THE EFFECT OF TEACHING STRATEGIES AND SELF CONFIDENCE ON STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT IN AN INDONESIAN SCHOOL

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Abstract: In teaching writing, teaching strategy and students' self-confidence influence students' writing skill. The research was conducted to find out the effect of Roundtable Strategy and students' self-confidence on students' writing skill of descriptive text. The design of this research was quasi experimental with 2x2 factorial design. The population of this research was the VIII grade students of SMP Tri Bhakti Pekanbaru, 2015/2016 academic year. Writing test and self-confidence questionnaire were used as the research instruments. Then, the data were analyzed by using t-test formula and two ways Anova. The result of this research shows that (1) students who were taught by using Roundtable Strategy had better writing skill in writing descriptive text than those who were taught by using Three Phase Strategy. It was proven by the result of t-test which showed that $t_{observed}$ was bigger than t_{table}, (2) students with high self-confidence who were taught by Roundtable Strategy had better writing skill in descriptive text than those who were taught by using Three Phase Strategy, (3) students with low self-confidence who were taught by Roundtable Strategy had better writing skill in descriptive text than those who were taught by using Three Phase Strategy, and (4) there was no interaction between both strategies and students' self-confidence toward students' writing skill, where $F_{observed}$ (0.004) was less than F_{table} (3.39). In conclusion, Roundtable Strategy had a significant result on students' writing skill than Three Phase Strategy and there was no interaction between teaching strategies and students' self-confidence toward students' writing skill.

Keywords: *roundtable strategy, three phase strategy, self-confidence, writing*

INTRODUCTION

Writing is one of the language skills which should be mastered by the English learners. Through writing, people express their ideas in systematic way and follow the rules such as grammar in order to make people understand. Considering the importance of writing since it requires a higher level of productive language control than other skill, developing writing skill in EFL classroom is the priority. Based on the syllabus for the VIII grade of

the junior high school of English subject, the objective of writing is producing short monologue text. There are some monologue texts that are taught in junior high school, such as descriptive text, recount text, narrative text and procedure text. The researcher focused on descriptive text which is taught in the second year. Since descriptive is taught at the beginning of the first semester, it is good for the students to change their point of view about writing. As stated in the curriculum, the students are expected to be able to write a short descriptive text. In fact, the researcher found that there was a contradiction between the goal of the curriculum and the result.

Based on the researcher's observation which was done at SMP Tri Bhakti Pekanbaru, the researcher found most of the students thought that writing is the most complicated activity. The observation was including a small interview and the results of their writing test that mostly below the KKM which is 70. Seeing the data from the English teacher of grade VII at SMP Tri Bhakti Pekanbaru, there was found that only 16.81% of students from four classes that passed the KKM. This happen because the students thought that writing is not an interesting activity where they need to think and write. There were some factors that caused the problems in writing. The factors were; first, during the process of learning, students were bored. When it comes to writing activity, the students tend to avoid. It can be seen from the students' attitude in the classroom. Some students often ask for permission, and even some of the students were sleepy. In addition, the approach that was used in the classroom may not encourage the students' interest in the process of teaching and learning, especially in writing activity. Interest is a kind of motivation for the students where they would be encouraged to do the activity, but in fact they didn't get it.

Secondly, the students faced the difficulties in gaining idea and put it in written forms. Many of the students confused about what to write. It was difficult for them to find the topic or the idea to be put on the paper. This situation gave them a chance to talk with others instead of focus in order to gain the ideas. From this situation, it can be seen that there were not enough facilities or no supported environment where the students could share their ideas or even having a worthy discussion that is related to the task. The students are not accustomed to share their ideas or even develop their knowledge by listening to others. This situation is related to their belief on their ability. It results a low motivation, self-confidence and also their ability. The students' self-confidence affects their activity in gaining such ideas in order to complete their writing. In the classroom, the students' level of self-confidence may vary but it can be classified into high self-confidence and low self-confidence.

Thirdly, there is students' limitation of vocabulary and grammar. Students' limitation of vocabulary influences their ability in employing ideas in writing. Besides that, the weaknesses of grammar caused the students have difficulties in arranging some words into sentences and sentences into paragraph. Therefore, if the students do not like to learn English, they would not be motivated in speaking, listening, reading and writing. The students do not want to go to in front of the classroom and participate in learning English. At SMP Tri Bhakti Pekanbaru, the English teachers apply Three Phase Strategy in teaching writing. A strategy which consists of some stage doesn't foster the students'

confidence individually. Seeing this situation, it can be seen that Three Phase Strategy which is used by the English teacher does not make a significant improvement on the students'. Three Phase Strategy doesn't support the students' writing ability. This is the reason why the students' writing ability is still low. Moreover, it is assumed that more effective teaching strategy will solve those problems. One of the appropriate teaching strategies of writing is Roundtable Strategy.

Olson (2008: 15) states that Roundtable Strategy is a strategy in which students take turns contributing answers in a group. This strategy encourages students to listen actively to peers, and add information to build on the ideas of others. Olson adds that roundtable is usually being used in written form. In addition, Kagan and Kagan (2009: 6.34) define Roundtable as a strategy where the students sit in teams, they write a response on their own piece of paper. In teams, students work together to solve problems or make a contribution to a project. Students pass the paper clockwise so the teammates can add the response.

Roundtable requires each student in a group to have input. It made the students try to get involves in the activity or in completing the tasks. Kagan (1985) explains that roundtable is designed to create a positive team identity and a willingness to work in teams. The students may be more comfortable with their peer and it makes them learn more by discussing with other member of the group. Group discussion is a good environment for the students in order to increase their self-confidence. Through Roundtable strategy, the team member will support each other. It is also a kind of motivation, especially for low-achieved students.

In Roundtable Strategy, students are divided into groups of four or five and each group prepares a pen and paper. Then, the teacher poses a topic by showing picture. After a while, students take turn to write the ideas. Students develop the list into a good descriptive text. After sticking their work on the wall, other group checks and tries to find the mistake. After that, the owner group revised when needed.

The students' writing skill can also be influenced by their self-confidence. Self-confidence is a path where the students brave to try and having a belief that they are able to finish the task. Ozbey in Haydar et all (2010; 1205) states that self-confidence is an individual's recognition of his own abilities, loving himself and being aware of his emotions. Furthermore, Manning and Ray (1993; 180) define self-confidence as calmness and assertiveness during social interaction. Self-Confidence might affect their activity in finishing the task given by the teacher. There is a feeling of certainty in doing something without any fear or afraid of making failure. Self-confidence is the most significant in language-learning (Ebata, 2008). Self-confidence provides learners with the motivation and energy to become positive about their own learning. It also creates the drive in them to acquire the targeted language, enjoy the learning process, and experience real communication.

Seeing the phenomenon above, the purpose of the research can be stated as follows:

1. To find out whether Roundtable strategy is more effective that Three Phase Strategy in teaching writing to the second grade students of SMP Tri Bhakti Pekanbaru.
2. To find out whether there is an interaction between teaching strategies and students' self confidence in teaching writing to the second grade students of SMP Tri Bhakti Pekanbaru
3. To find out whether students with high self-confidence who are taught by Roundtable strategy have better writing skill than those who are taught by Three Phase Strategy
4. To find out whether students with low self-confidence who are taught by Roundtable strategy have better writing skill than those who are taught by Three Phase Strategy

RESEARCH METHODOLOGY

Research Design

The type of the research is quasi experimental research. In choosing the sample, the researcher used cluster random sampling. In conducting the research, the researcher used two instrument; writing test and self-confidence questionnaire. After collecting the data from both instruments, those data are analyzed by using t-test and two ways ANOVA which is aimed to observe whether there is an interaction between teaching strategies and students' self confidence in writing descriptive text. The strategies that are used are Roundtable Strategy and Three Phase Strategy. There were two groups in this research, an experimental group and control group. The group in this research is called class. The strategy used in the experimental class was Roundtable, while Three Phase Strategy in control class that was commonly used by the teacher.

The researcher formulates the working hypotheses as follows:

1. Roundtable Strategy is more effective than Three Phase Strategy in teaching writing to the eight grade students of SMP Tri Bhakti Pekanbaru.
   H_o: Students who are taught by Roundtable Strategy do not have better writing skill in descriptive text than those who are taught by Three Phase Strategy
   H_a: Students who are taught by Roundtable Strategy have better writing skill in descriptive text than those who are taught by Three Phase Strategy
2. There is an interaction between both strategies and students' self-confidence toward the students' writing skill in descriptive text.
   H_o: There is no interaction between both strategies and students' self-confidence toward students' writing skill
   H_a: There is an interaction between both strategies and students' self-confidence toward students' writing skill
3. The students with high self-confidence who are taught by Roundtable Strategy have better writing skill in descriptive text than who are taught by Three Phase Strategy.

H_o: Students with high self-confidence who are taught by Roundtable Strategy do not have better writing skill in descriptive text than those who are taught by Three Phase Strategy

H_a: Students with high self-confidence who are taught by Roundtable Strategy have better writing skill in descriptive text than those who are taught by Three Phase Strategy

4. The students with low self-confidence who are taught by Roundtable Strategy have better writing skill in descriptive text than who are taught by Three Phase Strategy.

H_o: Students with low self-confidence who are taught by Roundtable Strategy do not have better writing skill in descriptive text than those who are taught by Three Phase Strategy

H_a: Students with low self-confidence who are taught by Roundtable Strategy have better writing skill in descriptive text than those who are taught by Three Phase Strategy

Setting and Participants

The population of this research was eighth grade students of SMP Tri Bhakti Pekanbaru in the academic year 2015/2016. The total number of the population was 114 students who are divided into 4 classes, $VIII_1$, $VIII_2$, $VIII_3$, and $VIII_4$.

The researcher used cluster random sampling in choosing the sample. Gay (2009:129) says that "cluster random sampling is the process of randomly selecting intact groups, not individuals within the defined population sharing similar characteristics". Another consideration of the use of cluster random sampling was because of its practicality and time efficiency.

In this research there were two classes as sample. The samples were taken randomly from four classes. Before deciding the experimental and control class, the researcher has done the normality and homogeneity testing of the population. The score was taken from the result of the small test. This is based on the consideration that only one teacher who teach the eighth grade and used the same test. After finding out the population was distributed normally and homogeneity, the researcher used lottery to decide experimental and control class. Furthermore, the result of the questionnaire has been used to classify each class into high self-confidence and low self-confidence.

Data Collection Method and Analysis

Before the test and questionnaire were given to the sample classes, the researcher tried out them first to another class which had the same level as the sample classes and would not get involved in this study. The purpose of the try out was to know the validity and reliability of the questionnaire. The researcher distributed the questionnaire before the treatment was given. Before answering the questionnaire, the researcher guided the students how to answer the questionnaire. The questionnaire was distributed to categorize the students into high self-confidence and low self-confidence. While, for the pre-test of

the writing skill was to know the writing ability of the students before the treatment. So, the data of this research were the score of students' self-confidence questionnaire and the score of students writing skill. Before testing the hypothesis, the data has been analyzed prerequisite analysis which is test of normality and homogeneity. In analyzing the hypotheses, the researcher used t-test for first, third and fourth hypothesis, while the second hypothesis used two ways ANOVA (Ferguson, 1976; 256).

FINDINGS

All the data needed in this research had been collected by the researcher. The data were collected from writing test and self-confidence questionnaire conducted at grade VIII of SMP Tri Bhakti Pekanbaru.

In scoring the writing test, the researcher was helped by the English teacher of SMP Tri Bhakti Pekanbaru, the researcher as the first scorer, and the English teacher as the second scorer. In giving the score, both scorers fill in the form based on Brown's scoring rubric. The average score from both scorers would be taken as the students writing test score. As general, the result can be seen as follow:

The Summary of Students' Writing Ability in Experimental and Control Class

Class	N	Mean	Max	Min	SD	Var.	Sum
Experimental	28	68.14	86	50	9.55	91.24	1908
Control	28	63.43	78	54	7.03	49.44	1776

The result of self-confidence questionnaire was sorted from the highest to the smallest. Then 27% of upper students were classified as high self-confidence and 27% lower was classified as low self-confidence (Chadha, 2009:102). Therefore, there are 7 students who have high self-confidence and 7 students who have high self-confidence from the 28 students in experimental class. Since the number of students in both experimental and control class are the same, so there are also 7 students classified as high self-confidence students and 7 students classified as low self-confidence. The result of students' self-confidence of each category of self-confidence in both classes can be seen as follow:

The Summary of Students' High and Low Self-Confidence in Both Class

Class	Self Confidence	N	Mean	Max	Min	SD	Var	Sum
Experimental	High	7	54.14	58	52	2.27	5.14	379
	Low	7	37.28	41	34	2.29	5.24	261
Control	High	7	55.57	57	55	0.79	0.62	389
	Low	7	40.57	44	36	2.99	8.95	284

This research was conducted in 12 meetings for each class. Before testing the hypothesis, the researcher did the pre-requisite analysis and found out that both data were normally distributed and homogeneous.

Hypothesis 1

The first hypothesis is tested to know whether the students who were taught by using Roundtable Strategy have better writing skill than the students who were taught by using Three Phase Strategy. The results can be seen below.

The Summary of Students' Writing Ability T-test in Experimental and Control Class

Strategy	$t_{observed}$	t_{table}	Conclusion
Roundtable Three Phase	2.103	2.004	$t_{observed} > t_{table}$ H_a is accepted

The table above shows the data from both experimental class which was taught by using Roundtable Strategy and control class which was taught by using Three Phase Strategy. The result of the t-test is 2.103, while the t_{table} is 2.004. $t_{observed}$ is higher than t_{table} ($t_{observed} > t_{table}$). It means that the null hypothesis (H_o) is rejected and alternative hypothesis (H_a) is accepted, or the students who were taught by Roundtable Strategy have better writing skill in descriptive text than those who were taught by Three Phase Strategy.

Hypothesis 2

The second hypothesis is tested by using Two Ways Anova SPSS 17 in order to know whether there was an interaction between the students' self-confidence and the teaching strategies (Roundtable Strategy and Three Phase Strategy). The result of analysis can be seen on the table below:
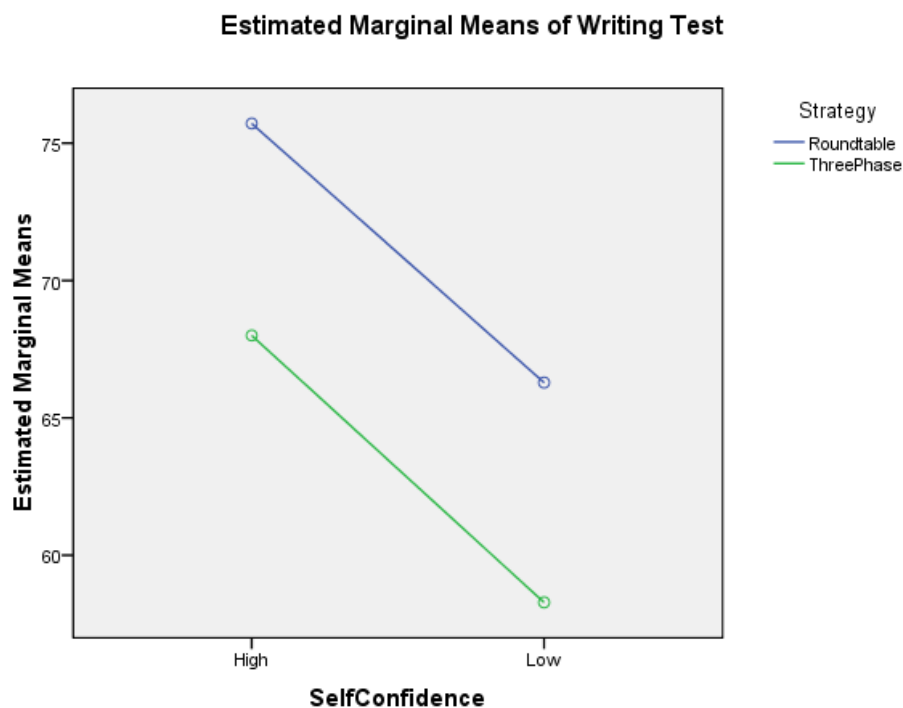
The Result of Two Ways Anova

Source	Type III Sum of Squares	Df	Mean Square	$F_{observed}$	F_{table}
Inter-row (Strategies)	432.143	1	432.143	11.245	3.39
Inter-column (Self-confidence)	641.286	1	641.286	16.688	3.39
Interaction	.143	1	.143	**.004**	**3.39**
Error	922.286	24	38.429		
Total	127956.000	28			

The third row in the table of Anova above shows the $F_{observed}$ is 0.004 and the score of F_{table} is 3.39 ($F_{observed} < F_{table}$), with the significant value 0.952 which is higher than α 0.05 (sig > α). So, it can be said that there is no interaction between both strategies and the students' self-confidence towards the students' writing skill. It means that the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected.

It is also proved when it is figured in a chart that there are two ordinal lines in different position. It indicates that in order to improve students' writing skill can be done by applying Roundtable Strategy. As can be seen on the following chart:

The Chart of Strategies and Students' Self-Confidence Interaction

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The above shows that there are two lines which indicate two strategies. The two lines do not intersect or do not cut one another, which means that there is no interaction between the teaching strategies and the students' self-confidence.

Hypothesis 3

The third hypothesis is tested to know whether the students with high self-confidence who were taught by using Roundtable Strategy have better writing skill than the students who were taught by using Three Phase Strategy.

The Summary of Students' Writing Ability T-test in Experimental and Control Class who have High Self-Confidence

Strategy	$t_{observed}$	t_{table}	Conclusion
Roundtable Three Phase	2.219	2.178	$t_{observed} > t_{table}$ H_a is accepted

Data description from the table above shows the data of the students who have high self-confidence from both experimental class which was taught by using Roundtable Strategy and control class which was taught by using Three Phase Strategy. The result of the t-test is 2.219, while the t_{table} is 2.178. The $t_{observed}$ is higher than t_{table} ($t_{observed} > t_{table}$). It means that the alternative hypothesis (H_a) is accepted. In conclusion, the students who were taught by Roundtable Strategy have better writing skill in descriptive text than those who were taught by Three Phase Strategy.

Hypothesis 4

The result of fourth hypothesis shows whether the students with low self-confidence who were taught by Roundtable Strategy have better writing skill in descriptive text than those who were taught by Three Phase Strategy. The table can be seen below;

The Summary of Students' Writing Ability T-test in Experimental and Control Class who have Low Self-Confidence

Strategy	$t_{observed}$	t_{table}	Conclusion
Roundtable Three Phase	2.545	2.178	$t_{observed} > t_{table}$ H_a is accepted

The table above shows the data of the students who have low self-confidence from both experimental class which was taught by using Roundtable Strategy and control class which was taught by using Three Phase Strategy. The result of the t-test is 2.545, while the t_{table} is 2.178. The $t_{observed}$ is higher than t_{table} ($t_{observed} > t_{table}$). It means that the alternative

hypothesis (H$_a$) is accepted. So, the students who are taught by Roundtable Strategy have better writing skill in descriptive text than those who are taught by Three Phase Strategy.

DISCUSSION

Seeing the statistical data from the results of self-confidence questionnaire, writing test, and the hypothesis testing, it can be explained as follow:

1. The Effect of Roundtable Strategy on Students' Writing Skill

Based on the result of the first hypothesis, it can be seen that the mean score of the students writing ability in experimental class which is taught by using Roundtable Strategy is higher than the mean score in the control class which is taught by using Three Phase Strategy. As Wang (2007; 2) states that a good teaching strategy can motivate the students and make them focus in the process of learning. It means that Roundtable Strategy is more effective than the Three Phase Strategy to teach writing descriptive test for the eighth grade students of SMP Tri Bhakti Pekanbaru. Roundtable Strategy can motivate the students in doing writing more than the Three Phase Strategy.

Furthermore, the result of first hypothesis shows that t$_{observed}$>t$_{table}$, it means that the Roundtable Strategy gives a significant effect on the students writing skill than the Three Phase Strategy. The use of Roundtable Strategy gives students a good way to explore their writing skill. The students are grouped and asked to write specific information. Furthermore, it gives the students' opportunity to begin to write as they want freely. By exposing the students to a picture or the topic, it attracts their attention which may encourage further writing. Moreover, students who are taught by using Roundtable Strategy feel that they are motivated by other member of the group. Barkley (2005: 72) mentions that roundtable helps the learners to stimulate, develop and arrange their ideas. This situation creates an interesting and supporting writing environment. Students are actively asking the words translation and the vocabularies to the group member, even look up their dictionary. Roundtable Strategy is included as a cooperative learning strategy that promotes group learning. Olson (2008; 14) says that cooperative learning groups engages students in the learning process that promotes positive academic dialogue between students and enables them to share ideas. Besides, it also develops their interpersonal skill by communicating their ideas to partners (Willis, 2007;6).

Although Three Phase Strategy develops three main activities in writing, which are pre-writing, writing and post-writing, it is still not be able to improve the students writing. It also happens because Three Phase Strategy is a common teaching strategy that usually be used by the teacher. The students sit in group to finish the task, but in fact, only the high achieved students who really work. While, by applying Roundtable Strategy the students found a new way that makes the students more motivated to write. Each of the students get opportunity and responsible on giving contribution in order to finish the task given by the teacher.

2. **The Interaction between Teaching Strategies and Self-Confidence on Students' Writing Ability**

In general, the data of the research showed that the average score of the students' writing test in experimental class which is taught by using Roundtable Strategy is higher than those in control class with students are taught by using Three Phase Strategy for the VIII grade students at SMP Tri Bhakti Pekanbaru. It shows that applying the proper teaching strategies can also help the students to get a better result. Then if we see from the classification of self-confidence, the average of writing test of those who have high self-confidence is higher than those who have low self-confidence. But, based on the analysis of the fourth hypothesis testing, it shows that there is no interaction between both teaching strategies and students' self-confidence toward students' writing skill. Statistical analysis shows that the $F_{observed}$ is 0.004, which is lower than the score of $F_{table}(3.39)$. It means that the null hypothesis is accepted and the alternative hypothesis is rejected.

In addition, the chart of interaction between strategies, self-confidence and students' writing skill of descriptive text shows that the lines do not cut one another. Gravetter and Forzano (2012; 315) states that there is an indication of interaction between two factors if there is an existence of nonparallel lines (lines that cross or converge) in the result of a two-factor study chart. The line in the interaction chart shows a parallel line. So, it I concluded that there is no interaction between teaching strategies and students' self-confidence toward the students' writing skill for the eighth grade students of SMP Tri Bhakti Pekanbaru. It means that the effect of teaching strategies on the students writing skill doesn't depend on the students' self-confidence. An important aspect in interpreting result of interaction is that because of possible interaction, what may not be true for a total group may not be true for certain subject population (McMillan, 1992;183).

3. **The Effect of Roundtable Strategy on Students' Writing Ability with High Self-Confidence**

The results of the t-test and the average score show that Roundtable Strategy gives significant effect on the students writing skill. This is happening because of some aspects; they are; the experimental class is taught by using Roundtable Strategy which give more positive environment for the students to explore their ideas. Kagan(1998; 9) mentions that Roundtable Strategy is one of cooperative learning strategies that allow students to work in small groups or in pairs to actively engage in the learning process and improve their understanding of the content. While, the students in control class do not get chance to develop their understanding of the content since the activity is guided by the teacher, which make the students learn passively. Brown (2000: 7) argues that teaching is guiding and facilitating learning, enabling the learner to learn and setting the condition for learning. Three Phase Strategy has been done his goals but Roundtable Strategy gave more on setting a supportive and a positive condition for learning which make the students work and think for their task.

Furthermore, the students who have high self-confidence have positive view on writing activity. They were more interested and also actively involved in writing activity than the students who have low self-confidence. The students with high self-confidence tend to adapt to the new teaching strategy better than the low self-confidence students, because they eager to know the new things related to writing activity.

4. The Effect of Roundtable Strategy on Students' Writing Ability with Low Self-Confidence

Statistically, the average of the students who have low self-confidence which are taught by using Roundtable strategy is higher than those who are taught by using Three Phase Strategy. From the result of t-test, the $t_{observed}$ is 2.545, while the t_{table} is 2.178. The $t_{observed}$ is higher than t_{table} ($t_{observed} > t_{table}$). Low self-confidence leads to an increase in negative thoughts. Negative thoughts and feelings increase and have the overall effect of decreasing performance, because low self-confidence students tend to worried many things (Hanton et all, 2004; 485). In Roundtable strategy, the students sit in group where the member of the group supports each other. Working in groups is a wonderful teaching method because students may learn from another's individual (Handayani, 2012:71). The students feel that they are motivated by other member of the group. Roundtable helps the learners to stimulate, develop and arrange their ideas (Barkley, 2005:72). This situation creates an interesting and supporting writing environment. For the students who have low self-confidence, it is a great opportunity for them to learn more, gives the ideas without any fear, discuss without afraid of making mistake. This is a chance for the low self-confidence students to improve. The high self-confidence students unconsciously influence or teach the low self-confidence students. Consequently, students with low self-confidence are motivated to do writing. Each of the group member worked together to finish the task. When the group succeeds, everyone in the group succeeds.

CONCLUSIONS

Based on the research that was done on the eighth grade of SMP Tri Bhakti Pekanbaru, the finding shows that;
1. Roundtable Strategy is more effective than Three Phase Strategy in teaching writing of the descriptive text. It can be seen from the mean score of writing test in the experimental class is higher than the mean score of writing test in the control class.
2. Teaching Strategies (Roundtable Strategy and Three Phase Strategy) and students' self-confidence do not have any interaction that brings effect towards the students' writing skill of the descriptive text.
3. Students with high self-confidence who are taught by using Roundtable Strategy have better writing skill than the students with high self-confidence who are taught by Three Phase Strategy in writing descriptive text.
4. Students with low self-confidence who are taught by using Roundtable Strategy have better writing skill than the students with low self-confidence who are taught by using Three Phase Strategy in writing descriptive text

Moreover, seeing the result of this research it is also implied that Roundtable Strategy can be selected as an alternative strategy that can be used in teaching writing of descriptive text. Dealing with students' self-confidence, this teaching strategy is good to be applied for both high self-confidence and low self-confidence students, because this strategy can create an interesting, motivating and meaningful writing activity. It is expected that other researcher can conduct a further research by involving another type of text as dependent variable and other aspect as moderator variable.

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