THE EFFECTIVENESS OF THE ROUNDTABLE TECHNIQUE ON STUDENTS' WRITING SKILLS IN DESCRIPTIVE TEXT

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Abstrak
Penelitian ini bertujuan untuk menilai keefektifan penerapan teknik roundtable dalam meningkatkan kemampuan menulis deskriptif di kalangan siswa kelas delapan di SMP Simanjaya Lamongan. Penelitian ini menggunakan desain pra-eksperimental satu kelompok pretest-posttest. Analisis data menggunakan uji-t sampel berpasangan untuk memastikan adanya pengaruh yang signifikan sebelum dan sesudah intervensi. Penelitian ini melibatkan sampel sebanyak 30 siswa dari kelas delapan di SMP Simanjaya Lamongan. Temuan dari penelitian ini menunjukkan adanya peningkatan yang signifikan dalam keterampilan menulis siswa ketika menggunakan teknik roundtable. Hal ini terlihat dari nilai rata-rata yang diperoleh siswa pada pretest dan posttest. Nilai rata-rata meningkat dari 73,60 pada saat pretest menjadi 83,03 pada saat posttest. Peneliti kemudian melakukan uji-t sampel berpasangan untuk menjawab pertanyaan penelitian. Hasil analisis uji-t menunjukkan bahwa p-value (nilai probabilitas) berada di bawah tingkat signifikansi α (0,00 < 0,05). Oleh karena itu, hipotesis nol (Ho) yang menyatakan tidak ada pengaruh yang signifikan dari teknik roundtable terhadap kemampuan menulis deskriptif siswa ditolak. Penerimaan hipotesis alternatif mengarah pada kesimpulan bahwa teknik roundtable memiliki pengaruh positif yang signifikan terhadap keterampilan menulis siswa dalam memproduksi teks deskriptif.

Kata kunci: Teknik meja bundar, keterampilan menulis, teks deskriptif

Abstract
This research aimed to assess the effectiveness of implementing the roundtable technique in enhancing descriptive writing skills among eighth-grade students at SMP Simanjaya Lamongan. The research utilized a pre-experimental one-group pretest-posttest design. Data analysis involved the application of a paired sample t-test to ascertain the presence of a significant effect before and after the intervention. This research included a sample of 30 students from the eighth grade at SMP Simanjaya Lamongan. The findings of the research indicated a notable improvement in students' writing skills when employing the roundtable technique. This was evident in the average scores obtained by students on both the pretest and posttest. The mean score increased from 73.60 during the pretest to 83.03 in the posttest. The researcher then conducted a paired sample t-test to address the research question. The results of the t-test analysis revealed that the p-value (probability value) was below the significance level α (0.00 < 0.05). Consequently, the null hypothesis (Ho), asserting no significant effect of the roundtable technique on students' descriptive writing skills, was rejected. The acceptance of the alternative hypothesis led to the conclusion that the roundtable technique had a significant positive effect on the student's writing skills in producing descriptive texts.

Keywords: The roundtable technique, writing skill, descriptive text

INTRODUCTION

Writing is the expression of language in the form of letters, symbols, or words. The writing process provides insight into individuals' actions when creating text (Vachek, 2015). Writing serves as a means of communication and requires individuals to convey their ideas, thoughts, knowledge, and life experiences in a clear and comprehensible language, as highlighted by the researcher. Moreover, it is asserted that writing demands a continual display of creativity to captivate the reader's heart (Hyland, 2019). In light of these statements, the researcher draws the conclusion that writing stands out as the most challenging skill to acquire and master. This difficulty stems from the fact that writing is an active and productive skill, necessitating learners to develop the ability to generate ideas and articulate them coherently in writing.

Writing involves the creation of general or specific written products and encompasses the transformation of ideas into paragraphs. Various types of texts are explored in academic settings, with one such type being descriptive text. Descriptive text is characterized by its focus on delineating the attributes of an individual, an object, or a location (Al Halim & Arifin, 2022). In this context, a descriptive text typically comprises two main components: the introduction and the description. The introduction serves as the segment that presents the subject under consideration, while the description delves into detailing the characteristics of the subject. When crafting descriptive text, students are encouraged to employ uncomplicated sentences and incorporate adjectives to enhance their writing.

Writing descriptive text is how students try to express ideas that contain information about an object and invite the reader to enjoy what the author has described to the reader (Noprianto, 2017). In writing descriptive text, students often find some difficulties. Students usually find it difficult to organize their ideas. They also get bored easily when they think about what to write. In addition, many students make mistakes and face difficulties in building and developing their imagination.

Based on the writer's observations and an interview with an English teacher, students encounter various challenges in writing, particularly when it comes to generating ideas. The difficulty in creating effective descriptive texts stems from students' confusion about how to initiate the writing process, articulate their thoughts in written form, and foster creativity in their writing. Additionally, a lack of motivation presents itself as another obstacle to students'

writing proficiency. Many students find writing to be a dull and uninteresting activity, leading to a diminished willingness to engage in the writing process. Recognizing and addressing individual differences in students' abilities and motivations is crucial for English teachers to effectively support their students.

Another issue highlighted is the failure of teaching methods in promoting writing skills. The writer suggests that teachers should encourage students to produce sentences actively, emphasizing a need for increased student participation in the learning process within the classroom. Addressing these challenges, the researcher proposes the implementation of a roundtable technique within a cooperative learning method. This approach aims to enhance students' writing abilities by fostering collaboration and active engagement in the learning process.

Roundtable is a writing technique in cooperative learning developed by Spencer Kagan as stated in Alshehri (Alshehri, 2018). Cooperative learning has not been widely applied in teaching and learning activities even though the Indonesian people are very proud of the nature of cooperation in social life. Cooperative learning is a successful teaching strategy in which small teams. It is a learning model that prioritizes group cooperation in solving a problem (Alrayah, 2018; Le et al., 2018). According to Taha, the roundtable learning technique is a writing technique that is applied by appointing each group member to participate in expressing ideas for the themes discussed by each group (Taha & Majeed, 2023).

Roundtable is a group learning technique that is expected to make it easier for students to work together in achieving common goals. The roundtable technique in cooperative learning is implemented by dividing students into heterogeneous group. Students discuss in a group to solve problems. Each group consists of 5 – 8 people, students who have more ability to write descriptions are grouped with less able students. By applying the roundtable technique, it is also hoped that students will grow to be more independent and create peer tutors.

The roundtable technique is a cooperative learning activity that requires each student to actively participate in demonstrating the skill they already have as a result of thinking in groups by sitting in a circle or forming a roundtable (Taha & Majeed, 2023). Based on this opinion, it can be interpreted that the roundtable technique is a learning model in which the students study together in groups where each student in the group plays an active role in contributing ideas in turn by sitting in a circle or round table. This roundtable technique makes students learn and work together, provides opportunities to learn to issue broad ideas, and a conducive classroom

atmosphere, for students who take turns to issue ideas also develop useful knowledge, roundtable technique can also help focus attention on students. The existence of participation and interaction between students encourages students to be able to express ideas and opinions, students can learn to think critically and creatively. Therefore, in this research the researchers are interested in analyzing the effectiveness of using roundtable technique on student's writing descriptive at eight-grades of SMP Simanjaya Lamongan.

Writing is a multifaceted process involving the adept manipulation of words, sentences, and paragraphs to produce high-quality content (Faraj, 2015). This implies that when initiating a piece of writing, one must carefully consider both the message and the manner of expression. Subsequently, upon completing the initial draft, the writer engages in a reflective process, reviewing and refining the text through revisions and corrections. Consequently, writing is not a single-step action but rather a sequential process that transforms initial thoughts into a polished and meaningful composition.

Furthermore, writing serves as a means of self-expression, embodying a practical approach to constructing and conveying ideas for effective communication. It represents an endeavor to translate spoken language into written form, with proficiency in this skill serving as a crucial tool for articulating ideas, thoughts, and meanings in a written context (Cole & Feng, 2015; Fareed et al., 2016). The complexity of writing is underscored by the need for attention to grammar, vocabulary, punctuation, and spelling, all intricately woven into a cohesive paragraph. In summary, writing transcends mere communication, encompassing a nuanced process that demands mastery of various linguistic elements.

Descriptive text is one type of writing that must be used taught and mastered by students. The descriptive description is one way to tell in more detail about an object so that we can visualize what it looks like, what it looks like, what it feels like, and so on (Ferris & Hedgcock, 2023; Noprianto, 2017). Descriptives are usually used by a writer to create objects, scenes, and places. an author's goal is to give the reader more experience while reading the text.

Descriptive text is a form of written English where the author details the components, attributes, and traits of a particular object, which can be either concrete or abstract. This object might encompass a wide range of subjects, such as people, animals, trees, houses, or even activities like camping. The primary aim of descriptive text is to portray and elucidate the characteristics of the chosen subject matter (Al Halim & Arifin, 2022). Functionally, descriptive text serves to depict people, locations, or things. In an educational context, students are

encouraged to recognize the standard structure and linguistic features inherent in descriptive text. Furthermore, students are expected to acquire the ability to both provide and seek information pertaining to the object in question.

Roundtable Technique

The Roundtable technique is a collaborative approach that involves the systematic circulation of a piece of paper and a pencil within a group. This technique is notable for providing each group member with the chance to express their ideas actively. It goes beyond mere group collaboration, as it facilitates students in articulating their thoughts, making comparisons, and aligning their understanding of the learning material. This method, therefore, not only fosters teamwork but also encourages students to effectively convey and synchronize their individual perspectives (Kordaki, 2017).

The Roundtable technique is a form of cooperative learning that involves organizing group members in a circular arrangement, ensuring active participation from all individuals. This method is particularly employed for activities such as brainstorming, reviewing, and skill practice. In essence, the Roundtable Technique requires each participant to take turns contributing to the group's collective efforts by writing responses on paper, which is then circulated along with a pen (Roselli, 2016; Suhesti, 2019).

In the context of enhancing students' proficiency in writing descriptive text, the Roundtable technique proves valuable. According to Sinaga, its utilization helps students to gather diverse ideas from various perspectives within the group (Sinaga, 2017). This collaborative process not only contributes to a more comprehensive understanding of writing but also fosters the development of critical thinking skills among students (M. Labib Al Halim, M.Ainul Yaqin, 2023).

METHOD

The study employed a pre-experimental design, specifically a one-group pretest-posttest design, utilizing quantitative research methods. In quantitative research, statistical techniques are employed to analyze and comprehend phenomena. This approach involves investigating specific populations or samples, employing research instruments for data collection, and utilizing quantitative or statistical analysis to test predefined hypotheses. Experimental research designs encompass various types, including pre-experimental, true experimental, factorial, and quasi-experimental designs.

The research was conducted at SMP Simanjaya Lamongan, focusing on eight-grades students at the Islamic Junior High School totaling 30 students. Data collection methods or techniques are ways that can use by researchers to collect data. The data collection techniques used by researchers in this research is by giving test in the form of pretest and posttest. The researcher gives a pretest to the students to find out student's skills in writing descriptive text before being given the treatment. While, the posttest is given to find out student's skills in writing descriptive text after being given the treatment.

Tests are an important measuring tool for educational research. The tests are given to measure the competence of students: knowledge, intelligence, and talent abilities possessed by individuals or groups. This research will provide a written test to find out student's skills in writing descriptive texts. The test here consists of a pretest and a posttest. It means that the test will be given twice pretest and posttest.

This study focuses on analyzing students' writing skills, so the instrument for collecting data should contain a writing test. The test requires students to describe pictures (objects), and a rating scale must be designed to measure students' writing quality. Thus, the data obtained must behave as evidence of construct and content validity.

The researcher uses two steps to prove the validity of the writing construct. In the first step, the researcher defines the construct of skills and knowledge that will be assessed. The specified construct is about writing tests. In the second step, the researcher makes a test that requires students to take a writing test. Researchers write instructions on student worksheets. Instructions should be as clear as possible to ensure that students know exactly what to do.

The researcher utilizes the r-hitung and r-table test in SPSS 20, to discover the validity of the text. The significant value gotten from each item is shown below: (see table)

Table 1. Validity of the Test

Items	rhitung	rtable	Significant Value	Status
1	0,942373	0,349	0,000	VALID

Based on the table above, all of the 5 tes items given to students are valid. The question was mad according to an expert lecturer and calculated by IBM SPSS.20, therefore, validity is required in research to support this study and ensure that the study's results are reliable. While, to assess students' writing achievement, previous researchers have determined certain aspects to be assessed. Aspects of assessment are organization, content, vocabulary, language use, and mechanics. Therefore, the researcher uses the assessment criteria to ensure the validity of the

content of the task.

Result and Discussion

Results

A normality test is a test carried out to assess the distribution of data in a group is normally distributed or not. The researcher used Kolmogorov Smirnov to analyze normality via IBM SPSS 20, and the results will be shown in the table below:

Table 2. One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	5.99405872
Most Extreme Differences	Absolute	.120
	Positive	.063
	Negative	-.120
Kolmogorov-Smirnov Z		.657
Asymp. Sig. (2-tailed)		.782

a. Test distribution is Normal.

b. Calculated from data.

Based on the results of the normality test conducted with SPSS version 20.0, the result from Asymp. Sig. (2-tailed) was 0,782 which is higher than 0,05 (0,782>0,05). Therefore, Ha is accepted and Ho is rejected. As a result, it means the data were distributed normally.

The analysis used is the paired sample t-test. This test is a different test of two paired samples with the same subject but different treatments. The result of the analysis will be shown in the table below:

Table 3. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	73.60	30	6.360	1.161
	posttest	83.03	30	7.730	1.411

From the table above, the pretest and Posttest values show that the mean of the Pretest was 73,60 with a standard deviation of 6,360 and the Posttest was 83,03 with a standard

deviation of 7,730.

Table 4. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	30	.631	.000

As per the data presented in the table, the correlation results indicate a coefficient of 0.631 with a probability value (sig) of 0.000. This implies that there is a significant correlation or relationship between the variables before and after the treatment, as the probability value is less than 0.05.

Therefore, the alternative hypothesis (Ha), asserting the significance of the effectiveness of the roundtable technique in enhancing the skills of eighth-grade students at SMP Simanjaya Lamongan to write descriptive texts, is accepted. Simultaneously, the null hypothesis (H0), which posits no significant effect of the roundtable technique on students' proficiency in writing descriptive texts, is rejected. This suggests that the roundtable technique has a meaningful and positive impact on the improvement of students' abilities in crafting descriptive texts, as supported by the statistical analysis.

Table 5. Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest - posttest	-9.433	6.174	1.127	-11.739	-7.128	-8.369	29	.000

From the table above, it is known that the t-test results state that Sig. (2-tailed) is 0.000. The result gives that Sig. (2-tailed) lower table than the level of significance. It means that Ho is rejected and Ha is accepted. Thus, it can be concluded that the roundtable technique is an effective method to be applied to students' writing ability of descriptive text.

Discussion

Students who employ the roundtable technique tend to achieve higher scores compared to those utilizing the make-a-match technique. This is evident in the observed increase in posttest scores, supported by the statistically significant findings with a Sig. (2-tailed) value. The posttest scores exhibited improvement, with two students achieving excellent grades, 15 attaining very good grades, 11 securing good grades, 1 reaching a satisfactory level, and 1 performing at a lower level.

The comparison between pretest and posttest scores further substantiates the effectiveness of the roundtable technique. Statistical analysis, specifically the paired t-test using IBM SPSS Statistics 20 for Windows, revealed a Sig. (2-tailed) value below the 0.05 significance level. Consequently, the null hypothesis (Ho) was rejected in favor of the alternative hypothesis (Ha), indicating a significant difference.

The statistically validated improvement is noteworthy, as the significance level surpasses the commonly accepted threshold of 0.05. This supports the researcher's claim that the roundtable technique contributes significantly to enhancing students' descriptive text writing abilities. The success is not only reflected in academic outcomes but also in students' increased engagement and enjoyment in classroom activities. Furthermore, the technique facilitates a conducive environment for students to articulate their thoughts and effectively describe objects.

The Round Table Technique, as advocated by Millis, serves as an effective method for collaborative brainstorming, skill review, and practice, utilizing paper and pen for each team (Resliana, 2020). This approach fosters group work among students to achieve a common objective, such as describing an object. It is a valuable cooperative learning strategy for enhancing English skills, particularly in writing descriptive texts.

The technique proves beneficial in stimulating creativity and encouraging students to delve deeper into their thoughts. Engaging in teamwork, students take responsibility for their contributions, thereby generating a multitude of ideas to be shared within the group. The Round Table Technique becomes a conduit for students to explore and articulate their ideas in writing, ultimately contributing to the enhancement of their achievement in crafting descriptive texts.

The researcher suggests that enhancing students' proficiency in composing descriptive texts through the incorporation of roundtable techniques in learning activities has demonstrated the significance of employing such methods for academic success. Furthermore, the utilization

of roundtable techniques has been found to positively impact student motivation, foster collaboration among students, and facilitate the generation of a broader range of ideas. Additionally, the improvement in students' descriptive writing skills is evident through their active engagement in class activities and the finesse displayed in their work. The students' responsiveness during the teaching and learning process is noteworthy, as they execute the teacher's instructions with precision.

Conclusion

According to the research findings, it can be deduced that the implementation of the Roundtable technique significantly enhances the capacity of eight-grades students at SMP Simanjaya Lamongan to write descriptive texts. A notable disparity exists in the descriptive writing proficiency of students before and after undergoing the roundtable technique intervention, as evidenced by the scores derived from the pretest conducted prior to the treatment and the posttest administered afterward. The statistical analysis, employing the paired sample t-test, reveals that the two-tailed significance score of 0.000 is below the 0.05 threshold, leading to the acceptance of the Alternative Hypothesis (Ha). Consequently, the analysis suggests that the utilization of the roundtable technique has proven to be successful in enhancing students' descriptive writing abilities. The technique has demonstrated its efficacy in significantly improving students' skills in crafting descriptive texts, making a meaningful contribution to their overall proficiency in this aspect.
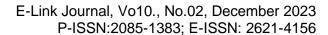
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