

TEACHING WRITING PARAGRAPH USING ROUNDTABLE TECHNIQUE

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ABSTRACT

To facilitate writing paragraph in an effective, efficient and enjoyable way, a lecturer applied roundtable technique. The purpose of the research is to find out: 1). whether the implementation of the roundtable technique effective for writing paragraph, 2). the strength and weakness of the technique, and 3). students' response on the use of roundtable technique. After been applied to 30 students of Bina Sarana Informatika University semester 1 academic year 2025/2026 it was found out that the technique was effective to practice writing paragraph. After students were engaged to several practice on writing paragraph, finally their skill was improved. Roundtable technique created good learning atmosphere such as; peer learning, encouraging students to write on their own, building autonomous learning, fun learning, and resulting active learning. On the process of roundtable technique, students responded the activity positively. Since, the roundtable technique had contributed to the writing skill on paragraph, it is suggested to use roundtable to facilitate writing practice such as; writing types of text, essay, and other writing lesson. One paragraph, consist of objective of the research, research method, finding, and conclusion.

Keywords: EFL Students, Paragraph Writing, Roundtable Technique, Writing Skill.

INTRODUCTION

Writing a paragraph is a fundamental competence that someone could write a text. For beginner learners, writing English is considered as a difficult subject. They have to think the words choice to be arranged in a sentence, and from sentences, they need to organize into a paragraph. In order the learning writing effective therefore, a teacher should find a way of teaching so that the learning

activities run effectively, efficiently and enjoyable. The term enjoyable means that students enjoy doing the practice. The latest teaching writing is the used of process writing technique, where students are actively in writing exercise.

The researcher experienced that teaching paragraph to semester one (1) was hard. Many students of the English Department had difficulties in arranging the sentences into paragraph. The following problems arise when doing the writing practice individually, they include; a) they cannot explore their ideas, b) they cannot arrange the sentences into paragraph, and c) they cannot link from a sentence to another sentences. This situation makes students felt bored so that the practice could not make good result. One of the reasons was that students were not involved in the learning activities. The lecturer explained the nature and form of the paragraph such as the definition, the parts of the paragraph, and the contents, but lack of students' involvement. To make the students acquire writing skill, consequently, teaching writing should be fruitful to the students.

The researcher found out that some lecturers didn't apply the proper way of teaching writing. The lecturer taught how to write a paragraph but didn't involve the writing practice. It is a wise way, if the lecturer conducted a "practice session" that students could work, discuss, and learn together before the students do the writing practice individually. One way to write "a paragraph" in an interesting and free atmosphere is by applying one of the collaborative learning called "round table technique". Interesting and effective way is very important in teaching writing, since most students consider that writing is the most difficult and boring subject. Therefore, lecturer should find a technique that can be implemented in an interesting way. By using interesting technique, a lecturer can then give ample practiced to the students.

There are a lot of aspects that can influence writing practice they include; teachers, teaching method, and the technique used. To make students achieve the ability to write, lecturers should consider some elements such as principles and technique applied in the teaching writing. One important principle is that teachers should change their paradigm from teaching to learning. The class should involve students in the learning activity instead of listening to their lectures. To do this, the lecturer should implement a technique that enable students to do the learning activities on their own.

One of the essential techniques derives from collaborative leaning is that the "roundtable". Collaborative Language Learning (CLL) is used to facilitate students to increase the learning activities instead of teaching focused. By conducting CLL a teacher can engage students in the learning process including writing session. Richards & Rodgers (2011) said that "collaborative Language Learning (CLL) (which is also called as Cooperative Language Learning) is viewed as a learner-

centered approach to teaching held to offer -advantages over teacher-fronted classroom methods”.

As cited by Supriyono, in the Slavin (2015) that they are at least seven (7) types of technique implemented in CLL. They are among others; 1). Learning together, 2). Group investigation, 3). TAI (Team-Assisted-Individualization), 4). CIRC (Cooperatif Integreted Reading and Composition), 5). STAD (Student Teams-Achievement Divisions), 6). Jigsaw, and 7). Roundtable. For certain techniques are appropriate for teaching listening and reading, while certain techniques are effective for teaching speaking and writing skills.

Among the seven (7) types of cooperative learning, the writer is interested in using the “roundtable” technique for teaching writing. As described by Putra, A. (2021) that the roundtable is a learning model which focuses on student learning activities in small groups of participants. From individual to group performance student could express their ideas freely. By doing such an activity lecturer creates atmosphere that enable students to express their ideas and thoughts confidently. When such situation happens, it will be easier for the lecturer to have writing practice. Based on the reason and facts above, the researcher piloted the application of Roundtable Technique to to teaching writing paragraph for semester 1 Students of Bina Sarana Informatika University.

For the learning writing to be effective, the activities should be directed to the achievement of the objective. For this purpose, the following principles according to Sujianto, B (2016) should be taken into account. They include; “from process to result, lesson presentation, task or topic chosen, in class writing, writing assignment, and provide appropriate feedback and correction”. In short, the activity used should be encouraging and motivating so that students will feel easy and happy doing the practice. When the students are involved in a fun and enjoyable practice, they are unconsciously learning the language.

The research focused on how students express their thoughts and organize the idea in a paragraph writing. Though the writer did not neglect the accuracy of the grammar, this component was not become the focus. The research was held in The University Bina Sarana Informatika in semester one (1) academic year of 2025/2026. The writer had chosen 30 students to become the object of the research.

The objective of the research is to see whether or not the implementation of the roundtable technique effective for paragraph writing practice, to identify the strength and weakness of the technique, and to find out the students’ response on the use of roundtable technique during the learning activity as well as in the practice session.

RESEARCH METHOD

This study employed Classroom Action Research (CAR) using a qualitative descriptive approach to investigate the effectiveness of the Roundtable Technique in improving students' paragraph writing skills. The research was conducted at Universitas Bina Sarana Informatika during the first semester of the 2025/2026 academic year. The participants consisted of 30 first-semester students enrolled in an English writing course.

The research was conducted through three cycles, each consisting of four stages: planning, implementation, observation, and reflection. During the planning stage, the lecturer prepared lesson plans, writing materials, learning activities, and assessment criteria based on the Roundtable Technique. Before the collaborative writing activities, students were introduced to the principles of paragraph writing, including the structure of a paragraph, topic sentences, supporting sentences, and concluding sentences, using *Writing Academic English* by Oshima and Hogue (2012) as the main reference. After the explanation, students discussed the guidelines for writing effective paragraphs and were divided into small groups.

During the implementation stage, the Roundtable Technique was applied following the procedures proposed by Kagan and Kagan (2009) and Jacobs (2006). The lecturer assigned a paragraph writing topic and provided students with time to generate ideas individually. Each student then took turns writing one sentence related to the topic on a shared sheet of paper before passing it to the next group member. This process continued until each group completed a paragraph. Afterward, each group selected its best work and submitted it to the lecturer for discussion and feedback. The lecturer and the students reviewed the paragraphs by focusing on organization, coherence, grammar, vocabulary, and idea development. Based on the feedback, each group revised and refined its paragraph before submitting the final version. During the observation stage, students' participation, interaction, writing performance, and engagement in collaborative learning were observed. Reflection was conducted at the end of each cycle to evaluate the strengths and weaknesses of the implementation and to improve the teaching and learning process in the subsequent cycle.

The data were collected through classroom observations, students' writing assignments, field notes, and students' responses during the learning process. The students' writing products were evaluated based on paragraph organization, coherence, grammar, vocabulary, and idea development. Observational data were analysed descriptively to examine students' participation, collaboration, and engagement throughout the implementation of the Roundtable Technique.

The collected data were analysed using descriptive qualitative analysis by comparing students' writing performance and classroom participation across the three research cycles. The findings were interpreted to determine the effectiveness

of the Roundtable Technique in improving students' paragraph writing skills, as well as to identify its strengths, limitations, and students' responses to the learning process.

FINDING AND DISCUSSION

• Discussion on Paragraph Principles

The lecturer explained several points of writing a paragraph. Among of them are the content, sentence, and the format. As referent, the lecturer used After having discussion on the three points namely; a topic sentence, supporting sentences, and a concluding sentence, each group elaborate the topic sentence, the supporting sentences, and the concluding sentence.

The summary of groups' discussion result is as follow; Students could state the main idea of the paragraph by describing the topic sentence which is aimed at controlling the idea to be discussed. Therefore, the topic sentence should be developed by giving more information on the supporting sentences; the concluding sentence is made to indicates the end of the paragraph and leaves the reader with the important points to remember. Here is the result summary of the students' discussion.

1) The Topic Sentence.

A topic sentence is an important sentence in a paragraph. It shows what the paragraph is talking about. It is used as a guidance for both the writer and reader. The important things to write topic sentence are; the sentence should be complete one, it contains at least one subject and one verb, the sentence should contain a topic sentence and a controlling idea. The following is an example of a topic sentence.

Topic	controlling idea
On line shopping	needs accurate information on the products

Other examples of writing a topic sentence.

The decrease of Indonesian movies is due to several factors

Driving on mountainy road requires skill and alertness

People come from all over Indonesia pursue education

2) Supporting Sentences.

Based on the topic sentence, students elaborated the supporting sentences. Using On line shopping above, the students make a list on the information needed, e.g whether the merchandise has good quality, the price, the payment, review from other shoppers, etc. Finally, students put those lists above into some sentences to support the main topic.

3) Concluding Sentence

The students could elaborate the function of concluding sentence that is as reminder of the important points. They make concluding sentence some expressions such as In short, In brief, lastly, finally, therefore, etc.

Based on the result of the students, it indicates that students understand the theory of how to make a paragraph. To put the students understanding into practice the lecturer therefore, proceed to the writing exercise applying roundtable technique (stage 2).

• **Writing paragraph using roundtable Technique.**

Meeting 1

In this meeting students were asked to choose the topic themselves before practicing writing. However, in meeting 1, the lecturer chose “On Line Shopping” as a topic. It was done because the students were not familiar yet doing the roundtable technique. Besides, it was aimed at giving example on how students would do the activities, and for the sake of simplicity and clarity as well. Here is the summary of the lecturers’ activities in meeting 1.

- 1) Lecturer informed that students should write a paragraph about “On Line Shopping”. As an example of the topic sentence, the lecturer wrote: “On line shopping needs accurate information on the products” on the board. Based on the topic, students should brain storm a topic sentence and list three points that will be used in the supporting sentences.
- 2) Students conveyed orally to the lecturer about the topic sentence and three points to be elaborated in the supporting sentences.
- 3) After discussing and directing students’ proposal, the lecturer divided the class into groups of five, and asked each student to have a piece of paper.
- 4) Lecturer gave a signal to write the topic sentence on their respective paper, then asked each student in the group to pass their paper to student next to them.
- 5) Lecturer asked each student in the group to:
 - First continue “the topic sentence” by writing the first supporting sentence. then asked each student to pass their paper to student next to them.
 - Second continue to write the second supporting sentence, then asked each student to pass their paper to student next to them.
 - Third continue to write the third supporting sentence, then asked each student to pass their paper to student next to them.
 - And finally continue to write the concluding sentence.
- 6) Lecturer asked each group to choose the best paragraph by revising the paragraph (first revision) based on the consensus, then ask each group’s representative to write on the board.

- 7) Lecturer gave comments and correction on the written paragraph on the board, then asked each group to revise (second revision).
- 8) Lecturer asked each group to submit the revision and decided the best paragraph or gave correction to revise (final revision).

Meeting 2

Since the students have already known how to do the activity, in meeting 2, the lecturer asked students to choose their own topics by giving some themes for example education, sport, entertainment etc. However, the lecturer still facilitated the brainstorming activities in order to get better result. After having some discussion and agreement on the topic, the lecturer conducted the same activities as described in point 4) to 8) in meeting 1.

Meeting 3

In meeting 3, the lecturer asked students to choose their own topics themselves without much assistance from the lecturer. After giving opportunity to discuss the topic sentence and three points to students, the lecturer conducted the same activities as described in point 4) to 8) in meeting 1, and add one more activity: 9) Lecturer asked each student to make their own paragraph.

At the end of the meeting many students said they were still confused and faced difficulties in continuing the sentence to the next sentence. Therefore, the students requested to repeat the practice with the same topic.

In stage 2 meeting 3, the lecturer tried to asked students to choose their own topics, make an outline of the essay without much assistance from the lecturer. The outlines were handed to the lecturer for revision and approval. After giving opportunity to discuss the topic and to make the sentence, the lecturer conducted the same activities as described in point 2) to 7) in stage 2 meeting 1 and ended with activity 8). which each student must choose their own topic and make their own paragraph. To make more practice, each student is assigned to make other paragraph as home assignment.

• Findings.

During the practice in meeting 1 especially activity 5) and 6) the researcher found out some facts as follows.

- 1) Though the activities were not so smooth, however, each student was able to contribute their task and could result a paragraph.
- 2) Students were happy and eager to do the activity, sometime they laughed due to their awkward sentences.
- 3) Almost all paragraphs did not have good writing organization, it because students were not accustomed doing the activity yet so that they did not have good cooperation. However, the content of the paragraph was related to the topic.

- 4) They were still some grammar mistakes and wrong choice of words in the paragraphs; therefore, the lecturer did not give score to all students, but they were given good appreciation instead.

During the meeting 2, it was found out that the result on writing paragraph was quite good in some aspects as follows:

- a. Each student could make sentences related to the topic sentence. Some expressions on concluding sentence were used correctly.
- b. Students were active doing the activities so that the activity could run smoothly and finish in a short time.
- c. Had good writing organization, however there were still some mistakes in grammar use and wrong choice of words in the paragraphs.
- d. Each group had a good cooperation and could create cohesiveness; therefore, the students were happy doing the activity without any threat or hesitation.
- e. Though the lecturer made revision on grammar and dictions, but he gave score to all group on the average of -B.

The result summary of meeting 3 as follows:

- a. Each student could make better paragraph. The topic sentence was clear and correct, the supporting sentences were linked from sentence to another sentence and related to the topic sentence. Almost all students could make the concluding sentence well.
- b. Students were happy and active doing all the activities so that they could finish the task more quickly compared to meeting 1 and 2.
- c. Some minor spelling and grammar mistakes are still found also some wrong choice of words still occurred in the paragraphs.
- d. Each group had a good cooperation and could create cohesiveness.
- e. Though the lecturer still made revision, but the revision was not significant. In this meeting the lecturer gave good score to all group on the average of B+.

The result of this meeting showed some progress on certain points as follows:

- a. The process of activity 3) to 4) run smoothly. Each student could finish the paragraph though several students still had difficulties in using words to relate the supporting sentences. Some students had already applied some expressions on concluding sentences well.
- b. Students could complete writing the paragraph as discussed in the stage 1. Most paragraphs consisting five good sentences in term of grammar usage and spelling, but not the choice of words and meaning.

- c. Students were still struggling in connecting the topic sentence with the supporting sentences. Therefore, many students often repeat the sentences.
- d. Each group performed good cooperation that created a good atmosphere in doing the task. The students were serious, active, and happy doing the tasks.
- e. The lecturer's comments and correction were focused on the writing organization and how to link the sentences. To appreciate students' result, the lecturer gave score to all group on the average of B+.

The result summary of stage 2.

- a. The process of activity 2) to 7) run smoothly. Each student could finish the paragraph. The usage of words to relate the supporting sentences getting better. Some students had already applied some expressions on concluding sentences well.
- b. The grammar usage, spelling, and choice of words and meaning increased better in every sentence, mistakes were found insignificantly.
- c. Only few students who had difficulties in connecting the topic sentence with the supporting sentences.
- d. Each group performed good cooperation that created a good atmosphere in doing the task. The students were serious, active, and happy doing the tasks.
- e. The lecturer's comments and correction were focused the use words, expressing students' idea, and he organization of the sentence.
- f. Based on the assignment submitted by the students, the lecturer gave score to each student on the average of B+. From the score view point, the students' capability in writing essay improved significantly.

- **Other Findings**

- 1) Students' response

The response of the students was quite good. The students were willing to do the task enthusiastically and seriously. Students were cooperative both to their classmates and the lecturer.

- 2) Students' participation

The students participated well in group discussion as well as in plenary meeting. They were very active asking question, giving clarification and comments, as well as giving suggestion to the lecturer.

- 3) The strength and weakness of the roundtable technique

Roundtable technique provides equal participation among group members and facilitates students to express their opinions and ideas. It also helps students focus their attention, gives students opportunity to think about their thoughts in a free atmosphere. In addition, roundtable technique creates good cooperation and cohesiveness among group members, peer learning, and encourages students to use writing style and vocabulary. On the other hands, roundtable technique was good to be applied for writing paragraph.

CONCLUSION

Based on the findings of the implementation of the Roundtable Technique in teaching paragraph writing, it can be concluded that the technique was effective in improving students' paragraph writing skills. The students demonstrated significant progress in organizing and developing well-structured paragraphs. Their improvement was reflected in their ability to produce paragraphs with clearer organization, better coherence, more appropriate grammar and vocabulary, and more developed ideas. The technique can also be applied to teaching other types of writing, provided that students receive sufficient instruction and examples on how to organize and outline their ideas before writing.

The implementation of the Roundtable Technique also created a positive and collaborative learning environment. Group activities encouraged peer learning, active participation, autonomous learning, and meaningful interaction among students. The collaborative nature of the technique increased students' motivation and engagement throughout the writing process, making the learning experience more enjoyable and student-centered. Although the lecturer needed to provide detailed explanations of paragraph writing concepts and intensive practice before students became familiar with the technique, the overall implementation successfully enhanced students' writing performance.

Furthermore, the students responded positively to the implementation of the Roundtable Technique. They showed no resistance to the collaborative learning activities and actively participated in completing the assigned tasks. As students became more familiar with the learning procedures through repeated practice, they demonstrated greater confidence and enthusiasm in completing writing assignments both collaboratively in class and independently outside the classroom.

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