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Faculty of Languages and Arts, Unnes

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ROUNTABLE AS A TECHNIQUE IN TEACHING WRITING A NARRATIVE TEXT: A QUALITATIVE RESEARCH ON THE FOURTH SEMESTER STUDENTS OF THE ENGLISH EDUCATION DEPARTMENT OF IKIP PGRI SEMARANG

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IKIP PGRI Semarang

Abstract

This study mainly aims at applying Roundtable technique in teaching writing narrative text for the fourth semester students of English Education Department of IKIP PGRI Semarang in the academic year 2012-2013. This study also aims at finding out the problems faced by the students and the lecturer when the technique is applied in teaching learning process. The design of this study is a qualitative research. Observation and interview were used to collect the data. In analyzing the data, there are three steps done, namely data reduction, data display, and drawing conclusion. The result of the study is that to apply Roundtable technique in teaching narrative text, there are some steps done: 1) the students were grouped into six each of which consisted of 5 to 6 students, 2) the groups were given the same topic, 3) the lecturer gave a paper and a pen to each group, 4) roles were labeled to each student based on the generic structure of narrative text, 5) students in each group wrote narrative text based on the roles got, 6) each group submitted their work, 7) each group evaluated and corrected the other group's work, and 8) each group reported their group evaluation to the whole class. There were some problems faced by the students when the technique applied: 1) the students seemed to face difficulty when they had to continue their friend's work, and 2) the students tend to ask their friends in individual work because of their lack of vocabulary mastery, 3) chaos happened in some groups due to different perspective they had toward the story. Instead of the problems faced by the students, the lecturer also faced the difficulties in running this technique: 1) the lecturer got involved too deep in the group management and 2) the lecturer found it difficult in giving guidance to the students.

Keywords: Roundtable Technique, Teaching Writing, Narrative Text

INTRODUCTION

Writing, as one of the important aspects of literacy development, requires students develop ability to recognize, read, interpret, and write the subjects of learning. It is generally

recognized that many English learners have difficulties in writing. Based on our experience as the lecturers of Writing, we found some facts that students have difficulties in generating ideas, mastering vocabulary, and using grammar in writing class. Then, those disabilities causing them to be lazy in class, get bored quickly, and inactive when teaching-learning process was taking place. Those situations challenge the lecturers writing to change those difficulties by creating attractive and communicative teaching-learning process.

Narrative is one of text-types the students learn in Writing 2. The purpose of the text is to amuse, entertain, and deal with various experiences in the different ways. The writers chose this text because it is one of the most difficult texts to produce. Students find it difficult to write because they have to "struggle" using their imagination to develop the text instead of using all the mechanism in writing to produce good writing. Whenever they were asked to produce their own narrative, the results were very unsatisfactory. Based on those situations, the writers are challenged to find the attractive way to teach how to write Narrative text.

Nowadays, the use of cooperative learning method in teaching-learning activities has widely spread. Related researches have also been applied to this kind of method as the focus of the study. For example, it is the study which was done by Anggi Sinta Hapsari in 2011. Her research is about improving students' achievement in writing Hortatory Exposition through the use of Roundtable technique. The research findings shows that roundtable technique she used in teaching writing Hortatory Exposition significantly improved students' achievement in writing Hortatory Exposition. The students were very interested in the teaching activities by using roundtable technique. Another further research about roundtable was done by Sri Handayani (2012). She took the influence of roundtable technique and students' intelligence in teaching descriptive writing for tenth grade students of SMA 1 Ngangklik Sleman Jogjakarta as the main discussion of her research. The findings of the research show that roundtable technique is more effective than direct instruction for teaching writing and improving the students' writing skill. It implies that the use of roundtable technique in teaching writing can affect the students' writing skill optimally. She also

found that teaching techniques which are used by the teacher in teaching writing do not depend on the students' intelligence level.

Steven, et. al in Nunan (1993:3) found that students who study by using cooperative learning performed better on writing. From this case, it is suggested to use cooperative learning because students are usually more interested in doing something in groups. Jacob (1999) defines cooperative learning as a diverse group of instructional method in which small groups of students work together and aid each other in completing academic task, in conclusion, all cooperative methods share the idea that the students work together to learn and are responsible for their teammates' learning as well as their own. One of the models in cooperative learning is simultaneous roundtable. Roundtable is two-step cooperative learning structures. In step one, the teacher asks a question with many possible answers for the questions. In this technique, the students pass a single sheet of paper and a single pencil around the table to record responses. By using this technique, it is hoped that the students will reach better development in their writing which means they are able to deliver the message in narrative text they produce grammatically correct and understandable. This condition will influence their writing mastery.

The problems of the study can be stated as follows:

1. How is the application of Roundtable technique in teaching narrative text?
2. What are the problems faced by the lecturer and the students when Roundtable technique is applied in teaching learning process?

The current study aims mainly at applying Roundtable technique in teaching writing narrative text. The other aims are to find out the problems faced by lecturer and the students when Roundtable technique is applied in teaching writing narrative text and to find out the solutions for the problems.

REVIEW OF RELATED LITERATURE

Writing

Writing is perhaps the most demanding skill. It has to be deliberately cultivated. Writing has been characterized as written and creative thinking. Unlike listening and speaking, it is

not something which is natural to human. It is a skill which has been developed in civilized society to pass on knowledge or messages beyond the constraint of here and now (Raimes, 1983). Writing does not happen at all once. Writing is very complex and needs some mental efforts that must be combined and arranged. Meyers states that in writing the writer cannot see and hear the readers (2005:2). The writer must think about their reactions and choose a subject that will interest them and try to present it in an interesting way.

Writing can be defined as an activity to deliver a message (communication) in written way as its media or tool. In written communication, at least there are four items involved; writer is person who delivers the message, message is writing content, media is writing form, and the reader is the person who receives the message.

In the field of language teaching, only a half century ago some experts said that writing was primarily a convention for recording speech and for reinforcing grammatical and lexical features of language (Brown, 2004:218). Writing was regarded as the use of language which could be used as a means of communication among human.

Teaching Writing

Teaching applies to any manner of importing information or skill so that others may learn. But educating suggests providing formal schooling for posturing mental, moral, physical growth and maturity usually stresses book learning (Webster, 1986). Teaching can be considered as one of the parts of the largest process of education and instruction. Hyman (1996) stated that teaching may be characterized as an activity aimed at the achievement of learning and practice in such manner as to respect the students' intellectual integrity and capacity for independent judgment. Teaching writing involves many variables that require teachers' ability to manage them to become good contribution in the result of teaching- learning process.

Teaching writing not only involves the conduct of instruction, but also reflects one's social philosophy regarding how students should be treated, what the ultimate values of education are, how the results of learning are to be demonstrated, how teachers and

students should interact, and a host of similar issues. The central element characterizing teaching is intelligence, or the higher thinking powers associated with the reason and understanding. Teaching, then, is the family of activities which essentially involves giving reason, showing and weighing evidence, and justifying action. The teacher, if his/her activity is to be called teaching, must act certain manner. Since manner is important, not every activity will count as teaching. Teaching involves relationship between teachers and students that goes beyond the subject matter or teaching triad. Teaching aims at learning of special type. Teacher is responsible for guiding the students, and thus it is he/she who determines the appropriate way for doing.

Clearly it is possible to learn to speak a foreign language without learning to write in it. For many students, perhaps even the majority of them, writing will be the skill in which they are not only least proficient, even after considerable practice, but also the one for which they will have the least use. Writing, at least in the significant form, involves the ability to organize sentences into a coherent whole or text. Most writing practice should from the start aim to teach those devices of the written language which are needed to write various texts. The practice of these devices should, wherever possible, be within the framework a text which has a definite communicative goal, so that the learners see the purpose of what they are writing. The learners must also be given opportunities to practice organizing their ideas to form acceptable texts. Therefore, writing is a skill which is both limited in value and difficult to acquire. The teacher should be very clear about the reasons for teaching writing to students of English as a foreign language.

Text Types in English

Before the writer comes to the text types, it is better to understand what the text itself. According to Anderson and Anderson (1997: 1), "When the words are put together to communicate a meaning, a piece of text is created. When we speak or write to communicate a message, we are constructing a text. When we read, listen to, or view a piece of text, we are interpreting its meaning". Thus, it can be concluded that a text is the words which are put together to communicate a meaning spoken or written.

Anderson and Anderson add that there are two main categories of texts—literary and factual which within these are various text types. Each text type has common way of using language. Literary texts include aboriginal dreaming stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes, and soap operas. They are constructed to appeal our emotions and imagination. Literary text can make us laugh or cry, think about our own life or consider our beliefs. There are three main text types in this category: narrative, poetic and dramatic. Media texts such as films, videos, television shows, and CDs can also fall in this category.

On the other hand, factual texts include advertisements, announcements, internet websites, current affairs shows, debates, recipes, reports and instructions. They present information or ideas and aim to show, tell or persuade the audience. The main text types in this category are recount, response, explanation, discussion, information report, exposition and procedure.

This current study focuses on literary text that is in the form of written narrative text.

Narrative Text

Genre or a text type can be recognized from three rhetorical structures. They are Social Function, Schematic Structure or Generic Structure, and Language/Linguistic Features. Genres differ in terms of their social purposes for which members of a culture interact. They also differ with respect to the stages or schematic structure through which the social processes are achieved.

Narrative is a kind of story genre used to amuse, entertain, and deal with various experience in the different ways. The generic structure of this kind of text is (1) an orientation which tells who the participant in the story is, what happens with the participant, when the story happens, and where the story takes place; (2) an evaluation in which this introduces the readers or listener of the problem faced by the participant; (3) complications in which this parts tell the arisen problem; complication involve the main character(s), and often serves to (temporarily) toward them for reaching the goal (4) a resolution in which the

participant comes to the solution; (5) a reorientation (optional) that is the moral value of the story.

The last rhetorical structure is the linguistic features. Narrative text also needs clear linguistic features. They are focus on specific participant, the use of past tense in the text, the use of temporal conjunctions and temporal circumstances, and the use of material or action process.

The text below is the narrative text adapted from AESOP's fables taken from a Handout written by Prastikawati and Musarokah (2011).

Schematic Structure	
Orientation	The shepherd's Boy There was once a young shepherd boy who tended his sheep at the foot of a mountain near the dark forest.
Evaluation	It was rather lonely for him all day, so he thought up a plan by which he could get a little company and some excitements. He rushed down toward the village calling out, "wolf! wolf!". Afterward the villagers came out to meet him and some of them stayed with him for a considerable time. This pleased the boy so much that a few days afterwards he tried the same trick and the villagers came out to help.
Complication	But shortly after, a wolf actually did come out of the forest and began to worry the sheep. The boy cried out, "wolf! wolf!" so much louder that before. But this time the villagers, who had been fooled twice before, thought the boy was again deceiving them. Consequently no body came to help him.
Resolution	So the wolf made a good meal of the boy's flock and when the boy complained, the wise man of the village said: "A liar will not be believed, even when he speaks the truth".

Figure 1 The Example of Narrative Text

Roundtable Technique

In cooperative learning, students are expected to help each other, to discuss and argue with one another, to assess other's current knowledge and fill in gaps in each other's understanding. Jacob (1999) defines cooperative learning as a diverse group of instructional method in which small groups of students work together and aid each other in completing academic task. In conclusion, all cooperative methods share the idea that the students work together to learn and are responsible for their teammates' learning as well as their own. One of the models in cooperative learning is simultaneous roundtable. Roundtable is two-step cooperative learning structures. Roundtable has purpose to brainstorm ideas about a given topic in a way that gets the students actively involved. Roundtable can be used to review and recall, for predictions, for practicing a skill or for idea-generation. It reinforces the value of teamwork. In this technique, the students pass a single sheet of paper and a single pencil around the table to record responses (Stone, 1990).

This technique can be used for brainstorming, reviewing, practicing, and serving as a team builder. Students are divided into three or four members of each group. The teacher asks a question which has multiple answers. Students take turns writing members' answers on the paper, then pass the paper and pencil to the next person. After all of the members have done taking turn, they submit the answers or ideas.

METHOD OF THE RESEARCH

Research Design

Research is a process of solving problem and the method is the way how to solve the problem and how the research is carried out. The design of this research is qualitative research. The writer used qualitative research because it only focused on identification of the collected data. Qualitative research is something relates to the quality. Qualitative design is used to make systematic and accurate description concerning the fact and the failures of research data. Furthermore, Cohen (2007:461) states that qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities.

The writers employ qualitative design to describe the application of roundtable technique in teaching writing narrative text, the problems faced by the teacher and the students, and to find out the possible solutions for the problems.

Subject of the Research

The subject of this research is the fourth grade students of English Department of IKIP PGRI Semarang who enrolled Writing 3 Subject in 2012/2013 who were also assigned to write a Narrative text.

Sources of the Data

All research studies require data. The data were collected from college students enrolling writing 3 class. The data for this study were collected in several ways. Data were collected through observation and interview.

Instrument of the Research

The instrument is a device used by the writer in collecting data for this study. The writer used research instrument in order to be easier and to get better results in terms of more accurate, complete and systematic. The writers themselves are the key instrument of this study. The writers act as observer in obtaining the data without being directly involved, whether as a subject or a source, in the data gathering process. The researcher him/herself is as the main instrument here (Sudaryanto, 1993:135). In addition, observation checklist was also used as the second instrument in this study. An observation checklist is significant in qualitative method. It is a list of things that an observer is going to look at when observing a class. Observation checklist makes observation more structured and the results can be more easily understood. Observation checklist is chosen to make the observer easier in conducting observation. Observation checklist was used to identify the problems emerged during the teaching-learning process by using roundtable technique.

Method of Collecting the Data

The researchers involved two ways in collecting the data. Library research and field research were done to gather the data. In running this research, the researchers tried to find some references from books, internet, and other sources to get idea, information, and fundamental theories to support this research. Field research was also done through observation and interview. Observation is crucial to do in qualitative research. Various activities during teaching-and learning process and interactions between students and lecturers or students-students were documented through observation. It is also realized to gain students' responses toward the classroom management set by the lecturers. To find some possible solutions toward the problems faced by the students and the lecturers, interview was held to both teachers and students.

Method of Data Analysis

For both of the collected data, the researchers used data reduction, data display, and draw conclusion to analyze the data. In data reduction, the researchers summarized, chose, and focused on application of the technique applied by the lecturer and the problems faced by the lecturer and the students. In addition, in displaying the data, the researchers narrated the application of the technique and the problems found. After the data was displayed, then the researchers drew the conclusion, so the problem statements were answered.

Research Findings

This part will answer the two questions posed in this research.

1. How is the application of roundtable technique in teaching narrative text?

Roundtable Technique is a technique designed to help students enhancing their ability in writing, especially writing narrative text. Roundtable has purpose to brainstorm ideas about a given topic in a way that gets the students actively involved. It is an interesting, comprehensible and active teaching technique which will improve students' ability in writing and avoid the students from monotonous situation which make them trapped in boredom.

Some steps were applied in running roundtable technique for teaching writing narrative text. In applying this technique, students had to practice writing after the lecturer gave the material of narrative text. The procedures are as follows:

- a. the students were grouped into six, each of which consisted of 5 to 6 students,
- b. the groups were given the same topic that was Aladin story based on magician opinion,
- c. the lecturer gave a paper and a pen to each group,
- d. roles were labeled to each student based on the generic structure of narrative text,
- e. students in each group wrote narrative text based on the roles got one by one,
- f. each group submitted their work,
- g. each group evaluated and corrected the other group's work,
- h. each group reported their group evaluation to the whole class.

Below is the more details of the activities:

The first section of this activity is writing the first draft. In this section, the lecturers asked to brainstorm before they wrote the text. Brainstorming was done to get as many ideas as possible to construct the text after they got the topic. Then, planning was done to decide main idea of each paragraph. Then, it came for the students for writing the first draft in their groups. Each student wrote their sentences based on the role they got, in this case, is narrative text schematic structure. While each member of the group wrote the sentences (a paragraph), the other members had to wait until he/she finished his/her work. Each student was given 15 minutes to do his/her work. The following is the role of each student in each group.

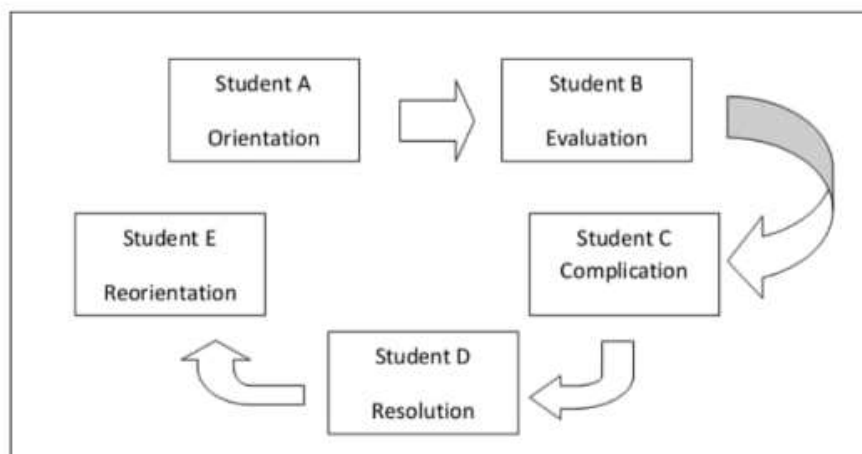


Figure 2 The role of Each Student in Roundtable

After each role was done and a whole narrative text was created, next, the students submitted their work. The lecturer asked each group to visit the other groups' work. Each group evaluated and corrected the other group's work. The evaluation and correction focused on mistakes made by the students in content, grammar, mechanic, organization, vocabulary usage, etc when they arranged the first draft. Then each group reported their group evaluation to the whole class, and the groups being evaluated had to make note of the evaluation.

The next phase is that the groups revised the first draft and rearranged the second draft based on the evaluation given by the other groups. In this section, they had to revise their draft and rearrange the final copy by discussing their writing together to get a good narrative text. Then the final copy was submitted to the lecturer.

2. What are the problems faced by the lecturer and the students when Roundtable technique is applied in teaching learning process?

The lecturer's problem during the teaching and learning process of writing narrative text by using roundtable technique was identified based on the result of interview. Meanwhile, to identify the problems faced by the students, the writers found those problems through observation during the teaching-learning process.

Here are some problems faced by the lecturers in applying roundtable technique in teaching writing narrative text and the solutions offered to overcome the emerging problems.

- a. The lecturer got involved too deep in the group management. The role of the lecturers is just controlling the situation when the students work. But in here, the lecturers gave too much judgment to the students' work. Solutions: the lecturer should be able to minimize depth-involvement in students' group management. A lecturer should have good preparation and plan in handling the situation she/he faces during teaching-learning process. He/she should make sure that the students really understand about the material and how the technique goes so that they will not depend entirely on their lecturer.
- b. The lecturer found it difficult in giving guidance to the students. When the students did roundtable to construct recount text, some students could not do it well. Some of groups' members were still confused about what and how to write the text. The lecturer tried to give guidance to create the text. However, she had a little difficulty in guiding them due to different capability of the students in understanding how roundtable is going on.

Solutions: the lecturer should control the discussion of each group by approaching each group, asking them about their difficulty and urging them to keep on writing.

There are also some problems faced by the students during teaching-learning process by using roundtable technique. Some possible solutions are also offered below to overcome the problems.

- a. The students seemed to face difficulty when they had to continue their friend's work.
Some students have difficulties in understanding the schematic structures of narrative text. It makes them difficult to continue their friend's work once it comes to their turn. They also have difficulties in arranging sentences to write unified and coherent paragraph. Solutions: the lecturer should explain more about the material and give more exercises to the students.
- b. The students tend to ask their friends in individual work because of their lack of vocabulary mastery.
Some students have very limited vocabulary. They cannot independently produce their own sentences. Due to their lack of vocabulary, some of them still depend on their friend or even lecturer. They tend to wait for their friends to "rescue" them in making sentences and continue their friends' work. Solutions: the lecturer makes sure that her explanation is fully understood by the students. The students may consult their difficulties in producing vocabularies whenever they write to the dictionaries.
- c. chaos happened in some groups due to different perspective they have toward the story.
Narrative is about a story. In this research, the students were asked to write the story based on the theme given by the lecturer. Different student has different perspective toward what the story is about. It makes them difficult to realize the story completely. Arguing and insisting are unavoidable. That is why chaos happened.

Solutions: in the beginning of the activity, the students should do the brainstorming and produce as many as possible words related to the theme. Then, they discuss what the story is about to get the same perspective toward the story.

Conclusion

Roundtable is an effective activity where it makes possible cooperative rather than competitive learning. By using roundtable technique in teaching writing, the students will have more chance to get involved and participate in teaching learning activity.

Students can learn to accept the difference among the members' perspective and appreciate the work of others. Moreover, the students know their mistakes in creating text and know how to revise it to get best writing. In this technique, students are not only able to produce ideas, but also able to present the ideas and evaluate other's ideas. In here, they are encouraged to be more active and creative in the teaching-learning process.

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