

THE IMPLEMENTATION OF ROUNDTABLE TECHNIQUE TO IMPROVE STUDENTS' DESCRIPTIVE TEXT WRITING ABILITY AT THE FIRST GRADE OF SMAN 14 BANDAR LAMPUNG

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Abstrak. Tujuan penelitian ini adalah untuk mengetahui peningkatan kemampuan menulis teks deskriptif siswa setelah diajar melalui teknik *roundtable* dan untuk menyelidiki persepsi siswa terhadap teknik. Populasi penelitian ini adalah siswa kelas satu SMAN 14 Bandar Lampung pada tahun akademik 2018/2019. Sampel penelitian ini adalah X MIA 1 yang terdiri dari 30 siswa. Desain penelitian ini adalah one group pretest posttest. Data diambil dari tes dan kuesioner. Hasil penelitian menunjukkan bahwa ada peningkatan pada kemampuan menulis siswa ($p < 0,05$, $p = 0,00$). Nilai rata-rata pretest adalah 56,93, dan posttest adalah 73,48. Selain itu, persepsi siswa terhadap penerapan teknik *roundtable* adalah positif. Mayoritas siswa sepakat bahwa teknik ini adalah teknik menarik dan memberi mereka manfaat. Oleh karena itu, hal ini menandakan bahwa teknik *roundtable* memfasilitasi siswa untuk meningkatkan kemampuan mereka dalam menulis teks deskriptif.

Abstract. The objectives of this research were to find out the improvement of students' descriptive text writing ability after being taught through roundtable technique and to investigate the students' perception toward the technique. The population of this research was the first grade students of SMAN 14 Bandar Lampung in the academic year 2018/2019. The sample of this research was X MIA 1 which consisted of 30 students. The research design was one group pretest posttest. The data were taken from tests and questionnaire. The result showed that there was an improvement on the students' writing ability ($p < 0.05$, $p = 0.00$). The mean score of the pretest was 56.93, and the posttest was 73.48. In addition, the students perception toward the implementation of roundtable technique was positive. The majority of the students agreed that this technique was an interesting technique which gave them benefits. Therefore, this suggests that roundtable technique facilitates the students to improve their ability in descriptive text writing.

Keywords: *writing, writing ability, roundtable technique*

INTRODUCTION

Writing is one of the productive skills that students of senior high school need to master well. According to Chaffee (1999:10), writing represents our thoughts, feelings, and experiences. In line with this, Raimes (1983:76) states that writing is an ability in which we express the ideas, feelings, and thoughts arranged in words, sentences and paragraph using eyes, brain and hand. In other words, writing is considered as an important activity for students to express their ideas, thoughts, feelings, and judgments about everything they have read, seen or experienced.

Based on the syllabus of Curriculum 2013 for a senior high school, the basic competency that should be achieved in the writing activity is that the students have the ability to develop and produce a written simple functional text including narrative text, recount text, and descriptive text. According to Priyana et. al. (2008: 18), descriptive text is a text which focuses on the characteristic features of particular subject, such as book, animal, etc. In other words, a particular person, place, or thing is described in details in this composition. In addition, Wardiman (2008: 15) states that descriptive text is one of texts that is difficult to be learnt by student because they have to think critically when they analyze something that involves their knowledge in order that what they write can be understood by readers. Based on the syllabus of Curriculum 2013 for a descriptive text, students are expected to be able to write various topics that they have to describe such as, person, tourism place, historical building, etc as based on their knowledge.

However, with regard to the fact, the achievement of students descriptive text writing was still low. Based on a pre-observation that the researcher did at SMAN 14 Bandar Lampung, many students faced difficulties in writing a descriptive text. They were unable to generate their idea. They got confused how to start to write, how to express their idea in a written form, and how to develop their idea. Less motivation was also one of problems in writing. The students think that writing is difficult because they were not interested in writing.

Based on the explanation above, English teachers need to find a solution to solve the students' problems in writing. Wilkins (1983: 14) states that the students' learning depends on the effectiveness of the teachers' techniques. It means that choosing an appropriate and interesting technique is one of ways to solve the students' problems in writing. Therefore, in this research, the researcher used roundtable technique to improve students' ability in descriptive text writing. According to Kagan (1994), roundtable technique is a learning technique where the students take turn in their team by generating their responses, solving problems, or making a contribution to a project. Moreover, Rawlinson (2007:14 in Setyaningsih 2015, 3) states that there are two advantages of roundtable technique. First, it particularly develops students' critical thinking, because students are forced to participate in their discussions. Second, it increases their involvement in teaching learning process, because they are given an opportunity to share their ideas with other students.

Furthermore, the implementation of this technique to help students improve their writing ability has also been reported. Khadafi (2017) states that roundtable technique helps students to significantly improve their narrative text writing. In addition, this technique can also be used to improve students' hortatory exposition text writing (Hapsari, 2011) and descriptive text writing (Suhesti, 2012). Therefore, roundtable technique can be widely accepted as a technique for helping students improve their writing ability.

Based on those previous research, it could be inferred that those research have proved that roundtable technique is good to be implemented for teaching writing skill, especially for helping students to improve their writing achievement. The difference between those research and this research was that this research did not only focus on finding out students' writing achievement but also investigated how students' perception after the implementation of the technique.

METHODS

To answer the first research question, the researcher used a quantitative approach. The design of this research was one group pre-test post-test design. This one group pretest-posttest design involves a single group that pretest (T1), expose to a treatment (X), and post-test (T2). Then, to answer the second research question, a qualitative approach was implemented in this research.

The population of this study was the first grade students of SMAN 14 Bandar Lampung in the academic year of 2018/2019. The sample of this research was X MIA 1 which consisted of 30 students.

The instruments for collecting quantitative data in this research were writing test that focus on descriptive text both in pre-test and post-test. Then, a questionnaire are used to collect qualitative data. The raters assessed students' writing by following scoring rubric by Jacobs (1981). There are five aspects to be tested: content, organization, vocabulary, language use, and mechanics.

Before applying the treatment, the researcher administered a pre-test to find out the students' ability in descriptive test writing. The treatments were applied in three meetings with different topics in every meeting. After applying the treatments, the researcher administered a post-test to find out whether Roundtable Technique is effective or not on the students' ability in descriptive text writing. Then, the researcher distributed the questionnaire to investigate the students' perception toward the implementation of roundtable technique in descriptive text writing.

RESULTS AND DISCUSSION

Results

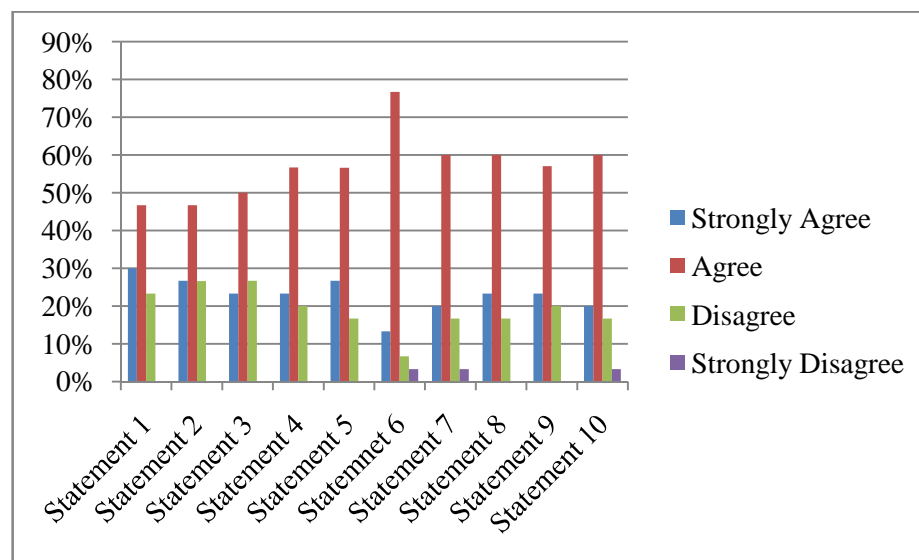
After conducting the research, the researcher obtained the result of pre-test and post-test as follows:

Paired Samples Test

| | | Paired Differences | | | | t | df | Sig. | |
|--------|--------------------|--------------------|----------------|-----------------|---|---------|--------|------|-------|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | | | | Upper |
| Pair 1 | pretest - posttest | 16.5500 | 5.1367 | .9378 | 18.4681 | 14.6319 | 17.647 | 29 | .000 |

From the table above, significance value showed that $.000 < 0.05$. Therefore, it can be stated that there is an improvement of students' descriptive text writing ability after being taught by using roundtable technique.

Furthermore, in answering the second research questions, the researcher used questionnaire to collect the data. The result of the questionnaire can be seen in the following graph.



Graph 1. The Result of the Questionnaire

Based on Graph 1 above, there are 10 statements which are categorized into interest (statement 1-5) and experience (statement 6-10). The result of the interest aspect can be explained as follows. (1) Statement 1 is “*Saya merasa pembelajaran menggunakan teknik roundtable sangat menyenangkan*”. There are 30% students who state “strongly agree” with this statement, and 46.7% students answer “agree”. Only 23.3% students answer “disagree”. It means that most students agree that roundtable technique is an interesting technique. (2) Statement 2 is “*Saya merasa lebih percaya diri dengan belajar menggunakan teknik roundtable*”. There are 26.7% students who state “strongly agree” with this

statement, and 46.7% students answer “agree”. 26.6% students answer “disagree”. It means that most students agree that roundtable technique makes them more confident while writing. (3) Statement 3 is “*Saya merasa lebih suka belajar secara berkelompok daripada hanya dengan guru*”. There are 23.3% students who state “strongly agree” with this statement, and 50% students answer “agree”. 26.7% students answer “disagree”. It means that most students like roundtable technique since this technique is cooperative learning technique where they can interact with their friends comfortably. (4) Statement 4 is “*Saya senang dengan belajar menggunakan teknik roundtable, menulis descriptive text tidak lah susah*”. There are 23.3% students who state “strongly agree” with this statement, and 56.7% students answer “agree”. Only 20% students answer “disagree”. It means that most students did not face difficulties while writing through roundtable technique. (5) Statement 5 is “*Menurut saya belajar menggunakan teknik roundtable perlu digunakan dalam kelas-kelas berikutnya*”. There are 26.7% students who state “strongly agree” with this statement, and 56.6% students answer “agree”. Only 16.7% students answer “disagree”. It means that most students agree that roundtable technique is effective technique that should be applied in the next meetings.

Furthermore, the result of the experience aspect can be explained as follows. (1) Statement 6 is “*Saya dapat mengembangkan ide-ide saya dengan mudah setelah belajar menggunakan teknik roundtable*”. There are 13.3% students who state “strongly agree” with this statement, and 76.7% students answer “agree”. Meanwhile, only 3.3% students answer “disagree”, and 6.7% state “strongly disagree”. It means that most students can develop their ideas after the implementation of roundtable technique. (2) Statement 7 is “*Saya memahami banyak kosa kata setelah belajar menggunakan teknik roundtable*”. There are 20% students who state “strongly agree” with this statement, and 60% students answered “agree”. Meanwhile, 16.7% students answer “disagree”, and 3.3% state “strongly disagree”. It means that most students master many vocabularies after the implementation of roundtable technique. (3) Statement 8 is “*Saya lebih mudah memahami tata bahasa khususnya simple present tense setelah belajar menggunakan teknik roundtable*”. There are 23.3% students who state “strongly agree” with this statement, and 60% students answer “agree”. Meanwhile, 16.7% students answer “disagree”. It means that most students can use grammar correctly after the implementation of roundtable technique. (4) Statement 9 is “*Saya dapat menggunakan mekanika seperti ejaan, tanda baca, dan penulisan huruf besar dengan benar setelah belajar menggunakan teknik roundtable*”. There are 23.3% students who state “strongly agree” with this statement, and 56.7% students answer “agree”. Meanwhile, 20% students answer “disagree”. It means that most students can use mechanics properly after the implementation of roundtable technique. (5) Statement 10 is “*Saya dapat menyusun ide-ide saya ke dalam karangan dengan mudah setelah belajar menggunakan teknik roundtable*”. There are 20% students who state “strongly agree” with this statement, and 60% students answer “agree.” However 16.7% students answer “disagree”, and 3.3% students answer “strongly disagree”. It means that most students can organize their ideas easily after the implementation of roundtable technique.

In relation to students' responses to the questionnaire, it shows that their perception to the implementation of roundtable technique is mostly positive. It can be seen from a number of their positive answers that support the implementation of roundtable technique.

Discussion

After the students were taught by using roundtable technique, their achievement in writing was improved. This study found that the value of two-tailed significance was 0.000. It meant that H1 was accepted and H0 was rejected since $0.00 < 0.05$. Therefore, it was confirmed that there was an improvement of students' descriptive text writing ability after the implementation of roundtable technique. The factor which could support this finding was that roundtable technique engaged learners to participate in learning activities more than the traditional approach. Through this technique, the students were able to foster their thinking skill as well as to have a better understanding of learning like what had been mentioned by Kagan and Kagan (2009) that by using roundtable technique, there were two thinking skills fostered (selecting and identifying the category or broader topic into specific) and evaluation.

Furthermore, this study also found the improvement of each aspect of writing. The aspect with the highest improvement was language use. This happened because roundtable technique gave students an opportunity to discuss with their friends. After they had already generated their idea and organized it, they reviewed it together with their friends. In this review activity, they would discuss about language use. It was in line with Fitri et.al's findings (2017) which concluded that roundtable technique improved students' writing ability mostly in aspect of language use. In addition, according to Kagan (1989) in Fitri et.al (2017), roundtable technique has advantage for building vocabulary and correcting grammatical error.

Moreover, this finding was contradictory to Khadafi (2017) and Fidyati (2015) which found that content was the aspect with the highest improvement. This happened because through roundtable technique, students could generate and develop the ideas from many perspectives of individuals. Meanwhile, Suhesti (2012) found that the aspect of writing improved the most was organization. It was because in roundtable technique there was a discussion where they could discuss how to put their ideas in a good order.

Furthermore, in this study, the lowest improvement among other aspect was organization. This occurred because some students had already known the generic structure of descriptive text. Some of them had written their composition in a good order in pre-test. In accordance with this, Fitri et al. (2017) who implemented roundtable technique in recount text writing stated that the lowest improvement was organization. This happened because most of students still did not know the generic structure of recount text. Moreover, it was contradictory to Khadafi (2017), Fidyati (2015), and Suhesti (2012) also found that mechanic was the aspect with the lowest improvement. This was because some students still paid

less attention to their punctuation mark and capitalization. Some of them still made errors on spelling.

Moreover, the students' perception toward the implementation roundtable technique was also positive. In this research, the majority of students registered an agreement with the statements that roundtable technique is an interesting technique which gave benefits for students in writing achievement. There were 77.3% of students' answers indicated agreement in interest aspect. It meant that the students were interested in teaching learning process by using roundtable technique. This occurred because while they learned through roundtable technique, all of them had the same opportunities to write their idea. It made students become active in learning process. In addition, while learning through this technique, students discussed their work with their friends within the group. In this discussing activity, they felt enthusiastic because they could interact with their friends. In line with this, Hapsari (2011) and Pratiwi (2018) found that students' interest and motivation were improved in learning process through roundtable technique.

In addition, because the students were interested in roundtable technique, their achievement in descriptive text writing was also improved. It was accordance with Del Favero et al. (2007: 130) who stated that interest combines both affect and cognition and was shown to have the energizing function for deeper learning. It meant that the interest was very affecting to students in learning. Interest was also energy in the learning process. With the interest, students would be more motivated to learn. They would learn more about a topic. Then, they became more skilled and knowledgeable.

Furthermore, there were 82.6% of students' answers showed agreement in experience aspect. It meant that the students got many benefits from the implementation of roundtable technique. It was because roundtable technique taught the students step by step starting from triggering the ideas, choosing precise words, putting the words in chronological order, making sentences from the listed words, discussing the grammar and the mechanic, producing the paragraph, revising and editing their own works. This experiences that they got from the learning process made students sure to respond the questionnaire positively.

From the explanation above it could be concluded that the implementation of roundtable technique could improve students' writing ability. This technique could also improve all aspects of writing especially language use, content, and organization. The students' perception toward roundtable technique was also mostly positive. It could be seen from a number of their positive answers that support the implementation of roundtable technique.

CONCLUSION AND SUGGESTIONS

In relation to results of the study, it was concluded that: (1) The implementation of roundtable technique can improve students' writing ability in all aspects of

writing. It can be said that roundtable technique is a suitable technique to be applied in teaching writing. From the statistical result in the previous chapter, it can be seen that the significance value is lower than 0.05 ($0.00 < 0.05$). (2) As a part of a cooperative learning, roundtable technique provides students for discussing in groups. It encourages them to share ideas. Moreover, they might feel more comfortable and confident because they can share their difficulties that they face with their friends rather than with their teacher. Therefore, their perception related to the implementation of roundtable technique is positive. This is supported by the finding in this study. The result of questionnaire showed that students' responses are mostly positive rather than negative

In reference with the conclusions, the writer gives some suggestions as follows: (1) English teachers are suggested to use roundtable technique as one of alternative techniques to improve students' writing ability. This is because this technique can help students who still have the problems in expressing their ideas in written form. By using this technique, the students can generate their ideas related to the topic, write them coherently and grammatically. (2) English teachers may start using roundtable technique by focusing on certain aspect of writing to increase. It is done in order to ease students to improve their writing ability step by step. (3) This study was conducted in the Senior High School level. Therefore, further researchers can try to find out the effect of using roundtable technique in different level. (4) In this study, descriptive text was employed as the media to measure the improvement of students' writing ability after the implementation of roundtable technique. Further researchers can try to apply roundtable technique with another kind of text.

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