

ARTICLE

THE IMPACT OF ROUNTABLE TECHNIQUE ON THE STUDENS' WRITING DESCRIPTIVE TEXT ABILITY AT THE EIGHT GRADE OF SMPN SMPN 2 PAPAR IN ACADEMIC YEAR OF 2016 / 2017



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THE IMPACT OF ROUNDTABLE TECHNIQUE ON THE STUDENS' WRITING DESCRIPTIVE TEXT ABILITY AT THE EIGHT GRADE OF SMPN SMPN 2 PAPAR IN ACADEMIC YEAR OF 2016 / 2017

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ABSTRACT

Writing is one of the four English skills. It involves communicating with others. In teaching writing, we can use technique to improve students' writing ability. Roundtable Technique can be an appropriate source to be used in teaching writing especially descriptive text. The objectives of this research are to know the students' writing descriptive text ability before being taught using roundtable technique, to know the students' writing descriptive text ability after being taught using roundtable technique, to find out wheter there is any impact of using roundtable technique to students' writing descriptive text ability. This research used quantitative research. The participants of the study were eight grade students of SMPN 2 PAPAR. It consisted of 26 students. The SPSS data in the research showed the means of before treatment is 58,46, while the means of after treatment is 71,54. From this result the researcher found that the t-test is higher than t-table ($11,029 > 2,060$) 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 impact on students' writing ability. This result hopefully can help the teacher to find another teaching technique for writing descriptive text so it can improved students' writing ability.

Keywords : Writing, Teaching Writing, Roundtable Technique.

I. BACKGROUND

Writing is a process of communication among people to share information. Robert see in Nurhasanah (2014: 15) stated that writing is an efficient learning process which is utilized to communicate information, clarify thinking, and learn new concept and information. Writing is usually directed to others for a specific purpose. Ur (1996: 163) stated 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. . For students, it can provide the opportunity to express themselves through a written form. Meanwhile, 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.

The process of teaching and learning in Indonesia commonly still uses traditional method so that the achievement of the students is still low. Many teachers still teach writing by giving a text, explaining form and rules, and asking students to write the same text. This makes students bored, because they only listen to the teacher's explanation. Because of this situation, the teachers have to find out other ways to make the student's boredom disappear, to improve their learners' writing ability and to make writing process easier. 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 are difficult in deciding topic, exploring ideas, arrange sentences in a good order, lack of vocabulary, lack of language use such as using suitable grammar and mechanics of writing such as :Functuation, conjunction, the coma, etc. 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.

For solving those problems the researcher seeks for the best way in teaching writing that is suitable with several problems above. It is cooperative learning method. One of them is roundtable technique. Roundtable Technique are simple cooperative learning structures that cover much content, builds team spirit, and incorporates writing. 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. In addition, According to Harms and Mayers (2013:45), Round Tables create a strong sense of community as each group learns and shares together. Students share personally relevant topics, giving insight into each student as an individual outside of the English classroom 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. Therefore, all of students will participate in teaching learning process. From the Roundtable activity, the students can explore their ideas as much as possible in their group.

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. Hence the data was taken from pre-test, treatment and post-test. The writer decided eight grade students of SMPN 2 PAPAR as populations. Thus, The researcher chooses eight grade students of VIII - F as the sample of this research that consists of 26 students, which is divided into 15 male and 11 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. RESULT AND CONCLUSION

A. RESULT

The researcher was begun by giving pretest, then followed by giving treatment using Roundtable Technique, and last is by giving pots-test in the end of

this research. To analyze the data result, There are data outputs from calculated using SPSS: Descriptive Statistics, Paired Sample Statistic, Paired Samples Correlations, and Paired Samples Test. The following table shows the result of pre-test and post-test :

Table 4.8
Descriptive Statistics

	N	Min	Max	Mean	Std. Deviation
PRE_SCORE	26	44	68	58,46	5,551
POST_SCORE	26	60	80	71,54	4,843

Based on the descriptive statistics table the researcher knows the students writing ability. The result of pre-test is the mean score was that is 58,46 with the standard deviation 5,551 then the maximum score of the pre-test was 68 and the minimum score was 44. Then, The result of post-test is the mean score was that is 71,54 with the standard deviation 4,843 then the maximum score of the post-test was 80 and the minimum score was 60.

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

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 BEROFE	58,46	26	5,551	1,089
AFTER	71,54	26	4,843	,950

In the Paired Sample Statistics table above, it showed the mean score of pre-test is 58,46 with standard deviation 5,551 and the mean score of post test is 71,54 with standard deviation 4,843. The number of participants in each test (N) is 26..

Table 4.4

The score *correlation* of Pr-test and Post-test

Paired Samples Correlations			
		N	Correlation
Pair 1	BEROFE & AFTER	26	,330
			,000

From Paired Sample Correlations table, it showed the result correlation between pre-test and post-test score is 0,330 with significance value (sig.) 0,000. It can be concluded significance value $0,000 < 0,05$. 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					t	df	Sig. (2-tailed)	
	Mean	Std. Dev iation	Std. Erro r Mea n	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1	BEROFE - AFTER	- 13,077	6,04 6	1,18 6	- 15,51 9	- 10,63 5	11,02 9	25	,00 0

From Paired Sample Test table above, it showed that t-test is 11,029 and the t-table with degree of freedom 25 is 2,060 at the level significance of 5%. It means t-test is higher than t-table ($11,029 > 2,060$) and P value from the table is 0,000 with the level of significance of 5% ($0,000 < 0,05$) it means H_0 is rejected. 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 SMP N 2 Papar. The means differences between pre-test and post-test score is -13,077, 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.

B. CONCLUSION

Based on the result of this study, Round Table Technique can impact to improve students' writing skill. It is proven by looking at the t-table and t-value. In concluded, based on the writer's research finding and according to data supported above, Roundtable technique can impact the students' writing ability because this technique was increasing the students writing ability use encourage the students to exchange their own experiences, and makes the students more active in their learning process.

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 help the student uses the technique they are need to develop their ability writing text. The teacher should explain the importance of roundtable technique in relation to writing ability. Hopefully, the teacher eventually could make a good condition with the students when she/he teaches using roundtable technique in the class. And it can make the students are enjoy in teaching process. 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.. And the last for the future researcher, it is 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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