

A comparative study of students' writing achievement on descriptive text using Roundtable and Student Team Achievement Division (STAD) techniques at SMAN 1 Pringsewu

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ABSTRACT

This research was aimed to compare the two language teaching techniques of writing, that is Roundtable and STAD techniques, and to investigate the student's appraisal after being taught through Roundtable technique, and to know the student's appraisal after being taught through STAD technique. This research was conducted at the tenth grade of SMAN 1 Pringsewu in academic year 2019/2020 using two groups pretest posttest design. The data were collected using tests and questionnaire then analyzed using independent samples t-test and through descriptive analysis in SPSS ver. 20. The results show that: first, there is no significant difference of students' writing achievement on descriptive text. Second, Roundtable technique helped students to learn writing of descriptive text through the activities, the material, and the teacher's explanation during the learning process since this technique was well implemented regarding to its procedures. Third, STAD technique is effective to help students to write descriptive text through the teacher's explanation, the activities, and the material in learning process. It provided evidence that STAD technique is well applied in the class regarding to its procedures.

Keywords: *writing, descriptive text, roundtable, STAD, student appraisal*

I. INTRODUCTION

Writing is one of the means that is used to communicate indirectly with others in our daily lives (Tarigan, 2008). According to Bello (1997) as cited in Al-Jumaily (2014) writing enhances language acquisition as learners experiment with words, sentences, and large chunks of writing to communicate their ideas effectively and reinforce the grammar and vocabulary they are learning in class.

In delivering the idea through written communication, learners need some activities to do and they assume it is not easy. Richard et al (2002: 30) state that writing is the most complicated skill to learn for L2 learners. It happens because writing is a productive skill and learners must learn the way they obtain and state the idea into sentences.

There are so many types of text that must be mastered by students, one of which is descriptive text. According to Wignell (1994:208) as cited in Oshima et al (1997) descriptive text is a kind of factual type that is designed to describe a particular person, place, or thing. A writer of a good description is like an artist who paints a picture that be “seen” clearly in the mind of the reader (Oshima, 1997:50).

Students in Indonesia have been taught writing since they were in the first class of Junior High School and it was continued until the third class of Senior High School. However, students still faced some difficulties in writing. This matter also happened to the students in SMAN 1 Pringsewu. As the researcher has observed the students at that school, many students thought that the ability of writing can be achieved through a lot of practices and process.

The practices in writing usually provided in some techniques. However, the teacher should consider that the selection of technique for teaching writing should be appropriate with the target, needs, and the students’ problem. In the real field, sometimes the teacher taught the students with conventional technique or just implemented group discussion simply. It can be one of reasons that students are not really interested in English and it may cause their ability in writing not really good.

When the students desire to master descriptive text, a cooperative learning can be the answer of it. According to Astuti (2014) a small group discussion is very helpful for students in learning English. Cooperative learning is a teaching strategy to increase group cooperative and interaction among students that is done by making a group consist of four to five members who work together and help each other (Kronowitz, 2008; Jacobs et al, 1989). Two of some cooperative learning techniques in writing are Roundtable and Student Team Achievement Division (STAD) techniques.

According to Kagan (2009: 6.34) Roundtable technique is learning technique where the learners take turn in their team by generating their responses, solving problems, or making a contribution to a project. Meanwhile, Student Team Achievement Division (STAD) is a cooperative learning developed by Slavin in 1995 (Yusuf et al, (2015:100). Palmer (1998: 1) claims that STAD is the most successful cooperative learning technique to improve students’ achievement.

In SMAN 1 Pingsewu, the English teacher taught that Roundtable technique is a new technique because it sounded unfamiliar for her and she has never applied this technique before. It also happened for STAD technique. The teacher has known this technique but she has never implemented it according to the procedure appropriately. So, it is worth that Roundtable technique and STAD technique can be implemented in that school.

Those two techniques, Roundtable and STAD, have been applied in many studies. They are Puspasari (2018) and Utami (2018), who conducted the research in implementing Roundtable technique, Mustika (2016) and Hutabarat (2018), who conducted the research in implementing STAD technique. Through their research, it is found that Roundtable and STAD techniques can improve students' writing ability significantly. These techniques have their own characteristic and advantages in improving students writing ability.

Furthermore, the researcher conducted this research to investigate the significant difference of students' writing achievement who is taught by using Roundtable technique and that is taught through STAD technique. Thus, the researcher tried to make this research different with the previous studies by adding student's appraisal of the techniques as the feedback for the researcher. Student appraisal was investigated because as far as researcher know, the qualities of the technique usually judged by a supervisor or a teacher. The researcher thought that the students' point of view towards technique also effective in analyzing the qualities and also the effectiveness of the technique since they were experienced with the technique that has been implemented by the teacher. In applying appraisal from the students, the researcher should introduce some aspects that might be influencing the technique, especially the procedures of the technique. Based on some reasons above, it is worth investigating significant difference of students' achievement after being taught by Roundtable and Student Team Achievement Division (STAD) techniques and also the student's appraisal about those two techniques.

II. METHODOLOGY

This research adopts a quantitative and qualitative approach with two groups pretest posttest design (Setiyadi, 2018: 115-116) to compare two techniques in different classes. The population for this research is the students at the tenth grade of SMAN 1 Pringsewu in academic year 2019/2020. For the sample, the researcher chooses 64 students from X IPA 1 and X IPA 2 by using random sampling. The data are collected by using tests (pretest and posttest) and questionnaire. Then, the improvement of students' test results in two classes are analyzed by using independent samples t-test in SPSS ver. 20 to find out whether any significant difference of students' writing achievement. Meanwhile, to know the students' appraisal after the implementation of Roundtable technique and the implementation of STAD technique the researcher computes the data by using SPSS ver. 20 then analyzes it descriptively.

III. RESULTS AND DISCUSSIONS

Results

After conducting the research, the researcher gathers the result of the pretest and posttest of both classes. Table 1 shows the improvement of students' writing achievement from pretest to post-test.

Table 1. Improvement of Students

Class	Content	Organization	Vocabulary	Language use	Mechanic	Score
STAD	0.385	0.508	0.561	0.492	0.492	0.467
Roundtable	0.356	0.460	0.444	0.384	0.507	0.407

The result of Table 1 shows that there are improvements of students' writing achievement in all aspects of writing. For STAD class, the improvement of vocabulary aspect is the highest and the lowest improvement is aspect of content. Meanwhile, the highest improvement in Roundtable class is mechanic aspect and the lowest improvement is aspect of content. Generally, the improvement of STAD class is higher than Roundtable class, which number 0.467 and 0.407 consecutively. The value range of the improvement between two classes is 0.66.

On the other hand, Table 2 shows the mean difference of students' writing achievement between two techniques. The analysis of independent samples t-test in SPSS ver. 20 is undertaken to get the data. The result from Table 2 provides evidence that the result of Sig. (2-tailed) is 0.113 and 0.114 which means there is no significant difference between students' writing achievement that is taught by using Roundtable and STAD techniques at SMAN 1 Pringsewu since $\alpha > 0.05$ ($0.113 > 0.005$).

Table 2. Analysis of Independent Samples T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Equal Gain vari- of the score as- sumed		3.152	.081	1.607	62	.113	2.7656	1.7210	-0.6746	6.2059

Equal vari- ances not as- sumed	1.607	55.750	.114	2.7656	1.7210	-.6823	6.2135
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Additionally, the column Chart 1 shows the result of student appraisal after being taught through Roundtable technique. From the chart, it can be seen that most of students in X IPA 2 choose strongly agree and agree in each statements of the questionnaire. The numbers of statements are 20 statements which means they are agree with the statements. However, there are some students choose disagree, but it is only a few students.

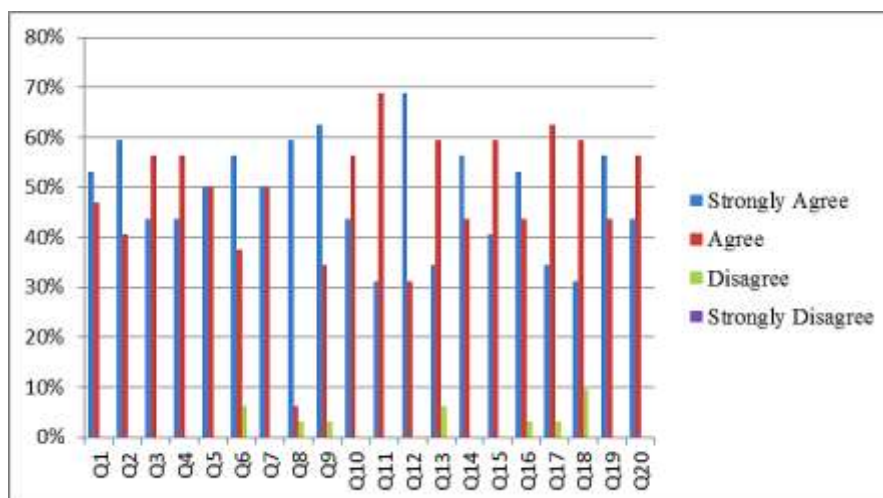


Figure 1. Result of Student Appraisal Questionnaire after Being Taught by Using Roundtable Technique

On the other hand, column Chart 2 shows the result of student appraisal after being taught by using STAD technique. The result provides evidence that most of students answer strongly agree and agree for each statements of the questionnaire which means they are agree with the statements. Nevertheless, there are few students who choose disagree in some statements.

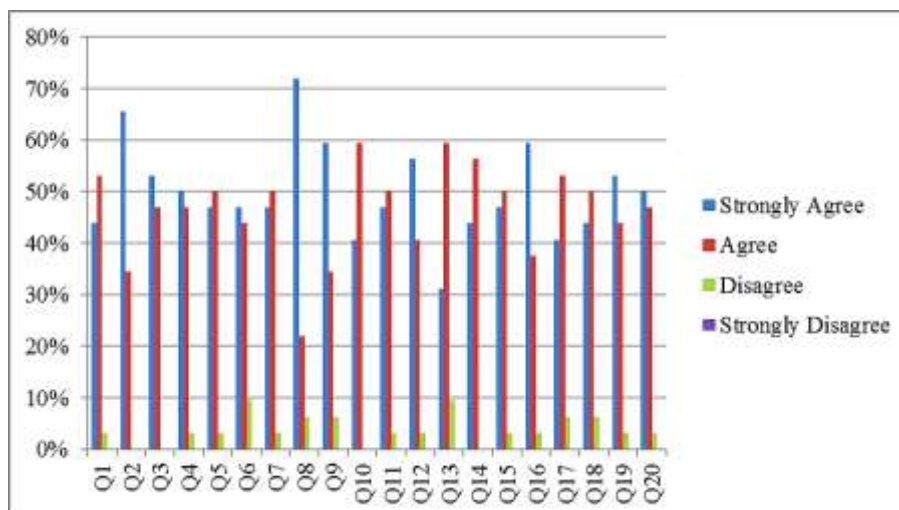


Figure 2. Result of Student Appraisal after Being Taught through Student Achievement Division (STAD) Technique

Discussions

This current study which involves 32 students in STAD class and also 32 students in Roundtable class provides evidence that there is no significant difference of students' writing achievement that is taught by using Roundtable and STAD techniques. It happens because both of techniques have almost the same characteristic which they are kinds of cooperative learning. Based on Jacobs et al (1989), cooperative learning as a teaching strategy to extend group cooperative and interaction among students which may encourage students to figure together and help one another. Furthermore, these two techniques also have same qualities of the techniques that make no difference significantly in improving students' writing ability. Additionally, these two techniques make the students realize that learning process need preparation, because the students should work in group and participate actively in their group. Through those three reasons, it supports that there is no significant difference of students' writing achievement between two techniques by the analysis of Independent Samples T-test.

However, in line with the result of pretest and posttest, it indicates that there are improvements of students' writing achievement in STAD class and Roundtable class from pretest to posttest. The improvement of STAD technique is higher than Roundtable technique. It is caused of STAD technique provides more motivation than Roundtable technique, since one of the procedures in STAD is giving reward to the best group. According to Slavin (2005) as cited in Mustika, 2016), when teams reward is applied each student will motivate the others to achieve the target. By giving the reward, the students are willing to compete with the other group. Inevitably, the students have to master the material and try to get the best score in every task. When the students are highly motivated, they will focus on teacher's explanation about the material and several steps that would be taken in writing.

Moreover, STAD technique also helps students to solve their problem in developing their idea. As we know that one of the problems in writing is that students are lack of idea that cause they are difficult to produce their writing (Fareed et al, 2016: 85). It is in line with Hutabarat's finding (2018) that there is a problem-solving process during the implementation of STAD technique. The students have to work together in solving the problem in their group by themselves. Additionally, the finding is also in line with Mustika's finding (2016) at Pirayanawin Klonghin Witaya School, Thailand that STAD technique is able to improve students' descriptive writing ability by having heterogeneous teams in terms of ability and gender that make them easy in generating their ideas and able to have peer tutoring.

Meanwhile, Roundtable techniques also helps students in improving their writing ability in descriptive text, since Roundtable technique engages guidance from the teacher that helps students in generating their idea, processes it into sentences and reduces students' mistake in writing. The guidance of the steps that has been arranged by teacher makes students to be more active and responsible in their group. According to Barkley et al (2005), Roundtable technique provides equal participation among students in group and exposes them to have many point of view and idea. Through the guidance, the teacher leads students to write a descriptive text step by step, which are getting idea, drafting, proofreading, revising, and publishing.

During the implementation of Roundtable technique, students are trained to have critical thinking about the topic that would be discussed. This finding is also in line with Utami (2018) that the implementation of Roundtable technique can significantly improve students' writing ability in all aspects of writing since Roundtable technique guide the students to trigger their ideas and express it properly. They practice to write even though only a few sentences.

In line with the previous explanation, it can be stated that Roundtable and STAD techniques help students to improve their writing achievement on descriptive text at the tenth grade students. Thus, the improvements of students happen in all aspects of writing. It happens because both techniques give more chances to students in practicing writing. Since, practice in writing is important in developing one's writing skill (Fareed et al, 2016: 87). From the discussion above, the similarity of Roundtable and STAD techniques is both techniques provides students with some activities that help them inventing their idea into the topic discussion and delivering it into sentences that will be acceptable for the reader.

Meanwhile, the discussion about the difference of the techniques can be concluded that STAD technique is suitable for teaching students with lack of motivation. Moreover, Roundtable technique is appropriate in teaching students who are lack of responsibility in learning process. The different of the techniques apparently does not have significant difference in students' learning outcomes because both of these techniques are good in improving students' writing ability. Additionally, both techniques are good in solving the students' problem in writing, such as students lack of motivation to write, found difficulties in getting the idea and inventing it into paragraph, hard to build a critical thinking about the idea that developed it to be a clear explanation, and students also face problem in using appropriate vocabulary with a correct structure in their sentences. Regardless, both techniques are a cooperative learning that provides an equal chance to students in mastering the material and practicing to master English, especially in writing skill.

Besides of find out the significant difference of the two techniques, this research also investigates the student appraisal after being taught by using Roundtable technique which is in line with the second research question. From the result that has been provided before, it can be seen that most of students give positive answer to the statements in the questionnaire. The students assume that the teacher has good performance in teaching and she has prepared the equipment that related to the learning process. It means that Roundtable technique is well implemented at X IPA 2 that make this technique helped students in learning descriptive text writing.

Additionally, the learning process during the implementation of Roundtable technique is good since the teacher is well-prepared for the teaching process regarding to teacher's explanation, the material, and the activities during the learning process.

It is line with Ali (2014) that the teachers' planning, in terms of teaching resource and material must be approximately prepared by teachers before they conduct the teaching and learning process. When the teacher has prepared the learning process well, the teaching process is going effective since one critical component of teaching is preparation and planning. If the teacher lacks of behind in planning, then it will lead to failure.

On the other hand, the result of the student appraisal questionnaire that has been given after the implementation of STAD techniques shows that most of students gave positive respond to statements of the questionnaire. The students assume that STAD technique is an effective technique that helps students to write a descriptive text. It means that the teacher has good performance in teaching and she has prepared the equipment that related to the learning process.

The learning process during the implementation of STAD technique is good since the teacher is well-prepared for the teaching process regarding to teacher's explanation, activity, material, media, and interaction to students that help them to write descriptive text. When the teacher has prepared the learning process well, the teaching process is going effective since one critical component of teaching is preparation and planning. As we know that teachers take so much time in preparing lesson design that includes the objectives of learning, material, activity, tasks, media, and tools (Pecheone et al, 2016). However, the learning process will be effective and will help students in mastering descriptive writing if the teacher has provided the lesson design carefully.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusions

Regarding to the results of data analysis and discussions, the following conclusions are drawn; firstly, Roundtable and STAD techniques improve students' writing ability on descriptive text. Therefore, the computation of the value of two-tailed is higher than 0.05. It proves that there is no significant difference of students' writing achievement on descriptive text. Additionally, students at the first class, who are taught by STAD technique, get a higher score than the second class, who are taught trough Roundtable technique. Meanwhile, STAD improves students' writing ability since this technique highly motivate students to master the material and achieve all the learning targets toward the giving reward and team work that force every student to under-

stand the topic and getting the best score from the other students. However, Roundtable also effective in teaching descriptive text writing since this technique helps students in generating their idea into sentences and reduces students' mistakes in writing through the guidance from the teacher and also it helps students to use proper word in sentences. Secondly, the students presume that Roundtable technique helps students to learn descriptive text writing through the activities, the material, and the teacher's explanation during the learning process. It means that Roundtable technique is well implemented regarding to its procedures and it is an effective technique in teaching writing. Thirdly, the students assume that STAD technique as an effective technique that helps students to write descriptive through the teacher's explanation, the activities, and the material in learning process. It provides evidence that STAD technique is well applied in the class regarding to its procedures.

Suggestions

Regarding to this research, there are several limitations; firstly, the researcher only implements Roundtable and STAD techniques in terms of students' writing achievement. Secondly, she only focuses on descriptive text as the material. Thirdly, the samples used are less than 100 samples. Fourthly, the researcher only finds out the student appraisal after the implementation of Roundtable and STAD techniques. Fifthly, the data of student appraisal is only collected through questionnaire. According to the findings and some limitations here are several suggestions are drawn. English teachers can implement Roundtable technique in order to help students to solve their problems in mechanic and developing idea and to implement STAD technique in order to motivate students in learning process. Additionally, they also can consider the advantages and disadvantages of Roundtable and STAD techniques while implementing the technique in the class. It will be better if the teacher can reduce the problems that might occur for disadvantages of the techniques.

In the other word, here are some suggestions for further researcher; 1) they can implement other skill such as speaking, reading, or listening skill in implementing Roundtable and STAD techniques besides of writing skill. 2) The other researcher can focus on the other material that related to subject, like narrative, recount, argumentative, or report text. 3) Further researcher should use more samples in comparative study, at least 100 samples or more to convince the reader about the result of the research. 4) They also can find out students' attitude towards the implementation of Roundtable and STAD techniques besides of students appraisal. 5) To make data more accurate and reliable, the other researcher can use other instruments to collect the data for student appraisal, such us interview or focus group discussion

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