum Merdeka" 2022 has emphasized the need to master different text types in English, particularly for discussion texts students are expected to critically present two contrasting sides of an issue. Rini S (2016) reasons that organization is the greatest challenge for students in writing and Brilliant & May (2022) also argue that it is difficult to justify ideas in a written discussion text. In order to tackle these challenges, teachers play an important role in promoting learners' effective learning and rely on interactive, collaborative instructional strategies are very important to improve students' writing

skills. (Richards & Schmidt 2010; Poza 2019; Abad & Galleto 2020).

One such method of teaching is the Round Table Process where learners work in small groups on written assignments. Researches proved that Round table was effective for students' writing ability in the different text sorts. Nurmala (2020) showed that students' performance in learning English "Introduction" material using Round Table can be improved, and Mutiara Balqis et al. (2020) found it effective for developing descriptive writing. Other research, such as that of Priastuti (2020) and Brilliant & May (2022), have shown its effectiveness in enhancing narrative and hortatory exposition text writing skills. Nevertheless, this is perhaps one of the most under researched tools for writing discussion texts.

This gap will be filled by doing research on how the implementation of Round Table technique can enhance writing ability of senior high school learners, particularly discussion text writing. This research will investigate how Big Writing can be used to support pupils 3 in ordering their thoughts, building an argument and writing clear cohesive discussion texts. The results are to giving useful information on how to improve students' L2 writing based on interactive and enjoyable approach applied in the class. The following questions were derived by the researcher in relation to the purposes of the identified study problems: 1. To what extent is the Round Table Technique able to improve students' performance in writing discussion text?

METHODS

A quasi-experimental design was applied and quantitatively manufacturer perspective used in this study. Quantitative research, as described by [Bablet1996] brings about numerical data and utilizes procedures of statistical to report on a phenomenon. In a quasi-experimental design, the researcher is able to measure whether or not the intervention (RTT) causes change in the students' performance. This is very suitable for testing educational interventions since it allows to compare between an experimental group (using RTT) with a control group (receiving traditional instruction). By comparing the two groups, it can be seen that with regards to writing a discussion text, whether the Round Table Technique significantly at many or taught many.

The subjects selected for this study are 11th grade senior high school students in East Java. Researchers use 2 classes from the total 11 classes, 1 class for the control group (N=32) and 1 class for the experimental group (N=33). The data is the student's writing scores taken from the pre-test and post-test. The students will do two kinds of writing tests, pre-test and post-test. The test prompt was adapted from IELTS Academic Writing Sample Tasks (<https://11nq.com/academicwritingsampletest>).

The data for this study were collected through two types of tests: a pre-test, which was administered before the treatment, and a post-test, administered after the treatment had been completed. Both of these tests required the students to individually compose a short discussion text, allowing for an analysis of their writing skills at two different points in time. The test prompts employed in both the pre-test and post-test were modified from the IELTS Academic Writing Sample Tasks, (<https://11nq.com/academicwritingsampletest>). That way the writing assignments were associated with a proven and valid standard for assessing student academic writing. A standardized writing scoring rubric was used to assess the quality of the students' written responses. This scale provided for a consistent, objective rating of the extent to which the student could write coherently while also using appropriate grammar, essays X vocabulary and responding to task demands. These evaluations, combined with the application of a common rubric, established a strong structure for tracking changes in the student's writing behavior based on the treatment.

To facilitate the interpretation of findings, IBM SPSS version 27 was employed by the researcher. Key is widely cited as a tool that quantitative researchers use to assist with making sense of data. The statistical analysis The purpose of this analysis was to simplify the evaluation of data and utilize Mannâ 10007Whitney U test, in IBM SPSS. Since the data is homogeneous but not normally distributed, a non-parametric test more specifically, the Mann-Whitney U Test- was used to interpret the data to further explain the outcome. The researcher wanted to look into the pre-test scores from both groups as a tool to determine that the significance level of both groups was equal, so the Mann-Whitney U Test feature from IBM SPSS version 27 was used.

RESULTS AND DISCUSSION

After the data was analyzed by the researcher, it became clear that there was a significant difference in the writing performance of students while using the Round Table Technique. An explanation of the data in detail is provided below.

Pre-Test

Determining the homogeneity of the data is one of the purposes of the pre-test, which helps determine whether the experimental and control groups have the same degree of knowledge. The homogeneity of variance test was used to calculate the homogeneity, and the results were interpreted by Pallant (2011) as follows:

- A. When the value of Sig showed $>.05$, the data is homogeny.

B. When the value of the Sig showed $<.05$, the data is not homogeny.

Figure 1
 Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Score Pre-test	Based on Mean	.085	1	63	.772
	Based on Median	.079	1	63	.780
	Based on Median and with adjusted df	.079	1	62.797	.780
	Based on trimmed mean	.101	1	63	.751

The homogeneity test result indicated that the data is homogeneous as the significance level value is $.772$. As a result, the researcher moves on to the following phase, which involves calculating and analyzing the test scores' normalcy.

Shapiro-Wilk was utilized to assess the data's normality because its minimal sample size criterion (<50) aligns with this study's. Mishra et al. (2019) provided recommendations on how to interpret the data, stating that a significance level of $>.05$ indicates that the data is normally distributed.

Figure 2
 Normality Test

Tests of Normality							
Class	Statistic	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		df	Sig.	Statistic	df	Sig.	
Score pre-test							
Experimental class	.208	33	.001	.914	33	.013	
Control class	.193	32	.004	.911	32	.012	

The results of the normality test show that the experimental group's significance level is $.013$ and the control group's significance level is $.012$, indicating that the data is not normally distributed.

Since the data is homogeneous but is not normally distributed, a non-parametric test—more specifically, the Mann-Whitney U Test was used to interpret the data for further explanation of the outcome. The researcher wanted to look into the pre-test scores from both groups as a tool to determine that the significance level of both groups was equal, so the Mann-Whitney U Test feature from IBM SPSS version 27 was used.

Figure 3
 Mean and Median Pre-test

Report		
Discussion text score		
Class	Mean	Median
Experiment Group	63.33	63.00
Control Group	64.19	63.50
Total	63.75	63.00

The experimental group's median value was 63.00 , while the control group's was 63.50 , according to the group statistics. As a result, based on comparable median values, both groups' levels of knowledge are equivalent

Figure 4
 Mann-Whitney U Pre-test

Score Pre-test	
Mann-Whitney U	429.500
Wilcoxon W	990.500
Z	-1.307
Asymp. Sig. (2-tailed)	.191

Soleman H. (2021) stated that if the two groups variances are substantially different, the p-value must be less than or equal to $.05$ ($\alpha = .05$). The variances, however, are not statistically different if the p-value is more than $.05$. The findings indicated that there is no significant difference in the pre-test results between the experimental group and the control group, with Sig. (2-tailed) value is $.191$.

Post-Test

After the last treatment, a post-test was conducted. The researcher interpreted the data from both groups using IBM SPSS version 27's Mann-Whitney U Test operation. The information that is recognized to represent the variation in both groups' significance levels. The interpretation is then utilized to assess if the experimental group's treatment had an impact on the student's performance when developing discussion texts.

Figure 5
 Mean and median Post-test

Report		
Discussion text score		
Class	Mean	Median
Experiment Group	69.09	68.00
Control Group	65.28	65.00
Total	67.22	66.00

Figure 6
 Mann-Whitney U Post-test

Score Post-test	
Mann-Whitney U	295.000
Wilcoxon W	823.000
Z	-3.070
Asymp. Sig. (2-tailed)	.002

The result from Figure 6 above showed that the p-value in the post-test from both groups is .002, which is lower than .05. In other words, there is a significant difference between the experimental and control group. Based on the difference in the calculation of the mean value from Figures 4.3 and 4.5, the experimental group showed better improvement (M=5.76) than the control group (M=1.09). As a result, implementation of the round table technique in teaching writing discussion text can be an alternative to enhance students' performance.

Effect Size of Treatment Given

This scale of effects provides a broader context than just relying on statistical significance, thus becoming a crucial component in research reports.

$$r = \frac{z}{\sqrt{n}}$$

According to Cohens Kappa (1988), the interpretation is:

Criteria	Description
.1	Small effect
.3	Medium effect
.5	Large effect

$$r = \frac{z}{\sqrt{n}}$$

$$r = \frac{3.070}{\sqrt{65}}$$

$$r = \frac{3.070}{8.06}$$

$$r = 0.38$$

The result of effect size showed that the value of eta square is 0.38, which means that the treatment given has a medium effect and affects students' writing performance on discussion text.

Present the results of your work. Use graphs and tables if appropriate, but also summarize your main findings in the text. Interpret and describe the significance of your findings in light of what was already known about the research problem being investigated and to explain any new understanding or insights that emerged as a result of your study.

The results of the current study presented previously showed that there is a significant difference between the experimental group that used RTT for the treatment and the control group that didn't use RTT. Both groups have an improvement in post-test that can be seen from the average M=5.76 for the experimental group and M=1.09 for the control group. This result is supported by several previous studies. The first one came from Nurmala (2020); Brilliant & May (2022); Fauziah (2020); Parmawati &

Santoso (2020); Flora et al. (2020) asserted that RTT can significantly increase students' writing skills. The findings of the significance of previous research indicate that the following elements help students' writing abilities: This method improves students' motivation, engagement, and involvement during the learning process, as well as their ability to respond effectively to the lesson.

The significant difference in mean scores between the experimental and control groups indicates a positive effect of RTT. In the experimental group, a greater increase (M = 5.76) indicates that RTT can have a stronger impact on enhancing students' writing scores on Discussion Text. The factors supporting these results are in line with previous research, specifically, this technique encourages students to get lots of ideas before writing, share and discuss with their friends, and then practice writing the text in a comfortable atmosphere in the classroom. RTT makes learning more effective, attractive, meaningful, and successful. On the other hand, compared to the control group that did not receive the same treatment (M = 1.09). Although the control group did not get the treatment (RTT), they nevertheless demonstrated an increase in their post-test scores with an average of (M = 1.09). This rise could be caused by external factors such as their motivation or favorable environmental circumstances could also contribute to this increase.

Moreover, in this study, the effect size was found to be 0.38, indicating a medium effect. This implies that the p-value is significant, but that there is no substantial difference. The finding is consistent with the study conducted by Priastuti (2020) who also found a medium effect size 0.22. The correlation magnitude was 0.38, which falls as a medium according to Cohens Kappa (1988), indicating that the influence of the variables on one another is medium but meaningful.

The moderate effect size reflects variables that are relevant to outcomes, but not highly influential. The fact that this result is in line with earlier research validates, to a degree, its importance.

However, this study's effect size is in contrast with Fauziah (2020) which has a large effect (2.79), also Mutiara Balqis et al. (2020) has a large effect (0.63). It is implied that the relationships between the variables in their research were much stronger, indicating a more significant influence or stronger association. These differences may arise from variations in the research design, sample size, or context of the studies. used 54 students as the sample, in addition she had 8 treatments before heading to post-test which are different from this research that only gives treatment for 3 meetings. Another one is Mutiara Balqis et al. (2020) who used true experimental research that is different from this study which uses quasi-experimental research.

The study's medium effect size, moreover, indicates that although there is a significant result, it is not as powerful or strong as those stated by Fauziah (2020) and Mutiara Balqis et al. (2020). This contrast illustrates the importance of contextual and methodological factors in interpreting effect estimates as they may vary substantially between studies. Future research could explore why the effect size differs so widely and whether larger effects observed in other studies can be obtained in similar ones.

Although the findings of this study are important, a medium effect size suggests the relationship among variables is not very strong. Variation in study methodology, sample incident, and number of treatments can affect the ES. For example, in Fauziah (2020) which used a sample of 54 students and provided 8 treatments, or in Mutiara Balqis et al. (2020), which employed a true experimental design, both had larger effect sizes (2.79 and 0.63, respectively). This study, which used a quasi-experimental design and only provided 3 sessions as treatments, likely produced a smaller effect size due to the limited number of treatments and the design's inability to fully control external variables. Therefore, although the results of this study show a relevant influence, this influence is not as strong as those found in studies with more intensive designs and tighter controls over the variables affecting the outcomes.

Based on the explanation above, teachers are advised to apply RTT in the teaching and learning process. RTT has been shown to significantly boost learning motivation and student activity, as well as improve student critical thinking and interest in the learning process.

CONCLUSION

Students' discussion text writing scores were observed to improve measurably through the use of round table. Using this approach, 11th-grade participants showed high enthusiasm and involvement in classroom discussion by collaborative interaction. They made effective use of shared information and peer review that lifted the quality of their writing and led them to produce discussion texts that were more cohesive, logical and better organized.

It is concluded that the developed round table technique helped to create a motivational learning atmosphere and an encouraging writing environment among students. Students stated that they enjoy working together on the assignment and felt it was more valuable than traditional formative writing exercises. This approach worked on students' communication and collaborative skills apart from their writing.

These findings regarding the effectiveness of roundtable in developing discussion text writing skills have implications for teachers. The fact that roundtable discussions as part of writing classes work to create a

collaborative learning environment where students argue and think critically demonstrates this process. Such remarks can be utilized by teachers to form lesson plans that encourage face-to-face dialogue and students' opportunity for properly expressing their ideas as well as defending them. Moreover, teacher preparation programs must emphasize facilitation skills to ensure productively inclusive discussions that enhance students' writing for a variety of content areas. By doing this, teachers can potentially increase the academic achievement of their students and give them skills needed to successfully communicate in a professional setting.

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