

An Implementation Of A Modified Roundtable Technique Through The Zoom Breakout Rooms To Develop The Writing Skills And Motivation Of The Students In SMA 9 Bandar Lampung.

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Abstract

This work investigated whether students' writing skills has a significant difference after the implementation of the modified roundtable method based on the process approach through the Zoom breakout rooms, to know which aspects of writing specifically improved and to know if this technique has an ability in boosting the students' motivation in writing. During this research quantitative method was used in the form of pre-experimental design for 22 senior high school students of SMA 9, Bandar Lampung, Indonesia. The collected data of the pre- and the post-tests were differentiated through paired sample t-test to know the results. The results illustrated that during this research there was a statistical development in the students' writing achievements. In addition, the significant increases were in all 5 writing aspects (content, organization, vocabulary, language use, and mechanics). Furthermore, results of the motivation questionnaires proved that the implementation of modified roundtable technique also has ability in increasing students' motivation in writing consequently. It's proven that this technique clearly facilitates learning environments and entertains the students in learning language. The steps of writing, (pre-writing, drafting, revising and editing) guide the students to polish their writing abilities. When following these steps, the students eventually gain proficiency and practice on writing a quality text by focusing on all aspects of writing. In conclusion, the modified roundtable method based on the process approach through the Zoom breakout rooms not only improves the writing achievements but also boosts the students' motivation.

KEYWORDS: modified roundtable, Process approach, Writing, Motivation, Zoom breakout rooms, Quantitative, Aspects of writing

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I. INTRODUCTION

English language is known as the international language all over the world. Therefore most countries apply English language as a subject in the educational system so the young generation has benefits of learning English language in the future. Same like other languages English language has four skills. Those are Writing, Speaking, and Listening and Reading skills. Out of all them writing is one of the main skills that should be mastered. According to Raimes, 1983, in writing skills it is necessary that the students to be able to express their ideas in words, sentences, and texts by using eyes, brain and hands. According to Brown (2001) writing is like the way of life. Writing requires the ability in building coherent, grammatical and effective texts. Sometimes most writers are unable to build correct grammatical writings as they lack the knowledge about English grammar. In order to build a perfect scientific writing, one should be able to be knowledgeable in Writing. Been professional in Writing skill is considered as a must for students in Indonesia in order to finish their study. According to Mukminatien (2004:187) says that this happens due to the lack of exposure towards the use of English writing in daily lives. According to Richards and Renandya (2002) that writing is not just about organizing the ideas but translating the ideas too. Most students especially EFL scholars, try to translate their thoughts from their mother language to the English language considering the same pattern which may lead them in creating ungrammatical sentences. According to Tomlinson, 2003, another major problem is that many textbooks used in the schools discusses about the topics which are irrelevant to the students cultural background and that causes the students uninterested in writing because they lack the knowledge about the background of such irrelevant topics. Currently due to the outbreak of the Corona Virus which most recently happened the entire world turned upside down. Due to the vast transmission of this virus most countries were locked down

and they brought a new concept which is known as “work from home” so as a result people were advised as well as encouraged to do their own activities from their home.

In Indonesia also the government planned to shift the traditional classrooms into online classrooms, including the English as a foreign language (EFL) classroom. Therefore, as social distancing is considered as a must, the schools are left empty while the teachers and students continue the activities by following the work from home concept. So, these days online meetings control the education system. Therefore, technology plays a huge role during this pandemic as it can connect people easily even during the pandemic. These shifts have caused a lot of difficulties for the teachers (Satar, Akcan 2018). Teaching writing skills through the online platform is an extremely difficult process as writing requires practice. In order to teach the writing skills properly the researcher believes that it can be developed by using the Roundtable technique. According to Al-Yassen 2014, Roundtable method can be productive in teaching Writing skills. Based on Kagan (2009), the Roundtable technique is very important as the students take their turns and contribute themselves to the group. Congruent with Quinn (2004), the Roundtable technique is an effective strategy to make students express their ideas with each other. As stated by Barkley, Cross and Major (2005) Roundtable technique is a technique which the students take turns in writing words or phrases before passing the paper along to others who do the same. It is a written version of Round Robin technique. This technique is capable of making the students more active in the classroom. All students have a role and responsibilities within the groups. So all members of the group must be responsible to follow the instructions given. This active learning procedure leads the students in improving the writing skills. Therefore researcher tries to use the Round table method in the classroom. Although this technique helps the students to be much more motivated in studying in groups using this method isn't 100% efficient as it has limitations as its more to a student centered process.

Therefore the researcher combined the Roundtable method with another approach which is known as the Process approach as the Roundtable technique mustn't be placed alone as it has a lot of limitations. Based on Renandya (2002); Alodwan and Ibnian (2014); Palpanadan *et al.* (2014) ; Rusinovci (2015) and of Flora, Cahyadi, D.S., and Sukirlan, M. (2020) the modified roundtable technique based on the Process approach helps to solve the students problems at all stages of the writing Process (pre-writing, drafting, evaluating and revising). (Yan, 2014) claims that the Process approach has become a great option for teachers to apply in the class rooms because this approach mainly focuses on the connection of the writing topics to the students' experiences which makes the writing tasks more meaningful to students. Nunan (1991) claims that, the process approach focuses on the steps involved in creating a piece of work and the process in writing allows claims the fact that no text can be perfect, but that a writer will get closer to perfection by producing, reflecting on, discussing and reworking successive drafts of a text. Sun (2009) summarizes that process approach to teaching writing should be a process including several stages, namely prewriting, drafting, seeking feedback from peers or the instructor; revising on the whole-text level, reconsidering organization, deciding whether there is enough evidence, followed by revising at the paragraph or sentence level and “publishing” the final text. Process approach is a cyclical activity in which the students' composition must go through several stages such as: prewriting, writing, and post writing. According to Rusinovci (2015) the role of the process approach in the roundtable technique is systematic in directing the students to write cooperatively in a group. Due to the pandemic situation this technique had to be implemented online. Therefore the researcher chose the Zoom application as this application has an option known as the Zoom breakout rooms which it helps the teachers to break the class into different rooms which can provide group work. So, the researcher decided to apply the Modified Roundtable method online using the Zoom breakout rooms to see if there is any significant difference in the students writing skills or not, in order to know what aspects of writing skills are developed and in order to see if this technique can boost the students' motivation. The procedure of the modified roundtable technique based on the process approach through the Zoom breakout rooms which was implemented in the classroom is illustrated as follows.

At first teacher must group the students to different rooms randomly using the Zoom breakout rooms and in each room it's advised to appoint a leader and a wise leader. In each group each student must have a given number so that each student can take turns and contribute to the process in sequence. Next, the teacher should provide a certain topic (a famous person in this world) and each room can choose whom they're going to create a descriptive text about such as, (Ariana Grande, Justin Beiber and etc.). Next the students must be advised to create a list of things related to their topic in a limited time. Later on the teacher can ask them to create the draft. So each student could have a chance to add their ideas and together they could build a Descriptive text. Instead of using a paper students will type it in Zoom chat box or create Whatsapp group and type it there. The first student can type a sentence or more on the first item on the list and then pass the chance to the next. The next student takes the chance and read the first student's typing and continues to type his/her own sentences on the next item on the list. This process goes for two rounds.

After the drafting the typing must be revised with the support of the teacher such as by visiting each room and providing necessary feedbacks. Then, the students in each roundtable room produce a final text by

considering the structure of descriptive text by using looking at the draft. The teacher only allows each student to type one sentence. At first, a student types the first sentence of the text by looking at the previous draft and passes the chance to the next student. The next student rechecks and revises the first student's typing before typing the next sentence. This process continues for around two rounds. After it is revised the students work together in groups to correct the grammar, spelling, and punctuation errors of their work. At this time the students can edit the text by deleting the wrong ones and by adding correct words. After that the text is ready for publishing. This process is focused on correcting the final project of each group. Later on the teacher must collect all pieces of writings and provide feedbacks and the necessary corrections. And while providing the feedbacks, the teacher corrects each group's writings on the screen and makes the corrections on the screen itself so everybody see their mistakes. At the end the teacher provides scores for each group and for the group with the highest scores will get certificates.

II. LITERATURE REVIEW

Effective Writing

A successful writing has to fulfill the aspects of writing. According to Jacobs et al. (1981), there are five aspects that should be considered in checking a writing composition, which are known as contents, organization, vocabulary, language use, and mechanics. A successful writing has to fulfill these aspects of writing. According to, Hedge (1999) effective writing requires variety of things such as: a higher degree of organization, development of ideas and a higher level of accuracy, the use complex grammar a vast knowledge in vocabulary, grammatical patters and sentence structures which are suitable for the subject in order to create a style which is suitable for readers. The above mentioned things must be fulfilled in order to create an effective writing. Therefore this research will also try to make the students understand the aspects of writing in order to reach to their goals in writing.

Descriptive Text

Written description is the process of creating something in words. According to Oshima and Hogue (2007), "descriptive text is describing how something or someone looks in a written form" According to Knapp and Watkins,(2005) describing is a characteristic of narrative text, which develops a certain character, a place and a relevant themes. In addition, descriptive text describes how someone or something looks or feels. It is stated by Wardiman (2008), et.al "a descriptive text is a text that describes the Features of someone, something, or a certain place." Oshima and Hogue (2007), stated that "A good description is like a word picture", the reader must be able to imagine the person, object or the place which is described as if he/she saw it by his/her own eyes. A smart writer must be an artist who creates an imagination which can be imagined in the mind of the reader. Therefore writing a descriptive text is picturing verbal images in writing and arranging those images to make the reader feel the situation live.

The Roundtable Technique

The Roundtable technique is a co-operative learning technique. According to Barkley, Cross and Major (2005), students take turns in writing one or more words or phrases and pass the paper to the others. As mentioned earlier the Roundtable method is a written version of Round Robin activity. The Roundtable technique has a capability in making the students much more active and responsible while doing the process, as each student carries a responsibility in the group by contributing their ideas in the paper. This technique is pretty much efficient in improving the writing skills. This technique mainly makes the students brainstorm their ideas in the given topic and revise within the group. Students carry responsibilities in participating to these activities actively by following the rules. Roundtable method is an active learning strategy as the students' participation is higher than the teacher's participation in the classroom. Students are supposed to explore ideas and provide the necessary participation. This process can build the students' motivation and run the classroom properly.

The Process Approach

Process approach is known as a writing approach which helps the language learners in focusing on the process of writing while producing written products by them. In the end, the language learners must complete their writing products while paying attention to the process. This makes the learners gain better understandings about their abilities and find how to work on their writings. Through that the learners come to know what strategies are matching or suitable with their styles. According to Brown (2001, p. 336) "writing is a process of thinking. A writer is supposed to produce an outcome based on theirs thoughts during going through the thinking process".Brown (2010) quotes Elbow (1973:14-16) saying that writing must be thought as an organic, developmental process not as a way to transmit a message but as a way to grow and cook a message. Kroll (1990) also quotes Applebee (1986) saying that the process approach "provided a way to think about writing in terms of what the writer does (planning, revising) instead of in terms of what the final product looks like

(patterns of organization, spelling, and grammar)". In process approach, learners focus on achieving the learners' needs and expectations. During the activity, learners must make the most out of the abilities with the co-operation of teachers and the other in order to run the process it makes the learners feel much more motivated in transferring their thoughts and feelings into writings as there is plenty of time to revise their writings step by step. During each step the learners must be assisted by the teacher. In the process approach there are three main steps, they are: (prewriting, drafting and revising). Some experts used four steps such as (thinking, planning, writing and editing). Meanwhile, some use five steps such as (prewriting, drafting, revising, editing and evaluating). It depends on learners' level on which steps to use. During this study the researcher applied the 5steps of writing, (pre-writing, drafting, revising, editing and evaluating). According to (Brown, 2001, p.336) the process approach helps the students to manage their own writings by providing them a chance to think while writing. Through this process students transform their ideas and thoughts in written forms by using the writing process, with these steps. Brown (2001) mentioned that, the process approach is extremely useful for the learners in language learning. Because students create languages therefore; they must focus on the content and their own intrinsic motives. According to Raimes (1983), in process approach students try to explore a topic through the process of writing. It makes the students discover new ideas and new language forms. Therefore in order to improve students' motivation and also the capabilities in writing the researcher to use the process approach together with the roundtable technique as a modified roundtable method.

Motivation

According to Dörnyei and Ushioda (2013) motivation derives from a Latin word "movera" which means, "to move". Motivation does a great job in the process of learning any language. Language teachers fail to teach a language effectively if they do not understand the relationship of motivation in language acquisition. The motivation is known as the passion, which is needed in order to achieve certain goals. Learners with a higher level of motivation tend to do better than the learners with lower level. Those leaners that have a higher level of motivation are more goals oriented and attentive towards learning process. Usually, motivated students are more curious about the process which makes them highly motivated in participating to activities. Students have some abilities in them and they must believe in themselves. Teachers as the students' mentors must always motivate the students in the learning process. As mentioned earlier, teachers play a huge role in building motivation of the students. Especially, language teachers must always consider about the motivation of the students. If teachers create motivating environments in the classrooms students tend to gain positive motivation. Firstly, teachers must understand that each learner has different learning styles and expectations. Therefore, when teaching the teacher must be creative enough to tech the students in creative ways to achieve their goals. If it is taken into the consideration and implements the learning strategies then there's high possibility in making the students achieve their goals effectively. Simply motivation is the process which makes the students active in order to achieve their goals.

III. METHOD

In order to answer the above research questions the researcher applied a Quantitative method in the form of pre-experimental design.

Table 1 Pre-test and Post-test Design

Pre-test	Independent variable	Post-test
Y1	X	Y2

As shown in Table 1, this research was started by collecting the data of the students' writing achievement before the treatment. It was collected by administering a pre-test at the first meeting. The next meeting was the implementation of the treatment – the modified roundtable technique based on the process approach. It was used in three meetings. At the last meeting, there was a post-test to collect the data on the students' writing after the treatment.

Participants

The participants of this research were 22 eleventh grade students from SMA 9 Bandar Lampung, Indonesia. Based on the curriculum, they should have studied English grammar (simple tenses) and have adequate vocabularies. In addition, the learning objective, based on the curriculum used in senior high school, was to enable them to communicate in English using various kinds of texts and one of them was descriptive text.

Instruments

To gain the results the researcher applied instruments such as pre-test, post- test, pre questionnaire and post-questionnaire. On the pre-test students were required to write descriptive text bout their favorite idol which consists of 100-150 words. On the post-test the students were required to write descriptive text bout their mother. Both pre-and post-tests were done individually. The students had 60 minutes to write their descriptive text. Discussion during the test was highly prohibited in order to collect the data properly. The students' writings were scored by using the rubric of writing assessment, adapted by Heaton (1991) in order to have construct validity. According to the writing assessment scale, the students' writings were scored based on 5 writing aspects (content, organization, vocabulary, language use, and mechanics) by two qualified English teachers (researcher and the English teacher from the school). Testing the reliability of the writing test was based on the inter-rater reliability was used.

Meanwhile, in order to check the motivation level of the students a pre- questionnaire and a post-questionnaire were provided before and after the treatments. This Motivation questionnaire was developed by Setiyadi et al. (2019) and those questionnaires checked to know the students' motivation in learning English. The researcher changed some words to be used in Students' motivation in writing, and the questionnaire was composed of seventeen items on the Likert scale and the items of open-ended forms. Responses to items on a 5-point Likert scale were anchored with "1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Neutral 5= Strongly agree". This questionnaire was taken by 22 participants from the class to answer the questionnaire. SPSS 21 application was used in order to gin the results.

Data analysis

In order to answer the first and the second research question, the data was analyzed through the paired sample T-test by comparing the pre-test results and the post-test results. Meanwhile in order to answer the third research question the pre-questionnaire and the post-questionnaire were compared.

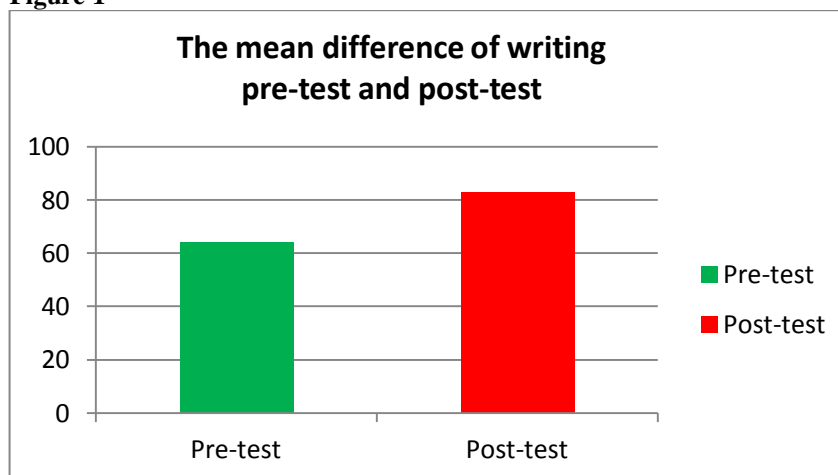
IV. RESULT AND DISCUSSION

RESULT

The results of this study were analyzed based on the following research questions:

1. *Research Question 1- Is there any significant difference in the improvement of students' learning progress while using a modified Roundtable technique in teaching written skills using the Zoom Break out rooms?*

Figure 1



The above figure 1 declares that the mean of the pre-test was 64,14and the mean of the post-test was 83,32. Difference of the mean was 19,182. This figure proves that the students' writing abilities generally developed after applying the modified roundtable method through the Zoom breakout rooms based on the process approach. In order to claim the results more accurately and significantly the obtained data were analyzed by the SPSS application to gain the p value and t-observed through the paired sample t-test.

Table 2 Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pretest	64,14	22	5,348	1,140
posttest	83,32	22	6,799	1,450

A paired t-test was used to analyze the significance level of both pre and post-tests. The analysis of paired t-test was done by using SPSS 21. It differentiates the average scores of the pre-test and the post-test. The researcher concluded that, it can be seen that the mean score of post-test is higher than the pre-test score, which means that there is an improvement of the students' ability in producing a descriptive written text after the implementation of the modified roundtable method through the Zoom breakout rooms in English language teaching.

Table 3 Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest Posttes	19,182	5,836	1,244	21,769	16,594	15,416	21	,000

On relevance with the table above it is clear that the t-score is 15,416 with 21 levels showing the significance 0.000. If the score included to (sig 0.000 < 0.05), it means that Ho is rejected and Ha is accepted. Therefore, the researcher concluded that the implementation of the modified roundtable method through the Zoom breakout rooms in writing descriptive text increased.

Table 4 Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 pretest & posttest	22	,561	,007

Based on the table, the correlation showed that 0.561 probabilities 0.007 were interpreted in the correlation between the improvements of the students' ability by using the modified roundtable method based on the process approach using the breakout rooms increased their written skills after the treatment in the teaching-learning process. Meanwhile, the students' skills improved step by step during the teaching and learning process. After the research was conducted by using the modified roundtable technique based on the process approach through the Zoom breakout rooms towards students' ability in producing written text successfully increased students' ability. It made the students motivated to produce the written text in order to promote themselves. It challenged the students to promote their writing skills together in groups. This modified roundtable method gave advantages to the students to gather many ideas in building a written text. They did not have many difficulties in gathering ideas as they followed the modified roundtable method. The modified roundtable method based on the process approach gave positive results towards the students' abilities. It could be proven by the result that the students became more interested and motivated in writing. It also aroused their self-confidence in writing. The discussion in this study is concerned with the students' ability in writing after treating the students with the modified roundtable method based on the Zoom Breakout rooms. Based on the analysis, it was found that after getting the treatment, the students' ability in producing a written descriptive text improved, although there were some mistakes that the students made related to grammar and punctuation, there were significant improvement in the content, organization and vocabularies. From the hypothesis, it is known that there is an improvement and a significant difference in the students' ability in producing written text after the treatment ($p < 0.05$, $p = 0.000$). It means that the hypothesis which was proposed was accepted. In other words, the implementation of the modified roundtable technique based on the process approach through Zoom breakout rooms in teaching writing can be used to increase students' ability in producing written text. The improvement can be seen from the mean of the pre-test and post-test scores. The mean of the pre-test score is 64.14 and the mean of the post-test score is 83.32. The gain score of pre-test and post-test is 19.8. Thus, the implementation of the modified roundtable technique based on the process approach through Zoom breakout rooms in teaching writing can be used to increase students' ability in producing written text as well as motivates the students to produce the written text much better.

2. *Research Question 2- What aspects of writing skills specifically improved?*

Table 5 Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	pre_content post_content	-4,364	4,337	,925	-6,287	-2,440	-4,719	21	,000
Pair 2	pre_organ post_organ	-2,773	2,224	,474	-3,759	-1,787	-5,848	21	,000
Pair 3	pre_vocab post_vocab	-1,864	2,494	,532	-2,969	-,758	-3,505	21	,002
Pair 4	pre_lang post_lang	-8,182	3,172	,676	-9,588	-6,776	-12,099	21	,000
Pair 5	pre_mech post_mech	-2,273	,827	,176	-2,639	-1,906	-12,890	21	,000

There were 5 aspects in writing ability; they are content, organization, vocabulary, language use/grammar, and mechanics (Tribble, 1996). In order to answer the second research question, the difference in the students' writing ability in each aspects of the pre-test and the post-test were measured and compared through the paired sample T-test. The results were shown in the above table.

Based on the table, it can be seen that there were significant differences in students' writing ability in all aspects. The p-values of content (0.000), organization (0.000), vocabulary (0.002), language use (0.000) and mechanics (0.000) are lower than 0.05. In addition t-observed of content (4.719), organization (5.848), vocabulary (3.505) language use (12.099) and mechanics (12.890) were higher than t-table (2.074). Next the calculation was also used to see how motivation affected each aspect of writing ability. It was looked at by different mean differences of the pre-test and post-test or the gain of each aspect. Highest mean difference or the highest improvement was seen in the mechanics 12.890, followed by language use in the second place bout 12.099, an organization with 5.848, followed by the content 4.719 and the least were vocabulary with a 3.050 mean. These differences have appeared for some reasons which will be elaborated below.

3. *Research Question 3-Is there any significant difference in the students' motivation while using a modified Roundtable technique in teaching written skills using the Zoom Break out rooms?*

The questionnaires were developed by Setiyadi et al. (2019) about motivational orientations. The questionnaire was composed of seventeen items on the Likert scale and the items of open-ended forms. Responses to items on a 5-point Likert scale were applied with "1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Neutral 5= Strongly agree".

However, the questionnaires were modified from the theory of motivational orientations by Setiyadi et al. (2019), and those questionnaires checked to know the students' motivation in learning English the researcher changed some words to be used in Students' motivation in writing, the researcher firstly checked the validity and reliability of the questionnaires. Therefore, the questionnaire could be used for taking the data from the participants. The validity test was conducted by using Pearson Product Moment and the reliability test was done by using Cronbach Alpha. This questionnaire was taken by 22 participants from class to answer the questionnaire. When the questionnaire was already valid and reliable, then the researcher conducted the normality test to know whether the data is normally distributed. Below is the result of the normality test.

Table 6 The result of Normality Questionnaire Tests of Normality

	Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result	Pretest	,140	22	,200*	,952	22	,350
	Posttest	,127	22	,200*	,943	22	,227

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table, it is known that the result of the questionnaire for the class which consists of students was normally distributed. It is shown by the significant level for the pre-test is 0.350 and for the post-test was 0.227, both of them are above 0.05.

Table 7 The result of Independent samples Test

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Result	Pretest	22	47,64	4,573	,975
	Posttest	22	63,32	6,614	1,410

Table 8 Independent Samples 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
Result	Equal variances assumed	1,866	,179	9,147	42	,000	15,682	1,714	-19,142	-12,222
	Equal variances not assumed			9,147	37,340	,000	15,682	1,714	-19,154	-12,209

According to the table, it presents that class had a different mean for its pre and post questionnaires. The mean of the pre-questionnaires that were given before the treatment was 47.64 and for the post questionnaires that were given after the treatment were 63.32. Therefore, it could be implied that there is an improvement in the motivation of the students.

Also, from the result of the independent sample t-test above, it is known that the significant level of the class is 0.000 and it is lower than 0.05 therefore it means that between the pre- questionnaire and post-questionnaire there is a significant difference. Furthermore, from the table, it is known also that the mean difference between the pre and post questionnaires was 15.894 and the t-level is 91.47. It can be implied that there is an improvement in the students' motivation after applying the modified roundtable method based on the process approach through the Zoom breakout rooms.

Based on the results it could be informed that there was a significant difference of the pre- questionnaire and post-questionnaire. It is shown by the significant level of 0.000 which is lower than 0.05 or the significant alpha. In addition, there were improvements in students' motivation in performing their writing abilities. It could be inferred that the implementation of the modified roundtable method affects students' motivation in writing. It means that the modified roundtable method successfully improved students' motivation in writing ability.

V. DISCUSSION

According to Lyons and Heasley (2006:13) "Writing is a clearly complex process". Lindsay (2000) stated that, "producing a coherent, fluent, and extended piece of writing is the most difficult thing to do in language regardless whether the language in question is a first, second or foreign". Which means writing process requires lot of attention, in order to create an effective writing. Therefore, the researcher used cooperative learning technique which is known as the Roundtable technique. As the Roundtable technique is a student centered method the researcher had to modify it using the process approach in order to make the treatments more effective. Student centered methods can be ineffective as the students themselves have to guide each other. According to Tribble (1996) the 'process approach' is 'an approach in teaching writing which focuses on the creativity of the individual writers, and pays attention to the development of good writing practices rather than the imitation of models'. So, through this statement it can be inferred that the process approach can develop the students' writing abilities gradually as the approach pays much attention towards the process. Brown (2001) claims written products are the results of thinking, drafting, and revising procedures that

require an important skill. Seow (in Richards and Renandya 2010:304) claims that “Writing consists of four basic stages; planning, drafting, revising, and editing.

Therefore during this research the students were asked to write a descriptive text following the steps of writing. According to the results obtained from paired sample T-test, it was found that p value (0,000) was lower than (0.05) and t-observed (15,416) was higher than t-table (2.074). It can be proven that there was a significant, statistical improvement in the students’ writing achievements after been treated by the modified roundtable technique based on the process approach through the Zoom breakout rooms. The modified roundtable technique based on the process approach through the Zoom breakout rooms makes the online writing classes much more enjoyable and effective. According to Flora, Cahyadi, D.S., and Sukirlan, M. (2020), it happens because they have experiences in sharing the ideas during each steps of writing. Basically, steps of writing helps the students to practice writing skills in the most effective ways During the pre-writing process each student takes their attempt to think about words or ides which are related to the given topic (a famous person, a place or etc.). Each of them contributes writes his/her ides and gives the chance to the next. During this process each student can see the ides from the previous ones. In accordance with Al Abed (1992) “the pre- writing stage encourages effective writing because it brings out originality, creativity, and personal awareness”. Meanwhile, Richard (1992) stated that “the more time students spend on pre-writing activities, the more successful their writing will be”.

On the (drafting) step, the process was carried out in the same way taking turns according to the sequence but in here they will try to create draft by contributing themselves with sentences. So each student had the chance to contribute to the draft to produce many sentences much as they’re based on the items which they mentioned on the previous list. The first student, writes a sentence, and passes the chance to the next. Next student reads it loudly and contributes writings to the draft. So the process goes on until they finish writing about the items mentioned on the list. During this step as the students are supposed to read the previous students’ sentence they won’t be only practicing writing but also pronunciation and reading skills too. Gaber (2003) declared that, “when writing their first draft, students should not expect perfection or even work towards it. The first draft should be considered as a further means of discovering ideas and what one wants to do”.

Next on the revising step the teacher checked the students’ work by visiting each breakout room and by giving them necessary suggestions. It has been mentioned by Noskin (2000) that, “revising is considered the heart of the writing process; are the means by which ideas emerge and evolve and meanings are clarified”. Some common mistakes made by students were: incorrect conjunctions, punctuation mistakes and grammatical errors.

During the next process the students had to create a final text in accordance with the draft. Each student had one chance to contribute to the final text by taking their turns. During the process, the students had to focus well on the generic structure when creating the descriptive text. Meanwhile, the teacher observed the rooms and joined each room to check the students. While the observation, the teacher noticed that the students were actively contributing them for the process and acted as mentors. Finally during the final step the students were asked to check their final text and try to edit their texts by checking the spelling, grammar, punctuation mistakes. Therefore, all the students acted as one and tried to check their group work. According to Stenlev and Siemund (2011), “students can simply solve their problems quickly by working in groups”. Most of them were motivated and were competitive as they wanted their work to be the best one. One common mistake made by the students was they used the word “she” for a male and it is supposed to be “he” instead of “she”. This might have happened because in Indonesian language the word “dia” is used for both “he” and “she”.

The results of the research proved that the students spent a plenty of time to practice their language skills. The steps of writing made the students writing activity complete as they practiced all steps of writing together. The Roundtable method motivated the students as they work together with their friends meanwhile, the combination of process approach made the made the process much more effective. In this process, students were brave enough to act as mentors and when one

Surprisingly, all aspects of writing were improved during this research. The steps of writing are responsible for making this process much more efficient in improving all aspects. The steps of writing, taught students how to create a perfect writing. The combination of the Roundtable method and the process approach did not just promote writing achievements but also the motivation level of the students. During the beginning of the process they weren’t that motivated in writing as just 12 students out of 22 joined the Zoom meeting. But as their motivation level increased with the treatment all of them joined the class on the next meetings. At the beginning the students weren’t that motivated and active. They just seemed very lazy and didn’t really focus much on the class. But as things got better with the treatment they tend to ask more questions and were lot more active than the researcher imagined. Even the results showed that there’s huge difference in students motivation levels before and after the treatments.

This finding was in accordance with a previous study of Flora, Cahyadi, D.S., and Sukirlan, M. (2020) who proved that the roundtable method combined with process approach can improve the students’ aspects of writing except the mechanics, but during this current study the highest aspect which was improved tend to be the mechanics aspect and all the other aspects improved too. It might have happened due to the different situations

and due to the different levels of competition of the students. Anyhow it did not disturb the message from their writing.

VI. CONCLUSION

According to the results of this research and the discussion that has been demonstrated, researcher concludes that the Modified Roundtable technique based on the Process Approach has a capability in significantly developing the writing skills in all aspects. Meanwhile this technique also has ability in boosting the students' motivation towards the writing process. The developments of the students' abilities are found from the results of the pre-test and the post-test scores. And also through the pre and post-questionnaires it can be clearly seen that there was huge development in the motivation level of the students. By implementing this technique in the classroom activity the students' gain positive impact towards writing abilities.

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