

## **THE EFFECTIVENESS OF IMPLEMENTATION ROUND ROBIN TECHNIQUE IN THE TEACHING OF WRITING FOR THE THIRD SEMESTER PBI STUDENTS OF PANCASAKTI UNIVERSITY ACADEMIC YEAR 2015/2016**

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### **ABSTRACT**

*The objective of this research is to find out correlation whether Round Robin Technique is effective to use in the teaching of writing for the third semester PBI students of Pancasakti University academic year of 2015/2016.*

*The population of this research is the third semester PBI students of Pancasakti University academic year of 2015/2016. The number of population is ninety five students from five classes. This research is conducted by using two group designs; the first group is called experimental group that is taught using Round Robin Technique, while the second group is called control group that is taught using Four Square Technique. The sample is taken by using cluster random sampling. Each group of samples consists of 30 students.*

*The instrument used in this research is writing test in the form of guided. The test is conducted after the two groups get treatment for 4 meetings. The test is carried out to find out whether students who are taught by using Round Robin Technique get a better writing score achievement than students who are taught using Four Square Technique. Then, the writing test is assessed by using rubric of Brown's writing scoring.*

*Data analysis of this research is tested by using t-test in order to find out whether the research hypothesis is accepted or not. Based on the computation, the t-ratio is 3.443. It is consulted with t-table on the significant level ( $\alpha$ ) of 5% and the degree of freedom (df) is 58. The t-table obtained is 1.672. It shows that t-ratio is higher than t-table ( $3.443 > 1.672$ ), so the hypothesis of the research is accepted.*

*The conclusion of this research is there is correlation between Round Robin Technique and Writing Achievement. Students who are taught using Round Robin Technique get a better writing achievement than students who are taught using Four Square Technique. Round Robin Technique is proven to be one of the effective techniques to make students interested in learning writing and boost the achievement. It also makes the situation in the classroom more adaptable, so it prevents the students from getting bored.*

*English teachers are suggested to apply Round Robin Technique in the teaching of writing. They should also motivate their students to work as a team to make learning writing more fun. Furthermore, it is better for teachers to give their students more and more writing assignments and evaluations to make them accustomed to writing and also achieving higher academic score.*

**Key words: round robin technique, teaching of writing**

## INTRODUCTION

Teaching English as foreign language in Indonesia has many complexities. Teachers have challenges to deliver not only teaching material but also teaching technique. Teaching writing is also containing special challenge and difficulty in delivering. Effective teaching technique to deliver and make students enjoyable, good classroom environment must be pursued regularly.

English is International language in the world. Most people all over the world use English to communicate for specific reasons based on their needs. As a matter of fact, a number of countries use English as a second language (ESL), but in Indonesia, it is different, English is still a foreign language (EFL). English is only used in schools, in English courses, and in some certain workplaces or only stressed on grammar. As a result, most Indonesian students are incapable to use English well. In learning English, there are four skills taught at schools; they are listening, speaking, reading, and writing.

According to an expert that Writing is a creative process which involves transferring one's thought from one's mind into the paper (Mandal, 2009:4). Through writing people could share ideas and convey their feelings. Many people need to learn writing in English for occupational or academic purposes which could support their carrier in the future. Writing has some elements functioning to guide the writer in delivering the idea into a good sentence. The elements are grammar, spelling, punctuation, capitalization, and word choice.

In fact, writing is the most complex language skill to master for most students

in senior high school. There are many problems faced by the students related with writing skill. Writing requires students to organize ideas, construct the sentence, use punctuation and spelling well. However, they find it difficult to present a reasonable connection among their paragraphs. They only put the main ideas into the paragraph without expanding them, so their paragraphs are short and unclear. Consequently, the results of their writing are far from the goal.

Most English teachers find it difficult to teach writing because writing in English is not an easy task for most students. One of the problems faced by the teacher in teaching writing is that many students could not write in English well. The students could not start automatically their writing though a topic of writing has been given. In other words, although they have written several sentences, they find difficulty on how to continue their writing. These obstacles make the students frustrated, so they tend to stop their writing.

In fact, the problems come not only from the students but also from the teacher. The teacher does not give many opportunities for the students to practice their writing. The teacher also gives a limitation view about how to write well. Furthermore, the teacher could not give creative learning techniques in teaching writing. In fact, the students need new situation and new learning style to make them interested and comfortable in learning writing.

In field of teaching writing, the teacher must have good general knowledge, writing skill, and teaching technique which are appropriate with the students' needs and condition to make a good

communication between them. With a general knowledge, the teacher could explain and present many kinds of writing. The teacher having a writing skill could give the students an example of good writing. With teaching technique, the teacher could use an appropriate teaching technique making the students interested in learning writing. Therefore, the teacher must make many efforts to give new technique variety in teaching writing.

In different way, teaching technique becomes one of the important parts of teaching learning activities, especially in teaching writing. Teaching technique refers to a detailed list of rules or a guideline for any teaching activity. English teachers are responsible to choose the appropriate technique in order to solve the problems faced by the students in writing. For these reasons, the teacher should be creative to provide an alternative technique in the teaching of writing.

One of the techniques which could be used to foster students' writing ability is Round Robin Technique. According to Mandal (2009:7), Round Robin Technique is a technique for generating and developing ideas in a group brainstorming setting. It requires students to form groups of four to six. Then, teacher poses a question with many possible answers and gives time for the students to think about the answer. After the think time, the students take turns responding to the question. The students also need to write their presented ideas on a piece of paper. The activity continues, moving from member to member in sequence, until all students have participated.

Applying this technique is effective to help students gain more ideas because it

requires students to share their own ideas. In addition, it discourages comments which interrupt the flow of ideas. Round Robin Technique provides equal participation because it requires all students participate, including those who typically remain silent. The students become respectful to accept different points of view from their teammates. As a result, it could create many ideas which could be used to develop a piece of paragraph on a given topic.

Based on the background above, a research focusing on the use of Round Robin Technique in the teaching of writing is conducted. The participants of the research are the third semester students of Pancasakti University academic year of 2015/2016. It is aimed at measuring the effectiveness of using Round Robin Technique in the teaching of writing.

## **RESEARCH METHOD**

In field of research, there are two kinds of basic approach; they are quantitative approach and qualitative approach. Quantitative approach is based on the measurement of quantity or amount (Kothari, 2004:3). Therefore, quantitative approach was conducted in this research.

Quantitative data and statistical analysis are used to find out the effectiveness of using Round Robin Technique in the teaching of writing. The data was collected by using writing test. Then, the data was counted by statistical analysis to get the result of the research

This research was conducted to the third semester students of Pancasakti University academic year of 2015/2016. Two-group design was used in this research. In other words, there were two groups of the samples which are chosen randomly; the groups were experimental group and control group.

The experimental group was a group of students who were taught by using Round Robin Technique. Meanwhile, the control group was a group of students who were taught by using Four Square Technique. Then, a writing test was used in this research. It was conducted to experimental group and control group after both of the groups got the treatment. In the final stage, the data obtained was analyzed by doing t-test.

In this research, writing test was given at the end of treatments to collect the data. The test was given to both experimental group and control group. Then, the results of the test were aimed to find out whether students who were taught by using Round Robin Technique got a better writing achievement than students who were taught by using Four Square Technique.

Writing test in the form of guided composition was used. Topic sentences were provided for each paragraph. Therefore, the students needed to develop each of the topic sentence which consists of at least 30 words with their own words. The students had 90 minutes to finish writing test. Then, the result of the writing test was calculated by using t-test.

## **FINDING AND DISCUSSION**

Based on computing the data, statistical computation of t-test ( $t_o$ ) was 3.443. It was consulted with t-table ( $t_1$ ) on the significant level ( $\alpha$ ) of 5% and the degree of freedom (df) was  $30 + 30 - 2 = 58$ , so t-table ( $t_1$ ) obtained was 1.672. It proved that t-ratio was higher than t-table ( $3.443 > 1.672$ ). So that, the hypothesis of the research is clearly accepted. That means, students who are taught using

Round Robin Technique get a better writing achievement than students who are taught using Four Square Technique.

There were several problems faced by the students in the process of writing. Problem one was that the classes of this research were not mostly started at the first period, so the students might be stressed because of the assignment in the previous lesson. It might distract the creativity of the students in developing ideas and producing the text.

Problem two was that the students found it difficult to start finding the ideas. In this case, Round Robin Technique played an important role to generate ideas. The students could develop the sentences in their draft they created during the round robin activity. In addition, the topic sentences for each paragraph were provided to help them explore the ideas.

Problem three was about the students' understanding in grammar. The students found it difficult to write a text in a good grammatical order. Grammar is important in writing because it could make the text easier to comprehend. In this case, the students were always reminded the correct tense used in the text.

Problem four was about the mechanics of writing. Punctuation and capitalization were not used correctly. Furthermore, some students wrote incorrect words because they did not check them in the dictionary. In this case, the students were asked to consult to the dictionary to check the correct words.

The final problem was that the students still had problems dealing with inconsistent use of language. Many of them could not develop the main topic provided because they were lack of vocabulary. Word

choice in their writing was not quite good. In this case, they were asked to find the words in the dictionary and take a note.

Round Robin Technique had some advantages. It helped students generate many ideas for their writing. They could also develop their critical thinking. Round Robin Technique made the situation in the classroom livelier, so it prevented them from getting bored. In addition, the students were more confident in writing because they work in group.

The disadvantage of Round Robin Technique was that this technique could move slowly when it was more complex and required students to contribute longer responses. Furthermore, the students also felt pressured when they could not come up with new ideas. The students sometimes also talked unrelated things with their friends during the round robin activity.

Teaching writing by using Round Robin Technique was more effective than by using Four Square Technique because students who were taught by using Round Robin Technique got a better writing achievement than students who were taught by using Four Square Technique. Round Robin Technique gave the students new situation and new learning style to make them interested and enjoyable in learning writing. As a result, they did not feel frustrated in writing.

## CONCLUSION

According to the data analysis, the result of t-test ( $t_o$ ) was 3,443. It was consulted with t-table ( $t_1$ ) on the significant level ( $\alpha$ ) of 5% and the degree of freedom (df) was  $30 + 30 - 2 = 58$ , so t-table ( $t_1$ ) obtained was 1,672. It proved that the result of t-test was higher than t-table

(3,443 > 1,672). Therefore, the hypothesis of the research is completely accepted. It means that students who are taught using Round Robin Technique get a better writing achievement than students who are taught using Four Square Technique.

Effectiveness correlation of this technique could also be seen from the students' reactions during the process of learning. It made the students interested in learning writing because they found new learning style. Furthermore, the students did not feel bored because the situation in the classroom was livelier. They did not feel frustrated to produce the text. In other words, they found writing in the activity enjoyable. The students were also more confident in writing because they worked in group. In conclusion, Round Robin Technique could be used by the teachers as one of the effective teaching techniques in the teaching of writing.

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