



## **The Effect of Roundtable Technique on The Students' Ability in Writing Descriptive Text at Seventh Grade Students in UPTD SMP Negeri 10 Pematangsiantar**

**Dian Lasri Nababan<sup>1</sup>, Anita Sitanggang<sup>2</sup>, Partohap Saut Raja Sihombing<sup>3</sup>**

Email: [diannababan04@gmail.com](mailto:diannababan04@gmail.com)<sup>1</sup>

Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas HKBP Nommensen Pematangsiantar, Indonesia

### **ABSTRACT**

This research was conducted to investigate the effect of the Roundtable Technique on students' ability to write descriptive texts in grade seven at UPTD SMP Negeri 10 Pematangsiantar. The methodology employed in this study was quantitative. The population consisted of seventh-grade students at UPTD SMP Negeri 10 Pematangsiantar for the academic year 2024/2025. The researcher selected two classes as samples: VII-5 served as the experimental group, comprising 30 students, and VII-4 acted as the control group, also consisting of 30 students. Data were collected through pre-tests and post-tests administered to both groups. The mean score for the experimental class on the pre-test was 50.70, while the control class had a mean score of 48.70. Conversely, the mean score for the experimental class on the post-test was 75.70, compared to 63.43 for the control class. To gather data, the researcher utilized tests as instruments. The t-test result was  $3.676 > 1.672$  at the 5% significance level. This outcome indicates that the alternative hypothesis ( $H_a$ ) was accepted, while the null hypothesis ( $H_o$ ) was rejected. Therefore, it can be concluded that the Roundtable Technique has a significant effect on the writing abilities of seventh-grade students at UPTD SMP Negeri 10 Pematangsiantar.

**Keywords:** Roundtable Technique, Writing Skill, Descriptive Text

### **INTRODUCTION**

Writing is one of the four essential skills in English. According to Raimes (1983:76), as cited in Mahardika (2019), it serves as a medium to express ideas, opinions, and feelings in written form. Writing enables individuals to connect with others through words, letters, or symbols (Rahman et al., 2024). The process of converting thoughts into written form words and refining them into coherent ideas, structure, and organization is referred to as writing. Among the four language skills, writing is considered one of the most challenging (Inayah & Nanda, 2016). Students must articulate their ideas, feelings, or opinions in clear and correct sentences.

In the realm of writing, several text types exist, including descriptive, narrative, recount, procedure, spoof, analytical exposition, and exposition (Lusiana & Setiani, 2024). One genre that is taught to eighth-grade junior high school students is descriptive text. According to Anderson and Anderson, as cited in Urunami et al. (2017), descriptive text conveys facts about a subject, including descriptions, information, behaviors, and qualities. Furthermore, Ismayanti and Kholiq (2020) noted that mastering the writing of descriptive texts can facilitate the writing of various other text types, as descriptive writing serves as a foundational skill. Students need to develop the ability to create descriptive texts, which are engaging to learn and write. By articulating what they observe about an object, students can successfully convey their ideas in writing. Writing descriptive texts aids students in retaining information about a person or object by allowing them to see and describe it in detail without fear of forgetting it. Additionally, descriptive writing encourages students to develop their critical thinking by expressing the ideas they have (Sugiharti, 2020). Teachers can implement various strategies to encourage students' writing, such as assigning individual and group tasks, and ensuring the availability of adequate media and facilities to help students master descriptive text and enhance their writing skills.

Based on observations made during the teaching internship program, it was identified that many students struggle with writing descriptive texts. This issue stems from a lack of understanding of how to write descriptive text. Common difficulties faced by students include limited vocabulary, which affects their ability to choose appropriate words for the objects they describe. For instance, they may struggle to use specific nouns like "my cat," "my mother," or "National Monument," and they might find it challenging to incorporate adjectives to clarify these nouns, such as "a big house," "a smart student," or "an independent woman." Additionally, students often lack knowledge about the generic structures of descriptive texts, leading to confusion about how to begin writing and express their ideas effectively. They may also struggle with forming coherent sentences that adhere to key writing elements such as coherence (ensuring ideas flow logically from one sentence to the next), cohesion (linking sentences using connectors or pronouns), and unity (keeping the entire paragraph focused on one main topic).

The identified challenges may be attributed to a lack of student interest, which could potentially be addressed through the implementation of various learning approaches, strategies, methods, techniques, or media. Among these, a cooperative learning technique appears to be particularly effective. Researchers believe that utilizing specific techniques can help overcome students' writing difficulties. One such technique is the Roundtable strategy. Previous studies have indicated that this technique is effective for teaching writing, especially descriptive text. For example, a study conducted by Rabia Sihite et al. (2022) titled "The Effect of Roundtable Strategy on Students' Achievement in Writing Descriptive Text" demonstrated the effectiveness of the Roundtable technique in enhancing writing skills. The findings revealed that the t-observe values exceeded the t-table values, leading to the conclusion that the Roundtable technique significantly influences student achievement in writing descriptive text.

The Roundtable technique is considered an effective approach for developing writing skills. According to Barkley (2005:297), as cited in Adelina (2017), this technique encourages students to provide logical and spontaneous responses regarding topics they will write about, in the form of words or phrases within their groups. Lou (2005), as cited in Rosmiyati (2022), noted that the Roundtable technique is beneficial for brainstorming, writing, reviewing concepts, and vocabulary learning. Each group member is tasked with writing their opinions on the subject of the research and must collaborate with one another to provide accountable insights. Kagan (1994:278), as cited in Gisma (2017), described Roundtable as a team

learning technique where students take turns responding, solving problems, and contributing to a project. By employing this technique, students can engage with their peers, making the teaching and learning process more effective and interactive. Thus, this approach is believed to assist students in writing by allowing them to express their ideas freely.

Based on the background above, the researcher tries to conduct a research with the title **“The Effect of Roundtable Technique on The Students’ Ability in Writing Descriptive Text at Seventh Grade Students in UPTD SMP Negeri 10 Pematangsiantar”**

## METHOD

The research methodology employed in this study is a quantitative approach utilizing a quasi-experimental research design. The primary objective is to assess the impact of the Roundtable technique on the descriptive writing abilities of eighth-grade students at UPTD SMP Negeri 10 Pematangsiantar. According to Creswell (2015), quantitative research involves testing objective theories by exploring the relationships between various variables.

The research comprised two distinct groups: the experimental group and the control group. As noted by Creswell (2015), quasi-experimental studies involve control and experimental classes without the random assignment of participants to groups; instead, pre-existing groups are typically used. For this research, the sample was selected using a purposive sampling technique, which involves choosing samples based on specific objectives. The experimental group was taught descriptive texts using the Roundtable technique, while the control group received instruction through conventional methods.

Following this, the experimental group underwent treatment with the Roundtable technique. Meanwhile, the control group continued with conventional teaching methods. After both groups completed the learning process with their respective techniques, a post-test was administered to each class. The researcher then analyzed the post-test results for both groups to facilitate comparison. The assessment rubric comprised five fundamental aspects: content, organization, vocabulary, grammar, and mechanics.

## RESULT AND DISCUSSION

### Data Description

The experimental group in this study consists of 30 students from class VII-5 at UPTD SMP Negeri 10 Pematangsiantar. The researcher implemented treatment for these students. After administering a pre-test, the researcher conducted the treatment using the Roundtable technique. Subsequently, a post-test was administered following the application of the Roundtable technique.

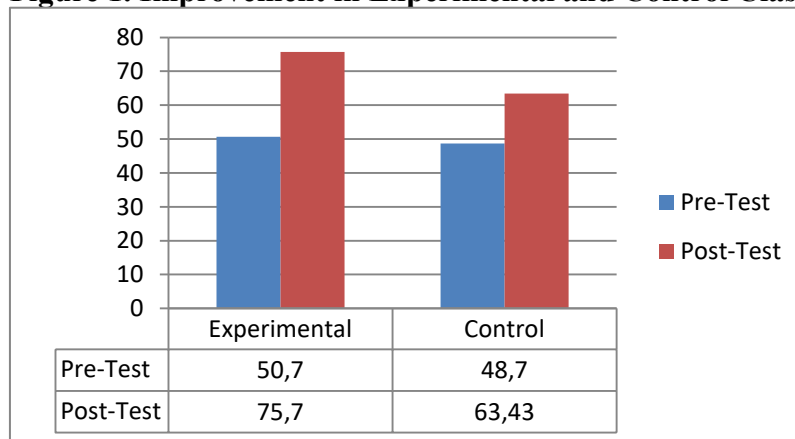
**Table 1. Students scores of the Experimental Class**

No	Student's Initial Name	Pre Test	Post Test
1.	MYPT	5	32
2.	ES	32	66
3.	JNS	32	74
4.	QRF	32	66
5.	TBAN	32	66
6.	CIS	36	71
7.	AGT	40	78
8.	AZ	40	78
9.	FAC	40	60
10.	NA	40	83
11.	MRA	44	54
12.	RAS	44	74

13.	RN	44	78
14.	KAIN	54	70
15.	RS	54	88
16.	GA	57	79
17.	MRS	57	70
18.	RP	57	71
19.	VAR	57	85
20.	EK	60	83
21.	FTA	60	86
22.	VARs	60	88
23.	ASH	61	78
24.	HND	62	74
25.	DS	66	88
26.	SW	66	83
27.	AD	70	86
28.	SNL	71	83
29.	FRN	74	88
30.	IAF	74	91
$\Sigma$		1521	2271

In the experimental class, the highest recorded pre-test score was 74, while the lowest was 5. After applying the Roundtable technique as a teaching method, the post-test results revealed a significant improvement, with the highest score reaching 91 and the lowest score at 32. The total score for the pre-test in the experimental group amounted to 1521 points, resulting in an average pre-test score of 50.70. Following the instructional intervention, the experimental group achieved a total of 2271 points in the post-test, leading to an improved average score of 75.70.

**Figure 1. Improvement in Experimental and Control Class**



After determining the mean scores for the pre-tests and post-tests of both the experimental and control groups, the researcher presented the combined data in a graph. The chart clearly illustrates an improvement in student performance, particularly after the intervention. The experimental group, which employed the Roundtable technique as a teaching method, showed a significant increase in scores. Specifically, the mean score for the experimental class rose from 50.7 in the pre-test to 75.7 in the post-test. In contrast, the control group, which continued with traditional teaching methods, exhibited a more modest improvement, with their mean score increasing from 48.7 in the pre-test to 63.43 in the post-test.

This results in a 25-point increase for the experimental class, while the control class experienced an improvement of only 14.73 points. The findings of this study indicate that the use of the Roundtable technique significantly enhanced students' ability to write descriptive texts. The greater improvement observed in the experimental class compared to the control class suggests that utilizing engaging teaching methods can be an effective strategy for developing writing skills among students. This highlights the importance of innovative instructional approaches in fostering student engagement and improving educational outcomes in writing.

### Testing Hypothesis

After analyzing the data, the researcher determined that the t-test value was 3.676. The distribution table and t-test value were then calculated for different degrees of freedom (df). In this study, the degrees of freedom were found to be 58, and at a significance level of 0.05, the t-table value was also 3.676. Based on these calculations, the alternative hypothesis ( $H_a$ ) was accepted, while the null hypothesis ( $H_0$ ) was rejected because the t-test value was greater than the t-table value at the 0.05 significance level, specifically ( $3.676 > 1.672$ ).

### Research Findings

In the experimental class, the researcher implemented the Roundtable technique as a treatment, resulting in a mean pre-test score of 50.70. In contrast, the mean post-test score for the experimental class was 75.70. The lowest pre-test score in the experimental class was 5, while the highest was 74. After the intervention, the lowest post-test score was 32, and the highest was 91.

In the control class, the mean pre-test score was 48.70, while the mean post-test score increased to 63.43. The lowest pre-test score in the control class was also 5, with a highest score of 79. In the post-test, the lowest score remained at 32, and the highest score was 91. The results of the hypothesis testing indicated that the t-test value of 3.676 was higher than the t-table value of 1.672 at a significance level of 0.05. Therefore, the alternative hypothesis ( $H_a$ ) is accepted, and the null hypothesis ( $H_0$ ) is rejected.

### Discussion

The objective of this research is to determine whether the use of the Roundtable technique can significantly enhance students' ability to write descriptive texts at UPTD SMP Negeri 10 Pematangsiantar. The researcher utilized two classes for this study: one class (VII-5) served as the experimental group, while the other class (VII-4) acted as the control group. To address the research objective, the researcher administered a pre-test to students in both classes to assess their writing abilities in descriptive texts. The Roundtable technique was found to positively influence students' abilities in writing descriptive texts. There are several reasons why the Roundtable technique impacts students' writing skills. Both the experimental and control groups underwent pre-tests and post-tests to determine whether there was a significant effect of using the Roundtable technique on students' writing abilities. According to the data analysis, the mean score of the pre-test in the experimental group was 50.70, indicating that students' writing abilities were still low, as this score fell below the minimum achievement standard of 70. After the treatment, the mean score of the post-test in the experimental group increased to 75.70. The results from the experimental class demonstrated a significant difference between the t-test and t-table values ( $3.676 > 1.672$ ), indicating that the t-test value was higher than the t-table value.

The advantage of implementing the Roundtable technique is that the group discussion format encourages students to be more active and to assist one another with the topics assigned by the teacher. This approach helps students better understand the material presented. However, a disadvantage of using the Roundtable technique is that it can lead to a more active and noisier classroom environment, as students engage in discussions with their

group members about the material being studied. Therefore, the teacher must provide clear and detailed instructions for using the Roundtable technique to ensure that the classroom remains conducive to learning.

Following the data analysis, the researcher concluded that there was a significant effect of the Roundtable technique on students' ability to write descriptive texts in grade VII at UPTD SMP Negeri 10 Pematangsiantar.

## CONCLUSION

Based on the data analysis, the researcher concludes that the Roundtable technique has a significant effect on students' writing abilities. This conclusion is supported by the analyzed research results. After teaching descriptive text using the Roundtable technique in the experimental class, it was evident that this method is effective. The degree of freedom (df) was calculated to be 58 and the t-table value at a significance level of 0.05 for a two-tailed test is 1.672. The researcher found that the total mean variable for the experimental class (Ma) was 25, and the total standard deviation for the experimental class (da) was 2.854. For the control class, the total variable (Mb) was 15, with a total standard deviation (db) of 3.598. This indicates that the Roundtable technique has a greater impact than the conventional method. This difference is demonstrated through t-test analysis. After processing the data, the researcher discovered that the hypothesis testing showed the t-test value ( $3.676 > 1.672$ ) at the 0.05 significance level. As a result, the alternative hypothesis ( $H_a$ ) is accepted while the null hypothesis ( $H_0$ ) is rejected. Thus, it can be concluded that employing the Roundtable technique has a positive impact on students' ability to write descriptive texts in grade VII at UPTD SMP Negeri 10 Pematangsiantar.

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