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**THE EFFECT OF TEACHING ENGLISH USING ROUNDTABLE
TECHNIQUE ON STUDENTS' ABILITY IN WRITING DESCRIPTIVE
TEXTS AT ISLAMIC SENIOR HIGH SCHOOL DARUL HIKMAH
PEKANBARU**



UIN SUSKA RIAU

BY

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STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU**

PEKANBARU

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WRITING DESCRIPTIVE TEXTS AT ISLAMIC SENIOR
HIGH SCHOOL DARUL HIKMAH PEKANBARU**



Thesis

Submitted as partial fulfillment of the Requirements
for Bachelor's Degree of English Education
(S. Pd)

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

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STATEMENT OF AUTHENTICITY

I hereby,

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Faculty : Education and Teacher Training
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Certify that this skripsi entitled “**The Effect of Teaching English Using Roundtable Technique on Students’ Ability in Writing Descriptive Text at Islamic Senior High School Darul Hikmah Pekanbaru**” is certainly my own work and it does not consist of other people’s work. I am entirely responsible for the content of this *skripsi*. Others’ opinion findings included in this *skripsi* are quoted in accordance with ethical standards.

Pekanbaru, July 9^h, 2023

MATERAI &

SIGNATURE



YENI ELMA FITRI
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SUPERVISOR APPROVAL

The thesis entitled "*The Effect of Teaching English Using Roundtable Technique on Students' Ability in Writing Descriptive Texts at Islamic Senior High School Darul Hikmah Pekanbaru*" was written by Yeni Elma Fitri, SIN. 11910423130. It had been accepted and approved to be examined on the final examination of an undergraduate degree at the Faculty of Education and Teacher Training of the State Islamic University of Sultan Syarif Kasim Riau.


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EXAMINER APPROVAL

The thesis entitled *The Effect of Teaching English Using Roundtable Technique on Students' Ability in Writing Descriptive Texts at Islamic Senior High School Darul Hikmah Pekanbaru* was written by Yeni Elma Fitri, SIN. 11910423130. It has been examined and approved by the final examination committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau on Dzulhijjah 18th, 1442 H/July 06th, 2023 M. It is submitted as one of the requirements for Bachelor Degree (S.Pd) at Department of English Education.

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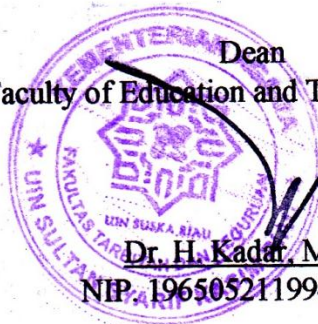

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Pekanbaru, Mei 29th, 2023

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ABSTRACT

Yeni Elma Fitri (2023): The Effect of Teaching English Using Roundtable Technique on Students Ability in Writing Descriptive Texts at Islamic Senior High School Darul Hikmah Pekanbaru

The main focus of this research was to find out if there was effect of roundtable technique on students' ability in writing descriptive text at intergrated Islamic Senior High School Darul Hikmah Pekanbaru. The method of this research was quantitative method. The population in this research were grade XI students in the amount of 6 classes consisted of 157 students Islamic Senior High School Darul Hikmah Pekanbaru and the samples were 40 students selected through cluster random sampling technique. This research was conducted on February-April 2023 at Islamic Senior High School Darul Hikmah Pekanbaru. In the data collection, the researcher used a test to obtain students' learning result. The test consisted of pre-test and post-test. In analyzing the data, the researcher used certain formula to find out the percentage of students' test by using SPSS 21.0 version. Based on the research results, it was found that the average result of control pre-test and post-tets was 66.25. The result of experimental pre-test and post-test was 81.6. from these students' learning result, the effect of using roundtable as a technique that making the learning process more engaging, dynamic and effective for the students'. Roundtable Technique to train the students' writing made the students' more active to write also interested in learning proses.

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ABSTRAK

Yeni Elma Fitri (2023): Pengaruh Pengajaran Bahasa Inggris Menggunakan Teknik Roundtable Terhadap Kemampuan Siswa Pada Menulis teks Deskriptif di Madrasah Aliyah Darul Hikmah Pekanbaru.

Fokus utama dari penelitian ini adalah untuk mengetahui apakah ada efek teknik roundtable dalam meningkatkan kemampuan siswa menulis tesks deskriptif di Madrasah Aliyah Darul Hikmah Pekanbaru. Peneltian ini adalah metode kuantitatif. Populasi dalam penelitian ini adalah kelas XI yang berjumlah 6 kelas dan terdiri dari 157 Madrasah Aliyah Darul Hikmah Pekanbaru dan sample nya adalah 40 siswa yang diambil secara kluster random sampling. Penelitian ini pada Februari-April 2023 di Madrasah Aliyah Darul Hikmah Pekanbaru. Dalam pengumpulan data, penulis menggunakan sebuah tes untuk mendapatkan hasil belajar siswa. Test tersebut terdiri dari pre-test dan post-test. Dalam menganalisis data, penulis menggunakan rumus tertentu untuk mengetahui persentase test siswa tersebut pada aplikasi SPSS Versi 21.0. berdasarkan hasil penelitian, ditemukan bahwa rata-rata dari hasil pre-test dan post-test control sebesar 66.25. Hasil pre-test dan post-test experiment sebesar 81.6. dari hasil belajar siswa tersebut efek penggunaan teknik roundtable sebagai teknik yang membuat pembelajaran lebih menarik, dinamis dan efektif dalam menulis bagi siswa. Teknik roundtable untuk melatih siswa dalam menulis dan menjadikan siswa lebih aktif dalam proses pembelajaran.

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ملخص

يبيي إلما فطري، (٢٠٢٣): تأثير تعليم اللغة الإنجليزية باستخدام تقنية طاولة مستديرة على قدرات التلاميذ على كتابة النص الوصفي بمدرسة دار الحكمة الثانوية الإسلامية بكنبارو

هذا البحث يركز في معرفة ما إذا كان هناك تأثير تعليم اللغة الإنجليزية باستخدام تقنية طاولة مستديرة على ترقية قدرات التلاميذ على كتابة النص الوصفي بمدرسة دار الحكمة الثانوية الإسلامية بكنبارو. وهذا البحث هو بحث كمي. ومجتمع البحث تلاميذ الصف الحادي عشر الذين يتكونون من ٦ صفوف وعددهم ١٥٧ تلميذا بمدرسة دار الحكمة الثانوية الإسلامية بكنبارو. وعدد عينات البحث ٤٠ تلميذا، تم اختيارهم من خلال تقنية أخذ العينات العنقودية العشوائية. تم إجراء هذا البحث من شهر فبراير إلى أبريل ٢٠٢٣ بمدرسة دار الحكمة الثانوية الإسلامية بكنبارو. وفي جمع البيانات، قامت الباحثة بالاختبار لمعرفة نتائج تعلم التلاميذ. والاختبار ينقسم إلى الاختبار القبلي والاختبار البعدي. وفي تحليل البيانات، استخدمت الباحثة صيغة معينة لمعرفة نسبة اختبار التلاميذ من خلال استخدام برنامج الحزمة الإحصائية للعلوم الاجتماعية لإصدار ٢١٠٠. وبناء على نتيجة البحث، عرف بأن متوسط نتائج الاختبار القبلي والبعدي في الفصل الضبطي ٦٦ وفي الفصل التجريبي ٨١. من نتائج تعلم التلاميذ هذه، يعد تأثير استخدام تقنية الطاولة المستديرة تقنية تجعل التعلم أكثر إثارة وديناميكية وفعالية في الكتابة للتلاميذ. تقنية الطاولة المستديرة لتدريب التلاميذ على الكتابة وجعل التلاميذ أكثر نشاطا في عملية التعلم.



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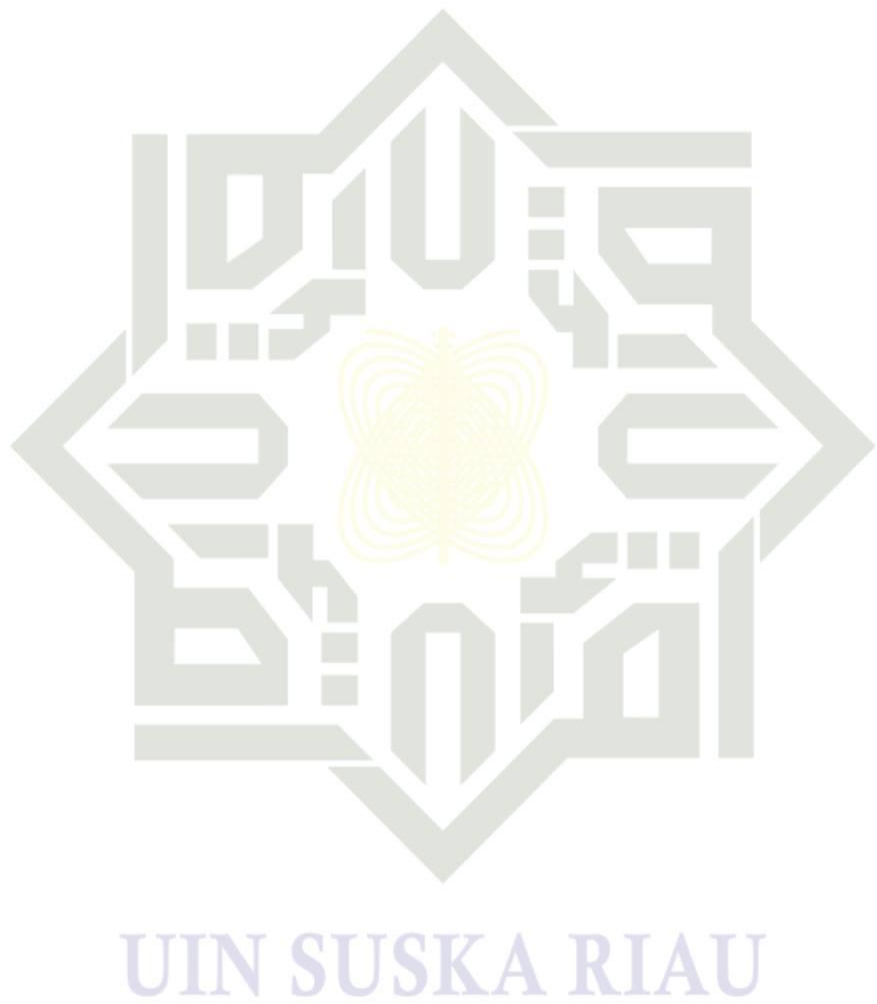
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CHAPTER I

INTRODUCTION

A. Background of the Problem

English teaching is intended to develop student's ability to use English as a mean of communication. Teaching writing is an ongoing process, which time for learning facilitates in a number ways. As we know, writing is a complex process involving the ability to construct a text in order to express one's ideas effectively. Sometimes, it is difficult for students to find their ideas, words, sentences, paragraphs and composition in written form. However, writing is one of language skills which to be acquired by the students. Writing is one of the most difficult from language skills.

According to Paul (2003, p.96) "writing is generally as the most difficult of the four skills." Many students think that writing is one of the most difficult skills problem in English skills to express ideas to achieve written form. In addition Subroto and Andriyani (2018) state the teaching writing is a difficult and do not want to learn English. Because in writing the students are not able to produce the correct written product in every genre of text because they have to consider with a many aspect must be careful and students must be considered. Therefore, the teachers must have great technique in teaching that makes students active in the class.

Brown (2001, p.335) then says that writtens products are then the result of thinking, drafting, and revising procedures that require specialized skill. It can be said that people who write must be able to think, express ideas and evaluate the

results of their writing. From the explanation above, it can be understood that writing is a way to express and explain the writer ideas to readers. In writing process, the writer must be able to organize his ideas or thoughts to be good organizing paragraphs to be able to create good written products so that readers are able to understand them easily. Furthermore Nunan (2003, p.89) reveals that writing is used to show that students have mastered particular grammatical rule, rather than have good idea about the subject matter. In fact, correct spelling, grammar, and overall organization are most crucial evidence based on second or foreign language proficiency. As a result, people try to transfer messages, get things done and cooperate on more or less all aspects of social relations.

As a productive skill, writing is an important language skills which is use for medium of communication, especially indirect communication. Caroline (2005, p.98) stated writing is process to the act of gathering ideas working with them until they are presented in a manner that is published and comprehensible to readers. This is the process of recording or entering messages into words, for this purpose, students need to know how to write well and effectively. In addition, writing skills are one of the primary emphasis on English pedagogy on Senior High School.

Islamic Senior High School Darul Hikmah is one of the schools in Pekanbaru. English subjects are also available at this school. This school uses the K13 education level curriculum as a guide in the teaching and learning process. Based on the standard competence stated in the syllabus of writing is to comprehend some types of text related to genre based approach such as narrative,

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procedure, recount, descriptive and so on. Based on the syllabus, the aims of teaching writing in eleventh grade of senior high school is understanding the meaning of written exposition text, descriptive, narrative and explanation text. It can be stated that texts taught at the eleventh grade of senior high school in the second semester are descriptive. Descriptive text as one types of genre implemented in teaching learning process especially in teaching writing. The researcher taken an interest in research especially descriptive text as one types of genre implemented in teaching writing.

Based on preliminary interview with the English teacher at Islamic Senior High School Darul Hikmah Pekanbaru, especially a teacher of the eleventh grade students. The teacher used picture as media for teaching writing is enough significant impact on students' writing ability. Based on the preliminary research and the experienced the researcher teach in eleventh students' (PPL Program), the researchers found the following phenomena:

- a. Some of the students were not understand how to organize their ideas in writing, they still convey for connecting one paragraph to another paragraph.
- b. Some of students were not confident in their writing ability.
- c. Some of the students are still confused in determining the structure of the text when writing.
- d. Some of the students still have low scores in writing ability.

Based on the problem above, the researcher conclude using Roundtable Technique can be one solution to vary the teaching method in

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writing. As we know Roundtable is one types of Cooperative learning. Cooperative learning is learning emphasizes the importance of associative social processes in learning to achieve the expected learning objectives. According to Johnson *et al.* (1991), cooperative learning is an educational tool in which small groups of students work together to increase individual, as well as, group member learning. Cooperative learning exists when students work together achieve joint learning goals (Johnson *et al.*, 1992, 1993). Cooperative techniques is aimed at achieving many of the objectives of higher education teaching that may not be attained through the teacher method. In this research, the researcher did some changes in teaching writing by using cooperative learning technique which was Round Table Technique.

According to Conny (2019) Roundtable is a writing technique that involves assigning each member to a group and having them discuss a topic at a round table. This technique could help the students generated and shared their ideas to work together in group. Roundtable is a technique that guides students in learning reading. It is generally defined that roundtable is a technique useful for brainstorming, reviewing, or practicing skill. Mandal (2009) states that Roundtable technique is useful for brainstorming because each student in group take turns in stating their findings, ideas or opinions and the ideas can be used to develop a piece of good paragraph on a given topic. The importance of teaching writing through a Roundtable technique is that students can shared what information they know with other students, they can help each other with

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other students. To make good paragraphs and students understand the material better.

Moreover, Kagan (1994) states that Roundtable technique helps in generating many ideas because all students participate, and it can be diminish the interruption of ideas. Roundtable is most effective when used in a carefully sequenced series of activities. Mandal (2009) also stated that “Roundtable technique is a useful for brainstorming”. In brainstorming students share opinions or suggestions in groups. In the brainstorming process, a person will be require to issue all ideas according to insight and psychological capacity. Brainstorming is very appropriate to describe the process easily and efficiently. In brainstorming can increase students’ participation in receiving lessons. In roundtable technique through brainstorming can be used in teaching and learning process for writing and is believed to be able improve students’ writing skill. It is useful useful if there is a students who get difficult as the other member can help the student by sharing and explaining their knowledge. In writing activity the student’s problems caused by themselves, such as, some students did not have enough vocabulary to develop their ideas while writing and some of the students were still confused about the generic structure of the text. In this case Roundtable technique is suitbale applied when teacher teach especially in teaching writing descriptive text.

Most of the research using technique developing writing in descriptive text, such as; Desna Fauzia (2019) who did quantitative research with experimental research in Al-Azhar Islamic Junior High School. The

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instruments of the research questionnaire and writing test. Syamsul Rizal (2018) who did experimental research design in tenth grade Senior High School 12 Padang. The instrument of the research is writing test. Dewi Nopita (2022) who did experimental research with quasi- experimental design in SMP Negeri 3 Tanjungpinang. The instrument of the research is writing test.

Therefore, this research aimed further investigated the effect of using roundtable on Students' Ability in Writing Descriptive Text at Islamic Senior High School Darul Hikmah Pekanbaru. Then the subject of the research were the eleventh grade students of Islamic Senior High School Darul Hikmah Pekanbaru.

Based on the identified research gap and problem above, this research aims to provide an alternative way a teaching writing for the descriptive text at Islamic Senior High School Darul Hikmah Pekanbaru. The researcher conducted a research entitled: **"The Effect of Teaching English Using Roundtable Technique on Students' Ability in Writing Descriptive Text at Islamic Senior High School Darul Hikmah Pekanbaru."**

B. Problem

1. Identification of the Problem

Based on the background of the problem and the phenomena above, there are some problems that can be identified in this research:

- a. Why were students' not understand how to organize their ideas in writing, they still convey for connecting one paragraph to another paragraph?

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- b. Why were students' not confident in their writing ability?
- c. Why were students' still confused in determining the structure of the text when writing?
- d. Why were students' still have low scores in writing ability?

2. The Limitation of the Problem

After describing the identification of the problems above, there are many problems on students' ability in writing. Thus, the researchers need to limit and focus on research problems "the effect of teaching English using roundtable technique on students ability in writing descriptive texts at Islamic Senior High School Darul Hikmah Pekanbaru."

3. Formulation of the Problem

Based on limitation of the problem above, thus problem of this research can be formulated the following questions:

- a. How were the students' ability in writing descriptive text taught by using roundtable technique at Islamic Senior High School Darul Hikmah Pekanbaru?
- b. How were the students' ability in writing descriptive text taught without using roundtable technique at Islamic Senior High School Darul Hikmah Pekanbaru?
- c. Is there any significant difference Between Students' Ability in Writing Descriptive Text by Using and Without Using Roundtable Technique at Islamic Senior High School Darul Hikmah Pekanbaru

- d. Is there significant effect of the students' ability in writing descriptive text by using roundtable technique at Islamic Senior High School Darul Hikmah Pekanbaru?

C. Objectives and Significances of the Research

1. The Objective of the Research

From the formulation of the problem, the reseacher carried out this research for several objectives as follows:

- a. To find out the student's ability in writing descriptive text taught by using roundtable technique at Islamic Senior High School Darul Hikmah Pekanbaru
- b. To find out the student's ability in writing descriptive text without taught by using roundtable technique at Islamic Senior High School Darul Hikmah Darul Hikmah Pekanbaru?
- c. To find wether or not there is a significant difference Between Students' Ability in Writing Descriptive Text by Using and Without Using Roundtable Technique at Islamic Senior High School Darul Hikmah Pekanbaru
- d. To explain is there any significant effect of the students' ability in writing descriptive text by using roundtable technique at Senior High School Darul Hikmah Pekanbaru Darul Hikmah Pekanbaru?

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2. Significance of the Research

There are several significant in this research:

- a. Hopefully for the researcher it will give a description of the effect Round-table Technique on student's ability in writing descriptive text.
- b. These research findings are also expected useful and valuable, for the teachers of English at Islamic Senior High School Darul Hikmah Pekanbaru. if the results of the study show that there is a significant effect, so become a guide for teachers using roundtable technique as a strategy in learning.
- c. Besides, this research can support and motivate students ability in writing descriptive texts through the use of Round-table Technique in learning.
- d. finally, this research are also expected to be useful fot the next researchers Using this research as a reference for research using the same topic but in a wider scope and with more samples.

D. Definition of the Terms

There are many term involving in this research. In order to avoid misunderstanding toward the term use, those following term or necessarily defined:

1. Writing

According to Linse (2005, p.98) writing is the process of the gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. Writing is the process of

thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly.

2. Roundtable Technique

Kagan (1998) stated that Round Table technique is one of the cooperative learning that can be used to work to well for assessing prior knowledge, practicing skills, recalling information and creating cooperative art. Roundtable is a conference or discussion involving several participants in which one of cooperative learning technique that can be used by the teacher as the appropriate technique for improving students' English skills. In this research used Roundtable as technique for teaching writing.

3. Descriptive Text

According to Anderson and Anderson (2003 p.26), descriptive text describes particular person, place, or things. It means that descriptive text is designed specially about a person, a place, or things. It also supported by Knapp & Watkins (2005) descriptive text is a type of text which is used by the writer or speaker to describe particular thing, person, animal, place and or event to the readers. The process of describing is done through ordering their characteristics clearly, starting from naming them, classifying them, and dealing with their attributes, behaviours, functions, and so on so that the readers can possibly notice what the writer is writing about as if they could directly see it through their own eyes. In this research kinds of the descriptive is people, pet and historical places.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Writing

a. Writing Ability

There are of writing which is presented by some experts. Writing is the process of producing words and sentences in a form of written language. It must be read and understood by reader. Nunan (2003) states that writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a good composition.

According to Hammad (2013, p.1) writing is a thinking process which demands intellectual effort, and it involves generating ideas, planning, goal setting, monitoring, evaluating what is going to be written as well as what has been written, and using language for expressing exact meanings. In addition, writing presents the writer's concept understanding issue which is shown to the public. It requires the integration of idea systematically written.

Based on the previous above, it can be conclude that writing is an activity to produce a product through a process that takes time to think, to generating ideas and imagination then examined the results by re-reading the articles in order to get maximum product.

The meaning of writing ability is the skill to express ideas, thoughts, and feeling to other people in written symbol to make readers

understand the ideas conveyed. Writing is one of the most important skills in educational success. Writing ability has become an irreplaceable need of student skills. Caroline (2005, p.98) stated writing is process to the act of gathering ideas working with them until they are presented in a manner that is published and comprehensible to readers. Writing skills help the students gain independence, comprehensibility, fluency and creativity in writing. Therefore this ability cannot be obtained by taking a long and complete process.

According to Hughey (1983, p.139) there are five components needed to create effective writing, such as content, organization, vocabulary, language use, and mechanics. Those five components are as follows:

- 1) Content: it means that the ability to think creatively and develop thoughts, excluding all irrelevant information.
- 2) Organization: it is fluent expression, ideas clearly stated, well organized, logically sequenced and cohesive.
- 3) Vocabulary: the writer should master using correct words, choosing of the words, and idioms.
- 4) Language: in writing a text, the writer should master of the grammars' knowledge because of very important. Grammar or language is description of speaking and writing habits of people who use it. Language use or grammar is very important, because without them, writer will not able to write well.

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5) Mechanics: then the writer should master about the mechanics.

Writing is the more than picking up a pen and putting words on paper. Writing requires thought and planning if it is to mean anything to the receiver who reads it. beginning writers run into difficulties because they often consider only themselves when they write. They forget that real purpose for writing is to send a message to someone, the reader, must understand the writer's ideas.

b. Process of Writing

Writing is not easy thing to do. Writing skills can be developed by practice. And there step in writing process. In fact, there are three main stages of the writing process: preparing to write, drafting and revising (Brown & Hood, 1998, p.6).

Graves in Andrew the process of writing are prewriting, drafting, revising, editing, publising and sharing.

- 1) Prewriting. The goal here is to generate ideas. Listing, brainstorming, outlining, silent thinking, conversation with neighbor, or power writing are ways to generate ideas.
- 2) Drafting. Drafting is the writer's first attempt to capture ideas on paper. Quantity here is valued over quality. If done correctly, the draft is a rambling, disconnected accumulation of ideas. Most of the writing activities in the classroom involve just these first two steps. Only those drafts that students feel are interesting or of value should be taken to the next step.

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- 3) Revising. This is the heart of the writing process. Here a piece is revised and reshaped many times. Revising is where you shape the blob, adding parts, taking parts away, adding parts and continually molding and changing. Here you look flow and structure. You reread paragraphs and move things around.
- 4) Editing. This is the stage where grammar, spelling, and punctuation errors are corrected. A word of caution: The quickest way to run a good writing project or damage a writer is to insist that step 4 be included in step 1, 2, or 3. If writers are editing or worrying about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing suffers. Precious brain space that is devoted to generating and connecting ideas will instead be utilized worrying about writing mechanics.
- 5) Publishing and sharing. This is where students' writing is shared with an audience. Writing becomes real and alive at this point. Publishing can involve putting together class books, collections of writing, school or class newspapers, school or class magazines, or displaying short samples of writing in the hall or out in the community.

c. Teaching Writing

Harmer (1998, p.79) describes that the reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style and, most important, writing as a skill in its own right. Teaching writing refers to

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the activity of teacher in guiding his/her students will learn how to write any kinds of texts, paragraphs, sentence, even words effectively.

The most important reason for teaching writing is that it is basic language skill, just as important as speaking, listening and reading. Students need to know how to write letter, how to put written reports together, they need to know some of writing's special convention such as punctuation, paragraph construction, etc. The teacher can help students to become better writer although there is different reason of students, this is the chance for the teacher because the teachers have a member of crucial task to perform, Harmer mentions the task writing is the following:

- 1) Demonstrating: Teachers has to able to draw these features to their attention. In whatever way students are made aware of lay out issues or the language uses to perform certain written function.
- 2) Motivating: Is one of our principal roles in writing tasks will be a to motivate the students, creating the right conditions for the generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much effort as possible to maximum benefit.
- 3) Supporting: Teacher need to be extremely supportive when students are writing in class, always available, and prepared to help students overcome difficulties.

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- 4) Responding: When responding, we react to the content and construction of a piece supportively and often make suggestion for its improvement.
- 5) Evaluating: When evaluating our students' writing for test purposes, we can indicate where they wrote well and where they made mistakes, and we any award grades.

d. Writing Ability of Descriptive Text

As stated in the syllabus, writing a descriptive text is one of components students in senior high school. Description in writing is the process of creation verbal visual communication. According to Oshima and Hogue (2014, p.29), states that “description is writing about how something or someone looks and uses space order. Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/ or sounds. In addition, a good description is like a “word picture”; the reader can imagine the object, place, or person in his or her mind. According to the definition above, descriptive text is a text that describing a person, place, thing, or something. So from explaining above we can concluded that when writing the descriptive text, the writer must be able to explore their idea into the text, in order to make good description and the reader can feel the object in the descriptive text. When describing things from a technical or factual point of view, the present tense is predominantly used, although present tense may be used in literary description, it is past tense that tends to determine.

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There are some factors that influence writing ability in descriptive text, one of them is lack practice. Practice has important role in writing. If the students lack of practice on their writing, they will not be able to produce good writing. So, the practice very important for students in writing well.

1) Kinds of Descriptive Text

According to Adelstein and Pival (1976), there are several kinds of descriptive text:

a) Description of a people

It is usually people who are interesting to readers. People are different, and writing about them is different as well. You're probably already aware of some of the complexities because you've been asked, "What's so and like?" Depending on the situation, you may respond with an identification, an impression, or a character.

b) Description of a places

How place look, smell, and sound is important. According by Smalley and Ruetten (2001), when describing a location, such as a room, what should you start with? What about the partitions? What about the ground? Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in a descriptive paragraph. It is not necessary to begin with one topic and then move on to another. The sentences, however, should not be arranged at random.

c) Description of animals

A descriptive about animals is related to many different types of animals, such as lions, elephants, tigers, chickens, pets, cars, and so on. According to Wishon and burk (1980). Animals are distinguished from plants by their inability to synthesize organic molecules from inorganic ones, requiring them to feed on plants or other animals. They can usually move around, though this ability is sometimes restricted to a specific stage in the life cycle.

d) Description of a things

To describe something, the writer must have a great imagination about the subject of the description. Furthermore, we use proper nouns and effective verbs to make our subjects as interesting

e) Description of plants

Plants are living things that grow in the ground, in water, or on other plants, have a stem, leaves, roots, and flowers, and produce seeds. So, the description of plants in the descriptive text tells about the plant types, leaves, roots, fruits, and other characteristics of the plants (Lubis, 2019).

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2) The Generic Structure of Descriptive Text

The generic structure of descriptive text into two parts, 1) Identification is the part of the paragraph that introduces the character; and 2) Description is the part of the paragraph that describes that character.

Table II.1

The Generic Structure of Descriptive Text

Textual Elements	Functions
Identification	<p>Identification is necessary in order to avoid having general statement. It means that a writer needs to identify which particular thing. Masruri (2010, p. 1) adds that identification is a part of paragraph which introduces or identifies the character. Identifies a phenomenon or a subject can be a person, thing or place. If a student writes an identification part clearly, he/she will develop the ideas easily in description part. It means that, the sentence or paragraph can guide the student to organize and develop ideas to be good writing.</p>
Description	<p>It is complete description about the topic/theme proposed in identification text. Masruri (2010, p.1) adds that description is a part paragraph which describes the character. Description is the detail description or elaboration of the topic or theme as described in the identification. For example the color, the size, the smell, the taste, what makes it special, etc.</p>

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3) The Grammatical Features of Descriptive Text

The grammatical features of descriptive text focus on language features, vocabulary and mechanics.

a) Language Features of Descriptive Text

The language features of descriptive text uses are: has certain noun/clear noun, for example: *my rabbit, my House, etc.* descriptive text using simple present, for example: *my classroom is big and clean, I live in a big house, it has a wonderful park.* And then using some kind adjectives that have describing, numbering, and classifying something, for example: *few cats are not doing well.* Descriptive text using action verbs, for example: *I walk alone in this street.* And the last using figurative language, like simile or metaphor. For example: *her skin is a white as the snow.*

In addition, the descriptive text has dominant language features as follows;

1. Using Simple Present Tense
2. Using Action Verbs
3. Using Adverbs
4. Using Special technical terms

b) Vocabulary

Vocabulary is important in writing descriptive text. It can be said as necessity to be known by students in Junior high school. A writer can make readers explore more deeply in what is telling

about. Students are still difficult in writing text because they have less of vocabulary. Vocabulary is a core component in studying a language.

Zhihong (2000) states that “ words are the basic unit of language form. Without a sufficient vocabulary, one cannot communicate effectively or express ideas. Having a limited vocabulary is barrier that prevents students from learning a foreign language. If learners do not know how to expand their vocabulary, they gradually lose interest in learning. Based the explanation above, it can be concluded that vocabulary has important role in communication. Therefore the writer has to smart in choosing the appropriate word so it relates to the context.

c) Mechanics

Mechanic of writing refers to the use of capitalization. According to Nordquits (2011, p.1), mechanics consist of punctuation and spelling. The punctuation and spelling. The punctuation means a set of marks used to regulate texts and clarify their meanings, principally by separating or linking words, phrases, and clauses. Furthermore Oshima and Hogue (1991, p.245) states using correct punctuation is important because it conveys meaning just as words do. In writing descriptive text punctuation and spelling is important to help readers to understand the writer’s ideas. By using punctuation, bring clarity in writing and making it

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comprehensible. While, spelling means the word looks like, if spelling incorrect so the meaning of word can be different.

4) Example of Descriptive Text

Figure II.1

Generic Structure



e. Assessment of Writing Ability of Decriptive Text

Assessment an important role in determining each students' learning problems, progress, and end outcomes after period of learning time. Process assessment is a kind of on going assessment used to keep tract of students' progress in writing or to monitor the students' in writing in which counting the number of the composition is not regarded.

Brown (2001) says product assessment focuses on assessing the students' final composition. In assessing writing ability teacher should understand the students' learning about writing and they have to write and assessed in the form of writing.

In addition Brown (2004, p.4) Assessment is an ongoing process that includes a much wider aspect, whereas test is a subset of assessment

which measure a person's ability, knowledge, or performance in a given aspect. In assessing writing ability of descriptive text use test as the instrument in this research. They are pre-test and post-test.

The test in this research is a prompt test to write descriptive text using some criteria. In assessing the students' writing, a clearly defined scoring rubric is an essential first step in developing consistency in scoring among teachers. Without a clearly defined rubric, the remaining steps are not likely to be successful. There are some criteria for student to write descriptive text such as: content, organization, grammar, vocabulary and mechanics

2. Roundtable Technique

a. The Nature of Roundtable Technique

The teacher need some strategy to make students interest in learning, especially in writing. One of the strategies is Roundtable technique. Roundtable is one of technique in Collaborative Learning and also in Cooperative learning. The teacher needs to find a suitable approach and technique. Roundtable technique could be use in the classroom. Roundtable can help the students to explore their idea in writing. According to Mandal (2009) states that roundtable technique is useful for brainstorming because each student in the group take turns in stating their findings, ideas, or opinion and the ideas can be used to develop a piece of good paragraph on a given topic. This technique is a

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form of academic discussion in which the learners have equal right to participate in discussing a particular issue.

Furthermore, roundtable technique establishes students to work together in a group and try to learn something together. According to Kagan, roundtable is learning technique where the students take run in their learn by generating their response, solving problems, or making a contribution to a project. Based on the explanation above can be concluded roundtable is a form of academic discussion. Participants agree on a specific topic to discuss and debate.

Roundtable technique promotes equal participation of the learners in teaching-learning process. Kagan & Kagan (2006, p.42) mentioned that in this activity, each group member has one piece of paper. Each writes an idea, paragraph, etc., on the group's topic and then passes her or his paper to another group member who reads it and comments on the idea, continuing the story. Roundtable can be done with one piece of paper per group (Requential Roundtable) or with one piece of paper per group member (Simultaneous Roundtable). In some cases of study, roundtable has been proved that it increased class averages from approximately 75% to 83% and improved active engagement, excitement, teamwork, and positive relations among the students (Kagan & Kagan, p. 3.15). That by using Roundtable, there were two thinking skill fostered: categorization selecting and identify the category or broader topic into specific and evaluation. According to Kagan (1990,

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p.21) states the are some characteristics of Roundtable Technique, they are:

- 1) Each group consist of 4 – 6 persons.
- 2) A paper and a pen or pencil for each group.
- 3) Each member of group has to write his or her answer in the paper.

Roundtable technique, this technique requires each student in a group to have input. Each students has a copy of the questions, etc. but mark only a “master” response sheet that includes a space for an individual response and space for a group response. Barkley, et al (2005, p.72) state that one of the best techniques for stimulating ideas and finding a direction for a piece of writing is Roundtable. Roundtable structures can be used to brainstorm ideas and to generate a large number of responses to a single question or a group of question. In Roundtable technique students take turns responding to a prompt by writing one or two words phrases before passing the paper along to others who do the same.

Roundtable is most effective when we used in a carefully sequenced series of activities. In Roundtable, multiple answer encourage creativity and deeper thinking. Roundtable technique asks students to gather their ideas more together their ideas. In this technique each member of the group gets the opportunity to contribute and listen to the views and thoughts of others members. Besides that Roundtable can

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maintain student friendship solidarity, because students who are not very good in writing can be assisted by students who are good in writing. In the end, students are also expected to be more invested in putting their ideas or opinions in written form.

b. Teaching and Learning Principle of the Roundtable Technique

Roundtable is one types of cooperative learning. Kagan(1994) Many principles have been proposed for cooperative learning.

1. Heterogeneous Grouping

This principle means that the groups in which students do cooperative learning tasks are mixed on one on more of a number of variables including sosial class,religion, personality, age, language, proficiency, and diligence.

2. Collborative Skills

Collaborative skills, such as giving reasons, are those needed to work with others. Students may lack these skills, the language involved in using skills.

3. Group Autonomy

This principle encourages students to look to themselves for resources rather than relying solely on the teacher. When student groups are having difficulty, it is very tempting for teachers to intervene either in a particular group or with the entire class.

4. Simultaneous Interaction

In classrooms in which group activities are not used, the normal interaction pattern is that of sequential interaction, in which one person at a time.

5. Equal Participation

A frequent problem in groups is that one or two group members dominate the group and, for whatever reason, impede the participation of others. Cooperative learning offers many ways of promoting more equal participation among group members.

6. Individual Accountability

When we try to encourage individual accountability in groups, we hope that everyone will try to learn and share their knowledge and ideas with others.

7. Positive Interdependence

When positive interdependence exist among members of a group, they feel that what helps one member of the group helps the other members and that what hurts one member of the group hurts the other members.

8. Cooperation as a Value

This principle means that rather than cooperation being only a way to learn. Cooperation also becomes part of the content to be learned. Cooperation as a value involves taking the

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feeling of “All for one, one for all” and expanding it beyond the small classroom group to encompass the whole class.

c. Procedures of Teaching Writing by Using Roundtable Technique

Based on the theory above the writer concludes that using roundtable technique can improve students writing ability. The process of roundtable technique in the classroom deals with preparation and schedule of activities an implementation of the roundtable technique process.

In roundtable technique, the students are divided into some groups. Each group consist of four-five students. Each person writes one idea for an issue or task and then passes their paper to the person on the right. The paper circulates around entire group at least once. Each time a person receives the paper, they should write a different task. Then whole class discussion should follow. Therefore, all students will participate in teaching learning process.

Roundtable technique is the effective strategy that will be able to help open the writer’s thinking. Based on the theory above the writer concludes that Roundtable technique can improve students writing ability. Barkley, et al. (2005, p.72) the procedure of roundtable technique:

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- 1) Form groups of four students tell groups the prompt or distribute the hand out.
- 2) Identify (have the students identify) which group member will begin and inform students that they will circulate the paper clockwise.
- 3) Ask the first students to write his or her words, phrases or sentences as rapidly as possible and then read the response aloud so that other students have an opportunity to think about or build upon each other responses.
- 4) Ask the students so pass the paper to the next student, who follows the same steps.
- 5) Inform the students when the time is up, or tell them in your instruction that the process is complete when all members have participated and all ideas are on the paper.

The first procedure in applying roundtable technique in the teaching learning process is preparation, we need to do some preparation include preparing the material, assignment and score. For the material, the teacher should provide students with an interesting topic that is still happened at the time.

The second procedure in applying roundtable technique is scheduling activity. The teacher should group the students first. Students are divided into several groups. Each group consist of four members. Teacher had to group students giving numbers for each student. Then, the teacher distributes the paper for each group. Each group only gets one

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paper. After that, teacher gives students an interesting and up to date, idea or issue. They can share their opinion about the interesting and up to date issue, topic, or question. In here a student every group writes his or her opinion about the issue or answers the question and then passes it to his or her right friend. His or her friend has to write other opinion of question. After it, he or she passes the paper to his or her right friend. Then, his or friend writes his or her own opinion or answer the question that differ from the answer of students above. All of students have to participate by writing his or her own opinion or answer the question which is different from one student to another.

d. Advantages and disadvantages of Roundtable Technique

1. Advantages of roundtable technique

Using roundtable as a technique to improve students' discussion participation in descriptive writing class has some advantages. By having students write their ideas as opposed to speaking them, Roundtable helps students to focus their attention, gives students quiet time to think about their responses. In Roundtable, students were able to build upon each other's contributions. It encourages students to adjust their writing (in areas like content, conventions, style, and vocabulary) as the respond to the comment of the writers that preceded them (Barkley, et al., 2005, p.75).

The Roundtable technique students' are able to understand and be aware how others write and learn, their perception, reasoning and

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judgment about the subject matter could be shared each other and then the responsibility of each group, the contribution idea in the group. Based on the information above, in roundtable, students were able to build upon each other's contribution. Roundtable confirms that among group members has equal participation to achieve the target.

2. Disadvantages of Roundtable Technique

Based on Barkley, et al.(2005, p.75) states that Roundtable is one of the brainstorming techniques called as the natural way in developing the writing. It is only for fairly simple tasks, not for the complex or reasoning ones. It is only the surface of technique in teaching writing, so it does not a good technique when it is use to write an easy writing which has long paragraph. Sometimes the learners are confused where to start writing. Besides, the learners do this way under pressure to make this technique as an effective way. Time is wasted and students will be likely get bored.

B. Relevant Research

To prove this research is qualified, the researcher should be present be research that are relevant. According to Syafi'I (2018, p.102) relevant research is required to observe some previous research conducted by other research in which they are relevant to our research. Relevant reserarch means some previous conducted by the other researchers which relevant to the research was be conducted, there are some researchers which are related with this study.

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A research from Binti Nurul Barokah (2018). The title is “The use of roundtable technique teaching writing descriptive for the tenth grade students of SMA NEGERI 1 Pace Nganjuk in academic year 2016/2017”. In this research the writer used pre-experimental design in the form of one group pre-test and post-test design with the X-3 class which consisted 35 students were chosen as the subject. This research was conducted in three times meeting with the instrument in the form of pre-test, treatment, and post-test. In this research she found the students’ writing descriptive text was low by getting the score under the standart score from (75) and their difficulties were in organizing the text grammatical structure, the studens’ writing descriptive text was high by getting the score began from the standard score from school (75) to highest score (89). Those result were concluded from the result score which showed that roundtable technique technique has the significant effect to the students’ descriptive text. The t-test showed that t is higher than t-table $18,001 > 2,042$ at the significant of 5%. It means in this research H_0 was rejected and H_a was accepted. So, that roundatble technique was effective in teaching writing descriptive text.

A research from Adi Maja (2021). The title is “The effectiveness of roundtable technique to teach writing descriptive text for students with low Self-Efficacy”. This research was designed to see wether or not Roundtable technique is effective to be used to teach writing descriptive text for the students’ with low self-efficacy. Self efficacy is someone’s belief of his capability to complete a task to perform something. The research was done at

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Senior High School 1 Panyabungan. This was an experimental research design 51 students in the population. The students were spread in three classes which of 17 students in each class. Two classes were chosen se the sample by using cluster random sampling technique. One class was the experiment class, and the other was a control class. Student's self-efficacy was tested by using questionnaires. Then, they were group into students with high and low self efficacy and they given treatment. In this research the data were then achievement scores were analyzed by using t-test formula. In that finding, the researcher found the value of t-observed was 2.975, whereas that t-table was 2.306. consequently, Roundtable technique was effective to be used to teach the students with low self-efficacy to write descriptive text.

A research from Nikita Putri Mahardika (2019). The title is "The implementation of roundtable technique to improve students' descriptive text writing ability the First grade of SMA 14 Bandar Lampung". The implementation of roundtable technique to inhel students' improve their writing ability. The objectives of the research were to find out the improvement of students' descriptive text writing ability after being taught through roundtable technique and to investigate the students' perception toward the technique. The instruments for collecting quantitative data in this research were writing test that focus on descriptive text both on descriptive text and post-test. Then, a questionnaire are used to collect qualitative data. In this research found improvement of each aspect of writing. The aspect with the highest

improvement was a language use. This happened because roundtable technique gave students an opportunity to discuss with their friends.

Based on the previous research above, there are similarities and differences from previous researchers with mine. There were previous researchers use quantitative research and also qualitative research. All of discuss about how to improve writing skills for the students, so they can easily to write English correctly and creating new ideas on students the difference of these three theses is the way data collected. Some use post-test and pre-test.

In this research concern how teachers conduct of roundtable technique considered as an interesting alternative technique in writing descriptive text which can increase students' activeness and cooperate with other friends during teaching and learning process. And observe the students' activity during the application of Roundtable Technique in teaching writing descriptive text of eleventh grade students of MA Darul Hikmah Pekanbaru. The researcher chooses descriptive text because in the syllabus the students at eleventh grade should be able to write descriptive text.

C. Operational Concept

The theoretical framework is a concept in this thesis that describes how theorists can be linked to the factors that have been identified as significant problems. There are two variables in this study. both self-sufficient and dependent. The symbols X and Y are used to distinguish between two variables: X stands for independent and Y stands for dependent, as follow in:

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1. The Indicators of Variable X (Roundtable Technique)

Roundtable technique is one of cooperative learning technique which leads the students to work together in a small group by taking turns in a round table. Barkley, et al. (2005) the procedure of roundtable technique:

- a. The first step the teacher asks students to make a group 5-6 members. Each students sit in group position to form small circle around the table.
- b. Identify (have the students identify) which group member will begin and inform students that they will circulate the paper clockwise.
- c. Ask the first students to write his or her words, phrases or sentences as rapidly as possible and then read the response aloud so that other students have an opportunity to think about or build upon each other responses.
- d. Ask the students so pass the paper to the next student, who follows the same steps.
- e. Inform the students when the time is up, or tell them in your instruction that the process is complete when all members have participated and all ideas are on the paper.
- f. The ideas have been collected are used as material for each group member to compose descriptive text individually and discussed in the group for editing.

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2. The Indicators of Variable Y (Writing Ability)

In this research, variable Y is students' ability in writing descriptive text. According to Hughe et in Pratama (2012), the indicators to define students' writing especially in descriptive text can be drawn as follows:

- a. The students are able to use content correctly.
- b. The students are able to use organization correctly.
- c. The students are able to use vocabulary correctly.
- d. The students are able to use language use correctly.
- e. The students are able to use mechanic correctly.

D. Assumption and Hypothesis

1. Assumption

In this research, the assumptions is the better students' ability in writing descriptive text using roundtable technique then means the better achievement in writing was be.

2. Hypothesis

Based on assumption above, hypothesis of this study can forwarded as follows:

Ho : There is no significant effect of teaching English using Roundtable technique on students' ability in writing descriptive text at Islamic Senior High School Darul Hikmah Pekanbaru.

Ha : There is significant effect of teaching English using Roundtable technique on students' ability in writing descriptive text at Islamic Senior High School Darul Hikmah Pekanbaru.

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CHAPTER III

RESEARCH METHOD

A. Research Design

This research used quantitative method as a research design. According to (Cresswel, 2003) quantitative research “employ strategies of inquiry such as experimental and surveys, and collect data on predetermined instruments that yield statistical data” (p. 18). The type of this research was an experimental research. According to Creswell (2012, p.309) an experimental is “the traditional approach to conduct quantitative research, whether it influences an outcome or dependent variable”.

In this research, the researcher used a quasi-experimental design. The characteristic of quasi experimental have both pre and posttest, experimental and control groups, but no random assignment of subjects. Quasi experiments are experimental situation in which the researcher assigns, but not randomly, participants to groups because the experimenter cannot artificially create groups for the experiment (Creswell, 2012). The researcher used a quasi experimental because the researcher just compares groups based on the variables in this research.

There are two variables that become the focus of the research, independent and dependent variable. The independent variable (Variable X) is a variable that influences other variables and dependent variable (Variable Y) is affected by the independent variable. The first independent variable which referred to the effect of using roundtable technique in writing ability, and the

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second dependent variable which variable referred to writing ability on descriptive text. This research used experimental and control class. Therefore, the experimental class class was treated by using roundtable technique and provided with pre-test, treatment, and post-test. Then, the control class was treated without using roundtable technique. This research will designed by the following table III.1.

Table III.1
Time for Experiment Research

Control group	Pre-test	No Treatment	Post test
Experimental group	Pre-test	Experimental Treatment	Post test

Adapted from: (Creswell, 2012)

B. Location and Time of the Research

This research was conducted at Islamic Senior High School Darul Hikmah Pekanbaru. It is located in Manyar Sakti Street KM.12, Simpang Baru, Tampan District, Pekanbaru City, Riau. This research was carried out in February until April 2022/2023 academic year.

C. Subject and the Object of the Research

1. Subject of the Research

The subject of the research was the 11th grade students of Islamic Senior High School Darul Hikmah Pekanbaru in the academic year of 2022/2023.

2. Object of the Research

The object of this research was the students ability in writing descriptive text.

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D. Population and Sample

1. Population of the Research

The population of the research was the 11th grade students of Islamic Senior High School Darul Hikmah Pekanbaru consisting of 157 students out of six classes. The classification of the population can be seen in the table III.2.

Table III.2
The Total Population of the Second Grade Students at Islamic Senior High School DARUL HIKMAH PEKANBARU

Classes	Students
XI.Religi. 1	20
XI.Religi. 2	20
XI.Sosial. 1	25
XI.Sosial. 2	24
XI. Sains. 1	31
XI. Sains. 2	37
Total Population	157

Source: Curriculum section of MA Darul Hikmah Pekanbaru

2. Sample of the Research

In determining the sample, researcher took two classes as the sample by using cluster random sampling. According to Gay et.al (2012,p.136) stated cluster random sampling selected based on group not individually, all the members of selected group have similar characteristics.

The two classes selected using cluster random sampling technique. The researcher chose classes XI.Religi. 1 as samples because both classes have a balanced writing ability. It means that the subject of this research has the same material, the same grade and the same level of ability in writing.

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XI.Religi 1 would be the experimental class and XI.Religi 2 would be the control class, can be seen on the table III.3.

Table III.3
The Sample of the Research

Classes	Type	Total
XI.Religi. 1	Experimental Group	20 Students
XI.Religi. 2	Control Group	20 Students
Total Sample		40Students

Source: Curriculum section of Islamic Senior High School Darul Hikmah Pekanbaru

E. Technique of Collecting Data

Collecting data most important one in research in order to support the research. Instrument of the research is a tool or facility which used by the researcher to collect data in order to make the research easier and get a better result, complete, accurate and systematic and easy to analyze, Arikunto (2013, p.5). A good instrument helps the researcher to get an accurate data and take the conclusion based on the reality. There are many kinds of technique for data collecting data such as questionnaire, interview, observation, and test.

In order to get the data which were needed to complete this research, the researcher used the test. According to Brown (2003, p.384) a test is a method measuring person's ability, knowledge, or performance in a given domain. Test used to written test by using Roundtable on students' ability in writing descriptive text. To obtain the students' ability in writing descriptive text, the researcher gave the test. The test did twice, the first was pre-test that gave before treatment, and the second was pos-test that gave after treatment intended to obtain students' ability in writing descriptive text at the eleventh grade of Islamic Senior High School Darul Hikmah Pekanbaru.

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1. Pre-test

Pre-test gave before treatment. according to Creswell (2012) pre-test provide a measure on some attribute or characteristic that you asses for participant in an experimental before they receive treatment. Pre-test used to collect the data about writing descriptive text using roundtable technique of the students' before giving no treatment to the control class. The test gave to class XI.Religi 1 as experimental class and class XI.Religi 2 as control class.

2. Treatment

The treatment carried out after the pre-test was conducted. The experimental group taught the descriptive text with roundtbale technique, while control group taught using conventional methodology both groups learned the same descriptive text content. The writer conducted 6 meetings for the treatment.

3. Post-test

Post test gave after teaching several time. It gave both of the class. Post-test collect the data about ability in writing descriptive text using roundtable technique of the students' after giving treatment to the experimental class and after giving no treatment to the control class. The score of post-test compared to know the effect of treatment. The test gave to class XI.Religi 1 as experimental class and class XI.Religi 2 as control class.

Table III.4
Blueprint of Pre-Test and Post-test

Test	Instruction	Score
1. Pre-test	<ol style="list-style-type: none"> 1. Write your name and your class on the provided answer sheet! 2. Choose one of the interesting topics below. <ol style="list-style-type: none"> a. People interest b. Historical place c. Pet 3. Please write a simple descriptive text based on the topic that you have chosen 4. The text should consist of the identification and description 5. Do it by your self! 	This score as judge by a rubric consist of content, organiatization, grammar, vocabulary, and mechanics in general statement and part description.
2. Post-test	<ol style="list-style-type: none"> 1. Write your name and your class on the provided answer sheet! 2. Choose one of the interesting topics below. <ol style="list-style-type: none"> a. People interest b. Historical place c. Pet 3. Please write a simple descriptive text based on the topic that you have chosen 4. The text should consist of the identification and description 5. Do it by your self! 	This score as judge by a rubric consist of content, organiatization, grammar, vocabulary, and mechanics in general statement and part description.

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Table III. 5
The Rubric for Assessing Writing Descriptive Text

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic - Details	4	The topic is complete and the details are relating to the topic.	3 x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization (O) 20% - Identification - Description	4	Identification is complete and description are arranged with proper connectives	2 x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20% - Use present tense - Agreement	4	Very few grammatical or agreement inaccuracies	2 x
	3	Few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and word forms	1.5 x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization	1.5 x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

Adapted from: (Brown, 2003)

Table III.6
The classification of students Score

Score	Categories
80 – 100	Very Good
66 – 79	Good
56 – 65	Enough
40 – 45	Less
30 – 39	Fail

Adapted from: (Harmer, 2006)

F. The Technique of Analyzing the Data

In this research, the researcher statistically analyzed the data by using SPSS 21 version (Statistical Product and Service Solution) for the independent T-test. According to Gay and Airasian (2000) T-test is one of the statistical tests used to determine whether two means are significantly different at a selected probability level. Based on Pallant (2010) independent sample t-test is used to compare the score on some continuous variable for two different groups of subjects. The researcher used independent sample t-test to determine whether there are mean differences between the experimental class and the control class.

To use independent sample T-test to find out the significant difference of teaching English using roundtable technique on students' ability in writing descriptive text at Islamic Senior High School Darul Hikmah Pekanbaru. According to Pallant (2010) effect size is a set of statistics indicating the magnitude of the differences between means in the dependent variables that are predictable from knowledge levels of independent variables that are predictable from knowledge of the levels of independent variables. T-test is employed to see

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wether there is significant difference on the mean score of both experimental class and control class. To know is there any significant difference between experimental class and control class, it is necessary to calculate the difference size by using eta squared formula.

$$\text{Etta squared} = \frac{t^2}{t^2 + (N-1)}$$

Where:

T : t Obtained

n^1 : The number of experimental class

The formula is use to know the significant difference of student's in writing ability descriptive text before and after being thought by using Roundtable technique at Islamic Senior High School Darul Hikmah Pekanbaru.

In order to interpret the eta squares values, Pallant (2005, p.212) added the guidelines for interpreting this value follows:

Table III.7
The Information of Eta Squared for Effect Size

Value	Effect
0.01	Small Effect
0.06	Moderate Effect
0,14	Large effect

(Pallant,2010)

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Referring to the data analysis and data presentation in chapter IV, the researcher concludes as follows:

1. The students' ability in writing descriptive texts taught by using roundtable technique at Islamic Senior High School Darul Hikmah Pekanbaru was categorized into **"very good"** level . The difference in mean score from pre-test to post-test was 81.6
2. The students' ability writing descriptive texts taught without using roundtable technique (by using traditional technique) at Islamic Senior High School Darul Hikmah Pekanbaru was categorized in **"good"** level. The difference in mean score from pre test to post test was 66.25.
3. There was a significant difference on students' ability in writing descriptive texts through by using roundtable as a technique at the eleventh grade students' in Islamic Senior High School Darul Hikmah Pekanbaru.
4. There was significant effect on students' ability in writing descriptive text taught by using roundtable technique. Eta square was 0.45, it means that the effect size has **"Large effect"**.

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B. Suggestion

After concluding the research, the researcher gives some suggestions for teacher, students, and other researcher. They are presented as follows:

1. For the teacher:

- a. It has become the reference to teach writing by using Roundtable Technique. Using Roundtable Technique is able to improve the student's writing ability. Therefore, the researcher suggested applying various activities and strategies in Roundtable Technique to improve the quality of the English teaching and learning process.
- b. The teacher can build up creative and enjoyable learning experiences for students should be developed.
- c. Teachers can support students' learning by using Roundtable Technique as an interesting and representative media.

2. For the students:

- a. It is hoped that with the use of Roundtable technique, students will be more motivated during the learning process.
- b. The students will be more interested in learning writing by using Roundtable Technique in the group.
- c. The students should use Roundtable Technique if they want to improve their writing ability, especially in writing descriptive texts.

3. For the other researcher:
 - a. The researchers realized this research was far from perfect. But, the researcher design of this thesis was strong curiosity to find out the effect of using Roundtable Technique on students' ability in writing descriptive text. Nonetheless, the research had a lot of weaknesses in it. Therefore, for another researcher who wants to conduct similar research, it is suggested to investigate or measure the effect of using Roundtable as technique for learning English as a foreign language with better design and objects in order to support the result finding.
 - b. The other researchers are expected to create more proper activity apart from what is already presented in this research.
 - c. It is hoped to be able to develop more effective and efficient technique to teaching writing in order to improve students' writing ability.

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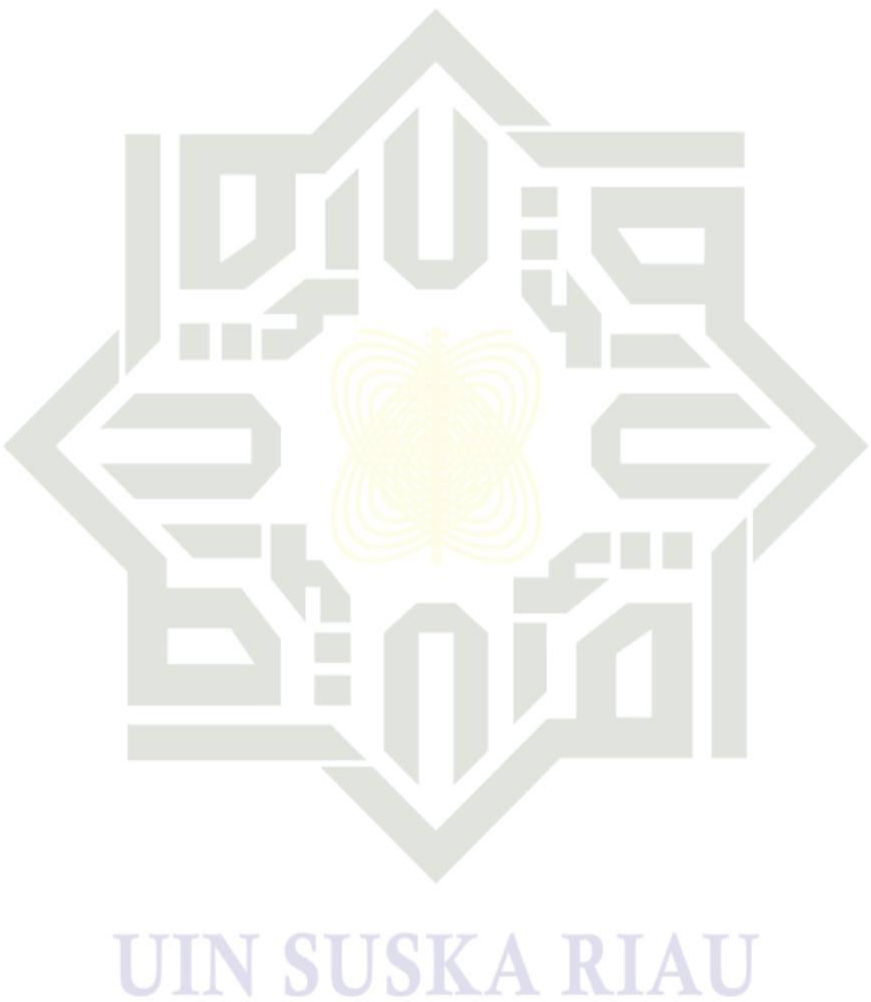
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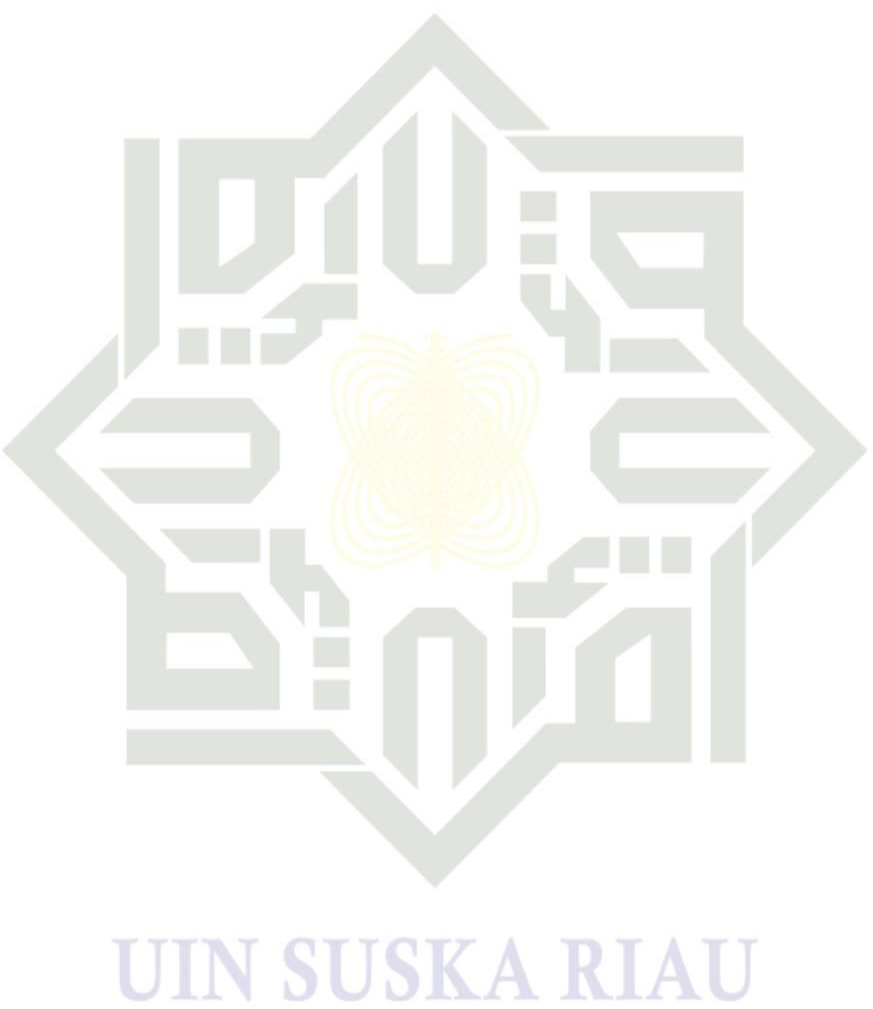
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