Journal pak samsurizal

by Rizal Samsu

THE EFFECT OF ROUND TABLE TECHNIQUE TO STUDENTS' WRITING ABILITY IN SENIOR HIGH SCHOOL 12 PADANG

BESRAL
SYAMSUL RiZAL
TAWAHUSNA

Abstrak: *Beberapa masalah yang paling penting dalam tulisan siswa diidentifikasi seperti kesulitan mereka dalam mengungkapkan ide dan pemikiran dan dalam menghasilkan dan mengatur ide. Oleh karena itu, teknik Round Table diterapkan untuk mengaktifkan aktivitas siswa dalam bergantian, menanggapi dalam kelompok dan menulis ide mereka di atas kertas. Tujuan dari penelitian ini adalah untuk menggambarkan apakah atau tidak teknik Round Table memberikan pengaruh yang signifikan terhadap kemampuan menulis siswa di SMA Negeri 12 Padang. Populasi penelitian ini adalah seluruh siswa di kelas X SMA Negeri 12 Padang, yang terdiri dari 222 siswa. Mereka dipilih secara acak untuk melayani sebagai kelompok eksperimen dan kontrol. Tes diberikan kepada kedua kelas dengan topik yang sama. Kemudian, post-test diberikan setelah menerapkan perawatan selama lima pertemuan untuk menentukan perbedaan menggunakan teknik Round Table.*

Keywords: *Effect of Round, Writing Ability.*

A. INTRODUCTION

As a productive skill, writing is an important language skill which is used for a medium of communication, especially indirect communication. Writing is a part of learning process that has to be mastered by all students in Indonesia. By writing, the students can express their thoughts, ideas, and feelings to the readers. Caroline (2005:98) stated writing is process to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. It is a recording process or to put a message into word. For these purposes, the students need to know how to write well and effectively. In addition, writing skill is one of main focus on teaching English at Senior High School now. So, they have to master about writing well.

Writing is one of the most difficult skills in English, because in this skill the students should master some components such as content, grammar, style, mechanic, and form. Content is the substance of the writing. Grammar relates to the correct use of syntactic patterns and structural words. Style is the choice of appropriate structures that give a particular tone to the writing and mechanic relates to the use of graphic convention of the language. Meanwhile, form is the organization of content of the writing.

Recent studies proved that Round Table technique worked well in Indonesian schools. Ningsih (2014) found that Round gave significant effect on students' writing achievementat SMPN 1 WuluhanJember. Galih (2014) also found out that Round Table technique was effective to improve students' writing ability in report paragraphs of the eleventh grade students at state Senior High School 1 Rumbio Jaya. Istiqamah (2015) studied the effect of Round Table technique on writing skill at the tenth grade students of Senior High School PGRI 83 Legok. Batsyeba (2016) also found that Round Table technique improved students' achievement in writing Hortatory Exposition text.

In this research, the researcher focuses on descriptive text. Descriptive text is a type of text whose function is to describe a particular person, place, or thing. Descriptive writing also consists of generic structure and language features. The generic structures of descriptive text divided into: identification and description. Identification is to identify the phenomenon to be described. Description is to describe parts, qualities, and characteristics of the person or something that is described. Then, the language features of descriptive text are: use simple present, focus on specific participant, use verb being and having, use descriptive adjective, use noun phrase, etc.

Elizabeth (2014:297) said that Round Table technique ensures equal participation among group members and expose students to multiple viewpoints and ideas. Based on her opinion, researcher get there are several advantages of the Round Table technique in writing sentences or text. *First*, this technique help students to communicate with one another and they can work in group, so, students can learn important communication and interactions with their friends. *Seconds*, it can give motivation to learn. It will make the writing process easier and building team spirit of the students. *Third*, it can encourage the students to share their opinion with the others. It can affect the students' confident, therefore, students can share ideas, express opinions and create written text in quick and efficient fashion.

B. FINDINGS

a. **Students' Score of Post-test of Experimental Class (IPA₄)**

Number of Students	WRITING COMPONENT					STUDENTS' WRITING SCORE
	C (30)	O (20)	V (20)	L.USE (25)	M (5)	
TOTAL	694	518	557	576	96	2.463
Mean	21.68	16.18	17.40	18	3	76.96
Higher Score	26	18	20	20	4	86
Lower Score	14	13	16	17	2	67

b. **Students'Score of Post-Test of Control Class (IPA₃)**

Table 4.2 Students'Score of Post-Test of Control Class (IPA₃)

Number of students	WRITING COMPONENT					STUDENTS' WRITING SCORE
	C (30)	O (20)	V (20)	L.USE (25)	M (5)	
Total	615	482	508	568	78	2.255
Mean	19.21	15.06	15.87	17.75	2.43	70.46
HigherScore	26	18	18	19	4	83
Lower Score	13	12	9	16	2	59

As the comparison, researcher put the table' score of experimental class and control class as follows;

Table 4.3 The Calculation of Comparison of Mean Score Post-Test

No	Aspects/ Components	Experiment	Control	Difference
1	Content	694/32= 21.68	615/32= 19.21	2.47
2	Organization	518/32= 16.18	482/32= 15.06	1.12
3	Vocabulary	557/32= 17.40	508/32= 15.87	1,53
4	Language Use	576/32= 18	568/32= 17.75	0.25
5	Mechanic	96/32= 3	78/32= 2.43	0.57

between Experiment Class and Control Class

The average scores of students' writing in experimental class in content was 21.68 while in control class was 19.21 with difference is 2.47. The organization' score of experimental class is 16.18 while at the control class was 15.06 with difference 1.12. The next term was vocabulary (17.40) in experimental class while 15.87 at control. The difference was 1.53. Language use was 18at experimental class and 17.75 in the control class, with the difference of 0.25. Meanwhile in term of mechanics, 3 at experimental class and 2.43 at control class with 0.57 difference.

All the data were analyzed to find out the Mean score $(\bar{x})$, Maximum score, Minimum score, and Standard Deviation (SD) of test in both experimental and control classes. The data were analyzed by using t-test formula. The calculation of t-test between mean score of post test of experimental class and control class was as follow; the students' interval score in experiment class can be seen from the table below:

The normality of distribution test

Normality test had an objective to know the population normal or not. In this research, to do the normality test the researcher used Kolmogrov Smirnov and Shapiro Wilk. test was performed in SPSS 16.0. The result of K-S test indicated that the data were normally distributed. Moreover, significance score of the experimental class (IPA4) was $D(32)$ = 0.163, p> 0.05 and the control class (IPA3) was $D(32)$ = 0.099, p> 0.05.

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
exper	.133	32	.163	.953	32	.176
contrl	.142	32	.099	.942	32	.084

a. Lilliefors Significance Correction

C. DISCUSSION

As suggested by Jacob (1981) to success in writing ability activity, the students or the writer have to consider about component of writing. In the other words the students have to master the writing ability that related to content, vocabulary, organization, language use and mechanics. Based on the observation at Senior High School 12 Padang the students still had difficulties in writing. So that in this research the researcher implemented a technique that could be help the students increase their writing ability. It was Round Table Technique.

Accordung to Elizabeth (2014:290) Round Table technique, a technique in which students take turns responding to a prompt by writing one or two words, phrases, or sentences before passing the paper along to others who do the same. Round Table Technique is a technique that can give effect on students' writing ability. The application of this techniquein teaching writing can help the students in generating and organizing ideas of the text. Then, Round Table Technique also helped the students in organizing their ideas into the correct form such as the correct use of the generic structures and considering the language features of a descriptive text.

Related to the purpose of the research to determine whether there was significanteffects on students' writing ability by using Round Table Technique, the researcher can say that there is significant effect on students' writing ability by using Round Table Techniquethat could be seen on findings. It is shown by the post-test result for experiment class after giving the treatment by applying Round Table Technique.

Beside that the previous researcher such as Risky Ayu Pramudya (2014) stated that the result of the data analysis by using independent sample t-test formula showed that the value of significantcolumn of t-test was7.45 which was haigher than t-table 2.68. It means that the use of Round Table technique, especially in teaching writing give significant effect on students' writing ability.

Yusnita (2013) found that students' result of the test found that the average score of experiment class was 60,69 and control class was 53.21. The result of the t-test analysis with significant level of 5% was higher than that of t-table(0.830>0.035). Based on those results, it was concluded that the use of RoundTable technique had a significant effect on students' writing achievement .

In this research, there were five components of writing that should be measured in conducting the writing activity, namely: content, organization, vocabulary, language use, and mechanics. In this case, the researcher wanted to see these all of components.

After being taught by using Round Table Technique in several meetings, the students got some improvements of writing ability that was shown by their writing score. The experimental group improved dramatically after receiving treatment. While the control class group showed no significant improvement after receiving no treatment. The research proves that Round Table Techniquehave a dramatic influence on students' writing ability. Statistically calculated, the result of this research, the mean scores of experiment class is 76.9 that taught by Round Table Technique andit supports the research hypothesis that there is a significant effect on students' writing ability.

Finally, it can be said that the findings of this research proved that there is any significant difference on students' writing ability between the students who were taught by using Round Table Technique and those who were taught without using Round Table Technique and then, this technique also can give significant effect on students' writing ability.

The explanation above showed that the students' writing ability in both experiment and control class, particularly in aspects of content, organization, vocabulary, language use, and mechanics were different. The highest of the difference was on the aspect of content (2.47). It means that we can see that the aspects of writing gave significant effect by using Round Table Technique.

Based on the data analyzed in the previous chapter, it can be concluded that after the treatment, the experimental class's test score is better than control class's score. There were significant differences between the students' writing ability of the experimental class which

received Round TableTechnique and the students' writing ability of the control class which received conventional technique. The computation reflects that the mean of experimental class's score is higher than the mean of the control class's score. It indicates that Round Table technique on students' writing achievement better than normal.

Based on the scores, the $t_{observed}$ of independent sample t-test, which was higher than t_{table}, showed that the test score of the experimental and control class was significantly different. After the treatment was given, the experimental class's students were found that the students taught with Round Table no longer have difficulties to write descriptive text because this technique, the students able to remember what they have learned, make them so easy and be interested in writing. So, Round Table is very helpful for the students when they are going to write descriptive text well. By using Round Table, the students finally feel that writing descriptive text is enjoyable activity and makes the students easier to write a good descriptive text.

Therefore, it can be conclude that the using of Round Table is difference and gave significant effect to the students' ability in writing descriptive text as well as helped the students to be more interesting in writing.

D. SUGGESTION

Dealing with the problems as explained in the previous part, the current study tried to put forward some suggestions. First, the English teacher should consider the use of Round Table as an alternative technique in teaching writing. Moreover, to enlarge the knowledge about various techniques in teaching and learning English, especially in writing, the teachers and the students may get many resources from the books that

were available in the bookstores or libraries. And for more references, searching resources from the internet can be a good choice.

Then, for the other researcher, it is suggested to carry out further studies about the use of Round Table technique and the other technique togive significant effect on students' writing ability since this study only concern about the use of Round Table technique togive significant effect on students' writing ability.

Journal pak samsurizal