

THE STUDENTS' MASTERY OF WRITING A DESCRIPTIVE TEXT THROUGH ROUNDTABLE TECHNIQUE TEXT OF EIGHTH GRADE STUDENTS AT SMP SWASTA GKPI PAMEN

By:

Jontra Jusat Pangaribuan ¹⁾
and Carolina Pakpahan ²⁾

University of Darma Agung, Medan ^{1,2)}

E-mail:

Jontra_pangaribuan@ymail.com
and oline_pakpahan@yahoo.com

ABSTRACT

This study is to find out whether roundtable technique significantly affects for the students' mastery of writing a descriptive text of eighth grade students at SMP Swasta GKPI Pamen. Roundtable Technique is learning technique where the students take turn in their team by generating their responses, solving problems, or making a contribution to a project. It was conducted by using experimental quantitative research. The population of this study is the eighth grade students of junior high school SMP Swasta GKPI Pamen. The writer takes 40 students as the sample and they are divided into two groups by using random sampling. The first group was VIII-1 as Experimental class which is taught by implementing Roundtable technique. While the second group is VIII-2 as control class which is taught by using conventional method. Oral test is used as the instrument of collecting the data. This test consists of two types, namely pre-test and post-test. The data were analyzed by using t-test formula. The calculation shows t-observed that is 2.307 is higher than t-table that is 1.686 at the level significance ($p: 0.05$) with the degree of freedom (df) 38. It means that H_a is accepted, therefore it is concluded that Roundtable technique significantly affect on students' mastery of writing a descriptive text of eleventh grade students at SMP Swasta GKPI Pamen. It is suggested for the students of English department as source of valuable knowledge and information when conducting a research related to the study. It is also suggested that teachers of English subject should implement Roundtable technique as one of alternative in teaching Writing to increase students' writing ability.

Keywords: Roundtable Technique, Writing descriptive text.

I. Introduction

Writing is a process of putting taught, ideas, opinions, experiences, events, and histories such as writing letter, notes. Writing can be as one way of expressing our feelings or composed of the words which express the meanings of the particular term. But in fact, the students got low score in writing. They were low in vocabulary, to build an idea and understand the organization of the text.

Techniques of teaching are created to help teachers in teaching in the classroom. There are many techniques that can be used to help students generate ideas and gather details for their descriptive text writing such as Clustering Technique, Brainstorming Technique, Virtual Field Trips Technique, Dictogloss technique, and Roundtable technique but in this case the writer chooses Roundtable technique .

Based on the background above, the objectives of this study is to find out whether roundtable technique significantly affects on students' mastery of writing a descriptive text of eleventh grade students at SMP Swasta GKPI Pamen.

Language

Language is meant of communication that makes people can express their purposes, feelings, and their opinions.

English

English is an International language because most of people in the world know English as a second language after their mother language. According to Sumarsih and Sanjaya (2013: 106), English is the language of global terms that need to be developed in Indonesia. In an employment sector, English ability which must be mastered by many people because English aspect has an important role in order to support the job.

Writing

Writing as one of fundamental skill in language has its definitions in different people. According to Harmer (2004:33) "writing is frequently useful as preparation for some other activities, in particular when students write sentences as a preamble to discussion activities". It gives students time to think their ideas rather than having to come up with instant opinions. Students even consult dictionaries, grammar books, and other reference material to help them in writing.

Stott and Avery (2001:235) state writing is one way of making meaning

from experience for ourselves and for other. Good writing begins with understand how to construct and use effective sentences and paragraphs.

Writing is not as simple as imagined. Knapp and Watkins (2005:15) state writing is an inscription. It is language in spatial medium.

Process of Writing

To create a good paragraph of writing, someone not only needs a good idea or thoughts to complete his or her writing but also more than just an idea and the process of writing considers the value of writing. A good writing must be able to express their ideas directionally because writing is not only about what we want to write but it is how we write.

David (2003: 96) states the process of writing are:

1. Inventing

Inventing is instructor between providing students a topic for writing and allowing students to formulate their own topics. Whichever the writer decide upon, students will have to come up with ideas to use in their assignment. These ideas will not come fully formed, so it is helpful to provide activities that allow them to think on paper.

2. Drafting, Feedback, and Revising

After the students have developed their topics and ideas, it is time for them to write their first draft. And students should be reminded that at this point, they need to focus on the development of ideas and the organization of those ideas more than development of perfect grammar, punctuation, or spelling. After the draft, the instructor can also utilize peer feedback. Students

exchange papers and provide each other with comments on the paper's contents. Then, students have received feedback they begin the process of revising their papers. Note that students often mistake the idea of revision with correcting mistakes. So, the writer spends time talking about the process reorganization, developing ideas, and as separate from editing for grammar or spelling.

3. Proofreading and Editing

Students read mistaken to evaluate in mistake spelling, grammar, punctuation and so forth. They can help each other to proofread and edit, although the instructor should keep his or her involvement to a minimum. In developing independent writers, it is important that students learn to proofread and edit on their own as much as possible.

Writing Skill

Writing skills are an important part of communication. Good writing skills allow the students to communicate their message with clarity and ease to a far larger audience than through face-to-face or telephone conversations.

According to Hyland (2002:24), good writing is that discovered combination of words which allows a person the integrity to dominate his subject with a pattern both fresh and original.

Teaching Writing

Teaching writing is a big challenge for teachers. They must be creative in choosing good approaches. Considering the writing process, it seems difficult to teach writing.

Genres of Writing

Genre is kind of text which describes the general of the text. There are some kinds of reading text such as: narrative, recount, procedure, report, descriptive, spoof, anecdote, etc. The effectiveness of writing genre can be formed in two three ways, they are: knowing the purpose of the writing, the good arrangement of text element, and the good grammatical structure.

Hyland (2009:15) says that genre is recognized as types of communicative action to participate in any social events.

Types of Genre

Genre can be recognized from three rhetorical structures. They are social function, generic structure, and lexicogrammatical features.

According to Pardiyo (2007:17-313), there are twelve types of genre, they are:

1. Description

Description is a type writing which describes something in detail in order to enable the readers to see, hear, feel, and touch it directly or involve themselves in the event.

2. Recount

Recount is text which tells somebody about something especially that he/she has experience of a series of related events.

3. Procedure

Procedure is a text which explained about how is the process should be done in a sequent step.

4. Narrative

Narrative is a type of writing which tells an event or process chronologically in a certain time.

5. News Item

News Item is for informing newsworthy events of the day and other natural phenomena.

6. Anecdote

Anecdote is for sharing with others an account of unusual or amusing event.

7. Explanation

Explanation is to describe the process involved in the information or working of an object or phenomena (explaining a process of information).

8. Discussion

Discussion is for offering viewpoints related to some socio-economic problems.

9. Exposition

Exposition is to carry on an arguments or opinions about something things (for exposing arguments or opinions).

10. Report

Report is for providing information about natural or non natural phenomena.

11. Review

Review is for evaluating the quality of books and other works of art.

12. Spoof

A spoof is known as a narrative text. It narrates a series of events. It introduces a number of characters.

Descriptive writing

Descriptive text is one of genre of text. Descriptive text is a written English text in which the writer describes an

object. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or a camping. It can be about any topic.

Types of Description

Hall (2001: 101) states that most writing contains description. Following are few types of writing that depend heavily on descriptive language:

1. Descriptions of a person, place, or thing contain sensory details that bring to life actual people, places, and things.
2. Observations describe an event the writer has witnessed. Often, the event takes place over an extended period of time
3. Travel brochures contain factual information as well as persuasive language to encourage tourism.
4. Character sketches describe fictional characters-their appearances, personalities, hope, and dreams.

Grammatical Features of Descriptive

Descriptive writing is a genre of essay that asks the students to describe someone or something. It is also has it's grammatical features like the other genre. Knapp and Watkins (2005) state there are some grammatical features of descriptives such as:

- a. Verbs
- b. Theme
- c. Reference
- d. Adjectives

Roundtable Technique

Roundtable is one technique of cooperative learning. Roundtable focus on

group work. Kagan in his book entitled Cooperative Learning (2009:6.24) highly recommends to using roundtable to improve interpersonal skill like teambuilding and social skill, however, also academic skill like knowledge building and thinking skills.

Procedures of Roundtable Technique

According to Kagan (1994: 6.34), the steps of Round Table Technique are:

- a. The teacher provides a task to which there are multiple possible responses, and provides think time.
- b. Students take turns passing a paper and pencil or a team project, each writing one answer or making a contribution.

II. Research Design

Research design is a process of formulating question, problems, or hypotheses, collecting data or evidence relating to these question/hypotheses and analyzing or interpreting data.

The design of this study is experimental quantitative research. There are two variables in this study: such as independent and dependent variable. Independent variable is roundtable technique while dependent variable is the students' achievement in writing descriptive text. The experimental is the group that receive the treatment by teaching roundtable technique, and the control group is teach without treatment in which the students just listen to the teacher's explanation and do the exercises. The sample in this study is about 40 students from the population of eleventh grade students. Then the students are classified into two groups. The first one, the students of control class (20) and

experimental class (20). So, it consists 40 students.

III. Data Analysis

The data analysis was obtained by giving writing test to the students in order to know their ability in writing descriptive text. The writer analyze the data from the scores of writing test in control group and experimental group. The purpose of analyzing the data was to know whether roundtable technique significantly affects on students' mastery of writing descriptive text of eighth grade students in SMP Swasta GKPI Pamen by comparing students mean score of post-test in control and experimental group.

From the data, the writer found the mean score of pre-test in control group is 56.15 and the post-test is 69.95, in experimental group the mean score of pre-test is 65.5 and the post-test is 85. The result shows that the mean score of post-test in experimental group is 85, it is higher than post-test in control group that is 69.95.

IV. Research Finding

Based on the calculation, the result of the research shows that the mean score of the experimental group is 85. The result of the t-test calculation shows that the t_{observed} value is 2.307. it is higher than t_{table} value i.e. 1.662. It can be concluded that the students who were taught by using Roundtable Technique significantly affects on students' mastery of writing descriptive text of eighth grade students at SMA Swasta GKPI Pamen.

V. Conclusions

After doing the study, it is found that:

1. Round Table Technique is learning technique where the students take turn in their team by generating their responses, solving problems, or making a contribution to a project
2. In experimental group, the mean score of pre-test is 65.5 with the highest score is 77 and the lowest score is 53. The mean score of post-test of experimental group is 85 with the highest score of post-test is 93 and the lowest score is 64.
3. The value of t-observed is higher than t-table they are $2.307 > 1.686$ at the level of significance alpha 0.05 and the degree of freedom (df) is 38.

Roundtable Technique significantly affects on students' mastery of writing a descriptive text of eleventh grade students at SMP Swasta GKPI Pamen.

REFERENCES

- Hall, P. (2001). *Writing and Grammar Communication in Action*. United States of America: Prentice-Hall
- Hyland, K. 2002. *Teaching and Researching Writing*. London: Pearsn Education Press.
- Kagan, Spencer, Migual. 2009. *Kagan Coopertive Learning*. SanClemente.
- Knapp, Peter and Watkins, Megan. 2005. *Genre, Text, Grammar*. Sidney: University of New South Wales
- Nunan, D. (2003). *Practical English Language Teaching*. Singapore: McGrawhill
- Pardiyono. 2007. *Pasti Bisa*. Andi: Yogyakarta.
- Sumarsimih & Sanjaya, D. 2013. TPS as an Effective Technique to Enhance the Students' Achievement On Writing Descriptive Text: *English Language Teaching, 6, 106-113*.
- Stott, R and Avery, Simon. 2001. *Writing with Style*. Essex: Long Man