ABSTRACT

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

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The present study aims to investigate whether developed roundtable technique based on process approach improves the students’ writing skill better than conventional roundtable technique, and to find out whether there is any significant improvement on the students’ learning motivations after being taught by using developed roundtable technique based on process approach. The samples of this research were 42 students at the tenth grade of SMAN 1 Pekalongan, East Lampung which were divided into two classes namely 21 students of X MIA 1 as experimental class and 21 students of X MIA 2 as the control. The data were obtained from the writing test and questionnaire. Independent sample t-test and Paired sample t-test in SPSS (Statistical Program for Social Science) 17.0 was used to analyze the data.

The results show that developed roundtable technique based on process approach improves the students’ writing skill better than conventional roundtable, since there is significant difference of Normalized Gain between experimental and control class. It is revealed that t-observed is higher than t-table (3.103>2.021) with the significance level less than 0.05 (0.004<0.05). As a result, the first hypothesis is accepted. Moreover, the students’ writing skills in both experimental and control class increase respectively in all writing aspects. However, the students in experimental class who are taught by using developed roundtable have a better improvement in the aspect of organization and language use than control class who are taught by using conventional roundtable. It can be inferred that developed roundtable technique based on process approach improves the students’ writing skills better than conventional roundtable technique especially in the aspect of organization and language use. Furthermore, the other result reveals that there is significant improvement on the students’ learning motivations after being taught by using developed roundtable technique based on process approach. It is revealed that t-observed is higher than t-table (10.507>2.086) with the significance level less than 0.05 (0.000<0.05). Thus, the second hypothesis is accepted. Moreover, the result also shows that the students’ intrinsic motivation more improves than extrinsic motivation. It can be concluded that developed roundtable technique based on process approach is also effective to enhance the students’ learning motivations particularly intrinsic motivation.