

# DEVELOPED ROUNDTABLE TECHNIQUE BASED ON PROCESS APPROACH TO ENHANCE STUDENTS' WRITING SKILL AND LEARNING MOTIVATION

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## *Abstract*

*Penelitian ini bertujuan i) untuk menyelidiki apakah teknik roundtable yang dikembangkan berbasis process approach meningkatkan keterampilan menulis siswa lebih baik daripada teknik roundtable konvensional, ii) untuk mengetahui apakah ada peningkatan yang signifikan pada motivasi belajar siswa setelah diajar menggunakan teknik roundtable yang dikembangkan berbasis process approach. Subjek penelitian ini adalah 42 siswa kelas X SMAN 1 Pekalongan. Hasil penelitian menunjukkan bahwa i) teknik roundtable yang dikembangkan berbasis process approach meningkatkan keterampilan menulis siswa lebih baik daripada teknik roundtable konvensional, terutama pada aspek organisasi dan penggunaan bahasa ii) ada peningkatan yang signifikan pada motivasi belajar siswa setelah diajar menggunakan teknik roundtable yang dikembangkan berbasis process approach, khususnya motivasi intrinsik.*

*This study was aimed i) to investigate whether developed roundtable technique based on process approach improves the students' writing skill better than conventional roundtable technique, ii) to find out whether there is any significant improvement on the students' learning motivations after being taught by using developed roundtable technique based on process approach. The subjects of this research were 42 students at the tenth grade of SMAN 1 Pekalongan. The result showed that i) developed roundtable technique based on process approach improves the students' writing skill better than conventional roundtable, especially on the aspect of organization and language use ii) there is significant improvement on the students' learning motivations after being taught by using developed roundtable technique based on process approach, particularly intrinsic motivation.*

**Keywords:** *Developed Roundtable Technique Based on Process Approach, conventional Roundtable Technique, writing skill, learning motivation.*

## INTRODUCTION

Basically, there are two skills in English that must be mastered by students namely receptive and productive skills. Receptive skills are listening (understanding the spoken language) and reading (understanding the written language), while productive skills are speaking and writing (Haycraft, 1978:8). Especially for writing, Brown (2001:339) states that in school, writing is like the way of life because it has the important function. It is needed for passing the course and mastering the subject matter. As the EFL learners, it is also necessary to be taught from junior high school until university level in Indonesia. Based on Indonesian curriculum, the learners have a duty to master academic writing such as making a text, essay or project paper. However, writing is still considered as the difficult skill to be mastered by students although they have stayed at senior high school level.

Based on the result of pre survey on February 4th, 2019 in SMA N 1 Pekalongan through interview with the English teacher, most of the tenth grade students still have low skill in writing although they have studied simple tenses and mastered adequate vocabularies. The students get difficulties in generating and organizing ideas for writing, constructing sentence with the correct grammar, and composing a text with appropriate content and structure. It is relevant to the assumption from Richards and Renandya (2002:303) that the difficulty of writing lies not only in generating and organizing ideas, but also in translating their ideas into readable text. Therefore, this presented problem should be a concern for English teacher and researcher to find an appropriate

solution by applying, developing or creating a good technique in teaching writing skill.

Dealing with the problems above, the use of group learning is believed to be a suitable way to stimulate the learners to increase their language skills especially in writing. It is also assumed that it can increase the students' motivation in learning. Slavin (1985:2) argues that if humans are to learn to live cooperatively, they must experience the living process of cooperation in school. Moreover, the classroom life should embody democracy, not only in how students learn to make choices and carry out academic projects together, but also in how they learn to relate to one another. Related to group learning, Damon and Phelps as cited in Luzzatto (2010:199) argue that three types of group learning may be distinguished: tutoring, cooperative learning, and collaborative learning.

In recent years, studies involving cooperative learning, which belongs to one kind of students' centered learning approach have emerged as an internationally important area of English teaching research among researchers. For example, Siddique and Singh (2016:70) concluded that the employment of cooperative learning approach for the instruction of essay writing is very effective than the conventional methods especially rote learning under the strict discipline of the lecturer. It makes the class a student-centred where they can discuss, share and construct their own sentences of varied structures. Furthermore, Mahmoud (2014:622) used cooperative language learning (CLL) to encourage second-year university students to learn from their peers so that they could develop their writing skills. The

findings of the study supported the use of the CLL approach to enhance students' EFL writing skills. The use of this approach creates more interesting, comfortable, and funny learning environment in which students could share and exchange ideas to achieve their intended purpose. The significant improvement on the students' EFL writing skills was resulted from the processes that students experience while working together in small groups. In another investigation of the effects of cooperative learning strategies on vocabulary skills of 4th grade students, Bilen and Tavil (2015:154) implemented cooperative learning strategies (Kagan Structures) to teach the selected vocabulary items in the experimental group. Moreover, Zarifi and Taghavi (2016:1429) provided empirical evidence to argue that CL is an effective approach for teaching grammar. The effectiveness of the CL approach might be attributed to the fact that students act as investigators and discoverers in CL contexts. They actively participate in activities through asking questions, making predictions, analyzing, discussing, assessing their strengths and weaknesses, interacting together, and trying to learn.

Actually, there are various types of cooperative learning techniques that have developed in teaching. Keshavarz et. al. (2014:78) investigated the effect of cooperative learning techniques on promoting writing skill of Iranian EFL learners. They implemented two cooperative learning techniques namely student team-achievement divisions (STAD) and group investigation (GI). Then, the implementation both cooperative learning techniques has been proven to produce positive effects in students' learning of writing. Also, Marashi and Kathami (2017:43)

investigated the effect of cooperative learning on EFL learners' creativity and motivation. They applied several cooperative learning techniques namely think-pair-share, three-stay one-stray, roundtable, and three-step-interview. The result clarified that the use of CL techniques improved EFL students' creativity and motivation.

It can be noted that cooperative learning is effective for English teaching. It is able to create interactive teaching that potentially increases the students' motivation and gives the opportunity for the students to work and help one each other in learning academic content. Although it has character works in groups, the evaluation in cooperative learning is allocated individually. Besides that, the empirical studies implied that there are several types of cooperative learning techniques that are able to be applied in language teaching. Kagan (1994) and Slavin (1995) as cited in Al-Yaseen (2014:94) point out that some of these methods which have been successfully applied in the classroom are 'Round Table' for writing, 'Jigsaw' in reading, and 'Think-Pair-Share' to develop oral and aural skills.

Roundtable is considered as one kinds of cooperative learning techniques that is created by Spencer Kagan in teaching and learning activity. Kagan (2009:10.21) states that, "roundtable and roundrobin are extremely important cooperative learning structures. In essence, students take turns contributing to the group in an oral form for roundrobin and in a written form for roundtable. For roundtable, there is usually one piece of paper and one pen for the team. One student makes a contribution and then passes the paper and pen to the student on his or her left. The paper or pen literally goes around

the table, thus the name: roundtable. If the contributions are oral rather than written, it is called roundrobin”.

Several previous studies have proved the effectiveness of roundtable in teaching EFL students. Ningsih et. al. (2017:30) concluded that rally coach and round table model of cooperative learning can increase the activity and student learning outcomes. Urunami et. al. (2017:176) also found the effectiveness of the combination of two techniques namely group grid and round table technique in teaching writing descriptive text. Furthermore, Norzang (2017:1653) investigated whether the use of roundtable structure supplemented by peer editing technique enhances students’ essay writing skills. The study revealed that the roundtable structure which is supplemented by peer editing technique enhances students’ essay writing skills. Deeply, Astuti and Kumalarini (2013:1) found that roundtable brainstorming can improve the writing ability of grade ten students in writing descriptive texts. It can improve all the components of the students’ composition except “mechanics”.

Actually, several previous researches above have investigated the effectiveness of using roundtable in teaching writing of EFL learners. However, it was still limited on the implementation which was commonly applied only in pre-writing process as the group brainstorming to share writing ideas each other in a group. Hence, several researchers above combined roundtable technique with the other techniques. It means that roundtable technique also cannot stand alone implemented because it still has limited procedure to solve students’ problems writing. Moreover, Kagan (2009: 1.16)

also asserts that if cooperative learning were students working together with no input or direction from the teacher, it would be the blind leading the blind. It means that the specific direction modeled by teacher is important in implementing roundtable technique.

Recalling the theory from Richards and Renandya (2002:303) which points out that the difficulty of writing lies not only in generating and organizing ideas, but also in translating these ideas into readable text, it means that the difficulties are not only faced at the pre-writing, but also at the other processes. Therefore, it needs to be explored the implementation of roundtable technique not only in pre-writing but also in producing text in order to completely and effectively solve all of the problems in every writing process. On the other word, it indicates that the development of this technique is needed.

In this case, the researcher aims to develop roundtable technique based on process approach in order to support this technique can be applied appropriately in all of writing processes. The role of process approach in roundtable technique is as the systematic direction for students to write cooperatively in a group. Related to process approach, it emphasizes the importance of a recursive procedure of pre-writing, drafting, evaluating and revising (Rusinovci, 2015:700). Basically, process approach is a cyclical approach. In this approach, students are needed to move back and forth while going from one stage to another stage and taking part in the writing activities, (Palpanadan, et.al, 2014: 790). Since the teaching English is focused on written or spoken text. The process approach is believed as a better approach than product and genre approach. By

providing modeling process to write text, the product and genre have been covered in process approach. Meanwhile, the development of roundtable technique based on process approach is aimed to solve students' entire problem in each writing process through learning pairs. It believes that through working cooperatively in each writing process, the student can help each other to create mutual success. Therefore, it needs to be investigated.

On the other case, Kagan (2009: 3.6) states that cooperative learning also builds communication skills, develops self-esteem and internal locus of control, increases student motivation, reduces discipline problems, and promotes cognitive development. Related to motivation, it is the attitudes and affective states that influence the degree of effort that learners make to learn an L2 (Ellis, 1997:75). Since it determines the students' level of effort in learning, it is believed as an important psychological factor which affects the students' learning achievement. It means that this aspect is also necessary to be identified.

Focused in writing, there are several previous researches which have investigated the role of learning motivation in writing skill. For example, Hashemian and Heidari (2013:476) found that there was a significant relationship between the students' integrative motivation and the writing skill. Moreover, Nasihah and Cahyono (2017:250) concluded that there was a statistically significant correlation between students' motivation and their writing achievement. The finding also revealed the positive point on the significant value of its correlation which indicated that the more motivated the students,

the higher their writing achievement. In addition, a study conducted by Yuanbing (2011:235) revealed that motivation, especially intrinsic motivation plays an important role in second language writing process. Consequently, it is necessary to conduct a research that focuses not only on improving the students' writing skills but also on improving the students' motivation in writing.

Based on the elaborations above, the study aims to investigate the effectiveness of developed roundtable technique based on process approach to enhance the students' writing skills. Moreover, the researcher also identify whether the implementation of developed roundtable technique can increase the students' learning motivations. As stated at the previous discussion that cooperative learning is believed can improve the students' motivation.

## **METHOD**

In conducting the research, the researcher used quantitative approach. The research design was true experimental in a form of *Pretest-Posttest Control Group Design* which involved two classes as the experimental and control because there were two different treatments being compared. The population was all the students at the tenth grade of SMA N 1 Pekalongan and there were 42 students as the research samples which are divided into experimental (X MIA 1) and control class (X MIA 2). There were 21 students for each class. Developed roundtable technique based on process approach implemented in experimental class and conventional roundtable applied in control class were

independent variable of this research. Then, there were two dependent variables measured in this research namely the students' writing skills and learning motivations. Thus, writing test and learning motivation questionnaire were used as the instruments in this research. In order to achieve the objective of research, Independent sample t-test and Paired sample t-test in SPSS (Statistical Program for Social Science) 17.0 were employed to analyze the data.

## RESULTS AND DISCUSSIONS

After gaining the data of students' writing pretest and posttest both experimental and control class, Independent sample t-test on SPSS version 17.0 was used to compare N-Gain score of experimental and control class through *Independent sample t-test* by using SPSS statistics 17.0. It was aimed to investigate whether developed roundtable technique based on process approach improves the students' writing skill better than conventional roundtable technique. The result can be seen at the table below:

Table 1. The Results of Independent Sample Test of N-Gain Score Experimental and Control

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
N_Gain Score	Equal variances assumed	2.324	.135	3.103	40	.004	.15905	.05126	.05544	.26263	
	Equal variances not assumed			3.103	34.975	.004	.15905	.05126	.05498	.26312	

The result of computation above shows

that the p value (0,004) is lower than 0.05 and  $t_{\text{observed}}$  (3.103) is higher than  $t_{\text{table}}$  (2.021) at df (40). It means H1 is accepted and H01 is rejected. It can be inferred that developed roundtable technique based on process approach improves the students' writing skill better than conventional roundtable technique.

Essentially, conventional roundtable is one of teaching techniques which is implemented by cooperative learning approach (Sinaga, 2017:70). Considering the concept of cooperative learning, it is more than just asking students in groups and giving them a certain task to do. The principles and techniques are tools which teachers use to encourage mutual helpfulness in the groups and the active participation of all members (Richard and Renandya, 2002: 52). Therefore, roundtable is also believed as an effective teaching technique which can create the interactive teaching and provide the opportunity for the students to help each other in learning academic content.

However, there is a weakness of conventional roundtable found for teaching writing. Commonly, it can be applied only in pre-writing process as the group brainstorming to share writing ideas each other in a group. It means that it cannot stand alone implemented because it still has limited procedure to solve the students' problems in every writing process. Therefore, some previous studies combined or supplemented roundtable with the other techniques. Ningsih et. al. (2017:30) combined rally coach and round table model of cooperative learning to increase the activity and student learning outcomes. The combination between two learning is able to create a good environment

for students studying social science subjects as students can share, value their friends' opinion, have a good communication and master other kinds of social skills. Moreover, Urunami et. al. (2017:176) also found the effectiveness of the combination of two techniques namely group grid and round table technique in teaching writing descriptive text. The results showed that the combination of those techniques was more effective than group work Brainstorming. Furthermore, Norzang (2017:1653) investigated whether the use of roundtable structure supplemented by peer editing technique enhances students' essay writing skills. The study revealed that the roundtable structure which is supplemented by peer editing technique enhances students' essay writing skills.

Different with the previous studies above, this research was more than combined or integrated conventional roundtable with the other techniques. In this research, researcher redesigned or developed conventional roundtable technique based on process approach in order to support this technique can be applied systematically and appropriately in all of writing processes. Basically, process approach is a cyclical approach (Palpanadan, et.al, 2014:790). The role of process approach in developed roundtable was used as the systematic structures to apply roundtable in every writing process. Recalling the result of this research, developed roundtable based on process approach is more effective than conventional one because it can gives the opportunity for students to learn and help each other through working cooperatively in a roundtable group process by process starts from prewriting, drafting, revising, and

editing. Thus, all of the students can solve their problems in every writing process maximally in order to improve their skills.

Much deeper, the significant differences of N-Gain score in each writing aspect between experimental and control class can be recognized from the result of Independent sample t-test by using SPSS statistics 17.0 which can be summarized on the following table as follows:

Table 2. The Results of Independent Sample Test of N-Gain Each Aspect

Statistics	Writing Aspects				
	Content	Organization	Vocabulary	Language Use	Mechanics
t-observed	1.487	2.703	0.411	2.259	0.263
t-table	2.021	2.021	2.021	2.021	2.021
Sig.	0.145	0.010	0.683	0.029	0.794

Based on the table above, it can be seen that there are significant differences of Normalized Gain organization and language use between experimental and control class because the *p* value of organization (0.010) and language use (0.029) are lower than 0.05. Then,  $t_{\text{observed}}$  of organization (2.703) and language use (2.259) are higher than  $t_{\text{table}}$  (2.021) at *df* (40). On the contrary, there are no significant differences of Normalized Gain content, vocabulary, and mechanics between experimental and control class. It can be concluded that developed roundtable technique based on process approach improves the students' writing skill in the aspect of organization and language use better than conventional roundtable technique

Discussing the result above, since roundtable is developed based on process approach, it can maximally

provide the students a chance to cooperatively learn and corrected each other in composing a text with an appropriate language use and text structure in revising and editing process. As drawn by Alodwan and Ibnian (2014:155), the process approach to writing includes a number of steps namely prewriting, drafting, revising, editing, and publishing. Focus on revising and editing, revising is viewed as looking at organization, main points and support for main ideas, examples, and connections between ideas. Then, editing stage could be viewed as the process of correcting spelling and grammar in a piece of writing. Therefore, the students' writing can be well organized and grammatically composed. In addition, the statements above relevant with Badger and White (2000:154) assumptions that writing in process approaches is seen as predominantly to do with linguistic skills, such as planning and drafting, and there is much less emphasis on linguistic knowledge, such as knowledge about grammar and text structure.

Furthermore, after administering Learning Motivation Questionnaire before and after the implementation of developed roundtable technique based on process approach in experimental class, the result of learning motivation questionnaire at pretest and posttest was compared through Paired sample t-test by using SPSS statistics 17.0 to find out whether there is any significant improvement on the students' learning motivations after being taught by using developed roundtable technique based on process approach. The result can be seen at the following table:

Table 3. The Result of Paired Sample Test

Paired Samples Test								
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
				Lower	Upper			
				Paired Differences				
Pair 1 Learning Motivation (Pretest) - Learning Motivation (Posttest)	-4.095	1.786	.390	-4.908	-3.282	-10.507	20	.000

The result of computation above shows that the p value (0.000) is lower than 0.05 and  $t_{\text{observed}}$  (10.507) is higher than  $t_{\text{table}}$  (2.086) at df (20). It means H2 is accepted and H02 is rejected. It can be inferred that there is any significant improvement on the students' learning motivations after being taught by using developed roundtable technique based on process approach.

Actually, the improvement of the students' learning motivation in this research is caused by the implementation of developed roundtable technique based on process approach which is effective to create the interactive teaching in the class by giving opportunity for the students to participate fully in group. The result above is successfully proved the theory from Kagan (2009: 3.6) who states that cooperative learning also builds communication skills, develops self-esteem and internal locus of control, increases student motivation, reduces discipline problems, and promotes cognitive development. Moreover, it is also in line with the previous study from Marashi and Kathami (2017:43) which found that the use of CL techniques improved EFL students' creativity and motivation in language learning. They applied several cooperative learning techniques namely think-pair-share, three-stay



one-stray, roundtable, and three-step-interview. In addition, a relevant research also comes from Tombak and Altun (2016:173) which asserted that the implementation of cooperative learning jigsaw and team-game-tournament techniques at a university is effective on students' motivation and cooperative learning strategies.

Specifically, N-Gain of the students' intrinsic and extrinsic motivation were also compared through Independent sample t-test by using SPSS statistics 17.0 to find out what type motivation more improves after the implementation developed roundtable technique based on process approach. The result can be seen as follows:

Table 4. The Results of Independent Sample Test of N-Gain Score Intrinsic and Extrinsic Motivation

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
N_Gain	Equal variances assumed	16.451	.000	5.547	40	.000	20.95286	3.77728	13.31868	28.58703
	Equal variances not assumed			5.547	27.562	.000	20.95286	3.77728	13.20990	28.69581

In line with the table above, the result of computation shows that the p value (0.000) is lower than 0.05 and  $t_{observed}$  (5.547) is higher than  $t_{table}$  (2.021) at df (40). It means that the students' intrinsic motivation more improves than extrinsic motivation after being taught by using developed roundtable technique based on process approach.

Referring to the result above, it can be inferred that developed roundtable technique based on process approach is effective to enhance the students' learning motivations particularly

intrinsic motivation. As defined by Ellis (1997:76), intrinsic is the motivation involves the arousal and maintenance of curiosity and can ebb and flow as a result of such factors as learners' particular interests and the extent to which they feel personally involved in learning activities. Considering to the implementation of developed roundtable technique based on process approach, it can create interactive teaching which can encourage the students to participate fully in the class and increase their personal interest to the learning process. Therefore, the students are more intrinsically motivated than extrinsically during the implementation of developed roundtable technique based on process approach.

Result above is in line with the study from Yoshida et. al (2014:473) which found that cooperative learning promotes learners' intrinsic motivation in learning Korean Foreign Language (KFL) context. In contrast, a research from Rajae and Davaribina (2016:1286) concluded that compared with traditional lecture instruction, cooperative learning instruction created a significantly positive promotion in the students' reading comprehension and learning motivation, particularly in liking, dedication, self-efficacy, and extrinsic motivation.

## CONCLUSIONS

The result of Independent sample t-test indicates that developed roundtable technique based on process approach improves the students' writing skill better than conventional roundtable technique since there is any

significant difference of Normalized Gain between experimental and control class. It can be inferred that the choice of teaching technique is one of essential factors which affects the students' writing skills.

In this research, developed roundtable based on process approach is more effective than conventional one because it can give the opportunity for students to learn and help each other through working cooperatively in a roundtable group process by process starts from prewriting, drafting, revising, and editing. Thus, all of the students can solve their problems in every writing process maximally in order to improve their skills.

Specifically, the other result of this research also reveals that developed roundtable technique based on process approach improves the students' writing skill in the aspect of organization and language use better than conventional roundtable technique because there is any significant difference of Normalized Gain organization and language use between experimental and control class. Since roundtable is developed based on process approach, it can maximally provide the students a chance to cooperatively learn and corrected each other in composing a text with an appropriate language use and text structure in revising and editing process.

On the other investigation, the result reveals that there is any significant improvement on the students' learning motivations after being taught by using developed roundtable technique based on process approach. It can be noted that, developed roundtable

technique based on process approach is also effective to enhance the students' learning motivations. Actually, the improvement of the students' learning motivation in this research is caused by the implementation of developed roundtable technique based on process approach which is effective to create the interactive teaching in the class by giving opportunity for the students to participate fully in group.

Much deeper, the last result of this research also finds that the students' intrinsic motivation more improves than extrinsic motivation after being taught by using developed roundtable technique based on process approach because Normalized gain of the students' intrinsic and intrinsic motivation is significantly different. It can be inferred that developed roundtable technique based on process approach is effective to enhance the students' learning motivations particularly intrinsic motivation.

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