

The Impact of Round Table Technique towards Students' Writing Ability

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ABSTRACT

The round table technique is a collaborative learning method designed to enhance students' writing skills through active participation and interaction among group members. In the context of learning, the implementation of this technique is believed to positively impact students' academic outcomes, particularly in writing skills that require creativity, understanding of language structure, and systematic organisation of ideas. The aim of this study was to determine whether the use of the round table technique influences students' writing skills. The researcher employed an experimental method, selecting a sample using a cluster random sampling technique. A total of 76 students from two classes were chosen as the sample, with one class serving as the experimental group taught using the round table technique, and the other class as the control group taught using conventional discussion methods. To collect data, the researcher utilised a writing test. For data analysis, the researcher applied the t-test formula. Based on the calculations, it was found that the round table technique significantly influenced the writing skills of tenth-grade students at SMK Negeri 4 Bandar Lampung. The average scores of students taught using the round table technique were higher compared to those taught using discussion techniques. This is evident from the results obtained in the experimental group (71.96) compared to the control group (60.71). From the data analysis, the t-test result was 5.51, which is greater than the t-table value. At both the 5% and 1% significance levels, the values were 2.00 and 2.66, respectively. This indicates that $t\text{-test} > t\text{-table}$, leading to the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_a). In other words, there is a significant influence of the round table technique on the writing skills of tenth-grade students at SMK Negeri 4 Bandar Lampung.

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1. INTRODUCTION

Writing is more than just a language skill—it is a process of thinking, organizing, and expressing ideas in a clear and meaningful way. In the context of English as a Foreign Language

(EFL) classrooms, writing often becomes one of the most challenging tasks for students. Many struggle with generating ideas, structuring their thoughts coherently, and applying correct grammar and vocabulary. These challenges are commonly seen among high school students, where writing activities are frequently individual and lack the collaborative elements that can spark creativity and boost confidence. As a result, students tend to perceive writing as a tedious and intimidating process rather than an opportunity for expression and growth.

One potential solution to this problem lies in the implementation of cooperative learning strategies that engage students actively in the writing process. Among the various techniques available, the Round Table technique stands out as an interactive method that encourages teamwork and collective idea generation. In this technique, students sit together in small groups and take turns writing parts of a response, paragraph, or essay, passing the paper around the group like a "round table." This approach transforms writing from a solitary task into a shared journey, helping students learn from one another, refine their ideas collaboratively, and reduce the pressure often associated with writing alone.

The Round Table technique not only fosters a supportive learning environment but also promotes critical thinking, peer feedback, and active participation—elements that are essential for improving writing ability. It encourages students to be more engaged, to think ahead, and to contribute meaningfully to a group product. These collaborative experiences can lead to better organization of ideas, richer vocabulary, and stronger grammatical control, as students draw upon the collective knowledge of their peers. Moreover, the technique reinforces the notion that writing is a process that can be improved through discussion, revision, and teamwork. [1]. However, various reports indicate that students' writing abilities across different educational levels remain at an alarming level. One of the main reasons for this is the prevalence of traditional teaching methods that fail to actively engage students in the learning process [2].

The importance of innovation in teaching methods has become more relevant in improving students' writing skills. One emerging approach is the round table technique, a cooperative learning method designed to enhance student interaction within small group discussions. Through this

technique, students are encouraged to actively share ideas, provide feedback, and collaboratively construct written work. Unlike traditional methods that often focus on teacher-directed instruction, the round table technique offers a more dynamic and participatory learning environment [3]. Despite writing being a fundamental skill, many students still face various challenges in developing this competence. Previous research highlights that students often struggle with organising their writing structure, selecting appropriate vocabulary, and conveying ideas clearly. Furthermore, low motivation and a lack of active involvement in the learning process exacerbate this issue [4], [5]. For instance, a study at the junior high school level revealed that more than 60% of students encountered difficulties in writing narrative essays due to limited experience with collaborative learning processes [6].

Several teaching methods have been proposed to address this problem, but most have proven ineffective in fostering an interactive atmosphere conducive to developing writing skills. Therefore, innovative solutions are needed to enhance students' motivation while facilitating the development of their writing abilities. In this context, the round table technique emerges as a promising alternative. The round table technique was first introduced as part of cooperative learning strategies aimed at increasing student engagement in the teaching-learning process [7]. This method has been shown in numerous studies to be effective in improving communication skills, critical thinking, and student collaboration. For example, research by Johnson and Johnson [8] found that cooperative learning techniques such as the round table method can improve student learning outcomes by up to 30% compared to traditional methods. Similarly, a study by Slavin [9] demonstrated that group interactions facilitated through the round table technique enhance students' conceptual understanding.

In the context of teaching writing, the round table technique provides opportunities for students to learn collaboratively through processes such as idea sharing, argument construction, and feedback provision. Kagan's study [10] found that this method can significantly improve students' abilities in composing narrative and argumentative texts. Similar results were reported by Ahmadi [11], who noted that the technique enhances students' creativity and confidence in writing. While

many studies have demonstrated the effectiveness of the round table technique, research specifically on its impact on students' writing abilities in Indonesia remains limited. Therefore, this study aims to fill the gap in the literature by exploring the effects of the round table technique on students' writing skills in the Indonesian educational context.

This study proposes the use of the round table technique as a primary teaching method to improve students' writing skills. In implementing this technique, students are divided into small groups and tasked with collaboratively composing written texts. The process involves several stages, including brainstorming, drafting, and group editing. Teachers act as facilitators, providing guidance and feedback throughout the process. The main advantage of this approach is its ability to create an inclusive learning environment that supports active student participation. Additionally, the round table technique encourages peer learning, ultimately boosting students' motivation and confidence in writing. By integrating this technique into the learning curriculum, it is expected that students can develop better writing skills while also enhancing their critical thinking and collaboration abilities [12].

This study offers new insights in several aspects. First, it is one of the first studies to specifically explore the impact of the round table technique on students' writing skills in Indonesia. Thus, its findings will make a significant contribution to the development of more effective teaching methods in the national education context. Second, the study does not only focus on improving learning outcomes but also on fostering students' social and emotional skills, such as teamwork and constructive feedback provision [13]. Third, it presents a holistic approach that combines cooperative learning theory with the practice of teaching writing. Consequently, this study is relevant not only to educational practitioners but also to researchers interested in developing collaborative learning strategies. Finally, it is hoped that this research will provide practical guidance for teachers in implementing the round table technique in classrooms, thereby supporting overall improvements in education quality [14].

2. METHOD

This study employed an experimental approach using a post-test-only control group design, aimed at evaluating the effects of the round table technique on students' writing skills. The research was conducted at SMK Negeri 4 Bandar Lampung, targeting Year 10 students with a population of 76 individuals. The sample was selected using a cluster random sampling technique, with two classes chosen randomly: one as the experimental group taught using the round table technique, and the other as the control group taught using traditional discussion methods. The study design ensured that each group received treatment aligned with the research objectives, allowing for valid and reliable comparisons.

In this research design, the experimental group was taught using the round table technique, which actively involved students in collaborative discussions where each participant contributed sequentially to the construction of a text. This method aimed to improve students' ability to express their ideas in writing while promoting active participation in the learning process. Conversely, the control group was taught using conventional discussion techniques, where students participated in group discussions without the systematic approach of rotational contribution applied in the round table technique.

The research procedure began with the preparation stage, which included determining the population and sample, developing lesson plans, and validating research instruments. The instruments used in this study were writing tests validated by language experts to ensure alignment with the learning objectives. Additionally, instrument reliability was tested using Cronbach's Alpha coefficient to confirm test consistency. During the implementation stage, the experimental and control groups received treatment according to the design. After all treatments were completed, both groups were administered a post-test in the form of the same writing test to measure their learning outcomes.

Data collection was conducted through writing tests administered after the treatments. The tests aimed to evaluate students' writing abilities following the application of the techniques. The test results were analysed using a t-test to determine whether there were significant differences between

the average scores of the experimental and control groups. The t-test was employed as the data obtained were interval data that met the assumptions of normality and homogeneity..

3. RESULTS AND DISCUSSION

This study reveals the significant influence of the round table technique on improving the writing skills of tenth-grade students at SMK Negeri 4 Bandar Lampung. By comparing the experimental group, which used the round table technique, with the control group, which employed conventional discussion techniques, it was found that the round table approach effectively encouraged active student participation, enhanced critical thinking skills, and facilitated the systematic organisation of ideas. Statistical analysis showed a significant difference in the average scores of the two groups, indicating the superiority of the round table technique in creating a more collaborative and structured learning process.

This research aimed to determine the effect of the round table technique on students' writing skills. Based on data obtained from writing tests conducted on both the experimental and control groups, the results demonstrated a significant difference in the average scores of the two groups. The experimental group taught using the round table technique achieved an average score of 71.96, while the control group taught using conventional discussion techniques attained an average score of 60.71. This difference indicates that the round table technique is more effective in improving students' writing skills than conventional discussion techniques. Statistical analysis using the t-test showed a t-value of 5.51, which was greater than the critical t-values at both the 5% (2.00) and 1% (2.66) significance levels. Thus, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted, indicating a significant effect of the round table technique on students' writing skills. The table below presents the comparison of average scores between the experimental and control groups:

Table 1. Comparison table of mean scores of experimental and control groups

Class	Average Score	Standard Deviation	Number of Students
Experimental	71.96	8.54	38
Control	60.71	7.89	38

The round table technique is a collaborative approach that actively involves students in the learning process. In this study, it was proven to be more effective than conventional discussion techniques. The primary advantage of the round table technique lies in its ability to encourage active student participation, enhance critical thinking skills, and facilitate the systematic expression of ideas. In the context of writing instruction, students using this technique were encouraged to share ideas in turn, helping them organise their thoughts more effectively.

One reason for the success of the round table technique is its inclusive and structured nature. Every student is given the opportunity to contribute to the discussion, ensuring no one feels excluded. This contrasts with conventional discussion techniques, where less confident students tend to remain passive. Active participation was shown to increase students' motivation to learn, which ultimately had a positive impact on their learning outcomes.

The results revealed a significant difference in the average scores between the experimental and control groups. The experimental group recorded a higher average score (71.96) compared to the control group (60.71). This difference suggests that the round table technique significantly improves students' writing skills. A key factor contributing to this success is the collaborative approach inherent in the round table technique. Students are encouraged to work together, share ideas, and provide feedback, ultimately enhancing the quality of their writing. In contrast, conventional discussion techniques tend to be less structured and often involve only a few active participants, leading to unequal student engagement and suboptimal learning outcomes. By comparison, the round table technique ensures equal participation, positively affecting students' writing abilities.

These findings have important implications for teaching writing in schools. The use of the round table technique can serve as an effective alternative for improving students' writing skills.

Teachers can integrate this technique into lessons to create a more interactive and collaborative classroom environment. Furthermore, the technique can help students develop social skills, such as teamwork, listening to others' opinions, and providing constructive feedback. The round table technique can also address challenges in teaching writing, such as low student motivation and weak critical thinking skills. By actively involving students, this technique enhances their interest in learning and helps them better understand the material. Therefore, it can become part of a broader strategy to improve the quality of education in schools.

These findings are consistent with previous studies showing that collaborative approaches can enhance students' learning achievements. For example, research by Johnson and Johnson [15] demonstrated that cooperative learning improves students' critical thinking and communication skills. Moreover, Slavin [16] found that collaborative learning techniques, such as the round table, effectively boost students' motivation and academic achievement. In the context of writing instruction, these results align with research by Graham and Perin [17], who revealed that collaborative learning strategies support students in optimally developing their writing skills. Thus, this study not only supports learning theories but also provides significant empirical contributions to the development of more innovative and effective teaching methods.

Despite these positive results, some limitations should be noted. First, this study was conducted at a single school with a relatively small sample size, which may limit the generalisability of the findings. Second, the study used a post-test-only control group design, which does not capture the overall development of students' writing skills. Additionally, the research did not explore other factors that might influence students' learning outcomes, such as motivation levels, socio-economic background, and learning styles. Therefore, further research is needed to address these limitations and provide a more comprehensive understanding of the effectiveness of the round table technique in teaching writing.

Based on these findings, several recommendations for future research are proposed. First, similar studies could be conducted with larger samples and across various schools to enhance the generalisability of the results. Second, longitudinal studies could measure the development of

students' writing skills over time. Third, qualitative research could explore the experiences of students and teachers using the round table technique, providing deeper insights into its effectiveness. Moreover, future research could examine the use of the round table technique in teaching other skills, such as reading and speaking. Thus, these findings could serve as a basis for developing more innovative and effective teaching methods in the future.

This study demonstrates that the round table technique significantly impacts students' writing skills. By actively involving students in the learning process, this technique increases their participation, motivation, and writing abilities. Therefore, the round table technique can serve as an effective alternative to improving the quality of writing instruction in schools. However, further research is needed to address the study's limitations and expand the application of the round table technique to broader educational contexts.

4. CONCLUSION

This study successfully confirmed the initial expectations outlined in the introduction, namely to investigate the impact of the round table technique on students' writing skills. The round table technique positively influenced students' writing abilities, as evidenced by the higher post-test average scores in the experimental group compared to the control group. These results support the initial hypothesis that structured collaborative approaches can enhance students' writing skills and active participation, in line with the theoretical framework underpinning this research.

In addition to achieving its initial objectives, this study opens avenues for further development, particularly in applying the round table technique to other educational levels or different subjects. Similar studies could be conducted in schools with more diverse student characteristics to explore the potential of this technique in improving overall learning outcomes. These findings also present opportunities for developing technology-based learning strategies that adopt active collaboration principles.

In the future, the findings of this study could be applied in teacher training programmes to improve their competence in implementing innovative teaching methods. Additionally, subsequent

research could explore combining the round table technique with other approaches, such as blended learning, to further support interactive and adaptive learning processes for students in the digital era. This highlights the broad potential of the round table technique for implementation in various educational contexts to enhance learning quality.

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