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Wassan Amer Taha

Tikrit University, Iraq, Iraqwasan.amer@st.tu.edu.iq

Nahida Taha Majeed

Tikrit University, Iraq

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Roundtable Technique and its Correlation with EFL Preparatory School Students' Achievement in Writing Hortatory Exposition Text

**Wassan Amer Taha, Department of English, College of Education for Humanities, Tikrit University, Iraqwasan.amer@st.tu.edu.iq*

Nahida Taha Majeed Department of English, College of Education for Humanities, Tikrit University, Iraq.

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Abstract

Foreign language instruction methodology has been varying over the years; however, there is no one single best technique to use in teaching English as a foreign language. The best language teaching method depends on several issues such as: learners' levels, learning processes, teacher competencies, and the aims of learning. The present study aims at investigating the effectiveness of using Roundtable Technique for teaching Hortatory Exposition Text (HET) to preparatory school students through:

- 1.Finding the average level of the fifth year-scientific preparatory school students' achievement in writing HET.
- 2.Finding whether there is any significant difference between the achievement of the experimental group and that of the control group, in writing HET.
- 3.Finding whether there is any significant difference between the students' achievement in writing HET at the recognition level and that at the production level, of the posttest.

Keywords: Roundtable Technique, EFL, Preparatory School Students', Writing Hortatory, Exposition Text.

1.1 Statement of the Problem

Language is the most important device which is used by people to communicate with each other orally or written. English language is one of the most essential languages in the world because it is considered the language of knowledge, technology, business, trade...etc. It also has become a compulsory subject in schools and universities around the world(White et al,1990:9). To learn a new language means to learn " a new culture, a new way of thinking, feeling and acting" (Brown, 2001:1). Therefore, many different methods and techniques are used to teach it.

As one of the language skills, writing is shone only when the other three language skills are excelled. It is the combination of process and product. It requires self-knowledge to express the thought process . On the other hand, students who do not have a good writing skill will find it difficult to get their message across. To be able to write, students must be proficient in grammar, punctuation, vocabulary, organization, and the mechanics of writing. Unfortunately, though the students have the knowledge in English but they find difficulties to express and write their thoughts. Therefore , teachers should be able to give opportunities to the students to write their ideas without being afraid of making mistakes (Berman and Cheng , 2010: 25-26).

Flora et al.(2020:149)state that in school, writing is like the way of life because it has an important function. It is needed for passing the course and mastering the subject matter. However, writing is still considered a difficult skill to be mastered. It is generally considered a complex skill for students and learning how to write a coherent, effective text is a difficult and protracted.

Learners of EFL may find that writing is the most difficult skill, the reason for this comes from complexity in vocabulary, syntac and spelling. EFL students need to use more practice to acquire this skill as a productive skill, in other side the teacher needs effective techniques to motivate students towards learning writing skill(Rao,2017:78).

In ELT, there are many techniques for teaching writing and there are some steps for teaching writing in relation to the ages, interests, and abilities of students. It is necessary to apply techniques for teaching writing to involve students in some communication work. One of the techniques that could be used by EFL teachers for teaching writing is called Roundtable Technique (RT, for short)

Implementing the RT as a cooperative learning technique, where each student writes one idea for a multiple ability task and passes his/hre paper to another colleague could facilitate the process of EFL writing Hortatory Exposition Text (HET, for short). Hence, the current study is an attempt to investigate the effectiveness of using RT for teaching HET to EFL fifth year-scientific Preparatory school female students.

1.2 Aims of the Study

The present study aims at investigating the effectiveness of using RT for teaching HET to the fifth year-scientific Preparatory school female students through:

1.2.1 finding the average level of the fifth year-scientific preparatory school students' achievement in writing HET.

1.2.2 finding whether there is any significant difference between the achievement of the experimental group and that of the control group in writing HET.

1.2.3 finding whether there is any significant difference between the students' achievement in writing HET at the recognition level and that at the production level, of the posttest.

1.3 Hypotheses of the study

Three hypotheses are supposed to be verified in order to achieve the aims of the study:

1.3.1 The average level of the EFL fifth year-scientific preparatory school students' achievement is within the theoretical mean scores of achievement, in writing HET.

1.3.2 There is not any significant difference between the achievement of the experimental group and that of the control group in the posttest.

1.3.3 There is not any significant difference between the mean scores of the students' achievement in writing HET at the recognition level and that at the production level of the posttest.

1.4 Value of the Study

The value of the current study is state, as follows:

1. This study could be valuable for EFL teachers through explaining the steps which should be followed for teaching writing to preparatory school students in terms of RT.
2. This study could be useful for preparatory school students; through creating positive learning situations, which will raise their achievement in writing HET.
3. Experimenting the role of the RT is essential in the process of teaching and learning HET as it is intended to defend a case against a particular position or viewpoint.

1.5 Limits of the Study

The present study is limited to the fifth year-scientific preparatory school female students who are studying **English for Iraq 5th Preparatory Student's Book** at AL-Maysaloon Preparatory School for Girls in the city of Tikrit / Salah El-Deen Governorate, during the academic year 2022-2023.

1.6 Operational Definitions of Basic Terms

1.6.1 Roundtable Technique

Roundtable is a technique that consists of two-step cooperative learning structures. In step one, the teacher asks a question with many possible answers and in step two the students respond in turn to make a list of possible answers for the questions.

1.6.2 Achievement

Achievement refers to what students have succeeded in writing English HET, especially after a lot of effort and practice .

1.6.3 Writing Skill

Writing is one of the most important skills that teachers should teach to the students by helping them put their thoughts into words in a meaningful form and to mentally interact with the message.

1.6.4 Hortatory Exposition Text

Hortatory exposition text is one type of written skill that students need to learn by using RT to help them solve their written texts' problems and improve their written achievement.

Section Two: Theoretical Background

2.1 Process of Writing

2.1.1 Nature of Writing Skill

Language skills can be separated into listening, speaking, reading and writing. Among the four skills, listening and reading are grouped as "receptive skills", speaking and writing are branded as "productive or expressive skills". Customarily, the productive skill is taken as an active skill and the receptive skill may be a passive skill (Cai,1999:279).

Writing is one of the four basic skills to be taught for the students. It is one way for the students to express their ideas. Through writing the students can transfer their experiences and knowledge to other people. So, they should be able to

produce sentences and develop them into paragraphs, essays, and papers. To make a good writing, a writer has to master the components of language: idea, spelling, vocabulary, punctuation and grammar. That is why the students should pay attention to the diction used and should be able to arrange their ideas or feelings in good arrangement. In the other words, the students should determine the rhetorical structure of the text in writing (Wahyuni,2017:88).

2.1.2 Importance of Writing Skill

Writing is very essential for many fields such as, education, business, government, and scientific. In business world, the importance of writing is used for appointment letter, memos, and application letters. In education, writing English is one of the four skills that have to be achieved by students at secondary, high schools, and universities(Hapsari,2011:10).

There is a close relationship between writing and thinking and this gives a great importance to writing in language. There are specific components to producing a clear and effective written text: content, the writer's process, audience, purpose, word choice, organization, mechanics, grammar and syntax (Raimes,1983:6).In schools, writing plays two isolated but complementary parts. First, it may be aptitude that depends on the utilize of procedures (such as, planning, assessing, and looking into content) to achieve a variety of goals such as, writing a report or expressing an opinion backed by prove. Secondly, writing could be a means of spreading and developing information in students. It acts as a subject-learning instrument (Shanahan, 2004: 66).

Klimova(2012:9) adds that writing skill is very important because it provides many benefits for students to: express one's personality, foster communication, develop thinking skills, make logical and persuasive arguments, provide a chance to afterward reflect ideas and re-evaluate them, provide and receive feedback, and prepare for school and employment.

2.1.3 Stages of Writing

Writing process is a complicated process, because the writing process needs cognitive abilities in recognizing some parts of languages to produce a qualified writing. In general it is done through two stages :exploring ideas and processing the ideas into readable texts(Hanum,2018:10).

According to Richards and Renandya (2002:314-319)and Peha (2010:40) writing process as a private activity includes five main stages, they are, pre-writing, drafting, revising, editing and publishing. The writing process in the classroom should be highly structured because it requires regular teaching. Teachers sometimes plan classroom activities that support learning writing skill at each stage. These stages are as follows:

1.Pre – Writing

The pre – writing stage is the planning stage of the writing process. In this stage writers have to decide what to write about. Pre-Writing will engage students in activities such as, giving pictures, a list containing words related to the required topic or using illustrative tools by the teacher that help them organize or generate an ideas for their composition. This stage is very important because it is the first step to writing any text, and if it is not good for the reader, it does not give him importance to continue reading.

2.Drafting

In this stage, students start writing by taking the activities mentioned in the pre-writing stage as ideas and organizing their ideas into written texts. In Drafting process students can work together or with the teacher to write focused notes for the writer to be more scholarly and accurate. Gray(1987:30) considers drafting as the process which acts of transforming ideas that are taken from pre-writing to print. In drafting process pre-writing materials is used as inspiration, the writer writes and writes some more to get everything done on paper as quickly and as easily as possible.

3.Revising

In this stage students review their writing. This stage focuses on improving students' writing by rethinking, paraphrasing, and revising their writing. Students apply their knowledge of language and sentence structure for better writing. Features of effective review are: word choice, paragraph structure, and organization. These features help the writer that its text is coherent and written accurately. Students keep the old version to compare their writing in order to make improvements to the idea.

4.Editing

Editing is a complex and demanding task. In this stage the draft should make flawless. Editing may be varied and can include proofreading, revising, paraphrasing to check the text and correct errors, make words clearer, and complete sentences more informative . The editing process may include different strategies, such as adding, deleting, and rearranging elements.

5.Publishing

Publishing entails the final preparation of a piece of writing for the intended audience and may involve preparing a neatly handwritten copy of the final draft and the addition of illustrations or other graphic elements. Publishing may extend to a multimedia presentation or lead to a public performance such as, a speech or debate. The presentation trait is emphasized during this stage of the writing process as the writer works to make the piece attractive to the audience.

2.1.4 Characteristics of Good Writing

Hapsari(2011:10-12) states that learners in writing should concern at least five aspects for good writing namely : unity, organization, grammar, word choice, and mechanics, as follows:

1.Unity: is an important element of the text to make it attractive for reading. If the text is about a specific thing or object, then all the sentences in the paragraph should talk about this object to express the paragraph in the appropriate meaning. It means that all the sentences refer to the main idea, or

the topic sentence of the paragraph. The supporting sentences which support the main idea should be interrelated and relevant to the topic sentence.

2. Organization: when writing a text, three main parts should be used: an introduction, a body (at least one, but usually two or more paragraphs), and a concluding paragraph. In this part, concern with organization of HET consisting of the thesis, arguments, and recommendation.

3. Grammar: Good writing must show correct grammar pattern; When writing a specific text, such as writing HET the rules for grammar which are related to this genre of writing should be used.

4. Word choice: word choice should have the correct vocabularies and correct word forms. Students have to choose appropriate words to express ideas in their writings.

5. Mechanics: they consist of punctuation marks, indentation, and capitalization of letters. When writing a paragraph, we must use correct punctuation marks. In order to use the correct punctuation marks, learners must concern with sentence structures. They also must concern with the indentation and capital letters. For example, indentation is used when making a new paragraph and a capital letter is used to start a sentence.

Laili(2019:16) adds two other characteristics for good writing, these are: coherence and cohesion .

1. Coherence: sentences are structured so that the reader can easily understand thoughts. This means that the sentences must be organized in a logical way and they must follow a specific plan for development. That is, the transition from one sentence to another must be logical and smooth. There are four ways to achieve coherence . The first two ways involve repeating key nouns and using pronouns that refer back to key nouns . The third way is to use transition signals to show how one idea is related to the text . The last way to achieve coherence is to arrange all sentences in a logical order.

2.Cohesion: to make the paragraph cohesion, the sentences must be connected to each other to support the ideas of the topic. Boardman and Frdenberg (2004:36) add that "a paragraph has cohesion when all the supporting sentences "stick together" in their support of the topic sentence. The methods of connecting sentences to each other are called cohesive devices".

2.2 Hortatory Exposition Text

2.2.1 Concept of Hortatory Exposition Text

Hortatory exposition text is one of text types in English ought to be learnt by learners in formal education nowadays. It is an argumentative text that involves thinking, evaluation, and persuasion. Hortatory exposition text may be a content type clearly focusing learners on the reason of argument; that is , putting forward a viewpoint and giving evidence to support it(Knapp and Watkins, 2005:191).

Hortatory exposition text represents writers' endeavors to have the addressee do something or act in a certain way. It also belongs to influential content. Influential content can be a frame of letters, web pages, formal speeches, essays, sermons, and reports(Mills&Dooley,2014). In other words, this kind of text can be called as argumentation. Hortatory exposition text can be found in logical books, diaries, magazines, daily paper articles, scholarly discourse or speakers, research report(Anderson and Anderson 1997:124).

Priyana(2008:161) states that a HET may be a type of talked or written content aiming to clarify the audience members or perusers that something ought to or ought to not happen or be done. Its goal is to induce the readers or listeners that something ought to or ought to not be the case.

In HET, the students learn how to share suppositions, ideas or contentions in shape of composing or talking. The understudies are required to have the sufficient information to support their thoughts about the given themes. This condition energizes the understudies to be able to create or expand their contentions in order to reinforce their clarification. It also persuades them to

think more critically about the issues that emerge in their everyday life (Hanum,2018:19-20).

2.2.2 Generic Structure of Hortatory Exposition Text

According to Kholis (2018:189-198) the generic structure of HET starting with a clearly expressed thesis. The thesis contains the position of the writer and the topic. In some cases, the thesis consists of one sentence expressing the topic will be discussed in body. It is followed by the argument stage, it contains the arguments of learners on the topic which are mentioned in the first stage. Here, learners think more critical in facing the problems stated in text, they can give a few agreements and disagreements based on their points of view. Then comes the final stage of HET is the recommendations. In this stage learners suggest advices and recommendations based on the issues from the thesis.

The difference of analytical and hortatory exposition is on the term of its generic structure in the last part that is called as reiteration in analytical exposition text and recommendation in hortatory exposition. The function of both is quite different. In analytical exposition, reiteration is used to give emphasize on the writer's opinion by restating point of view. While in hortatory exposition, recommendation is used to give advice or such a suggestion to the readers to make a choice by considering the presented arguments. In short the purpose of HET is to argue a case for against a particular position or point of view and it purposes a suggestion in the end of the argumentation (ibid).

Gerot and Wignell (1994) cited in Wahyuni, (2017:87-93) state that generic structure consists of thesis, argument, and recommendation. A thesis is an announcement almost the issues of concern. Following, argument is containing of the reason of doing something. Simply, the students got to give evidences, facts, and statistical data. Finally, recommendation is the articulation of what need to happen.

Husein and Pulungan(2017:4-5) add that the generic structure of HET has three components:

1. An introductory statement: It consists of the author's point of view, preview of the arguments that will follow in the next section, and a question or emotional statement to get audience attention.
2. A series of arguments to convince the audience: This part contains paragraphs to convince the readers or listeners to believe in the author and it supports his point of view. They are clarified as follow:
 - A new paragraph is used for each argument.
 - Each new paragraph begins with a topic sentence
 - After the topic sentence comes the details to support the arguments
 - Emotive words are used to persuade the audience into believing the author.
3. Recommendation: explanation of what ought or ought to not to happen or be done based on the given arguments.

2.2.3 Language Features of Hortatory Exposition Text

Hortatory exposition is a kind of text which represents the attempt of the writer to have the addressees do something or act in certain way . In order to enable the reader to get the purpose of the text , the writer is required to choose the suitable word and use appropriate sentence structures.

(Husein&Pulungan,2017cited in Yanwar,2020:13) and Febrianti(2022:19-21) state there are several language features of HET:

- a. focusing on generic human and non-human participants,
- b. using simple present tense,
- c. using conjunction, e.g. and, or, but, because, for, if, and when,
- d. using abstract nouns, e.g. culture, belief, consideration, etc.,
- e. using action verbs, e.g. value, talk, watch, etc.,

- f. using connectives, e.g. firstly, secondly, thirdly, etc.,and
- g. using modal auxiliaries, e.g. can, will, should, etc.

Zakiah(2020:16)adds that the language features of HET are:

- a. focusing on the writer,
- b. using abstract noun, policy, advantage, etc.,
- c. using action verbs, e.g. value,correct,clean, etc.,
- d. using thinking verb, e.g. think ,believe,expect,decide,hope,know,etc.,
- e. using modal adverb, surely, certainly, etc.,
- f. using temporal connective, firstly, secondly, etc.,
- g. using evaluation words, important, valuable, trustworthy, etc.,
- h. using passive voice.,and
- i. using simple present tense.

there are generic features for writing HET(ibid):

- a. Hortatory Exposition Text focuses on generic human and non-human participants, except for speaker or writer referring to self,
- b. It uses mental processes. It is used to state what the writer or speaker thinks or feels about something. For example: realize, feel etc.,
- c. It often needs material processes. It is used to state what happens, e.g. has polluted ,
- d. It usually uses simple present tense and present perfect tense, and
- e. Enumeration is sometimes necessary to show the list of given arguments: Firstly, secondly, finally, in the end, etc.

2.3Roundtable Technique

2.3.1Concept of the Roundtable Technique

This technique is a form of academic discussion in which the learners have equal right to participate in discussing a particular issue. Roundtable technique worked well in teaching writing to the students (Fidyati et al.

2016:3).McCafferty et al.(2006:42)state that RT promotes equal participation of the learners.This equal participation gives the learners an opportunity to learn together and solves their problems in understanding the subject matter.

Roundtable is a technique in which students take turns reacting to a prompt by composing one or two words, expressions, or sentences some time recently passing the paper along to others who do the same. Roundtable technique also encourages students to be active in the learning process. The structure requires all students to post, and limits a few group individuals from posting as well frequently. It means that in roundtable each student get to contribute his/her thoughts for the group's task. It too gives an opportunity where the students can get feedback on their task both from their friends and teacher. This technique encourages students to alter their composing in areas such as content, style, and vocabulary as they react and respond to the comments of the writers that preceded them((Barkley et al. 2005:235-245).

According to Handoko(2018:1) a RT can be used for brainstorming, reviewing, and practising while also serving as a team builder. Students take turns responding to a prompt with one or two words written on a paper before passing it on to the next student. Roundtable is most effective when it is used in a carefully sequenced series of activities. In Roundtable, the multiple answer encourages creativity and deeper thinking. This activity builds positive interdependence among team members because of the characteristics of an effective leader or the attributes of terrorism before these topics are formally introduced.

2.3.2 Steps of Roundtable Technique

Kagan and Miguel(2009:34), and Blanchard and Colgan(2010:2) state that there are some steps of RT, such as:

- a. Each group consist of 4-6 persons.
- b. The teacher assigns a topic or a question and provides think time.
- c. All four or six students respond simultaneously, writing, drawing or building something with manipulatives.

- d. The teacher signals time, or students place thumbs up when done with the problem.
- e. Continue until everyone has had a chance to answer at least once. If time keep going, students may be allowed to “pass” only once.
- f. Students pass papers or projects one person clockwise.
- g. Students continue, adding to what has been already completed.

2.3.3 Advantages of Roundtable Technique

Kagan and Miguel (2009:40) believe that Roundtable technique achieves some advantages in terms of academic and social points of view, i.e. assessing prior knowledge, practising skill especially writing skill, recalling information, creating cooperative art, teambuilding, and participation of all groups.

Khadafi(2017:57) states that the benefits of Roundtable are as follows : the responsibility of each group , the contribution idea in the group, more than just learning in group , expressed opinion , views as well as the results thought , and the thoughts of some students are better than other student ,so the text that produce will be better .

Stenlev and Siegmund(2011:2) add that RT as a cooperative learning has some advantages in implementing teaching and learning in the classroom, as follows:

- 1. A lot more done in a shorter amount of time.** One advantage of working in groups is that a problem can be solved more easily. In any time more than one person work together to solve any problem is usually more efficient. When working in a group it allows for people to think as one and help others, problem solving becomes easier when people work together.
- 2. Each member of the group has something unique to contribute:** listening to another person's ideas helps them to broaden their horizons and the saying "three heads are better than one" is definitely true.

- 3. Students are motivated by others in the group.** This consists of four domains. Reassurance from others and trusting their own- thoughts, Because of the group students do not give up on doing assignment and group keeps each other on hand, the last partner explains things that are not easily understood.
- 4. Emotionally:** Students relate to one another more easily than to a teacher and feel more comfortable asking their own peers questions because they are also on the same level. In addition the group creates a comfort area, the final is making the assignment or project more fun.
- 5. The social benefits.** The teaching social skills such as, cooperation, teamwork, and communication skills are useful in later life and also to learn to work together to achieve a common goal and how to solve problems together which is required in the workplace.

Section Three: Methodology

3.1 Population and Sampling

Richard and Schmidt(2010:443) define population as any set of items or individuals, that share some common and observable characteristics, and from which a sample can be taken. The population represents a group of individuals possessing one or more characteristics such as, age, academic achievement, etc. and that of interest to the researcher (Singh and Nath, 2007:33). Turner (2019:8) explains sampling as a chosen subset of the population which in a research study.

The target sample of the present study includes seventy-seven fifth year-scientific female students of the Al-Maysloon Preparatory School for Girls in Salahadin Governarate, during the academic year (2021-2022). The students are grouped into two sections : (A and B) . Sections (A) and (B) have been randomly selected to be the experimental and control groups whose total number is sixty-two. Section (A) consists of thirty-one students for the experimental group and section (B) consists of thirty-one students for the control group . Seven students are excluded from section (A) and eight students are excluded from

section (B) to be employed for the purpose of the pilot study . Therefore , the total number of the involved sample is sixty-two who represent 80.51 percent of its original population, as shown in table(3.1).

Table(3.1)

The Population and Sample of the Study

Group	No.of population	No.of Pilot Students	No.of sample students
Experimental	38	7	31
Control	39	8	31
Total	77	15	62

3.2 Instructional Material and Students' Instruction

The instructional material of the current study includes three units of "**English for Iraq**", for **5th Preparatory**. Unit one, two, and three are selected according to their sequence in the first course of their study. The Instruction of both experimental and control groups started on the 16th November 2021 and lasted for twelve weeks, at a rate of two lectures per week. The experimental group is taught English by using the RT, whereas the control group is taught without this technique, i.e. according to the traditional way, as follows:

3.2.1 A Lesson Plan for Teaching the Experimental group :

Class and section: fifth (A)

Date: 16th , November 2021

Time: 45 minutes

Topic: " The Internet "

Aim: Improvement writing HET.

Steps of presentation:

The experimental group has been taught writing HET according to the following steps :

1. Explain the structure of the RT in order to make the students understand what they have to do and make them understand the lesson well .
2. Explain what the students should learn from the topic and write on the board some questions about the topic as a brainstorming step.
3. Explain the main points about writing skill and how to write a composition, in general and HET, in specific.
4. Explain the meaning of HET and how to write it. Write in the board its generic structure and language features.
5. Divide the class into six groups, each group has five students and the last group has six students. Then , name their group by A , B , C , D , E , and F .
6. Ask students about the Internet and why people should not use it all the time. Also ask them about the advantages and disadvantages for using internet, and how to avoid its disadvantages. This activity will make students have background before read the presented topic.
7. Show them some pictures about the Internet and its uses.
8. The students of each group have one paper and one pen to write their ideas. Each student will writes her idea then gives her partner the paper for writing her idea and so on. The students try to explain their ideas aloud as they write them on the paper, for avoiding repeating their ideas in the other groups.

3.2.2 B Lesson Plan for Teaching the Control group :

Class and section: fifth (B)

Date: 16th , November 2021

Time: 45 minutes

Topic: "The Internet".

Aim: Improving writing composition.

Steps of Presentation

1. Students asked to discuss the topic , which has been previously presented..
2. Learners' attention is drawn to the topic title and to the given pictures , which reflect the text.
3. Ask students to read carefully each paragraph, which is being talked about the topic "The Internet" in their textbook .
4. Then, discuss the topic with students and ask them some questions about the topic.
5. The teacher supports the students' discussion and assesses their comprehension to ensure that all of them understand the topic , so that all students can completely understand the intended text .
6. Explain the main points about how to write a composition. Finally, the teacher gives the students a homework assignment about "the Internet" ,and asks them to write it in the form of composition.

3.3 Construction of the Achievement Test

An achievement test is a tool to measure the level of knowledge or skill students learned in school or college to determine the academic progress they have made over a period of time. In other words, a test is a way to measure "general knowledge" that would be useful inside and outside of the class(Kautz and Heckman,2014:3).An achievement test should support the teaching materials to which they relate. The primary role of an achievement test is to determine the achievement of the course objectives. It can serve as an indicator of features that a student needs to work on in the future (McNamara, 2000:6).

An achievement posttest is constructed by considering the content and behavioural objectives of the instructional material, as shown in table (3.8). The test consists of six questions. The total marks of the test is one hundred. Questions one,and three are scored out of ten, and each of question, two, four, five, and six is scored out of twenty .

The first ,second and third questions are related to the recognition level. Question number one includes two parts (A) and (B).Part (A) requires the testees to complete the paragraph with words from the given list, which includes five items. Each item is given one mark, and the total mark is five. Part (B) includes five items about some information included in their textbook. Each item is given one mark, and the total mark is ten.

Question two consists of (A) and (B) to measure testees' reading comprehension. Part (A) consists of five items,each item is given two marks and the total mark is ten. Part(B) consists of five items, each item is given two marks and the total mark is ten. The total mark of this question is twenty. Question three consists of five items for measuring students' knowledge about the meaning of the compound words.Two marks are given for each item, so the total mark is ten.

Whereas the fourth, fifth ,and sixth questions are related to the production level. The total mark of these questions are twenty. Question four consists of pictures that express an unhealthy case in the community. It requires the students to give an appropriate title to these pictures and to describe the bad effects of smoking on health in a form of a paragraph. Upon completion, the students mention their suggestions and recommendations to reduce this case.

Question five consist of (A) and (B).Part(A) ask the students to write a composition about their various uses of the mobile phone in terms of the information in their textbook as well as their personal opinions on this topic. Part (B) ask students to describe the advantages and disadvantages of E-learning and give their opinions and suggestions to reduce its negatives and develop it.Question six student watch pictures and write an email about pollution in Iraq and share their ideas with their friends to put suggestions to avoide it .

The posttest has been simultaneously administered to both groups (the experimental group and the control group) on the 15th of January, 2022. The allocated time for answering the test is sixty minutes. Later on, the test papers are collected to be scored.

An achievement test has been constructed, validated, its reliability obtained, its items analyzed, and then applied to the two involved groups of students at the end of the instructional period of the current study.

Table(3.2)

The Specifications of the Contents, Behaviours, Items, and Marks of the Posttest

Level	No. of Questions	Content	Behavioural Objectives	Scores
Recognition	1-A	uncomplete paragraph	to fill in blanks with suitable words	5
Recognition	1-B	WH/questions	to answer the given questions	5
Recognition	2-A	uncomplete items	to fill in the blanks with the suitable word	10
Recognition	2-B	uncomplete items	to choose the correct words	10
Recognition	3	Matching words	match the words with their compound nouns	10
Production	4	Unhealthy Cases	to describe the bad effect of smoking on health	20
Production	5-A	Mobile phone	to write the various uses of mobile phone	20
Production	5-B	Advantages and disadvantages of E-learning	to describe the advantages and disadvantages of E-learning	
Production	6	Pollution in Iraq	to write an email about pollution in Iraq	20

Section Four: Analysis of Data , Discussion of Results, Conclusions, and Recommendations

4.1 Analysis of Data

student's responses to the posttest have been analyzed statistically in order to verify the following hypotheses:

1. The average level of EFL scientific preparatory school students' achievement is within the theoretical mean scores of achievement, in writing HET.
2. There is not any significant difference between the achievement of the experimental group and that of the control group, in the posttest.
3. There is not any significant difference between the mean scores of the students' achievement in writing HET at the recognition level and that at the production level of the posttest.

4.1.1 Results Related to the First Hypothesis

Students' average Level of achievement in the Posttest

In order to verify the first hypothesis, the mean scores and standard deviation of the students' achievement in the posttest have been obtained which are 60.14 and 18.26, respectively. T-Test formula for two related sample is employed. Results indicate that the calculated t-value is 4.37, whereas the tabulated t-value is found to be 2.00, at the degree of freedom (61) and the level of significance (0.05), as shown in table (4.1). This means that there is a significant difference between the students' average level of achievement in writing HET and the theoretical level of achievement in the posttest, and in favour of former. Thus, the first hypothesis is rejected.

Table (4.1)

The Mean Scores, Standard Deviation and T-value of Students' General Achievement in the Posttest

No. of students	Mean Scores	SD	Theoretical Mean	T-values		DF	level of significance
				Calculated	Tabulated		
62	60.14	18.26	50	4.375	2.00	61	0.05

4.1.2 Results Related to the Second Hypothesis

Comparison between the Mean Scores of the Experimental Group and that of Control Group, in the Posttest.

To find out if there is any significant difference between the mean scores of the experimental group and that of the control group in the posttest, the mean scores and the standard deviations of the two groups have been obtained. Results show that the mean scores of the experimental groups is 75.32 and that of the control group is 44.96 . By using the t-test formula for two independent samples, the calculated t-value is found to be 11.89 , while the tabulated t-value to be 2.00 at the degree of freedom (60) and level of significance(0.05),as shown in table(4.2). This means that there is a significant difference between the achievement of the two groups,and in favour of the experimental group. Thus, the second hypothesis, is rejected.

Table (4.2)

The Mean Scores, Standard Deviation, and t-Value of the Two Groups in the posttest

Groups	No. of students	Mean	SD.	T-Value		DF	Level of significance
				Calculated	Tabulated		
EG.	31	75.32	7.75				0.05

CG.	31	44.96	11.90	11.89	2.00	60	
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4.1.3 Results Related to the Third Hypothesis

Comparison between the Experimental Group's Achievement at the Recognition Level and that at the Production Level of the Posttest

The mean scores of the students' achievement at the recognition level and that at the production level of the experimental group in the posttest are calculated and compared to find out whether there is any significant difference between them. The obtained results show that the students' mean scores at the recognition level is 40.53 and that at the production level is 34.79. The t-test formula for two paired samples is used and results show that the calculated t-value is 3.75 and the tabulated t-value is 2.04 at the degree of freedom (30) and level of significance (0.05), as shown in table (4.3).

This means that there is a significant difference between students' achievement at the recognition level and that at the production level of the posttest, and in favour of the recognition level. Therefore, the third hypothesis is rejected.

Table (4.3)

Students' Mean Scores, Standard Deviation and T-Value of the Experimental Group Performance at the Recognition and Production Levels of the Posttest

Group	No . of students	Mean	SD.	T-Value		DF	Level of significance
Recognition	31	40.53	6.77	calculated	Tabulated	30	0.05
Production	31	34.79	4.47	3.75	2.04		

4.2 Discussion of the Results

The obtained results of the current study show that the performance of the experimental group who has been taught by using the RT is better than that of the control group who has been taught by using the conventional method. This means that the RT has proved to be more effective in teaching the EFL fifth year-scientific preparatory school students writing HET.

It is concluded that the improvement of the students' performance in writing HET could be attributed to the role of RT in:

1. providing students with multiple opportunities to participate actively since they are motivated to take part in class activities and tasks.
2. strengthening classroom relationships.
3. integrating the four language skills.
4. improving students' confidence in their learning ability.
5. improving students' autonomy
6. using class time efficiently.
7. encouraging creativity, and helping students to understand, memorize and retrieve better.
8. enabling students to create, organize and better connect relationships between ideas, as well as, improve effectively the way students record information and enhance their retention.

4.3 Conclusions

The following points are concluded, in terms of the obtained results:

1. The achievement of the experimental group's students is better than that of the control group's students . This indicates that those students have positively responded to the suggested technique, and that RT technique is effective in stimulating the students and improving their ability in writing HET.

2. The RT helps students to understand, organize, and analyze the topic that they are required to write about it in the best way.
3. The use of the RT in the class is useful to improve the social interaction among students i.e. the students share information, participant their opinions with their colleagues in writing HET.
4. The use of the RT has increased the students' interest in writing HET . The students are more active , more interested during the learning process,and respond to the lesson well .
5. When RT was used , the teaching and learning process is described as : active learning and learner centered.

4.4 Recommendations

In terms of the obtained results and drawn conclusions , the following recommendations are put forward :

1. Specialists in teaching EFL are advised to use the RT in order to improve their students' achievement in various language skills .
2. Curriculum designers in the Ministry of Higher Education and Scientific Research are recommended to inform EFL student-teachers about the steps and characteristics of the RT for teaching writing.
3. Teachers of EFL should be involved in in-service training workshops that enable them to use the RT for teaching various language aspects to their students and also to improve their writing skill.
4. Preparatory school EFL teachers are recommended to use new and modern methods which promotes cooperative learning in their classroom.

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