THE EFFECTIVENESS OF ROUNDTABLE TECHNIQUE TO THE STUDENTS WRITING ABILITY IN DESCRIPTIVE TEXT AT THE EIGHT GRADE STUDENTS OF SMPN 1 SEMEN IN ACADEMIC YEAR OF 2015 / 2016

SKRIPSI

Presented as a Partial Fulfillment of the Requirements to Obtain
The Sarjana Degree of English Education Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri

By :
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ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

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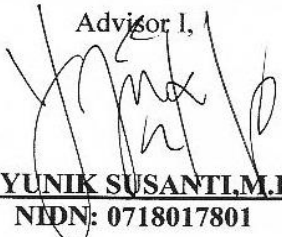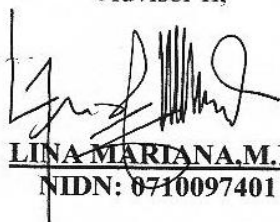**NPM: 12.1.01.08.0178**

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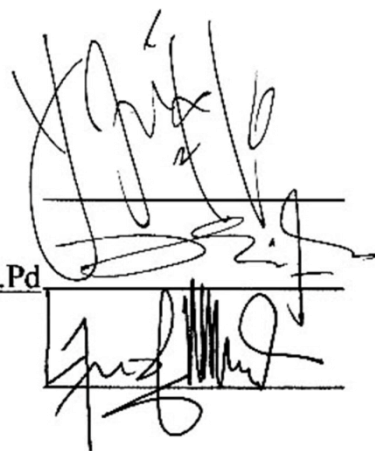By the Examination of Committe of
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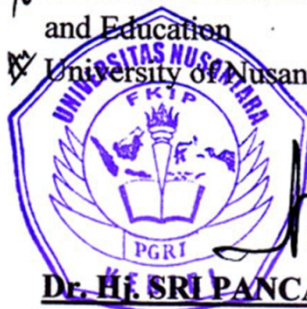
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THE EFFECTIVENESS OF ROUNDTABLE TECHNIQUE TO THE STUDENTS WRITING ABILITY IN DESCRIPTIVE TEXT AT THE EIGHT GRADE STUDENTS OF SMPN 1 SEMEN IN ACADEMIC YEAR OF 2015 / 2016

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ABSTRACT

Roundtable is one of cooperative learning technique in which each student in turn writes one answer in a paper and a pencil which are passed around the group. The objectives of this research are to know the students' writing descriptive text before being taught using Roundtable Technique, to know the students' writing descriptive text after being taught using Roundtable Technique, and the last to find out any effect of using Roundtable Technique to students writing ability in descriptive text. This research used quantitative research. The participants of the study were eight grade students of SMPN 1 SEMEN . It consisted of 28 students. The SPSS data in the research showed the means of before treatment is 62,43, while the means of after treatment is 72,43. From this result the researcher found that the t-test is higher than t-table (8,275> 2.051) and P value t-test is lower than level of significance of 5% (0.000 < 0,05). It means that H_0 was rejected and H_a was accepted. It can be conclude that teaching writing by using roundtable technique gives significant effect on students' writing ability. Therefore, Roundtable. Technique can be considered to be an alternative technique in teaching writing.

Keywords : Writing, Teaching Writing, Roundtable Technique.

I. INTRODUCTION

Writing is considered the most of difficult of the language skills. Richards and Renandya (2002: 303) state that writing is the most difficult skill for second or foreign language learners to master. It needs skills on how to write words correctly, how to put and arrange those words into sentences which are supposed to be meaningful according to grammatical rules. Writing is usually directed to others for a specific purpose. Ur (1996: 163) states the purpose of writing is to convey ideas and messages. It means that in the process of writing, a writer should explore their mind to find new ideas that make their writing meaningful. The ideas will be in a sentence, a paragraph and a text.This skill becomes more difficult for students in junior high school because it needs hard thinking and produce word sentences, paragraph at the same time. Besides that, Bell and Burnaby cited in Nunan (1991: 6) states that writing is an extremely complex cognitive activity that requires the writer to demonstrate several part of it, those are sentences level which is included from control of contents, format, sentence structure, the vocabulary, pronunciation, spelling, and letter formation.Beyond the sentence, the writer must be able to structure and display information into cohesive and coherent paragraphs and

texts. So it makes a horrible, bored and frustrated activity. They also face some problems to organize their writing skill. They are lazy to thinking hard in writing skill, so that their ability in writing skill is getting lower.

In the process of writing, students need to put their attention on ideas, imagination, information, creativity and feeling in order to make a very attractive writing; however the things that must be really concerned are the spelling, punctuation, and the language use such as grammar, vocabularies, linkers, etc. In this case, Teachers should play an important role in improving writing ability. They must use good method to make students interested and to understand the material about writing which is given easily.They should give good method or media to attract and increase the students writing ability.

In the case of this research, the writer focused her study on the teaching descriptive writing of second grade students. The researcher chooses descriptive text in her research. Because the students feel difficult in descriptive text. Students may be confused what to write although they know the topic which has been given by the teacher .According to (Hasyaraf: 2009: 18), Description is a

text type we use when we want to tell how something looks, smells, feels, acts, tastes, sounds, etc. We use descriptions to say what something or somebody like. From that definition, we can make conclusion that descriptive text is a text which describes about the features and characteristics of a certain thing in detail (a person or a thing).Its purpose is to describe and reveal a particular person, place, or thing.Descriptive text is a text which describes a particular person, things or place. Like in SMPN 1 SEMEN, The students of SMPN 1 SEMEN have many difficulties in writing ability especially make a descriptive text. The students still do not understand clearly what the descriptive text is, and how to describe person places, and things in English writing

For solving those problems the researcher choose Roundtable technique for solving the problems above. Kagan (1994: 6.34) argues that Round Table Technique is cooperative learning technique where the students take turn generating responses, solving problems, or making a contribution to project and sit in a round table. It means that, this technique can help the students to solve their problem and them more focus on their project. Roundtable technique is also a technique that guides students in learning

writing. In this research, the researcher used Roundtable Technique for improve the ideas in writing a descriptive text. In the descriptive text, the students should make an different idea to describe the picture. Therefore, in Roundtable Technique, the students worked in a group of four. The students were brainstorming their ideas in their group. They were helping each other to find the ideas. It made them easier to get more creative ideas. Each person writes one idea for an issue or task based on the picture and then passes their paper to the person on the right. The paper circulates around the entire group at least once. Each time a person receives the paper, they should write a different task based on the picture. Then, whole class discussion should follow. Therefore, all of students will participate in teaching learning process. This technique gives much time to the students to be active in the English teaching and learning process and also they can develop critical thinking and learn to solve the problem.

II. METHOD

The research method used in this study was Quantitative Research. The design of this research is Experimental Research especially One Group Pretest-Posttest Design. According to Ary (2010:

265) "An experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s)". hence the data was taken from pre-test, treatment and post-test in order to know whether or not Roundtable Technique was effective in improving students' writing ability. The variable of this research were Roundtable Technique as an independent variable and writing ability as dependent variable. This research was held in SMPN 1 SEMEN which is located on Jl. Argowilis No. 78, Kec. Semen Kab. Kediri. The writer decided eight grade students of SMPN 1 SEMEN as populations. Thus, The researcher chooses eight grade students of VIII - G as the sample of this research that consists of 28 students, which is divided into 16 male and 12 female. The instruments used were pre test, treatment and post test. To analyzing all of the data which collected from the pre-test and post-test score the researcher will be analyzed by using SPSS 2.1.

III. FINDING AND DISCUSSION

Pre-test was held at the first meeting of the research. It was done on 21 April 2016. The total pre-test scores of VIII-G are 1748. The total sample was 28. Mean could be counted from the total score divided by the number of sample..The following table shows the result of pre-test :

Diagram 4.1

Diagram score Frequency of Before Treatment

No	Class Limit	Class Boundaries	Mid Point	Frequency	Percentage	Categories
1.	48-53	47,5-53,5	50,5	6	22%	Poor
2.	54-59	53,5-59,5	56,5	2	7%	Less
3.	60-65	59,5-65,5	62,5	9	32%	Enough
4.	66-71	65,5-71,5	68,5	7	25%	Enough
5.	71-76	71,5-76,5	74,5	4	14%	Good

Then, post-test was held after two times of treatments given to the students. The total score of post-test was 2028. The total sample was 28. Mean could be counted from the total score divided by the number of sample.. The following table shows the result of post-test :

Table 4.2

The Score Frequency of After Treatment

No.	Class Limit	Class Boundaries	Mid Point	Frequency	Percentage	Categories
1.	56-60	55,5-60,5	58	1	4%	Poor
2.	61-65	60,5-65,5	63	3	11%	Enough
3.	66-70	65,5-70,5	68	4	14%	Enough
4.	71-75	70,5-75,5	73	7	25%	Good
5.	76-80	75,5-80,5	78	13	46%	Good

It can be seen from the diagram above, that total score of pre-test is different with post-test. In pre-test, is obtained 1748 and the score improve in post-test, it is 2028. Automatically, mean of pre-test and posttest is different too. Mean 62,43 is obtained in pre-test and mean 72,43 is obtained in post-test. Thus, mean of posttest is also better than mean of pre-test.

To analyze the data result, There are data outputs from calculated using SPSS: Paired Sample Statistic, Paired Samples Correlations, Paired Samples Test.

Table 4.3
The score *mean* of Before Treatmentand After Treatment

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	BEFORE	62,43	28	7,330	1,385
	AFTER	72,43	28	5,795	1,095

From the Paired Samples Statistics table above, it showed the mean score of pre-test is 62,43 with standard deviation 7,330 and the mean score of post-test is 72,43 with standard deviation is 5,795.

Table 4.4
The score *correlation* of Before Treatmentand After Treatment

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	BEFORE & AFTER	28	,546	,003

From Paired Samples Correlations table above, the output showed the data before and after being taught using roundtable technique is 0,546 with significance value (sig.) 0,003. It means there is any correlation between students' writing ability before and after being taught using roundtable technique.

Table 4.5

Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	BEFORE - AFTER	-10,000	6,394	1,208	-12,480	-7,520	8,275	27	,000

From Paired Samples Test table above, it showed that t-test is 8,275 and the t-table with degree of freedom 27 is 2.051 at the level of significance of 5%. It means t-test is higher than t-table (8,275 > 2.051) and P value from the table is 0,000 with

the level of significance of 5%. So it can be concluded that the result of this research is very significant or there is very significant effect of roundtable technique to the students' writing ability at the eight grade students of SMPN 1 Semen. The means differences between pre-test and post-test score is -10.000, because the mean is negative, it means that the means score of students before giving treatment is lower than the means score of students after giving treatment..

IV. CONCLUSION ANDSUGGESTIONS

Based on the results, there was significant difference on the pre-test and post-test scores. The students' writing ability before taught by using Roundtable Technique got the mean score only 62,43 and the highest score that they had gained was 72. The lowest score was 48, itmeans that the students' writing ability was poor. Second, the students' writing ability after being taught by using Roundtable Technique got the mean score 72,43 . There was the improvement of the mean score after the treatment. The highest score increased become 80 and the lowest score improved become 56. It means that there was a significant improvement of the students' writing ability after being taught

by using Roundtable Technique. Third, the Roundtable Technique is really appropriate in teaching writing because this technique is proved able to increase the students' ability in writing.

Based on the findings, discussions, and the conclusions, several suggestions in order to make improvement for the next study are proposed. First, for the English Teacher the teacher should use roundtablesometimes as an alternative technique in teaching writing in order to makestudents are more active in learning writing. Besides that, the teacher should consider to guide them about roundtable technique because by guiding them using roundtable technique it can make the students ready to write the text, give and answer question the students can discuss the material that is studied and there are cooperation between the students who has more ability with the student who has less ability.Second , for the Students, the students' should be aware of the benefits of the roundtable technique and use the appropriate learning technique, especially roundtable technique. The students should be confident in delivering their arguments or ideas in their writing. They should not be afraid of producing mistakes in writing their descriptive text especially in using appropiate vocabularies and grammar. And the last for the future researcher, it is

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recommended for them to develop this technique for teaching other skills, such as: listening and reading; or teaching speaking in the different level of the students, such as: junior high school students or university students. The writer also hope this study emerged further researcher to conducted or continued the same study in other skills.

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