



Improving Students' Writing Skill in Descriptive Text by Using Roundtable Technique

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Abstract

This research, which is a quasi-experiment, sought to ascertain whether using the Roundtable technique actually helped students improve their ability to write descriptive texts as well as to ascertain the students' perceptions of the technique's effectiveness. Implementing the Roundtable technique is the independent variable in this study, and students' perspectives and their abilities to write descriptive texts are the dependent variables. The population of this study consists of all six classes of SMK Tiwikrama Mamuju, and the sample consisted of class X1 as the experiment class and class X2 as the control class, both of which included 28 students each. The research data were obtained by giving a learning achievement test on the description text material in the form of pre-test and post-test. The data analysis technique is by using the SPSS program, data percentages and tables. Based on the results of statistical analysis, $P = 0.00$ less than $\alpha = 0.05$. It means that the implementation of the Roundtable Technique has a significant effect on the writing skills of X₁ students of SMK Tiwikrama Mamuju on the subject matter of descriptive text.

Keywords: students' writing skills, descriptive text, students' perception, roundtable technique

Introduction

In English language, there are four major skills should be mastered: speaking, listening, reading, and writing skills. An individual who has a strong command of these skills will make an excellent speaker, listener, reader, and writer. An individual can then effectively communicate as a result of this outcome. Skill in writing is a crucial need. Students get the opportunity to learn all the grammar rules of their language through writing, as well as how to use the language to better organize their thoughts. Additionally, it might broaden

the knowledge base, which is essential for academic success.

According to Harmer (2004), "writing is one of the most important skills in life besides speaking. Good writing skills play an important role in success, be it writing a report, proposal or task at school" (p.31). In addition, Hellekson et al. (2010) believe that writing is a crucial type of communication that is required in many aspects of life, including commercial and academic endeavors. In essence, it is a tool for survival rather than a simply means of subsistence.

According to Boardman & Frydenberg (2008), one of the most crucial English language skills to develop is the skill to write. Writing is a method that someone uses to express a thinking or idea in writing. As a student writing is an important thing done in school. One that students must understand in writing is to write descriptive text. Writing descriptive text requires the students to elaborate the components of writing, there are vocabulary, content, organization to present writer ideas language use and mechanic which those work simultaneously to build some short text, at least one sentence with beginning on new line and it can be deal with some single event, idea and description (Ginting et al., 2019). However, writing presents several challenges for students, including how to order their words into paragraphs, how to communicate their thoughts, how to use language in grammatical sentences, how to maintain coherence, and more.

According to Wibowo (2013), He claimed that among the harder abilities to perfect is writing. As a result, when instructing children in writing, the teacher must be able to offer strategies that will encourage their interest in the subject. Based on the survey conducted at SMK Tiwikrama Mamuju on July 2022, it was found that most of the students were finding difficulties in writing English paragraph. They had many troubles to create a good writing. It is apparently because they did not have any ideas to what they are going to write, have no idea on how to arrange the content and organization of text.

In addition, they have poor vocabulary especially vocabulary related to their major. This could happen because the teachers do not use a proper technique to improve students writing skill. This fact causes students writing skill did not develop and to get bored quickly with the class. As a result, students feel unmotivated to attend the lessons and make their English proficiency lower. The result showed that, from 28 students in the tenth grade at SMK Tiwikrama Mamuju, only 9 students could reach the score of the minimum result of learning output.

The problems listed above could be attributed to the students' lack of interest in acquiring vocabulary, their poor motivation to study English, the monotonous style of the learning interactions, and their lack of experience with composing text. (Sarwat et al., 2021). Therefore, a successful learning process does not solely depend on the teacher; rather, we must employ the most

effective teaching techniques to engage the students in the learning process. Besides that, we have to habituate the students enrich their vocabulary.

There are many ways that can be used to improve students' writing skill. According to Widasari (2010), the most frequent method the teacher employed in class was the use of pictures. However, in an effort to address the students' writing-related problems the researcher decided to use the Roundtable technique to teach descriptive text. According to Rosmiyati (2022), "Roundtable technique is a useful technique because each student elaborates and gives the idea on the sheet of paper to a certain topic which is given by the teacher" (p.173).

Based on the theory of research results from several researchers there are things that become gaps related to the use of roundtable techniques in improving students' writing skills. As in the research conducted by Mahardika (2019) the findings indicated that SMAN 14 Bandar Lampung students' writing skills have improved. Additionally, the students had a favorable opinion on the use of the roundtable technique. The majority of students concurred that this strategy was fascinating and helpful to them. This shows that the roundtable method helps students develop their abilities to write descriptive texts.

Meanwhile, Oktafiani (2020) found that there were substantial differences in test scores between students who received instruction using the Roundtable Technique and those who received instruction using the Numbered Head Together (NHT) It could be interpreted that NHT was the technique that more effective than Roundtable Technique to improve the students' writing ability of hortatory text in 11th graders at MAN 3 Blitar.

In spite of the research phenomena that emerge based on the findings of initial researchers, the theoretical discrepancies in the outcomes of the research above are contradictory, form a research gap, and serve as one of the bases for conducting this research. According to the practitioners, the tenth grade will serve as a test site for an international-based class that would eventually be introduced throughout West Sulawesi. The reality is that without first mastering the fundamentals of learning English, namely vocabulary mastery, particularly vocational vocabulary in vocational high school, we cannot quickly increase students' writing skills.

We cannot deny that when the teacher wants to teach material related to writing skills, the teacher needs to analyze the students' prior knowledge to determine the students' basic skills or knowledge related to English in this case, vocabulary mastery.

Based on the explanation above, the researcher is so much interested in carrying out experimental research entitled: "Improving Students' Writing Skill in Descriptive Text by Using Roundtable Technique at Tenth Grade of SMK Tiwikrama Mamuju". The novelty of this research can be seen from its impact on students and method and technique used in experimentation. The main aim

of this research not only focus on improving the students' writing skills, but also accompanied by another expected output such as an increase of vocabulary mastery especially vocational vocabulary mastery and capability in using the correct tenses in writing a descriptive text.

In addition, this technique develops students writing skill by using the collaboration between method and technology in the experimentation process. Teacher use laptop computer when they give assignments to students, and as well as the teacher, students also use laptop computer to do the assignment.

Furthermore, by using a cooperative learning model called Roundtable technique that can be used for brainstorming, reviewing, and encouraging creative thinking, it gives an achievement in terms of academic and social point of view so that it become a very special technique to be used for improving writing skill.

This research will answer two main question research, as follows:

1. Does roundtable technique effectively improve the students' writing skill in descriptive text?
2. What is the students' perception on the use of roundtable technique in improving students' writing skill in descriptive text?

Method

This research is a Quasi-experimental with The Non-equivalent Control Group Design. In non-equivalent control group design, two (or more) treatment groups namely experimental group (X1) and control group (X2) are pretested, administered a treatment, and post-tested (Gay, Mills & Airasian., 2018). In addition, Gay et. al., (2018) also acknowledge that when random assignment is not possible in a research, a researcher may choose from a number of quasi-experimental designs that provide adequate controls.

It is focused on how to improve students' writing skill in descriptive text by using Roundtable technique. Each group in this study underwent an experiment over the course of four meetings. The tenth-grade students of SMK Tiwikrama Mamuju served as the subject of this study. The students were split into two groups: The Experimental group and the Control group. The Control Group comprised the Class X2 TKJ with a total of 28 students, whereas the Experimental Group consisted of the Class X1 TKJ. The Cluster Random method is used to select the sample.

Result

The findings of this research are presented in detail explanation as follows:

1. The Effectiveness of Roundtable Technique in Improving Students Writing Skill of Descriptive Text

After analyzing the data, it is found that there is a significant difference between the mean score in pre-test and post-test after the experimentation. The result of the calculation indicates that there is a significance difference of means score between pre-test and post-test. The result of calculation can be seen as follows:

Table 1

The comparison of mean score between Experimental & Control Class

Class	Test	Mean	SD	Max Score	Min Score
Experimental	Pre-test	66.93	8.12	80	60
	Post-test	77.54	7.15	92	65
Control	Pre-test	67.32	8.83	80	60
	Post-test	71.61	8.37	80	60

Comparing the result of the experimental and the control group, it shows that the gap of the mean score between pre-test and post-test in experimental class is differentiate by 11 points. This show how significant is the result of the experimentation. Meanwhile, the gap of the mean score between pre-test and post-test in control class is only 4 points. This shows that the result of the experimentation is not too significant. Moreover, the maximum score of the experimental class is raised from 80 to 92. It means that there is a raise to 12 points. Meanwhile, the maximum score of the control class is not raised from 80. It means that there is no improvement in control class.

2. Students' Perception on the Use of Roundtable Technique in Improving Students' Writing Skill of Descriptive Text

Based on the result of the analysis, it is found that the use of roundtable technique is perceived positively by the students. It is because the use of roundtable technique not only considered new and attractive way of learning, but also it can help them to improve their writing skill of descriptive text. From the analysis, it is found that most of the respondent agreed that roundtable technique helped them in building their competence or capability in writing descriptive text. Most of the respondents believe that roundtable technique gives them opportunity to work together so that they teach each other with their friends who have better English proficiency especially in the area of writing skill. This technique is simply affecting their motivation in writing because it could help them to write a sentence or

sentences.

Therefore, it is concluded that roundtable technique is useful and became a solution for students to overcome their problems in writing a descriptive text. Based on the results of a Questionnaire analysis about students' perceptions of learning English using Roundtable Technique, it is described through several indicators: the interest, the benefit, the implementation, and the activities.

The result of data analysis regarding the students' perception can be seen as follows:

a. **Interest**

Table 2
Students' Perception toward the Interest in using roundtable technique

No.	Statements	Response				
		SD	D	N	A	SA
		f (%)	f (%)	f (%)	f(%)	f(%)
1	Students have a positive impression and interest in the teacher's use of the roundtable model in writing descriptive text lessons	-	-	-	26(93)	2(7)
2	Students find that writing descriptive text is much more fun using the roundtable model	-	-	5(18)	11(39)	12(43)
3	Students are enthusiastic about joining an English class on writing descriptive text using the roundtable model	-	-	-	27(96)	1(4)

Source: Questionnaire: the use of roundtable technique in writing class

From the table above, it can be seen that 93 percent of the students agree that they have a positive impression and interest in the teacher's use of the roundtable model in writing class. 7 percent of the students strongly agree that they have a positive impression and interest in the teacher's use of the roundtable model in writing class. Shortly, the majority of the students perceived this model positively. 43 percent students strongly agree that they find that writing descriptive text is much more fun using the roundtable model. Meanwhile, 39 percent students agree that they find that writing descriptive text is much more fun using the roundtable model. 96 percent students agree that they are enthusiastic in joining an English

class on writing descriptive text using the roundtable model.

b. Benefits

Table 3
Students Perception of the Benefits of roundtable technique

No.	Statements	Response				
		SD	D	N	A	SA
		f (%)	f (%)	f (%)	f (%)	f (%)
1	Students feel that there has been progress in their writing skills, especially writing descriptive texts using the roundtable model	-	-	-	27(96)	1(4)
2	Students find it easy to compose a paragraph in the form of descriptive text using the roundtable model	-	-	-	25(89)	3(11)
3	Students are greatly helped in compiling a paragraph in the form of a descriptive text in English using the roundtable model since it uses the Cooperative Learning base	-	-	-	26(93)	2(7)
4	Students feel that the criteria for the writing ability such as those related to content, organization, vocabulary, and language use have progressed	-	-	-	26(93)	2(7)

From the table above, it can be seen that the majority of students believe that they gain benefit from the use of roundtable model in writing class. 96 percent of them agree that they feel that there has been progress in their writing skills, especially writing descriptive texts using the roundtable model. 89 percent of Students agree that they find it easy to compose a paragraph in the form of descriptive text using the roundtable model. 93 percent students are agreeing that they greatly helped in compiling a paragraph in the form of a descriptive text in English using the roundtable model since it uses the Cooperative Learning model. Also, 93 percent of students feel that the criteria for the writing ability such as those related to content, organization, vocabulary, and use of language have progressed. It means that most of the students believe that their writing skills are improved by using this model.

In conclusion, the majority of students feel that the roundtable model is an effective model to improve students' writing skills, especially descriptive text. Students believe that there was a progress in their writing skills, especially writing descriptive texts. It is because the roundtable model is using Cooperative learning that enable the students to work together during the writing class.

c. Implementation

Table 4
Students' Perception of the Implementation on the roundtable technique

No.	Statements	Response				
		SD	D	N	A	SA
		f (%)	f (%)	f (%)	f (%)	f (%)
1	Students feel that the roundtable model is difficult for students to apply in writing classes, especially in writing descriptive texts	18(64)	10(36)	-	-	-
2	Students feel that writing descriptive text using the roundtable model in class is tough activity	22(79)	6(21)	-	-	-
3	Students feel that the roundtable model is an ineffective model in improving students' writing skills, especially descriptive text	17(61)	11(39)	-	-	-
4	Students feel that the roundtable model is very suitable to be applied in the writing class	-	-	-	1(4)	27(96)

From the table above, regarding the implementation of the roundtable model, it can be seen that the all of students (100%) disagree that the roundtable model is difficult for students to apply in writing classes, especially in writing descriptive texts. It means that all of the students agree that the roundtable model is easy for students to apply in writing classes. Most of the students (100%) also disagree that writing descriptive text using the roundtable model in class is a tough activity. It is because they can learn to write English sentences together with their friends. If a student finds difficult to compose a sentence, he or she will be helped with other friends. That is why most of students (61%) strongly agree that he roundtable model is an effective model in improving students' writing skills, especially

descriptive text. Therefore, it is making sense that most of the students agree that the roundtable model is very suitable to be applied in the writing class.

d. Activities

Table 5
Students' Perception of the Activities of roundtable technique

No.	Statements	Response				
		SD	D	N	A	SA
		f(%)	f(%)	f(%)	f(%)	f(%)
1	Students feel comfortable with the atmosphere of the writing class since the teacher implemented the roundtable model in the writing class	-	-	-	18(64)	10(36)
2	Students are not passionate about writing, even though it has been using the roundtable model	16(57)	12(43)	-	-	-
3	Learning to write descriptive text using the roundtable model is very interesting because it makes students more active and enthusiastic	-	-	-	21(75)	7(25)
4	Learning to write descriptive text using the roundtable model allows students to share ideas each other with friends	-	-	-	1(4)	27(96)

From the table above, it can be seen that the majority of students agree students feel comfortable with the atmosphere of the writing class since the teacher implemented the roundtable model in the writing class. 64% students agree and 36% students strongly agree that this model makes them comfortable with the atmosphere of the writing class since the teacher implemented the roundtable model in the writing class. Because of this, most of the students disagree that using the roundtable model, they are not passionate about writing. In contrary, they are so passionate in learning about writing descriptive text. That is why 75% students agree that learning to write descriptive text using the roundtable model is very interesting because it makes students more active and enthusiastic. It is because learning to write descriptive text using the roundtable model allows students to share ideas each other with friends.

In conclusion, the use of roundtable technique has provided the improvement of students' writing skill. Students are interested in writing when they are joining writing class. They can minimize fear and shy in the writing class. The roundtable

technique can also motivate students to engage in the learning process, making students comfortable in writing class, and it becomes an effective strategy to maximize their opportunity to write descriptive English text since it very interesting and allows students to share ideas each other with friends.

Discussion

The discussion of the research that based on the findings of the research is presented as follows:

1. *The Effectiveness of Roundtable Technique in Improving Students Writing Skill of Descriptive Text*

The finding of the research proved that there is a significant difference between pre-test and post-test after the treatment was given. The result is in line with the previous study by Nastiti (2015) that the roundtable technique effectively enhances students' writing skill. The roundtable technique gives a positive impact to the students' improvement of writing descriptive text. In addition, it is also confirming the theory postulated by Kagan (1994) 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.

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 a different idea to describe something.

As mentioned earlier, using Roundtable Technique, the students worked in a group. 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 were 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.

From the result of calculation, the score difference of students score in the post-test can be clearly seen from the statistics result as stated in the hypothesis testing above. The value of t-observed (t_o) is higher than the value of t-critical in the table (t_t) and the p value is lower than 0.05. It can be said that the alternative hypothesis proposed by the researcher: there is a significant difference in students' writing skill after treated by using roundtable technique, is accepted.

The result of this research is in line with the similar research conducted by Nastiti (2016). By using Paired Samples Test, it showed that t-test is higher than t- table and P value from the table is 0,000 with the level of significance of 5%. Therefore, it can be concluded that the result of this research is very significant. In other words, there is very significant effect of the use of roundtable technique to the students' writing ability. The means differences between pre-test and post- test score is great, and it means that the means score of students before giving treatment is lower than the means score of students after giving treatment.

Furthermore, there was significant difference on the pre-test and post-test scores. Second, there was the improvement of the mean score after the treatment. 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 an appropriate technique for teaching writing because this technique has been proven that capable to increase the students' writing skill.

Considering the result above, the teacher should use roundtable sometimes as an alternative technique in teaching writing in order to make students are more active in learning writing. Moreover, the teacher should consider guiding them using 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.

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 appropriate vocabularies and grammar. And the last for the future researcher, it is recommended for them to develop this technique for teaching other skills, in the different level of the students, such as: senior high school students or university students.

2. Students' Perception on the Use of Roundtable Technique in Improving Students' Writing Skill of Descriptive Text

Through roundtable technique, the students are succeeding in enhancing their writing skill. As a part of a cooperative learning, roundtable technique provides students for discussing in groups. It encourages them to share ideas. Moreover, they may 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 shows that students' responses are mostly positive rather than negative.

In addition, students indirectly did some improvement on their writing skill because they got much help from their friends. It made them become more convenient because they were working in group, together to solve the problem. Through the roundtable technique, the students did not bear the problems by themselves. It was enhancing their perspectives and knowledge about social behavior in learning.

Therefore, students were getting enthusiastic and motivated to practice their writing because they received enforcement not from the others. It would give positive impact for the students' learning achievements especially in writing English because the ones who have low English proficiency could take benefits from the others who has high English proficiency.

The finding of this research shows that cooperative learning can foster language skill such as writing. Through roundtable technique, learners are able to solve their problems together; to enhance their writing skill. The roundtable technique is effective tool for encouraging cooperative learning because various component of social competence can be found and mixed in it, and it makes the learners to be involved in the interaction among of them. By conducting interaction among them, it makes them free to develop their own knowledge and confidences.

The use of roundtable technique has provided the enhancement of learning result on students' writing skill. Many students are interested in writing when they are joining writing class. They can minimize fear and shy during the class. The roundtable technique can motivate students to engage in teaching and learning process in writing class. Making students confident in writing class enhance their writing skill. Through roundtable technique, it becomes an effective strategy to maximize their opportunity to write descriptive English text.

Moreover, the result of the research confirm study conducted by Fidyati et al. (2015), that implementing the Roundtable technique in the teaching and learning process could help the students to engage and being active in the learning process. In Roundtable technique, students were able to practice their writing as well as to foster another critical thinking skill through group discussion. Students also could engage more in sharing their ideas and to respond each other's' point of view.

This research is also clarify the study conducted by Romadhoni et al. (2022) that the Roundtable technique is a useful technique implemented to help students make rapid progress in learning English and reach their learning goals because each student elaborates and gives the idea on the sheet of paper to a certain topic which is given by the teacher. This is because by implementing the Roundtable technique in the teaching and learning process could help the students

to engage and being active in the learning process. This technique also enables the students to practice their writing as well as to foster another critical thinking skill through cooperative learning.

Conclusion

Based on the findings and discussion above, it is concluded that:

1. Based on the result of the calculation using the independent sample test, it is found that there is a significant difference in students' writing skills after the treatment is given. It means that the use of roundtable technique in writing class significantly affects the students' writing skills at SMK Tiwikrama. By using the roundtable technique, the students writing skills were enhanced. It can be seen from the mean score of the student's post-test that it is higher than the students' post-test.

2. Based on the result of the data analysis, it is concluded that writing skill is an effective tool for improving students writing skill at SMK Tiwikrama Mamuju. It gave the learners a big opportunity to be involved in the writing class and build positive relationship amongst them. Through interaction among the students, their confidence was raised. As a result, the use roundtable technique provides them experiences to develop their writing skill, especially writing descriptive text.

suggestions

The researcher addresses some suggestions:

1. For the students, it is suggested that they improve their writing. Cooperative learning is one way that can be done to maximize the opportunity to work together to solve problems in the learning process. It is also suggested to them to increase their confidence to write English sentences in a good structure in order to develop their writing competence.

2. To the teachers: they must have many varieties of teaching strategies to be applied to the students in the class, especially in writing class. Strategies are meant to be helpful, especially in teaching. The roundtable technique is one of the most effective ways to enhance writing skills because it gives students more opportunity to work in groups in writing classes. Therefore, teachers are suggested to implement the roundtable technique in order to enhance students writing skills.

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