THE USING OF ROUNDTABLE TECHNIQUE TO IMPROVE GRADE EIGHT STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT SMP SWASTA TAMAN ASUHAN

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Abstract

This research aiming to find out whether the use of roundtable technique can significantly improve the grade eight Students' ability in writing descriptive at SMP Swasta Taman Asuhan. This research used assessment rubric which consisted of 5 aspects: Content, Organization, Vocabulary, Language use and Mechanism. By using quasi-experimental design, the research involved the grade eight students of SMP Swasta Taman Asuhan Pematang Siantar in the academic year 2023/2024 with total of 64 students. In this case, the experimental class was VIII-3 that consisted of 22 students and the control class was VIII-2 that consisted of 22 students. This research used purposive sampling technique. This research used writing test as instrument to collect the data for pre-test and post-test. The result showed that mean score of the experimental class increased from 50.55 to 61.55 after applied the treatment (Roundtable Technique). Mean scores in control class were from 45.85 to 50.55. The T-test computation revealed that there was a significant difference between two classes by used significance 0.05. It was proven that T-test was 1.92 and T-table was 1.68595, which was found that t-value was higher that T-table (1.92>1.68595). Based on the findings, Ha was accepted and Ho was rejected. Therefore, it can be concluded that Roundtable Technique is proven as an effective technique that significantly improves the grade eight students' ability in writing descriptive at SMP Swasta Taman Asuhan.

Keywords: *Descriptive Text, Roundtable Technique, Writing*

1. INTRODUCTION

One of the subjects namely English is one of the languages that students learn in Indonesia. The important things that students must know four skills in English language are important for learning English. Since students in elementary school, they have been learnt those four skills, especially writing. There are some processes that must be done when writing a readable text, those are generating, organizing and translating ideas. Writing is predicted to be difficult skill to someone who want to learn it as a foreign Language. It is proved with those processes that must be done before writing a text. Sinaga (2017) noted that if learners do not write well, they will face difficulty in conveying and processing their idea in to a written product that will be a big problem during the learning process, education and employment.

Students' Writing ability must be learned and practiced since the first they enter the education world, it is necessary for student who want to get the higher education and a good work place in today world (Klimova, 2013). It is proved by almost all of the academic result, such as reports, essay, research paper is based on the paragraph of a text writing. If student can deliver their mind in form of writing, they can be fast

communicating with some person in the field of education or anyone else because it is one of the best ways in communication. By writing, it helps human to know what happened in the past, it is very influential in the field of history, it allows us to realize our human nature, learn all disciplines by history and culture that have been written by the ancestor. Likewise, the statement by Brookes & Grundy (1988), stated that writing skill is essential to becoming a useful member of society, we can provide useful information for people in need, no matter how simple the word is written. The real examples can be seen from writing street names or directions that are only one or two words but are also useful for people that looking for it. In Writing there is a special role in the development of higher order thinking and reasoning abilities. Thus, student must know how to convert all the things they know, to rethink their idea, to acquire new knowledge, and to communicate their ideas to others.

There are some kinds of text that can be used by students to practice their writing ability. One of those kinds is Descriptive text, it is one of the topics that learnt by junior high school students. Descriptive text is a text that interesting to learn and write. Students can express all that they see from an object into a written text, they can also find many new characters from the object that they want to describe. Jayanti (2019) stated that descriptive text is a text type used when telling how something looks, smells, feels, acts, tastes, sound, etc. Thus, by learning how to make an appropriate descriptive text, students can be more aware the things around them by constructing their idea, arguments, and awareness about the case of the text (paragraph) which they should express in writing.

Even Descriptive text is one of the interesting texts, many students are less interested in writing a descriptive text. Students usually face some general difficulty when writing descriptive text. They are lack of vocabulary and it impacts to the word choice, they hard to choose the words that appropriate to the object that will be described. Students become not interested to open their dictionary and find out the translation of the difficult words that they found. Students are also less knowledge about the generic structure in descriptive text, they do not know how to form the sentences that they already create in to a correct structure of descriptive text. They do not know what to do in the beginning of writing. This is due to students' low motivation when learning descriptive text. Students feel bored because the weather of learning process is less interesting, that is the reason why learning techniques are needed in learning activities to help the students.

Based on the teaching internship program that has been carried out, it was found that many students were weak in writing descriptive text. This is provided by the students' scores in writing descriptive text, which showed many students have scores that under the Minimum Completeness Criteria (KKM). Only 30% of the students in the class were able to score above the KKM with average score 53. When making observation, it was found that the problem was caused by the students' lack of knowledge of writing descriptive text. It might be influenced by the lack of vocabulary, less knowledge of grammar, and less knowledge of the structures in descriptive text. Those problems might be not a big problem for students who have capability in writing descriptive text, precisely student who have low belief and capability will face many difficulties. They would have low motivation to write since they think that they cannot write a good descriptive text and get a bad score. It can be concluded that student need confidence while writing text.

Furthermore, students are severely lacking of vocabulary. It can be seen during the learning process done by teacher in the class, many students are less interest to bring and open their dictionary, almost all the difficult word that students found during writing descriptive text will they ask to their teacher. When the teacher did not answer the student because too many vocabularies have been asked and the teacher wants students to be more active, the students will ask and come to their friend's table. If that student gets a good response from their friends, they will stand beside their table's friends. However, the students who did not get a response, they will immediately give up and disturb other students then ended with stop writing their task.

Based on the conditions above, it is possibly caused lack of student interest that might be solved with implement learning approaches, strategies, methods, techniques, or media. However, a learning cooperative technique is more effective in this case. It is hard to teach English especially teaching writing without using suitable technique. Teachers are required to be able to choose more appropriate learning techniques to revive the enthusiasm and attractiveness of students in writing descriptive text by applying learning techniques that are more centered on student activity. In making student addicted and feel interest to learn English in learning process, teacher need a fun learning technique.

Roundtable technique is can be chosen as one of an effective technique to be used especially for writing skill. Sinaga (2017) noted that using roundtable technique during learning process can produce a good result because of all the idea that gathered will be modified by their own thinking and knowledge in that group. Students are given the opportunity to communicate openly with their groups and create active learning through the use of this technique. Since they will be able to freely express their ideas, this method is thought to aid students in their writing. By addressing the issues that students encounter when writing descriptive texts, this technique is anticipated to make learning environment more engaging. Researchers used this technique because there are evidences that have been done by previous researchers who reported it in journals that used roundtable technique (Flora et al., 2020; Sinaga, 2017; Urunami et al., 2017).

This study is contextually grounded within the educational setting of SMP Swasta Taman Asuhan, aiming to provide insights into the potential impact of this technique on the writing abilities of eighth-grade students in the specified domain. Through a comprehensive examination of the Roundtable Technique, this research aspires to contribute valuable knowledge that can inform and optimize instructional strategies for fostering enhanced writing capabilities among students in similar educational contexts.

2. LITERATURE REVIEW

2.1. Writing

Writing is one of the abilities that used when communicating with people. It is proved by Sinaga (2017) who stated that Writing is a useful tool for remembering things and for communicating since it forces the writer to give thought to what they want to say. It is the way for people to express what they think and feel in the form of written text. Added by Nunan (2003), Writing is viewed as a means of communication which is commonly used to express and impress. Hence, people who have ability in writing are also capable in entertaining someone. Uusen (2009) brproduce a written text that can be used as the source of information for something in this world.

Referring to the experts above, it can conclude, writing might be the hardest skill, because there are some processes that must be done by writer and many things are involved in the process. However, by the process, there is development, growth, and progress. Even though writing is complicated, but it is important to be mastered by people in order to be an effective way to put and share their ideas. The result of writing can help people know some information although it is already happened in the past.

2.2. Descriptive Text

A text namely descriptive text is used to telling someone about the characters of particular things that can be anything, in order to describe the physical appearance of its self. It is proven by Anderson and Anderson as cited in Urunami et al. (2017) stated that descriptive text is included information reports, a typical information report includes facts about the subject, a description, and details on its components, behaviors, and characteristics. Siburian (2013) stated that descriptive text is a text filled with paragraphs that vividly despites things and use it as a way or better strategy for developing a picture of what something looks like.

According to that opinion of experts above, it declared that descriptive is a text that describe things which is used as the object of what will be identified in terms of phsyical appearance, it also proved that from knowing descriptive text direct people to make another type of text because it contains something that writer must explain in a good detail.

2.3. Roundtable Technique

Sinaga (2017) noted that it is used for brainstorming as a technique, to review, or practice skill while simultaneously fostering teamwork. It is supported by the statement of Indriani (2015) who stated that the Roundtable teaching technique needs groups or teams to participate in a process happened in class that necessitates all group members to be ready to explain their group's responses. Meanwhile, Utami et al. (2018) stated that Each group is given a sheet of paper and a pen or pencil when using the roundtable technique. The students respond to the problems or questions by writing their solutions on a piece of paper that is passed around the group in turn. the involvement of each students' response has a good impact on the results. Based on the expert opinion above, it is clear that this technique aims to be a solution for writing descriptive text.

2.4. Previous Research

There was some previous research. The research was conducted by Flora et al. (2020), Sinaga (2017) & Urunami et al. (2017). These researches used Roundtable Technique to improve students' writing ability. The findings represented that Roundtable Technique significantly improve students' writing ability. The thing that made different between these three studies from this research is the topic that there was a combination of learning technique or context used in this research. The research conducted by Urunami.et.al (2017) used the combination of Group grid technique; the research conducted by Sinaga (2017) used the combination of students' personal traits; and the topic used by M Flora et.al (2020) was about promote aspect combination. Another thing that distinguishes this research from previous research is the level of student as the object.

Some research used senior high school student as the sample and another one used university students as the sample.

3. RESEARCH METHODS

This research used quantitative research methods, with a quasi-experimental design. This research was used to find out the effect that occurs when a class used the roundtable technique while learning descriptive text with a comparison to a class that uses a conventional technique. This research used two sample classes those different treatments, namely the experimental by implemented Roundtable technique class and the control class without implemented Roundtable technique.

3.1. Population and Sample

All grades eight student in SMP Swasta Taman Asuhan Pematang Siantar for academic year of 2022/2023 which consisted of 3 classes was the population of this research with the total number of students in this population was 62 students. The sample used two classes, namely VIII-2 and VIII-3 with same total of population 20 students for each class. Thus, the total was 40 students.

3.2. Instrument of Research

The researchers used written test or subjective test as the instrument in this research. The researchers did not need to provide the answers because the answers of every student might be different with each other, but it did not mean that the result was wrong. The researchers asked the students to write a descriptive text about their favorite animal and measure it with assessment rubric by Jacob (Fahrizal, 2021).

3.3. Technique of Data Collection

The data was collected by giving pre-test, treatment, and post-test. In the pre-test and post-test, the researchers asked to write descriptive text in control and experimental class. The difference is the treatment that was used. In the control class used conventional learning technique although in the experimental class used roundtable technique as the treatment.

4. RESULTS AND DISCUSSION

The data was obtained from eighth grade students at SMP Swasta Taman Asuhan. 40 students are the sample. It was grade of VIII-2 students as the control class and grade VIII-3 as the experimental class. The data was gained through subjective test by gave a test about writing descriptive text with topic favorite animal.

4.1. Research Results

The data analysis reveals that implementing Roundtable technique had significantly improve the ability in writing descriptive text on grade eight students at SMP Swasta Taman Asuhan. The following are some of the findings:

1. The experimental class's mean pre-test score was 50.55, while the mean post-test score was 51.1. This demonstrated that in experimental, the students' average post-test scores higher than mean pre-test score.
2. Average pre-test was 45.85 in control class while mean post-test was 50.55.
3. Data that was obtained as Standard deviation was 780 in Experimental class while in control class was 552.
4. Mean post-test in experimental class > control class 51,1 > 50,55.
5. The hypothesis value showed that the t-value was higher than t-table value 1,92 > 1,68595.

4.1.1. Descriptive Statistics

The researchers received the learners' scores after conducting the pre-test and post-test in the experimental class, the result is shown in the table below:

Table 1. The Result in Experimental Class

No	Name	Pre-Test (xa_1)	Post-Test (xa_2)	Gained Score (da)	da^2
1	Albert	42	44	2	4
2	Ananda	48	70	22	48
3	Chika	67	62	5	25
4	Christian	46	60	14	196
5	Dion	58	57	1	1
6	Elmo	59	60	1	1
7	Hafiz	46	62	16	256
8	Jeremy	46	53	7	49
9	Jesica	52	61	9	81
10	Jihan	54	77	23	529
11	Joeya	43	44	1	1
12	Keyzia	49	69	20	400
13	Mahesya	46	55	9	81
14	Marudut	49	66	17	289
15	M. Attar	49	60	11	121
16	M. Fahri	48	64	16	256
17	Nizuwa	46	70	24	576
18	Princess	50	64	14	196
19	Rahma	43	62	19	361
20	Yosefa	70	71	1	1
Total ∑	Na= 20	∑X = 1011	∑Y = 1231	∑da = 232	$\sum da^2$ = 3472

Table 2. The Result in Control Class

No	Name	Pre-Test (xb_1)	Post-Test (xb_2)	Gained Score (db)	db^2
1	Alvino	50	50	0	0
2	Azzura	44	52	8	64
3	Brayin	47	52	5	25
4	David	66	48	18	324
5	Dio	48	48	0	0
6	Ibrahim	42	50	8	64
7	Johan	54	49	5	25
8	Jojo	39	53	14	196
9	Josua	48	48	0	0
10	Julian	39	52	13	169
11	Kirana	39	41	2	4
12	Magdalena	39	51	12	144
13	Maria	39	48	9	81
14	Ocha	42	50	8	64
15	Rendra	39	50	11	121
16	Rina	40	52	12	144
17	Risky. A	51	66	15	225
18	Risky. G	40	49	9	81
19	Septiana	51	52	1	1
20	Syalomita	60	50	10	100
Total ∑	20	∑X = 917	∑Y = 1011	∑db = 160	$\sum db^2$ = 1832

Researchers gave the students a subjective test that done in pre-test and post-test to see if any significant improvement in students' writing ability when implemented the treatment namely roundtable. According to both tables above, it was clearly showed that the mean score of the post-test in the experimental class taught by implemented roundtable technique had a higher point than the mean score of the post-test in the control class. The mean score of the post-test in the experimental class was 61.55 while the mean score of the post-test in the control class was 50.55. Data above was calculated again by using the t-value formula. The mean and the point in standard deviation of the experimental class were higher than those points in the control class. It was determining the two classes using the t-test formula because (Na and Nb) are same. The researchers calculated the degrees of freedom (df) before performing the t-test in order to determine the value of the t-table to be compared with the t-test.

Therefore, the result of *df* is:

$$df = Na + Nb - 2$$
$$df = 20 + 20 - 2$$
$$df = 38$$

The researchers got a t-value was 1,92. In finding the distribution table, the t_{test} was used as the basis for calculating the value of the t-test at certain degrees of freedom *(df)*. In this research, the degrees of freedom were 38 (obtained from Nx + Ny – 2; 20 + 20 –

2 = 38) used 0.05. Thus, the result of the t-test was 1.68595. From the calculation results, it turned out that t-test > t-table at level α = 0.05 that was (1.92 > 1.68595) clearly explained that hypothesis alternative was accepted and null hypothesis is rejected.

4.2. Discussion

Research that had been done by this researcher aims for knowing the performance of using the roundtable technique at SMP Taman Asuhan Pematang Siantar will help students' ability to write descriptive texts. the researchers formed pre- and post-tests to determine whether using the Roundtable Technique in the experimental class had significantly improved after the treatment. The researchers discovered after data analysis that the Roundtable technique improved the grade eight students' ability to write descriptive text.

The advantage by applying treatment namely roundtable technique was the system of group discussion made students more active and helped each other from one discussion table about a topic that given by the teacher. So, students can easily understand the material given. The disadvantage of applying the Roundtable technique were that the active classroom atmosphere makes the voice louder than usual, it made researchers gave extra understanding or instruction to students in that class that forced the researchers raised their volume to make every student listen and understand about the instruction from that teacher.

The researchers discovered a finding that can be applied to address the research problem after conducting the research, analyzing the data, and testing the hypothesis. In this study, the researchers processed the data using a quantitative approach, collected the data, and implemented in both pre-tests and post-test in experimental class and the control class. From all 20 students in pre-test, total score got by researchers when asked students to write descriptive text was ($\sum X = 1011$) with the mean score was ($\bar{x} = 50{,}55$). Meanwhile, test from 20 students in experimental class was ($\sum Y = 1231$) with the mean score was ($\bar{x} = 61{,}55$). The total score of students writing descriptive text in pre-test from 20 students in control class was ($\sum X = 917$) with the mean score was ($\bar{x} = 45{,}85$). Meanwhile, the total score of students writing descriptive text in post-test from 20 students in control class was ($\sum Y = 1011$) with the mean score was ($\bar{x} = 50{,}55$).

After the researchers finished analyzing the data, then the researchers already got the t-test value was 1.92, and has obtained the t-table value was 1,68595 based on degrees of comparison (df) at a significant level of 0.05. Then, the researchers test the hypothesis Ha and hypothesis H0 based on the criterion that the Roundtable method must significantly impact the students' capacity for producing descriptive text, then Ha was accepted and H0 is rejected. From the calculation results, it was concluded that t-test > t-table 1,92 had bigger point or score than 1,68595. Therefore, the result of this research was Ha was accepted and H0 was rejected.

Following a rigorous data analysis, the researchers discern a compelling indication that the implementation of the Roundtable technique effectively enhances the descriptive writing abilities of eighth-grade students at SMP Swasta Taman Asuhan Pematang Siantar. The observed positive impact, substantiated by the rejection of the null hypothesis and the acceptance of the alternative hypothesis with a t-value exceeding the critical threshold at a 0.05 significance level, underscores the pedagogical efficacy of the

Roundtable technique as a targeted intervention in the specific context of this educational setting. These findings extend beyond the immediate context, indicating the Roundtable technique's potential as a valuable tool for educators seeking to enhance eighth-grade students' descriptive writing skills. This suggests a contribution to the continual improvement of instructional practices in similar educational environments.

5. CONCLUSION

The research findings reveal a significant positive impact of implementing the Roundtable technique as a teaching and learning method for eighth-grade students' descriptive text writing abilities at SMP Swasta Taman Asuhan Pematang Siantar. The rejection of the null hypothesis and acceptance of the alternative hypothesis, supported by a t-value surpassing the critical threshold at a 0.05 significance level, underscore the effectiveness of this pedagogical approach. These results, in conjunction with insights from prior research, assert the practical applicability of the Roundtable technique in enhancing writing skills within the specific educational context.

Implications of this study are substantial, extending beyond its immediate setting. Educators can draw on these findings to inform instructional practices, considering the integration of the Roundtable technique to foster collaborative and interactive learning environments conducive to improved descriptive writing skills among eighth-grade students. Future research endeavors could delve deeper into nuanced aspects of this technique's application, exploring variations in instructional strategies and its adaptability across diverse educational settings. Longitudinal studies could provide insights into the sustainability and long-term impact of incorporating the Roundtable technique, contributing to ongoing efforts to refine teaching practices and elevate the quality of writing instruction in educational contexts.

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