THE EFFECT OF ROUNDTABLE STRATEGY ON STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT

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ABSTRACT

The objective of this study is to find out whether Roundtable Strategy significantly affects students' achievement in writing descriptive text. It was conducted by using experimental research design. The population of this research was the tenth grade students of SMK Dwi Tunggal Tanjung Morawa which consisted of two parallel classes with the total number of students was 70. By applying cluster random sampling technique, class X TKJ-2 consisting of 35 students was selected as the experimental group and class X TKJ-1 consisting of 35 students was selected as the control group. The instrument for collecting the data was writing test. The data were analyzed by using t-test formula. It was found the value of t-observed was 3.15 with the degree of freedom (df)=58 at the level of significance α=0.05. It meant that t-observed value was higher than t-table value (3.15>2.00). In conclusion, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was succesfully rejected. Thus, Roundtable Strategy significantly affects students' achievement in writing descriptive text.

Keywords: writing, descriptive text, roundtable strategy

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui apakah Strategi Roundtable secara signifikan mempengaruhi prestasi siswa dalam menulis teks deskriptif. Penelitian dilakukan dengan menggunakan desain penelitian eksperimental. Populasi dari penelitian ini adalah siswa kelas X SMK Dwi Tunggal Tanjung Morawa yang terdiri dari dua kelas paralel dengan jumlah 70 siswa. Dengan menerapkan teknik cluster sampling, kelas X TKJ-2 yang terdiri dari 35 siswa terpilih sebagai kelompok eksperimen dan kelas X TKJ-1 yang terdiri dari 35 siswa terpilih sebagai kelompok kontrol. Instrumen untuk mengumpulkan data adalah tes menulis. Data dianalisis dengan menggunakan rumus t-test. Ditemukan nilai t-observed adalah 3,15 dengan degree of freedom (df)=58 pada tingkat signifikansi α = 0.05. Hal ini berarti bahwa nilai t-observed lebih tinggi dari nilai t-tabel (3,15>2,00). Kesimpulannya, hipotesis alternatif (Ha) diterima dan hipotesis nol (Ho) berhasil ditolak. Dengan demikian, Strategi Roundtable secara signifikan mempengaruhi prestasi siswa dalam menulis teks deskriptif.

Kata kunci: menulis, teks deskriptif, strategi roundtable

INTRODUCTION

Language is one of the most important things in communication and it is used as a tool of communication to transfer information, ideas, and feelings from one person to another. There are many languages in the world. One of them is English. Everyone agrees that English as international language that is used to communicate with people from different countries. English has an important role in all aspects of national relationship with other countries, such as international commerce, social and culture, including education. Therefore, English is an important subject to be taught at school. Considering the importance of language, our government has drawn English as a foreign language that should be mastered by the students.

In Indonesia, understanding English is very difficult, because it is not our mother

tongue. Therefore, English as a foreign language becomes one of important subjects at schools. English is taught in various levels, from Elementary School until university and becomes one of subjects in National Examination (*Ujian Nasional: UN*).

English subject which is taught at school has four skills: listening, speaking, reading, and writing. Students are supposed to master the four language skills not only in getting a good mark but also for communicative purpose and in that case the students can use English as a mean of communication in daily life. This statement is supported by Watkins and Knapp (2005:10) who say that knowing a language involves being able to use that language effectively in real life situations.

One of the English skills is writing. Writing skill plays an important role in language learning. There are several definitions of writing that can be studied. Mayers (2005:2) states, "Writing is an action, a process of discovering and organizing our ideas, putting them on the paper and reshaping also revising them." While Harmer (2001:154) states, "Writing is a process when we write is often heavily influenced by the constraints of genres, then this element have to be presented in learning activities." Moreover, Oshima and Hogue (2006:2) state, "Writing is a progressive activity". It means that when we first writing something down, we have already been thinking about what we are going to say and how we are going to say it.

Through writing, students are able to express their ideas into correct and meaningful sentences and paragraph. To make a correct and meaningful writing, students need to know and understand the grammatical rules such as structure, grammar, and punctuation. They also should comprehend the text genres they want to write. According to the syllabus of Curriculum of 2013 of Vocational High School, writing is a skill that should be mastered by the first year students of the vocational high school in the first semester. In the basic competency that should be achieved in the writing subject it is stated that the students are expected to be capable of developing and producing written simple functional text in the form of narrative, recount, and descriptive.

The students are expected to be able to write a descriptive text about topic given by the teacher with good sentences and ideas based on their own. But in fact, they could not do it well. Students did not have any ideas to write. In other words, they had blank mind when they were asked to write a text, for example a descriptive text. There are several problems in writing faced by students. First, students cannot generate their idea, and it is the reason why they cannot make good in writing. Students get confused how to start writing, how to express their idea in written form, and how to develop their idea so their writing can be creative.

On the other hand, less motivation can be also one of the problems in writing. Most students feel lazy because they think writing is a boring activity. The next problem is the failure of teaching writing. It means that the teacher should allow the students to produce sentences as many as they can. In other words, the teacher should make the students active in the learning process in the classroom.

To solve the problems, the teacher should give opportunities to the students to write their ideas without being afraid of making mistake, the teacher should be able to encourage the students to express their ideas in writing, the teacher should be able to implement the interesting technique in order to help students learn writing and give more attention toward students motivation. But the teacher has no time to search for the suitable technique for teaching learning process. The teacher just applied traditional way to teach. In relation to the condition above roundtable strategy is proposed to overcome the problem.

According to Kagan (2009:634) roundtable strategy is learning strategy where the students take turn in their team by generating their responses, solving problems, or making a contribution to project. The students can do the writing task with their friends for their team. They also can express their ideas easily to make the supporting sentences in paragraph. While Stenlev and Sigmund (2011:40-45) state that

roundtable is useful strategy for brainstorming, reviewing, or practicing a skill. Students use a single sheet of paper and a pen for each group. Students in the group respond in turn a question or problem by stating their ideas on the paper of a given topic about. Moreover, Barkley (2005:72) states that roundtable is a technique where the students take turn responding to a prompt by writing one or two words or phrase before passing the paper along to others who do the same. It can lead students to be active and responsible in their group. So, each member of group is responsible for instruction given.

Based on the explanation above, there is an interest to conduct a research in order to examine if roundtable strategy significantly affects the students' achievement in writing descriptive text.

There are some previous studies about using roundtable strategy in teaching writing. The first previous study is *The Effectiveness of Roundtable Technique to Improve Students' Speaking Skill in the First Grade Students of SMAN 3 Salatiga in the Academic Year 2013/2014* conducted by Sartika (2014) from English Department of Educational Faculty, State Institute for Islamic Studies (STAIN) Salatiga. This research was conducted in quasi experimental research. The sample of the research was two classes in the first grade of SMAN 3 Salatiga chosen purposely using purposive sampling technique from 384 students in the population. The first class was X-6 as the experimental group and the second class was X-7 as the control group. The data were collected from the scores of pre-test and post-test after the treatment. The data were analyzed using t-test formula by comparing the mean score of pre-test and post-test of both classes. The level of significance was set equal or less than 5%. The result of this study showed that t-value (9.36) was higher than t-table value (1.99) with the degree of freedom (df)=75. It can be concluded that there was significant difference before and after teaching speaking using roundtable or it can be said that roundtable technique was effective to improve students' speaking skill in the first

grade students of SMAN 3 Salatiga in the academic year of 2013/2014.

The second previous study is *The Use of Roundtable Technique to Improve Students' Achievement in Writing Hortatory Exposition Text in the Elevent Grade of SMA Negeri 1 Batang in the Academic Year 2010/2011* conducted by Hapsari (2011) from English Department, Faculty of Language and Arts, Semarang State University (UNNES). The objective of this study was to investigate whether roundtable technique gave contribution to improve students' achievement in writing hortatory exposition text. This research was conducted in action research. The sample of the research was class XI IPS 3 at SMA Negeri 1 Batang. In conducting this action research, she used four steps: planning, acting, observing, and reflecting. The students could not write the correct written of hortatory text before the treatment. After they got treatment, they could write hortatory exposition text in correct organization and grammar. Therefore the students' achievement in writing hortatory exposition text was improved. In conclusion, most students were interested in the teaching activities by using roundtable technique in writing hortatory exposition text. Then, they were able to apply roundtable technique well. Based on the findings, she concluded that the use of roundtable technique in teaching writing hortatory exposition text was a very beneficial for students.

The previous studies above were different from this current research. The first previous study was conducted to improve speaking skill for the first grade of senior high school. The second previous study was conducted to improve the students' achievement in writing hortatory exposition text for the eleventh grade of SMA Negeri 1 Batang. This current research concerned with how the teacher conducted roundtable strategy in writing descriptive text which could increase students' achievement and cooperate with other friends during teaching and learning process. The sample of the research was the first grade students at SMK Dwi Tunggal Tanjung Morawa.

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RESEARCH METHOD

This research was conducted at SMK Dwi Tunggal Tanjung Morawa which was located on jalan Medan Tanjung Morawa Km 14.5. It was started from 5 October until 12 October 2019. The study was conducted by applying experimental research design. It employed two groups, namely: experimental and control groups. Experimental group was treated by applying roundtable strategy and control group was treated by applying conventional way which was lecture method.

The population of this study was the students of the tenth grade of SMK Dwi Tunggal Tanjung Morawa. There were two parallel classes namely X TKJ-1 and X TKJ-2. Class X TKJ-1 was selected as the control group and X TKJ-2 was selected as the experimental group. Each class consisted of 35 students. Therefore, the total number of the population was 70 students.

Arikunto (2006:131) says if the population of the research is less than 100 it is better to include all of them as the sample. However, if there are more than 100 they are taken out 10%-15% or 20%-25%. So, two classes were taken as the sample in this research with the total number of the sample was 70 students.

In this research, the technique which was used to determine the sample was cluster sampling. The researcher used this technique of sampling because students were homogenous and not individual but group.

The researcher used quantitative data. The instrument for collecting data in this research was writing test that focus on descriptive text both in pre-test and post-test. The raters assessed students' writing by following scoring rubric by Weigle (2002:116). The aspects which were restrained for the tests were content, organization, vocabulary, language use, mechanics.

Before applying the treatment, the researcher administered a pre-test to find out the students' writing ability in descriptive text. Then, the students' writing was assessed by the two raters while the researcher was applying the treatment. The treatments were applied in four meetings with different topic in every meeting.

After applying the treatments, the researcher administered a post-test to find out whether roundtable strategy significantly affects students' achievement in writing descriptive text or not. After obtaining the data, the researcher compared the result on pre-test and post-test. The data were analyzed to answer the hypothesis by using t-test formula.

RESEARCH FINDING AND DISCUSSION

Based on the data analysis by using t-test formula, it was found that roundtable strategy significantly affected the students' achievement in writing descriptive text. It was proven by calculation result that t-observed value was 3.15 while t-table value was 2.00. After the hypotheses were tested, the alternative hypothesis (H_a) was accepted if the t-observed value > t-table value. Based on the calculation it was found that t-observed value (3.15) was higher than t-table value (2.00). The result indicated that (H_a) was accepted and (H_o) was successfully rejected. Thus, roundtable strategy significantly affected the students' achievement in writing descriptive text.

In the first meeting of experimental group, the students were asked to do the pre-test. In the second until fifth meeting, the treatment was given to the students. First they were divided into groups randomly based on their writing ability. Then, they were given a paper and pen for each group. After that, the teacher gave the same topic to each group. Next, every student in group had to write his or her ideas on the paper in turn. And then, the teacher asked the students to pass the paper to the next student who followed the same steps. Then, all of the students wrote the descriptive text using the ideas that had been written by each group. And the last meeting, the students were asked to do post-test.

When the roundtable strategy was applied in teaching descriptive text, most of students felt happy and enjoyed in writing descriptive text. They could think inductively and added their vocabularies.

Many students were interested in writing descriptive text because they had some vocabularies and it made them easy to write.

In the first meeting of control group, the students were asked to do the pre-test. In the second until fifth meeting, the topic was introduced and explained to the students. Next, the students learned it. After that, the students were asked to write descriptive text and in the last meeting the students were asked to do the post-test.

The control group was taught by lecture method. They were not too interested in writing descriptive text because the teacher only explained the material and gave them the exercise. When they were asked about the ideas what they were going to write, they felt confused to express their ideas. The students had lack vocabulary. So, it affected their scores in writing descriptive text and their scores were lower than the students' score in experimental group.

After the treatment of roundtable strategy was given to experimental group and lecture method to control group, it can be seen that there was a significant increase of the students' scores. 100 percent of students passed the KKM in experimental group and it was around 75 percent of students passed the KKM in control group. It can be concluded that there was a significant score range difference of passing grade of KKM between experimental and control group. The technique used in the teaching-learning process played its role well and successfully made the difference in the students' scores. This proved that roundtable strategy significantly affected the students' achievement in writing descriptive text.

CONCLUSION AND SUGGESTION

Based on the research finding, it is concluded that roundtable strategy has a significant effects on the students' achievement in writing descriptive text of tenth grade students at SMK Dwi Tunggal Tanjung Morawa. There is a significant difference on students' writing descriptive text taught by using roundtable strategy and taught only using conventional method.

The data analysis by employing t-test formula resulted of t-observed value is 3.15 and t-table value is 2.00 with df = (58) and the level of significance α = (0.05). It means that (H_a) is accepted, and (H_o) is rejected. From the data obtained it is seen that the results of the students' achievement in writing descriptive text by using roundtable strategy is higher than by using conventional method. There is a significant effect of roundtable strategy on students' achievement in writing descriptive text.

After conducting the research and analyzing the data, the researcher would like to give some suggestions of this research. Firstly, for the teacher, the researcher hopes that the teacher can use this strategy for teaching descriptive text, which is very effective to be used in writing class. The teacher is supposed to be creative and can give a group assignment that might create an active discussion. Secondly, for the students, the researcher hopes that the students should be active to involve in learning process, they could improve their confident and writing skill in writing test. Thirdly, for the institution, the researcher hopes that the institution can develop or provide more facilities for learning process. It aims to make the learning process easier and have better result. The last, for the other researcher, the researcher hopes that the other researcher can use this research as a resource to do further research. It aims to make the research process easier and have better result.

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