

**THE EFFECT OF ROUNDTABLE TECHNIQUE ON  
WRITING DESCRIPTIVE TEXT MASTERY  
AT THE TENTH GRADE STUDENTS OF  
SMKN 1 PADANGSIDIMPUAN**



**A Thesis**

*Submitted to the English Educational Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfilment of the Requirement for the Graduate Degree of Education (S.Pd)*

**Written By:**

**KHAIRUN NISA NST**

Reg. Num. 21 20300036

**ENGLISH EDUCATION STUDY PROGRAM**

**TARBIYAH AND TEACHERS TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY  
SYEKH ALI HASAN AHMAD ADDARY  
PADANGSIDIMPUAN**

**2025**

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## LETTER OF AGREEMENT

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*Assalamu'alaikum Warahmatullahi Wabarakatuh,*

After reading, studying and giving advice for necessary revise on thesis belongs to *Khairun Nisa Nst*, entitled "*The Effect of Roundtable Technique on Writing Descriptive Text Mastery at the Tenth Grade Students of SMKN 1 Padangsidimpuan*", the researcher assume that the thesis has been acceptable to complete the requirement to fulfill the degree of Islamic Educational Scholar (S.Pd) in English Department, Tarbiyah and Teacher Training Faculty, in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Thank you

*Wassalamu'alaikum Warahmatullahi Wabarakatuh*

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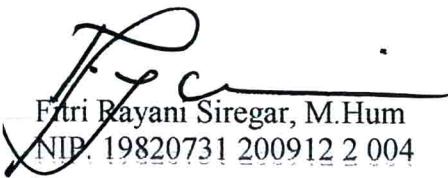
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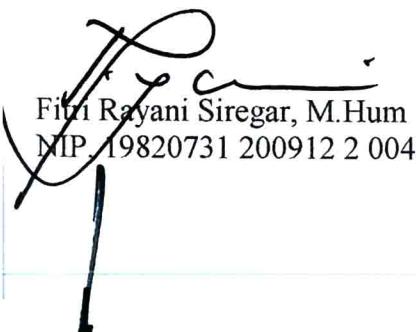
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## ABSTRACT

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Tittle of Thesis	:The Effect of Roundtable Technique on Writing Descriptive Text Mastery at the Tenth Grade Students of SMKN 1 Padangsidimpuan

The objectives of this research are, the first to determine students' writing descriptive text mastery before learning using roundtable technique, the second to determine students' writing descriptive text mastery after learning using roundtable technique, the last, to determine whether the effect of Roundtable Technique on writing descriptive text mastery. This research is quantitative research with experimental method with pre-test post-test group design. The population of this research is the tenth grade students of SMKN 1 Padangsidimpuan. The sample of this research are 70 students. The instrument of this research is essay test. The data are analyze by using SPSS V.23. Based on the research result, its known that students' writing descriptive text mastery before learning using roundtable technique is 72.43 which in enough category. Then the students writing descriptive text mastery after learning using roundtable technique is 83.03 which in high category. The result of this research shown that the mean score of experimental class was higher than the mean score of control class after learning by using roundtable technique. The result of the t-test is there is significant effect of Roundtable technique on writing descriptive text mastery at the tenth grade students of SMKN 1 Padangsidimpuan.

*Keywords: Roundtable Technique, Writing Descriptive Text Mastery.*

## ABSTRAK

Nama : Khairun Nisa Nst  
NIM : 2120300036  
Judul Skripsi : Pengaruh Teknik Roundtable terhadap Penguasaan Menulis Teks Deskriptif pada Siswa Kelas X SMKN 1 Padangsidimpuan

Tujuan penelitian ini adalah, pertama untuk menentukan tingkat penguasaan siswa dalam menulis teks deskriptif sebelum pembelajaran menggunakan teknik roundtable, kedua untuk menentukan tingkat penguasaan siswa dalam menulis teks deskriptif setelah pembelajaran menggunakan teknik roundtable, dan terakhir, untuk menentukan apakah teknik roundtable memiliki pengaruh terhadap tingkat penguasaan menulis teks deskriptif. Penelitian ini merupakan penelitian kuantitatif dengan metode eksperimental menggunakan desain kelompok pre-test post-test. Populasi penelitian ini adalah siswa kelas X SMKN 1 Padangsidimpuan. Sampel penelitian ini terdiri dari 70 siswa. Instrumen penelitian ini adalah tes esai. Data dianalisis menggunakan SPSS V.23. Berdasarkan hasil penelitian, diketahui bahwa penguasaan siswa dalam menulis teks deskriptif sebelum pembelajaran menggunakan teknik roundtable adalah 72,43, yang termasuk dalam kategori cukup. Kemudian, penguasaan menulis teks deskriptif siswa setelah pembelajaran menggunakan teknik roundtable adalah 83,03 yang termasuk dalam kategori tinggi. Hasil penelitian ini menunjukkan bahwa rata-rata skor kelas eksperimen lebih tinggi daripada rata-rata skor kelas kontrol setelah pembelajaran menggunakan teknik roundtable. Hasil uji t menunjukkan adanya efek signifikan dari teknik roundtable terhadap penguasaan menulis teks deskriptif pada siswa kelas X SMKN 1 Padangsidimpuan.

**Kata kunci:** *Teknik Roundtable, Penguasaan Menulis Teks Deskriptif*

## الملخص الملخص

الاسم : خيرون نيسا نسط

رقم التسجيل : ٢١٢٠٣٠٠٣٦

عنوان الرسالة: تأثير أسلوب المائدة المستديرة على إتقان كتابة النص الوصفي لدى طلاب الصف العاشر من المدرسة الثانوية المهنية ١ بادانغسيديميونان

أهداف هذه الدراسة هي ١) معرفة مدى إتقان الطلاب لكتابه النص الوصفي قبل التعلم باستخدام تقنية المائدة المستديرة. ٢) معرفة مدى إتقان الطلاب لكتابه النص الوصفي بعد التعلم باستخدام تقنية المائدة المستديرة. ٣) معرفة ما إذا كان هناك تأثير لتقنية المائدة المستديرة على إتقان كتابة النص الوصفي. هذا البحث عبارة عن بحث كمي باستخدام المنهج التجريبي مع تصميم المجموعة قبل الاختبار وبعد الاختبار. وكان مجتمع هذه الدراسة طلاب الصف العاشر في الصف العاشر في مدرسة ١ SMKN بادانغسيدياميونان. وكانت عينة هذا البحث ٧٠ طالباً وطالبة. وكانت أداة هذا البحث عبارة عن اختبار مقالى. تم تحليل البيانات باستخدام SPSS V.23. استناداً إلى نتائج البحث، من المعروف أن إتقان كتابة النص الوصفي لدى الطلاب قبل التعلم باستخدام تقنية المائدة المستديرة هو في الفئة الكافية. ثم يكون إتقان كتابة النص الوصفي بعد التعلم باستخدام تقنية المائدة المستديرة في الفئة العالية. ظهر نتائج هذه الدراسة أن متوسط قيمة الفئة التجريبية أعلى من متوسط قيمة الفئة الضابطة بعد التعلم باستخدام تقنية المائدة المستديرة. أظهرت نتائج اختبار t- test أن هناك تأثيراً كبيراً لتقنية المائدة المستديرة على إتقان الكتابة الوصفية.

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Padangsidimpuan, 20 Mei 2025  
Researcher  
  
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2120300036

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## CHAPTER I

### INTRODUCTION

#### A. The Background of the Problems

There are four basic skills in English like; listening skill, speaking skill, writing skill, and reading skill. To learn English as a foreign language, writing is one of the four language skills that should be mastered by students. Writing has become necessary language skill that is one of the tools to communicate with people.

Writing takes the important role in language mastery. Writing is important because writing activity is the one and only way to share the opinion, ideas, suggestion or recommendation in a written form. In the other hand, writing mastery is needed to complete other skills; speaking, reading and listening. Those skills cannot be separated each other. It means that there is the relation between writing and other skills.

Writing is one of the most difficult skills in English, because in this skill the students should master some components such as content, grammar, style, mechanic, and form. Descriptive text is a text that instructs what a person and thing is like. Its purpose is to describe and reveal a particular person, place, and thing.

Based on the syllabus, the students have to learn descriptive text and it is not about what the descriptive text is but also includes the generic structure and language features.<sup>1</sup> Based on the learning goals from English Text Book, after

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<sup>1</sup> Enni Sahroni, Silabus Bahasa Inggris Sekolah Menengah Kejuruan, SMK NEGERI 1 Padangsidimpuan: Padangsidimpuan, 2024.

learning descriptive text, students are able to identify general and specific information from written and spoken descriptive text about an athlete, write a descriptive text about an athlete and present it.<sup>2</sup> The students' activities in writing include connecting one idea to another idea.

In the context of language learning, many students face difficulties in writing. However in learning writing descriptive text, there are some problems faced by students at SMK N 1 Padangsidimpuan. Based on the interview with one of the English teacher Mrs. EN, said that the students' problem in writing descriptive text are, The students assume that English is the most difficult subject especially writing descriptive text because they have to generate their idea based on their own sentence that is why they are lazy before learning.<sup>3</sup> So, the students feel difficult learning english.

There are some factors affect students' writing mastery. The factors are media and technique. The media is used to complete the learning process. Then, the technique is used to help learning process easier. Besides that, technique also used to give the interesting impression in teaching. Most of the teacher does not use the technique which is can encourage the students' ability.<sup>4</sup> The teachers only focus and explain the material in a textbook. It means that a teacher have to use various technique in teaching writing in order to take students' attention and make the

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<sup>2</sup> Windi Asariastika, Priscilia Evalita Meilala, English Text Book (Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas X) Grafindo Media Pratama, Bandung

<sup>3</sup> Enni Sahroni, as English Teacher at SMKN 1 Padangsidimpuan "Privat Interview on October 4<sup>th</sup> 2024"

<sup>4</sup> Enni Sahroni, as English Teacher at SMKN 1 Padangsidimpuan "Privat Interview on October 4<sup>th</sup> 2024"

learning process fun. So, the students feel interest with the lesson in learning process.

Technique is one of the important components in teaching and learning process. Generally, technique is a way done by someone to reach a goal. The techniques give big supply in writing teaching. By applying various techniques in teaching writing, the good result is not only on students' attention, but also in teaching and learning process. Then, the various techniques in teaching writing will avoid students from bored in learning English. So, technique is important in teaching writing. end of the writing process.

One method that is becoming recognized in language teaching is the roundtable technique. This technique involves collaboration between students in small groups to discuss and produce writing together. Through this method, it is expected that students can give each other feedback, share ideas, and increase creativity in writing.

Roundtable technique is a technique that used in group of students that use a single sheet of paper and a pen to make the students easy to express their idea based on their own word. According to Kagan student take turns in generating written responses, solving problems, or making a contribution to a project in a team.<sup>5</sup> In Roundtable, students take turns in their teams and every student has to give their idea in doing writing..

Descriptive writing involves the ability to observe and describe objects, scenes, or experiences in detail. By using the roundtable technique, students are

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<sup>5</sup> Spencer Kagan, *Cooperative Learning* : Kagan, Spencer, San Juan Capistrano, CA : Kagan Cooperative Learning (San Juan Capistrano, CA Kagan Cooperative Learning, 1994), p155

encouraged to contribute more actively in the writing process, so they can better understand how to describe things more effectively. In addition, the roundtable technique can help students who have different levels of writing ability to learn from each other. In groups, more advanced students can provide guidance to their team, while less confident students can feel more comfortable to practice writing without feeling pressured.

Seeing the importance of descriptive writing skills and the potential of the roundtable technique in improving such skills, this study aims to explore the impact of using the roundtable technique on students' ability in descriptive writing. Thus, it is hoped that this study can contribute to the development of more effective language teaching methods.

Based on the above explanation, the researcher is interested conducting an experimental research with a title "The Effect of Roundtable Technique on Writing Descriptive Text Mastery at the Tenth Grade Students of SMK N 1 Padangsidimpuan"

## **B. The Identification of Problems**

The problem existing in learning writing skill, based on the interview with one of the English teacher Mrs. EN, said that the students' problem in writing descriptive text are, the students assume that English is the most difficult subject especially writing descriptive text because they have to generate their idea based on their own sentence that is why they are lazy before learning. So, the students feel difficult learning english.

### **C. The Limitation of Problems**

Based on the identification of the problem above, students have many challenges for writing, especially for writing descriptive text. There are some factors that affect students' writing mastery, such as the students difficult in using the generic structure and language features, the students difficult in understanding structure and grammar, the students also difficult to connect one idea to another idea.

There are so many techniques that teacher can use to enhance students' writing descriptive text mastery, but in this research only discusses one technique. The technique is Roundtable technique. The reason is to find out the effect of Roundtable technique in increasing students' writing descriptive text mastery.

### **D. Formulation of Problems**

Based on the limitation of problem above, the writer will measure students' ability in writing descriptive text. Then the formulation of the problem in this study would be:

1. How is students' writing descriptive text mastery before learning using Roundtable technique at the tenth grade students of SMK N1 Padangsidimpuan?
2. How is students' writing descriptive text mastery after using learning Roundtable technique at the tenth grade students of SMKN 1 Padangsidimpuan?
3. What is the significant effect of using Roundtable Technique on students' writing descriptive text mastery at the tenth grade students of SMKN 1 Padangsidimpuan?

## **E. Objectives of Research**

Based on the formulation of the problem above, the purpose of this research is to find out the effect of Roundtable technique on students' writing ability. So, the purpose of this research can be formulated as follows:

1. To know how is students' writing descriptive text mastery before learning using Roundtable technique at the tenth grade students of SMKN 1 Padangsidimpuan.
2. To know how is students' writing descriptive text mastery after learning using Roundtable technique at the tenth grade students of SMKN 1 Padangsidimpuan.
3. To know what is the significant effect of using Roundtable Technique on students' writing descriptive text mastery at the tenth grade students of SMK N 1 Padangsidimpuan.

## **F. Significances of Research**

The result of this research is expected to be useful at least in three domains, they are for English teacher, headmaster, and other researcher. The following illustration describes the significances of this parties

### 1. The English Teachers

The result of this research is expected to be useful for english teachers as the information about the technique in teaching writing descriptive text.

### 2. The Other Researchers

The result of this research is expected to be useful as the information to other researcher who are interested in doing another research by using different variables can get basic information from this research to do the further research.

### 3. The School

The result of this research is expected to enhance the school quality in education, especially in teaching and learning English.

## **G. Definition (s) of Operational Variables**

### 1. Roundtable Technique

Roundtable Technique is like small group discussion which student take a turn to write word, phrase, or sentence in a piece of paper by sitting in a round of the table. In addition to work as a group but students also learn how to transfer their idea to compare or to make a same their understanding of their learning. The process is complete when all students had participated and all ideas are on the paper.

### 2. Writing Descriptive Text

Writing is one of four skill in english that we as students should mastered in. Writing is the process of collect the ideas and connect the ideas in a written text in the paper into paragraph. Writing involves generating and organizing ideas, structuring information clearly, and using appropriate language and grammar. Descriptive text is the kind of text that explain or telling something specifically. The purpose of this kind of text is to describe or giving detail of place, someone, or something else.

## **H. Outline of the Research**

The first chapter is introduction that consists of the background of the problem, the identification of the problem, the limitation of the problem, the definition of the operational variable, the formulation of the problem, the objectives of the research, and the last the significances of the research.

The second chapter is consist of theoretical description which explain about roundtable technique, writing descriptive text, review the related finding, conceptual framework, and hypothesis. It also consist of theoretical description that explain about roundtable technique including the characteristics, procedures of roundtable technique. This chapter also explains the preview study of the research.

The third chapter is research methodology, and is consist of time and location of the research, research design, population and sample, research instrument of data collection are: pre- test and post test, research procedure, validity and reliability of the instrument, and the last of techniques of analyzing data.

The fourth chapter is result of the research, it will consist of data description, hypothesis, testing, and the threats of the research. This chapter is aimed to answer the research questions in chapter I which consists of research findings and discussion. In research findings, there are the data that show the learning result of experimental group which is taught by using roundtable technique and control group which is taught by using conventional teaching, and the enhancement of roundtable technique that found on both groups.

The fifth chapter will consist of conclusion about the result of the research and suggestions, and the implications. The conclusion provides a direct response to the study question and includes sample statements. The significance of the results and their implications for theory, practice, or further research are explained by the implications. The suggestion is regarded as a statement and recommendation pertaining to the research findings that the reader needs to be aware of.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Description

##### 1. Writing Descriptive Text

###### a. The Definition of Writing Descriptive Text

For communication, especially indirect communication, writing is an important language skill that is used to get things done. Writing is a part of learning process that has to be mastered by all students in Indonesia. Writing is one of the most difficult skills in English, because in this skill the students should master some components such as content, grammar, style, mechanic, and form.

Writing is a process that needs of describing a language to produce a message<sup>1</sup>. It will be a way to get knowlegde in daily life especially in educational life. Writing is the process of finding ideas were the writer can express them into a result of writing through sentences, paragraphs or text<sup>2</sup>. Furthermore, Writing is also the process refers to the act of gathering ideas and working with them until they are presented in a manner that is accomplish and comprehensible to readers. Descriptive text

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<sup>1</sup> H Arwida, E S Harida, and F R Siregar, “The Effectiveness of Clustering Technique on Students’ Writing Skill: A Study on Islamic Senior High School Students in Mandailing Natal, Indonesia,” *Elite Journal* 5, no. 2 (2023): 455–62, <http://elitejournal.org/index.php/ELITE/article/view/156>.

<sup>2</sup> Sri Rahmadhani Siregar, “Students’ Descriptive Text Writing in Experiential Function Realization,” *English Education : English Journal for Teaching and Learning* 9, no. 01 (2021): 63–76, <https://doi.org/10.24952/ee.v9i01.4103>.

is describing about characteristics that relate to the particular objects, such books, animals, and so on.

Writing is a skill to express ideas and thoughts to make a message explicit.<sup>3</sup> For students to organize their ideas in a written text, they need to have soft skills like grammar, punctuation, and vocabulary. These are the most important writing skills that students should learn in order to organize their ideas.

From several definitions above the writer sums up that writing is the process of using symbols (letters of the alphabet, to communicate thoughts and ideas in a readable form. Writing serves various purposes such as expressing ideas, conveying information, storytelling, or persuading an audience.

Descriptive text is a text that explain about whether a person or an object is like, whether it is form, it is properties, it is amount and others. According to Gerot and Wignell, as cited in Adi, descriptive text is a text type used to tell how something looks, smells, feels, acts, tastes, sound, etc<sup>4</sup>. Folse cited by Putri et al also explain that descriptive writing describes how something or someone looks or feels.<sup>5</sup> In other words, descriptive text is a writing that is used to describe a specific thing,

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<sup>3</sup> Jusmin Wahid et al., "The Efficacy of Roundtable Technique on EFL Students' Writing Skills: An Experience Learned from a Remote Area," *Journal of Language and Literature Studies* 4, no. 1 (2024) <https://journal-center.litpam.com/index.php/jolls/article/view/1814>

<sup>4</sup> Adi Maja, "The Effectiveness of Roundtable Technique to Teach Writing Descriptive Text for Students with LowSelf-Efficacy," *The Explora* 7, no. 1 (2022), <https://ejournal.uhn.ac.id/index.php/explora/article/view/515>

<sup>5</sup> Ana Tamara Putri, Gatot Subroto, and Dewi Nopita, "Using Roundtable Technique for Teaching Writing," *Journal of Language, Literature, and English Teaching (JULIET)* 3, no. 1 (2022): 38–42, <https://ojs.umrah.ac.id/index.php/juliet>. <https://ojs.umrah.ac.id/index.php/juliet>

person, animal, place, or event based on how someone looks and feels.

The text explains in detail as well as brief characteristics of the discussion object.

### 1) Social Function of Descriptive Text

To describes or telling place, person, or something in detail.

Dietsch state that , there are three purposes of descriptive writing: first, to create a picture, atmosphere of a place and a mood. Second, to encourage understanding and conviction, and third to encourage listener to action.<sup>6</sup>

It means that the purpose of descriptive text is to guide the emotional responses of readers by describing details and imagine story that readers read. Barbara also said that “description can entertain, convey feelings, relate experience, inform, and persuade.”<sup>7</sup>

### 2) Generic Structure of Descriptive Text

It was divided into two parts, they are, Identification, and Description, first is Introduction, that was statement to introduce the object that consist of one topic to describe.; second is description, that was consist of the detail description about object that identify in identification.

As same as mention above, Tasya et al said that text structure of descriptive text consist of:

- a) Identification: Introduction of particular person, a place, an animal, or an object that will be describe.

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<sup>6</sup> Betty Matrix dietsch, Reasoning and Writing Well, (New York: McGraw-Hill, 2006), p.140

<sup>7</sup> Barbara Fine Clouse, Patterns for a Purpose: A Rhetorical Reader 4th edition, (New York: McGraw-Hill, 2006), p.102.

b) Description: A description of an object that mentioned at identification before. Description is a part of Describing the parts, qualities and characteristics in detail.<sup>8</sup>

### 3) Language Features of Descriptive Text

There are several language features of descriptive text according to Knapp and Watkins as cited at Masitoh as the following below:

- a) Descriptive texts usually use simple present tense
- b) Frequent use of passive sentences.
- c) Use of to be (is, am, are, was, were) for the identification and showing qualities.
- d) Use of verb "have" (have, has, had) in order to give detail description of the object's features.
- e) Use of action verbs related to the topic, especially when describing behaviors or personalities (for persons)
- f) Use of adjective in describing especially the qualities.<sup>9</sup>

So based on explanation above there are some grammatical features of descriptive text that will be used in writing such as using present tense, action verb, relation verb, mental verb, adjective and personal description that related to the object that will be described.

## b. Purpose of Writing

According to Grenville, there are three purposes of writing: to entertain, to inform and to persuade.

### 1) To entertain

Writing to entertain generally takes the form of imaginary or creative writing. It means that the writer needs to use his/her creativity. It must not make the readers laugh, but engage their feeling in some ways.

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<sup>8</sup> Nabilla Tasyaa, Rita Inderawati, and Soni Mirizon, *Climate Change-Based Descriptive Texts for 10th Grade Students : A Supplementary Reading Material for the Tenth Grade Students of Senior High School* (Bening Media Publishing, 2024), <https://books.google.co.id/books?Id=rsuheqaaqbaj>.

<sup>9</sup> Ivan Al Khanif Aditya, *Knowing Type of English Text - Google Books*, 2022, [https://www.google.co.id/books/edition/\\_/t83hEAAAQBAJ?hl=id&gbpv=1&pg=PA5&dq=descriptive+text](https://www.google.co.id/books/edition/_/t83hEAAAQBAJ?hl=id&gbpv=1&pg=PA5&dq=descriptive+text).

2) To inform

Writing to inform has purpose to tell the reader about something. This kind of informative writing can focus on objects, places, procedures, and events. It can be seen in newspaper and articles, scientific or business reports, instructions or procedures, and essays for school and university.

3) To persuade

The writer tries to convince the reader of something that a point of view is valid by presenting the fact/data so that readers follow writer's opinions and act upon it.<sup>10</sup>

In conclusion, the purpose of writing is not only to express the ideas, feeling or thought in written symbol but it has also specific purposes such as to entertain, to inform and to persuade the readers.

**c. Process of Writing Text**

In learning writing there are some process that can be applied to make the students easier in doing writing and Steve Peha stated that the processes involved in this writing approach as follows:

- 1) Pre-writing. As its name implies, pre-writing is any writing you do before you start writing. Pre-writing is a time that you can use to experiment, to jot down a few quick ideas, to try out something new without having to try very hard, to take a little time to gather your thoughts and choose a direction before you start drafting.
- 2) Drafting. A draft is something that isn't finished. You've thought about it during pre-writing, you may have even written a few notes, now just let yourself go.
- 3) Sharing. Sharing means just what it says: sharing your work with other people and getting some feedback about how you're doing.
- 4) Revising. Revising is about having received comments about your piece during the responding stage, you can better see your writing now from the reader's point of view.
- 5) Editing. Editing is about taking care of any problems you have with writing conventions like spelling, punctuation, grammar, and usage.
- 6) Publishing. Publishing is about preparing a piece of writing so that

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<sup>10</sup> Kate Grenville. Writing from Start to Finish: A Six Step Guides. Australia: Allen and Unwin. 2001, p.1

it can be read, understood, and enjoyed by the public.<sup>11</sup>

Based on the above explanation, the researcher concludes that an article or a written form can be better if the writer follow the requirements of the process of writing. So the researcher or another writer has to follow the process of writing such as pre-writing, drafting, sharing, revising, editing, and publishing.

#### **d. Principle of Teaching Writing**

These principles can be adapted to many different learning situation that every teacher should consider the following a few principles while planning a course, whether it is a writing course, or a course in which writing will play a part. These principles are mentions by Nunan;

##### 1) Understand your students' reasons for writing

It is important to understand the teacher's goal and students goal should match each other and understand both to convey goals to students in ways that make sense to them.

##### 2) Provide many opportunities for students to write

Writing almost always improves with practice. Practice writing should provide students with different types of writing as well. Short response to a reading, journal entries, letter writing, summaries, poetry, or any type of writing you find useful in your class should be practice in class.

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<sup>11</sup> Steve Peha, *The Writing Teacher's Strategy Guide*, Canada, US: Teaching That Makes Sense, Inc. (Canada, US: Teaching that makes sense, Inc., 2003). P.61

3) Make feedback helpful and meaningful

Students crave feedback on their writing, yet it doesn't always have the intended effect. If you write comments on students' paper, make sure they understand the vocabulary or symbols you use. Take time to discuss them in class. Finally, feedback should not entail "correcting" a student's writing.

4) Clarify for yourself, and for your students, how their writing will be evaluated.

Students often feel that the evaluation of their writing is completely subjective. Teachers often hear, "I just don't understand what you want." One way to combat that feeling is to first develop a statement for yourself about what is valued in students writing, either in your classroom or in your institution as a whole.<sup>12</sup>

From that principles, we can know that the four principles of teaching can improve students writing ability, teacher must be mastered this well to avoid the mistakes in teaching writing

**e. Types of Text in Writing**

Types of text can be classified into several types, based on their purpose, structure, language features. Understanding these types important for us to make us easier to have effective communication by written text. According to Hartono, there are some basic theory of the genres of texts that student should mastered such as recount, report, analytical exposition,

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<sup>12</sup> David Nunan, Practical English Language Teaching 1st Edition, 71

anecdote, narration, procedure, description, hortatory exposition, explanation.<sup>13</sup> In this study, the researcher just want to know the effect of roundtable technique on students' writing descriptive text.

#### **f. Writing Assessment**

Evaluation of writing is writing task. The task must be specified the amount of time that students will have to complete the writing. There are components of assessments in writing task. According to Lander and Brown, There are some criteria of writing assessment.

##### **1) Content**

Content is one of the part of writing assessment including how the students connect one idea to another idea, develop of ideas.

##### **2) Vocabulary**

There are many such sets of words which add greatly to our opportunities to express subtle shades of meaning at various levels of style.

##### **3) Grammar**

Grammar is the part of the study of language which deals with forms and structure of word, with their customary arrangement in phrase and sentence and often with language sounds and word meanings.

##### **4) Mechanics**

The criteria is talk about punctuation and spelling of the writing. In good writing is correct use of English writing conventions: left and right margins, all needed capitals, paragraph intended, punctuation and spelling.<sup>14</sup>

These are the indicators of assessing students in this research.

Content, vocabulary, grammar, and mechanics, all matter. Content makes sure the ideas make sense and connect. Vocabulary, choosing and having right vocabulary is important in assessing writing. Grammar

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<sup>13</sup> Rudi Hartono, "Genre-Based Writing," Semarang, Unpublished Semarang States University, *Unnes*, 2018

<sup>14</sup> James A. Lander and H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy, Language*, 3rd ed. (San Francisco, California, 2007)

means the sentences are clearly enough. Mechanics are about spelling, punctuation, and layout so it's easy to read

## 2. Roundtable Technique

### a. Definition of Roundtable Technique

One cooperative learning strategy is the roundtable technique, which requires students take turns at a round table and work together in small groups. Jacobs said that the point is that cooperative learning involves more than just asking students to work together in groups.<sup>15</sup> Instead, indirect thinking will be used to help students make the experience as successful as possible.

Jacobs also state that principles and techniques for helping students work together more effectively.<sup>16</sup> Cooperative learning can help students getting better understanding by working together. Meanwhile, Olsen and Kagan defines cooperative learning is group learning activity organized so learning is dependent on the socially structured exchange of information between learners in groups and in which each learners is held accountable for his or her own learning and motivate to increase the learning of others.<sup>17</sup> In another word cooperative learning is group learning activities arranged such that learning depends on the socially structured information

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<sup>15</sup> George Jacobs, "Cooperative Learning: Theory, Principle, and Technique," *Paper*, no. 1983 (2004)

<sup>16</sup> Jacobs." Cooperative learning: Theory, Principle, and Technique; Theory, Principle, and Technique," *Paper*, no. 1983 (2004) "

<sup>17</sup> Spencer Kagan, *The Structural Approach to Cooperative Learning* (San Juan Capistrano, CA : Kagan Cooperative Learning, 1994).

exchange between learners in groups and in which each learner is responsible for his or her own learning and motivates to raise the learning

As a team work, cooperative learning can be used and applied in any types of assignment. There are many techniques in cooperative learning that can be applied to assess the students' performance according to Oslen and Kagan as follows; three-step interview, roundtable, think-pair-share, solve-pair-share, and numbered heads.<sup>18</sup> Roundtable Technique is one of those cooperative learning techniques that can be applied in teaching writing.

As Kagan argues that Roundtable Technique is cooperative learning technique where the students take turn generating responses, solving problems, or making a contribution to project and sit in a round table. Barkley also stated that one of the best techniques for stimulating ideas and finding a direction for a piece of writing is roundtable.<sup>19</sup> Roundtable is suitable for generating ideas in writing text.

Roundtable is a small academic discussion form. Each person is given equal right to participate, because of the taking turn design usually used in roundtable discussions. It is generally, Stenlev and Siemund defined that roundtable is a technique useful for brainstorming, reviewing, or practicing a skill.<sup>20</sup> Students use a single sheet of paper and pen for each

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<sup>18</sup> Kagan." *Cooperative learning resources for teachers*. (San Juan Capistrano, CA: Resources for Teachers, 2018)"

<sup>19</sup> Elizabeth F Barkley, Claire Howell Major, and K Patricia Cross, *Collaborative Learning Techniques*, second (John Wiley & Sons, 2014, 2014).

<sup>20</sup> Jette Stenlev and Peter Siemund, "Roundtable As Cooperative Learning Technique," *English Language and Linguistics* 18, no. 01 (2011)

group. Students in the group respond in turn to a question or problem by stating their ideas aloud as they write on the paper a given topic about. Furthermore, Yinger argues that implementing Roundtable Technique may appear complicated at first, but with careful introduction and explanation teacher can implement them with great success.<sup>21</sup> Roundtable can be a solution for English learning became more fun and effective.

### **b. Procedures of Roundtable Technique**

According to Kagan, the steps of Roundtable Technique are:

- 1) The teacher provides a task to which there are multiple possible responses, and provides think time.
- 2) Students take turns passing a paper and pencil or a team project, each writing one answer or making a contribution.<sup>22</sup>

Moreover, Kagan described that in team of Roundtable Technique, each student writes a response on their own piece of paper. Students then pass their papers clockwise so each teammate can add to the prior responses.

According to Kagan states there are some characteristics of Roundtable Technique. They are:

- a) Each group consists of 4-6 persons.
- b) A paper and a pen or pencil for each group.
- c) Each member of group has to write his or her answer in the paper in turn.<sup>23</sup>

Meanwhile, Barkley, et al. state that the procedures of Roundtable Technique are:

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<sup>21</sup> Robert J. Yinger, "Learning the Language of Practice," *Curriculum Inquiry* 17, no. 3 (September 15, 1987)

<sup>22</sup> Spencer Kagan, *Cooperative Learning : Kagan, Spencer, San Juan Capistrano, CA : Kagan Cooperative Learning* (San Juan Capistrano, CA Kagan Cooperative Learning, 2009)

<sup>23</sup> Spencer Kagan, *Cooperative Learning : Kagan, Spencer, San Juan Capistrano, CA : Kagan Cooperative Learning* (San Juan Capistrano, CA Kagan Cooperative Learning, 2009)

- 1) Grouping-the teacher asks the students to sit in a group of four students.
- 2) Preparing-the teacher gives the groups similar theme.
- 3) Brainstorming-the teacher asks the member of the groups to write words or phrases related to the theme.
- 4) Writing-the group writes a text using the words/phrases written.
- 5) Presenting-each group presents their writing.
- 6) Evaluating-the teacher asks each group to make correction.
- 7) Revising-each group revises their work/writing. The researcher did those steps in teaching writing to make the students can do the learning processes easily.<sup>24</sup>

Based on some procedures above, the researcher used the procedure based on Barkley because the procedure is systematically complete that consist of seven steps, they are: Grouping, preparing, brainstorming, writing, presenting, evaluating, and revising. Where it is different with the procedure of Kagan and Jette which there is no the step of writing itself.

### **c. The Advantages of Using Roundtable Technique**

Roundtable technique can help students to focus their attention, it gives much time to think about their response. In Roundtable technique also expected students to build up their contribution to their team. Surely, this technique can make students be more active in the learning process because in this technique students asked to move around from table to other tables to answer the topic.

The point of the advantages is social benefits. It improves the teaching social skill such as, cooperation, teamwork, and communication skill that useful in later life and also to learn work together to rich a common goal

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<sup>24</sup> Elizabeth F Barkley, Claire Howell Major, and K Patricia Cross, *Collaborative Learning*, 1st ed. (San Francisco: Jossey Bass, 2014).

and know how to solve of problem together.<sup>25</sup> Roundtable technique also improve communication skill for students by grouping them and give them written project.

In using Roundtable technique, the students could more be active, students were able to build upon each other's contributions. It improves the teaching social skills such as, cooperation, framework, and communication skill that useful for the next life and also to learn work together to rich a common goal and know how to solve the problem together. It means that Roundtable technique can make the students focused on their attention and it gives much time to think about their response. Roundtable technique also expected students to build up their contribution to their team.

#### **d. Teaching Writing Descriptive Text by Using Roundtable Technique**

Students' descriptive text writing skills can be enhanced through the use of cooperative learning strategies. One cooperative learning strategy used to help students master the writing of descriptive texts is the roundtable technique.

##### **1) Pre-Teaching**

The teacher enters the classroom and begins the lesson by asking the students to pray according to their beliefs. After checking attendance, she asks the students about the last material covered and then instructs them to open their books to discuss the next topic.

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<sup>25</sup> Stenlev and Siemund, "Roundtable As Cooperative Learning Technique.", *English Language and Linguistics*; Volume 18, 2011.

## 2) While-Teaching

The teacher starts by explaining how to write a descriptive text, covering its structure and language features. Then, she divides the students into groups of 4 or 5 and asks them to sit together at a table. Each group receives a theme and an answer sheet. The teacher helps them brainstorm ideas related to the theme before asking them to write their own descriptive text within 20-30 minutes. After writing, one member from each group presents their work, and then the teacher asks the groups to correct and revise their texts.

## 3) Post-Teaching

After the groups have presented their writing, the teacher asks each group to correct and revise their texts. She then provides feedback, asks the students about any parts they do not understand, and summarizes the lesson on writing descriptive text. Finally, the teacher encourages the students to conclude the lesson

**Table II.1**  
**Teaching Writing Descriptive Text by Using Roundtable Technique**

Teacher Activity	Procedures	Students Activity
Pre-Teaching: 1. Teacher enter the classroom and begin the lesson by asking the students to pray according to their belief. 2. Ask students about last material		1. Students start to pray 2. Students review the last material. 3. open the book for discussing next topic.
While-Teaching: 1. Teacher gives short explanation about descriptive text includes the generic structure and language features. 2. Teacher divides the students into 4 or 5 groups by counting 1-4 or 1-5. 3. Every student asked to sit around the table with their friends who get the same number.	1. Grouping	1. Students listen to the teacher explanation. 2. Students count 1-4 or 1-5. 3. Students find their friends who get the same number. 4. Sit around the table with their friend who get the same number.

1. Teacher gives the theme and the answer sheet for each group.	2. Preparing	1. Each group read the theme given by the teacher. 2. Each group take a sheet of paper and a pen.
1. Teacher brainstorm the students about the things related to the theme. 2. Ask the students to imagine something related to their group;s theme.	3. Brainstorming	1. Start to imagine and thinking about the word related to the theme. 2. Every member of group gives their contribution to write words in the answer sheet. 4. Passing the answer sheet around the table until the time is up.
1. Teacher asked every member of group to write a text using their own words or phrase, and set the time around 15-20 minutes.	4. Writing	1. Every member of group write a text using their own words or phrase. 2. Students work based on the time given by the teacher.
1. Teacher asks one of the members in each group to present their writing.	5. Presenting	1. One of the members in each group present their writing. 2. Students listen and pay attention to the presentation.
Post-Teaching: 1. The teacher gives the feedback to the students.	6. Evaluating	1. Each group make correction. 2. Every member could ask the teacher about what they do not understand.
1. Teacher asks each group to revise their writing.	7.Revising	1. Each group revise their writing. 2. Collecting their writing to the teacher.

### e. Conventional Teaching

#### 1) Definition of Conventional Teaching

Conventional techniques taught as a traditional technique. The traditional or conventional approach focuses on the teacher managing the learning environment. Conventional teaching techniques can be used in classrooms.

Conventional learning can be called a traditional learning. Conventional learning is centered on teachers, oriented to scientific

disciplines and information.<sup>26</sup> Conventional learning is when the teaching and learning process is conducted in an old way, such as when the teacher still uses lectures to teach lessons.

Conventional teaching techniques are teacher-centered and include the use of lectures and discussions while the problem solving element is presented by and/or discussed with the instructor; the syllabus, the teaching materials and the students assessments are determined by the tutor and transmitted to students in various lectures. In SMK N 1 Padangsidimpuan the English teacher teaches writing by using lecturing method. It means, the teacher more active than the students.

## 2) Procedures of Conventional Teaching

There are some steps to teaching instead of providing this technique, they are:

1. Preparation (create the learning condition to students)
2. Implementation (teacher convoys the material then give opportunity to students for connecting and comparing the material of lecture that had accepted through catechizing)
3. Evaluation (give a test to students for looking students' comprehension about material that had learned).<sup>27</sup>

It can be assumed that conventional teaching techniques are employed to maintain classroom order and provide factual knowledge. Because

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<sup>26</sup> Syaiful Bahri Djamarah, *Guru Dan Anak Didik Dalam Interaksi Edukatif*, 4th ed. (Jakarta: PT RINEKA CIPTA)

<sup>27</sup> Syaiful Bahri Djamarah, *Strategy Belajar Mengajar* (Jakarta: PT. Asdi Mahasatya, 2006), p.99.

conventional learning is thought to be effective in teaching basic understanding, it is still in use currently.

Based on interview conducted with the English teacher , the procedures used by English teacher they are :

- a) Explain the material: The teacher explain the material to the students.
- b) Answer questions: The teacher is responsible for answering students' questions.
- c) Evaluate: The teacher evaluates students' performance and evidence of learning.

## **B. Related Findings**

The first is Yaqin, the study used a one-group pretest-posttest pre-experimental design. Data were analyzed using paired sample t-test to ascertain any significant effect before and after the intervention. A sample of thirty eighth-grade students from Simanjaya Lamongan Junior High School participated in the study. The results of this study demonstrated that employing the roundtable technique significantly enhanced students' writing abilities. The mean scores that students received on the pretest and posttest demonstrate this. From 73.60 on the pretest to 83.03 on the posttest, the average score rose. The researcher then conducted a paired sample t-test to answer the research question. When the alternative hypothesis is accepted, it can be concluded that students' writing is

significantly improved by the roundtable technique.<sup>28</sup> It can be conclude that there is significant effect of roundtable technique.

The second is Maja, found that Roundtable technique gives significant effect on the achievement of students who have low self-efficacy to write descriptive text. This technique encourages the students to gain many ideas before writing, share and discuss with their friends, and then practice writing the text in a comfortable atmosphere in the classroom.<sup>29</sup> Roundtable technique gives significant effect on achievement of students with low self-efficacy.

The next research was conducted by Rosmiyati, the study applied quasi-experimental method with non-equivalent control group design. The samples were 72 students, 36 students were in experimental group from X.1 class and 36 students were in control group from X.2 taken by using purposive sampling. In collecting the data, a written test of the recount text was used, and the data were analyzed by using Application of IBM SPSS Statistics 23. The result of this study showed that the experimental group students' average score in pre-test, it was 64.32, and in post-test, it was 71.66 while the control group students' average score in pre-test was 64.50 and in post-test, it was 65.70. Evi Rosmayati in her research found that there was significant difference on teaching writing of Gajah Mada Vocational High School of Palembang.<sup>30</sup>

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<sup>28</sup> M. Ainul Yaqin "The Effectiveness of Roundtable Technique on Students' Writing Descriptive Text," *E-Link Journal* 10, no. 2 (2023), <https://jurnalpendidikan.unisla.ac.id/index.php/elink/article/view/1009>

<sup>29</sup> Adi Maja, "The Effectiveness of Roundtable Technique to Teach Writing Descriptive Text for Students with Low Self-Efficacy," *The Explora* 7, no. 1 (2022), <https://ejournal.uhn.ac.id/index.php/explora/article/view/515>

<sup>30</sup> Evi Rosmiyati, "Using Roundtable Technique to Improve Students' Writing Skill of Narrative Text," *Esteem Journal of English Education Study Programme* 5, no. 2 (July 10, 2022): 172–77, <https://jurnal.univpgri-palembang.ac.id/index.php/esteem/article/view/8536>

The fourth is research by Fauziah and Amaliah found the result from as this experimental study has proven that using roundtable technique give significant effect on the students' writing ability. Toward the 42 students taken as the sample of the research, it is proved that there was significant difference on the students' writing ability before and after being taught by using roundtable technique. The results of independent sample t-test also shows that there is significant difference in writing ability between the students taught by using roundtable technique.<sup>31</sup>

The fifth is Prastuti who found that score of pre-test before Round Table technique was 72.59, and after Roundtable technique was implemented in the class, the mean score of post-test was 83.74. Meanwhile of the control class score which has the mean score of pre-test 72.11 and the mean score of post-test was 78.48. It means that both classes have increased in the post-test score. Yet, the experimental class got a higher score than the control class. Based on the statistical analysis, the experimental class point has increased more significantly rather than the control class. From the research's data analysis, it can be found that round table technique can have a major impact on the writing of descriptive text by students, since the score of writing by students after being taught using roundtable technique is higher than before the treatment" was provided by the

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<sup>31</sup> Syifa FauziahShynta Amalia, "Roundtable Technique and Students' Writing Ability," *Jurnal Ilmiah Bina Bahasa* 14, no. 01 (2021) <https://journal.binadarma.ac.id/index.php/binabahasa/article/view/1330>

researcher.<sup>32</sup> It can be concuded that roundtable technique has significant effect on students' writing.

### C. The Conceptual Framework

Descriptive text is one that gives descriptions of people, places, and objects. The technique will be made easier by using the Roundtable technique when teaching descriptive text writing. By using the proper technique, teachers are able to inspire their students as they write. The roundtable technique has a positive effect on students' descriptive text writing by motivating and inspiring them to write. Students using this technique have to collaborate in order to develop ideas, solve problems, or finish tasks.

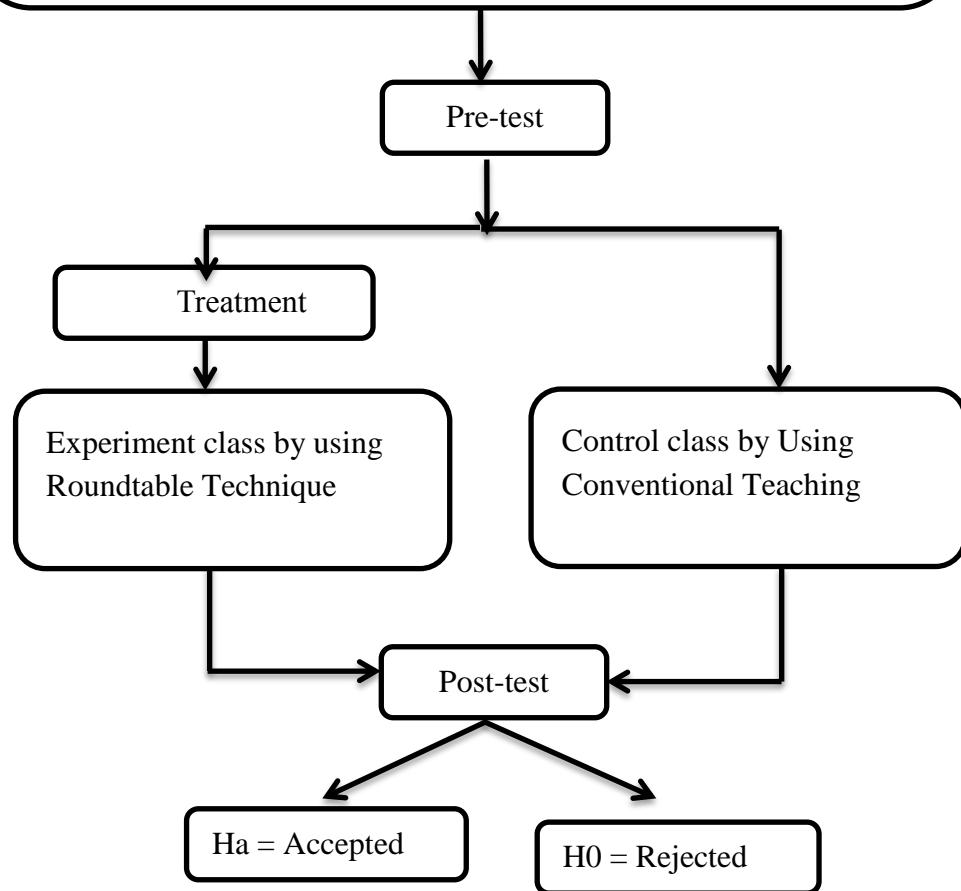
In addition, roundtable technique can help students to become more interested and make students involved in classroom learning. This technique really useful learning experience for both the students and the teachers. Teachers encourage students to increase their motivation and encourage them to involve in writing freely and creatively.

This research is consists of pre-test and post-test design with experimental class and control class. The researcher gave the treatment in control class by using Roundtable technique, meanwhile in control class the researcher used Teacher technique with lecturing method. The process of researcher activites in doing research can be seen as picture follow

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<sup>32</sup> Dwi Prastuti, "The Effect of Roundtable Technique on Students' Writing Descriptive Text" (2020).

The problems of the research are: that the students' problem in writing descriptive text are, The students assume that English is the most difficult subject especially writing descriptive text because they have to generate their idea based on their own sentence that is why they are lazy before learning.



**Figure II.1: Conceptual Framework**

#### **D. The Hypothesis**

Hypothesis is the temporary result of the research. It is needed to show the researcher's thinking and expectation about outcomes of the research related to this problem. The hypothesis of this research is There is the significant effect of using Roundtable Technique on students' writing descriptive text at grade X SMK Negeri 1 Padangsidimpuan(Ha).  $\mu_1 > \mu_2$

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Time and Location of Research**

The location of this research is in SMK Negeri 1 Padangsidimpuan. It is located in Sutan Soropada Mulia street number 25 Padangsidimpuan. Its location is about 4 Km from the central city of Padangsidimpuan to the southern area. This research starts from June 2024 up to finish.

#### **B. The Research Design**

This research used a quantitative by using experimental design because the researcher wants to know whether there is the effect of Roundtable technique on students' writing ability of descriptive text or not. Based on Gay et al said that "In experimental research the researcher manipulates at least one independent variable, controls other relevant variables, and observes the effect on one or more."<sup>1</sup> So, in this research, the writer needs to choose a control class as a comparison of experimental class. Control class as the comparison of the experimental class by seeing the result.

The researcher concludes from the definition above that experimental research is a kind of research that requires to determine the causal relationship between one or more variables and other variables. In keeping with the definition, the purpose of the research is to find out the effect of Roundtable technique to writing skill.

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<sup>1</sup> L.R. Gay, E Geoffrey Mills, and Peter W Airasian, *Educational Research Competences for Analysis and Applications*, 10th ed., (United States of Amerika: Pearson Education, Inc, 2019),

In this study, the experimental class will given the intervention of using Roundtable technique in their writing, while there was no special treatment given to the control class.

In this study used a pretest-posttest control group design. It indicates that two classes will selected, and a pretest will given to determine the fundamental conditions of the two classes. A post-test will given to both classes. The test results compared in order to determine how the experimental class is affect differently by the treatment. Experimental and control class also get post-test with the same question.

**Table III.1**  
**Pretest-Posttest control group design**

<b>Group</b>	<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
Experimental	O <sub>1</sub>	X	O <sub>2</sub>
Control	O <sub>3</sub>	-	O <sub>4</sub>

Where:

O<sub>1</sub> = Pretest in experimental class

O<sub>2</sub> = Posttest in experimental class

X = Treatment

O<sub>3</sub> = Pretest in control class

O<sub>4</sub> = Posttest in control class <sup>2</sup>

In this model, both of classes given pre-test (O<sub>1</sub>). Then, in experimental group given a treatment (X) and control class is not given a treatment. After giving a treatment, both of classes given post-test (O<sub>2</sub>).

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<sup>2</sup> Sugiyono, *Metode Penelitian Pendidikan(Pendekatan Kuantitatif,Kualitatif, dan R&D)*, ed. oleh Sugiyono, 22 ed. (Bandung: ALFABETA, cv, 2015).

## C. The Population and The Sample

### 1. Population

Population of this research is all of the X class of Aphp (Agribisnis Pengolahan Hasil Pertanian) in SMK Negeri 1 Padangsidimpuan, it consisted of two classes with 70 students. The researcher choose this population because students are expected to have an adequate understanding of writing especially for descriptive text.

**Table III.2**  
**The Population of APHP Class at Grade X SMKN 1 Padangsidimpuan**

No	Class	Students
1	X APHP 1	35
2	X APHP 2	35
Total		70

### 2. Sample

In this research, the researcher choose the Total Sampling as the way to get the sample. Based on the design above the researcher takes all of the population as the sample. In this research the researcher choose X APHP 1 as the experimental class and X APHP 2 as a control class. It can be seen from the table follow:

**Table III.3**  
**Sample of Research**

Class	Sample
Experimental Class X APHP 1	35
Control Class X APHP 2	35
<b>TOTAL</b>	<b>70</b>

## **D. Instrument of Research**

### 1. Test

The researcher needs an instrument to collect data about the research problem. In order to collect information about students' descriptive text writing, the researcher uses writing test controlled observation. Instrument also to the clear formation of a logically state and conceptually clear research formulation. This research used a test as the instrument. The form of the test is essay test. The Researcher uses an essay test because the essay test was written form of descriptive text. In this research limit the words of the essay test, from 30-50 words based on the recommendation of the English teacher at SMKN 1 Padangsidipuan.

The test that given to the students as pre-test and post-test, which apply writing skill test. The pre-test that will be given to the students before the treatment to get the data on the students' prior knowledge or the starting point of writing skill. Post-test that will be given to them after the treatment to get the data of the impact of using roundtable technique in increasing students' writing skill.

This research used writing of descriptive text test as the instrument of this research. The test given twice, there are pre-test and post-test. The pre-test is intended to know initial writing skills of the sample and the post-test is intended to check whether the Roundtable technique gives an effect or not toward students' writing skill of descriptive text.

In this research, research used rubric scoring for assessing students' writing descriptive text. The indicators can be seen from the table below : The Indicator is adopted from Jacob as cited at Sara.

**Table III.4**  
**Indicator for Assessing Students' Writing<sup>3</sup>**

No	Categories	Rating Scores	Criteria
1.	Content	30 - 27 <b>Excellent to good</b>	Highly organized, logical sequencing – etc.
		26 – 22 <b>Good to Average</b>	Logical but incomplete sequencing – etc
		21 - 17 <b>Fair to poor</b>	Lacks logical sequencing and development – etc
		16 – 13 <b>Very poor</b>	No organization, not enough to evaluate – etc
2.	Grammar	20 – 18 <b>Excellent to good</b>	Relevant to assigned topic – etc
		17 – 14 <b>Good to Average</b>	Mostly relevant to topic – etc. Inadequate
		13 – 10 <b>Fair to poor</b>	Inadequate development topic – etc.
		9 – 7 <b>Very poor</b>	Not enough to evaluate – etc
3.	Vocabulary	20 – 18 <b>Excellent to good</b>	Word form mastery, appropriately registered (word use for particular situation – etc.)
		17 – 14 <b>Good to Average</b>	Occasional errors of word form, choice, usage but meaning not obscured
		13 – 10 <b>Fair to poor</b>	Frequent errors of word form, choice, usage and meaning confused or obscured – etc.
		9 – 7 <b>Very poor</b>	Little knowledge of English Vocabulary, word form or not enough to evaluate.

<sup>3</sup> Sara Cushing Weigle, "Assessing Writing," Cambridge University Press; 2010

No	Categories	Rating Scores	Criteria
4.	Mechanic	25 – 22 <b>Excellent to good</b>	Few errors of word order/ function, articles, preposition – etc.
		21 – 18 <b>Good to Average</b>	Several errors of word order/ function, articles
		17 – 11 <b>Fair to poor</b>	Frequent errors of word order/ function, articles, preposition – etc
		10 – 5 <b>Very poor</b>	Dominated by errors, or not enough to evaluate – etc
5.	Use descriptive adjectives	5 <b>Excellent to good</b>	Few errors of spelling, punctuation, capitalization – etc
		4 <b>Good to Average</b>	Occasional errors of spelling, punctuation, capitalization – etc
		3 <b>Fair to poor</b>	Frequent errors of spelling, punctuation, capitalization – etc
		2 <b>Very poor</b>	Dominated by errors of spelling, punctuation, capitalization – etc

## E. Validity and Reability Instrument

### 1. Validity Instrument

Validity is a tool that used to measure the test. The instrumentation of collecting the data in this research is test. In this research, the researcher will use essay test to test students' writing ability in descriptive text. A good test must be valid. The purpose of test validation was to minimize the misunderstanding of the test, so the test need to validate. There were some technique in validating the data, but in this research the researcher used construct validity. Construct validity is aspect of instrument which based on the experts. The expert validated the test, after getting the agreement from

validators, the researcher used the test to collect the data. The expert in this research was the English teacher at the tenth grade students of SMKN 1 Padangsidimpuan.

## 2. Reliability

Assessing students writing on pre-test and post-test, reliability is needed. Reliability refers to the consistency of a measure (whether the results can be reproduced under the same conditions). It can be shown in how accurately a test or instrument can measure the same subject over time while results indicate a consistent outcome. Consequently, the researcher concluded that the instrument used in this research was reliable and suitable for testing students at SMKN 1 Padangsidimpuan. So, writing skill in the research, the test items of writing is the form of written test.

## F. Research Procedure

In this research, the researcher uses a quantitative data. The data of this research collected by giving a writing test to students. The test consist of pre-test, treatment, and post test.

### 1. Pre-Test

Pre-test is a test that is given to students before doing the treatment. The function is to know the students' ability in experiment and control class before the researcher giving the treatment to experiment class. The researcher uses some steps in giving pre-test. They are;

- a. Preparing the essay test that will be written by the students.
- b. Distributing the test paper to both class; experiment and control class.

- c. Explaining what the students need to do.
- d. Giving the times to the students to answer the questions.
- e. Collecting the test paper.
- f. Checking the answer and counts the students' score.

## 2. Treatment

In this study, the researcher divided the students into two groups: the experimental class and the control class. The experimental and control groups received descriptive text instruction in different ways. The researcher choose X APHP 2 class to use a project strategy, as is common for teachers to instruct their students, and X APHP 1 class to use the Roundtable Technique as an experiment class. The steps used are :

- a. Dividing the student into some groups, each groups consist of 4-5 students.
- b. Asking the students to ask in a group.
- c. Preparing the blank papers and answer sheet to each group
- d. Explaining the what students need to do.
- e. Explaining that each member of group need to write words or adjective that described their friends.
- f. Then, after all the group member has participated to write words or adjectives in a paper. Then, each member of group answer the aswer sheet.
- g. Giving the times to the students to write it in their group paper.
- h. Collecting the test paper.
- i. Checking the answer and counts the students' score.

### 3. Post-Test

The last step, give the post-test after the treatment done. The realization of the post-test is same with the pre-test. The purpose is to know the score difference between the experimental class that has been giving treatment and control class that has not been giving treatment. The steps used are:

- a. Preparing the essay test that will be written by the students.
- b. Distributing the test paper to both class; experiment and control class.
- c. Explaining what the students need to do.
- d. Giving the times to the students to answer the questions.
- e. Collecting the test paper.
- f. Checking the answer and counts the students' score.

## G. Technique of Data Analysis

After data were collected, the next step was analyzing the data. The data in this study were analyzed by using statistical analysis. After that, compared the score of pre-test and post-test in experimental class and control class. To know the effect of Roundtable technique on students' writing skill, the t- test used in analyzing the data. But before that, the normality and homogeneity must be measured first.

### 1. Requirement Test

- a. Normality Test

The normality test uses to determine whether the distribution is normal or not. To analyzed research data, a normality test needs to be

carried out. Normality test is used to assess whether the collected data has a normal or not. . Test normality in this research used SPSS V.23 using Shapiro Wilk with a significant level of 5% or 0.05 with criteria. If the value is significant (sig)  $>0.05$ , the students' pre-test and post-test are normally distributed. If the significant value (sig)  $<0.05$ , the students' pre-test and post-test are not normally distributed.

b. Homogeneity Test

To determine whether the experimental class and control class have the same variant or not, the homogeneity test is used. It can be considered homogeneous if both classes are the same. The similarity of the group's variance that will be compared is known as homogeneity. Therefore, the purpose of the homogeneity test is to determine whether or not the data is homogeneous. The researcher used SPSS v.23 to calculated the data.

The test criteria are :

1. If the significant value (sig) $>0.05$ , the data variance of two classes is gomogeneous.
2. If the significant value (sig) $<0.05$ , the data variance of two classes is not gomogeneous.

## **H. Hypothesis Test**

The technique in analyzing the data is used by t-test, because it is directing to examine the difference of two variables. Such examination performed both on pre-test and post-test score from the experimental class and

control class. This research used T-test to examine the hypothesis. The researcher used Independent Sample T-test by using SPSS v.23, the result could be seen from the mean score. The mean score would show whether there is significant difference between mean score of control class and experimental class.

If the t-table was lower than the t-test,  $H_a$  will be accepted and  $H_o$  will be rejected. This means that Roundtable technique has a great impact on a student's writing descriptive text. Then, If the test was lower than the t-table, so  $H_a$  will be rejected and  $H_o$  will be accepted. It means that there is no significant effect of Roundtable Technique on Writing Descriptive Text Mastery at the Tenth Grade of Students SMK N 1 Padangsidimpuan.

## **CHAPTER IV**

### **RESULT & DISCUSSION**

To analyze the data, the researcher has collected data through pre-test and post-test in the both of classes, experimental class and control class. To find out the effect of Roundtable technique on students' writing descriptive text mastery, the researcher has calculated the data by using quantitative analysis. This study applied quantitative research by using the formulation of t-test to test the hypothesis.

#### **A. Description of Data**

##### **1. Description of Data Before Using Roundtable Technique**

###### **a. Score of pre-test in Experimental Class**

This research used class X APHP 1 as the experimental class. This research calculated the students' scores based on their pre-test responses, then ranked the results in the form class intervals, starting from the lowest to the highest scores. Scores, intervals, mean, median, mode, variance, and standard deviation were obtained by the researcher through calculations.. The score of pre-test in experimental class can be seen in the following table below:

**Table IV.1**  
**Score of Pre-Test in Experimental Class**

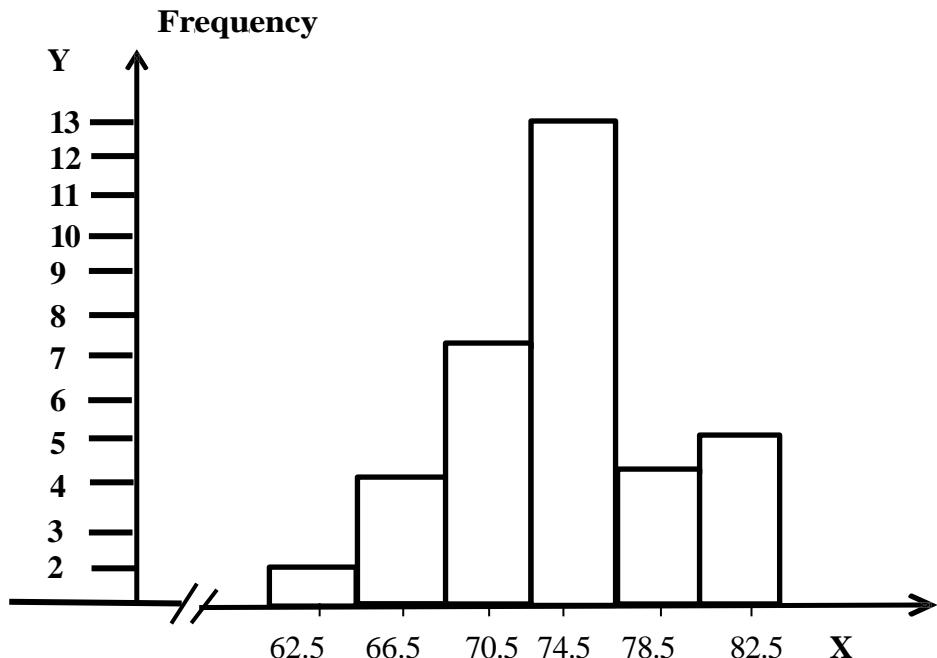
No	Decsription	Statistics
1.	Total Scores	2.535
2.	Highest Scores	82
3.	Lowest Scores	60
4.	Range	22
5.	Interval	4
6.	Mean	72.43
7.	Median	73.00
8.	Mode	70
9.	Variant	27.54
10.	Standart Deviation	5.24

After getting the result of total score, highest score, lowest score, range, interval, mean, median, mode, variant and standart deviation. The total score of experimental class in pre-test was 2.535, highest score was 82, lowest score was 60, range was 22, interval was 6, mean was 72.43, median was 73.00, mode was 70, variance was 27.54, standart deviation was 5.24. The next step was this research made it into percentages to see the dominant score of the students. The frequency distribution of the students score of experimental class in pre-test could be into table frequency distribution as follow:

**Table IV.2**  
**Frequency of Students Scores (pre-test) Experimental Class**

No	Interval	Mid-Point	Frequency	Percentage
1.	60-63	62.5	2	5.71%
2.	64-67	66.5	4	11.42%
3.	68-71	70.5	7	20.00%
4.	72-75	74.5	13	37.14%
5.	76-79	78.5	4	11.42%
6.	80-83	82.5	5	14.28%
<b>I=4</b>		<b>35</b>	<b>99.97%</b>	

Then, In order to get description of data clearly and completely, this research presents them in histogram as shown below:



**Figure IV.1 Data Description of Students' Writing Descriptive Text in Experimental Class (Pre-Test)**

**b. Pre-Test of Control Class**

The pre-test in control class, this research choosed X APHP 2.

The research has calculated the students score and arrange it from the lowest score until the highest score in interval class form. This research calculated it used the SPSS 23. The score of pre-test in control class can be seen in the table below :

**Table IV.3**  
**Score of Pre-Test in Control Class**

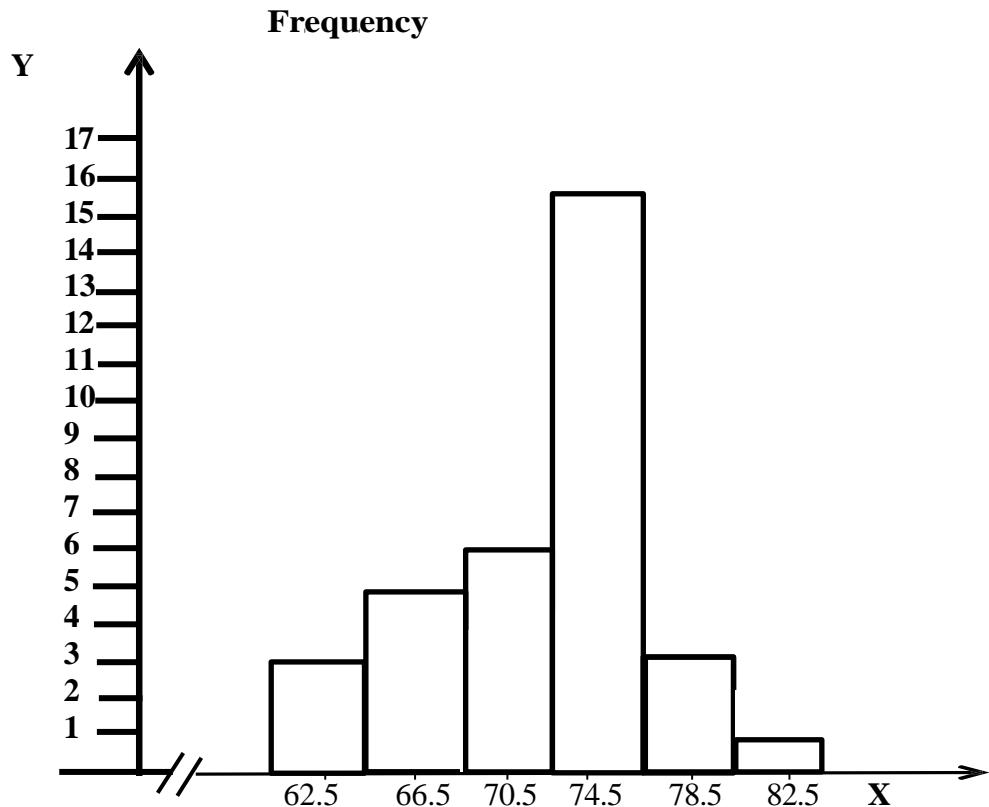
No	Decsription	Statistics
1.	Total Scores	2.501
2.	Highest Scores	80
3.	Lowest Scores	60
4.	Range	22
5.	Interval	4
6.	Mean	71.46
7.	Median	72.00
8.	Mode	75
9.	Variant	22.49
10.	Standart Deviation	4.74

Based on the data above, the total score of pre-test in control class was 2.501, the highest score was 80, the lowest score was 60, the range was 20, the interval was 4, the mean was 71.46, the median was 72, the modus was 75, the variant was 22.49, and the standard deviation was 4.74. After calculating and got the result above, this research made it into percentages to see the dominant score that gotten by the students. The score of post test in experimental class could be applied into the table frequency distribution as follow :

**Table IV.4**  
**Frequency of Students Scores (pre-test) Control Class**

No	Interval	Mid-Point	Frequency	Percentage
1.	60-63	62.5	3	8.57%
2.	64-67	66.5	5	14.28%
3.	68-71	70.5	6	17.14%
4.	72-75	74.5	17	48.57%
5.	76-79	78.5	3	8.57%
6.	80-83	82.5	1	2.85%
<b>I=4</b>			<b>35</b>	<b>99.98%</b>

Then, In order to get description of data clearly and completely, this research presents them in histogram as shown below:



**Figure IV.2 Data Description of Students' Writing Descriptive Text in Control Class (Pre-Test)**

**2. Description of Data After Using Roundtable**

**a. Post-Test After Using Roundtable Technique**

After giving Roundtable Technique treatment, the students did the post-test to know the Roundtable Technique effects to the students' writing descriptive text mastery. This research has calculated the students' score arranged it from the lowest score until the highest score in the interval class form.

**Table IV.5**  
**Score of Post-Test in Experimental Class**

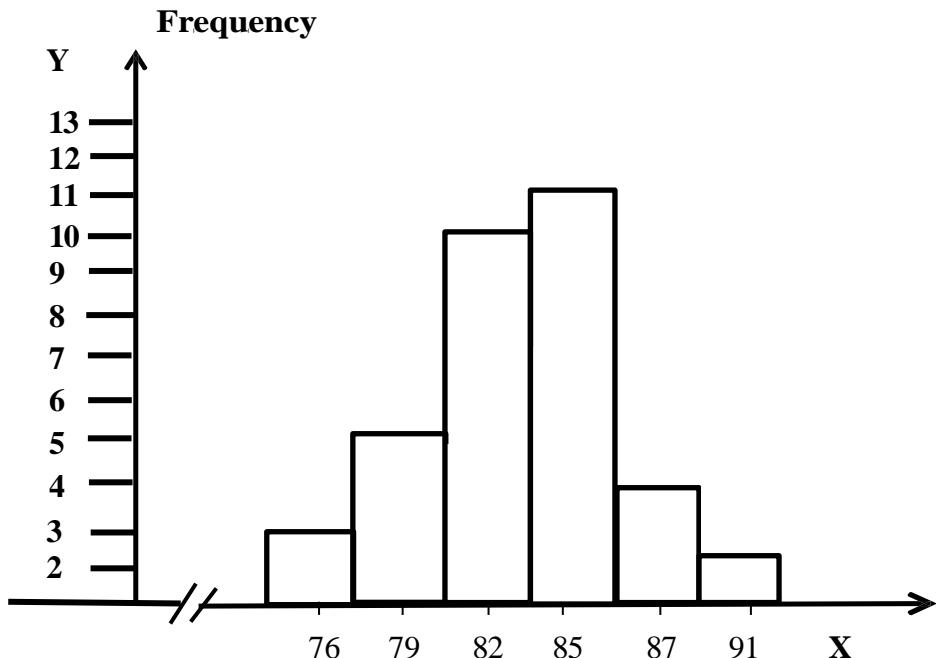
No	Decsription	Statistics
1.	Total Scores	2.903
2.	Highest Scores	90
3.	Lowest Scores	77
4.	Range	13
5.	Interval	3
6.	Mean	83.03
7.	Median	83.00
8.	Mode	84
9.	Variant	11.73
10.	Standart Deviation	3.42

Based on the data above, the total score of post-test in experimental class was 2.903, the highest score was 90, the lowest score was 77, the range was 13, the interval was 3, the mean was 83.03, the median was 83.00, the mode was 84, the variant was 11.73, and the standard deviation was 3.42. After calculating and got the result above, this research made it into percentages to see the dominant score that gotten by the students. The score of post test in experimental class could be applied into the table frequency distribution as follow :

**Table IV.6**  
**Frequency of Students Scores (Post-Test) Experimental Class**

No	Interval	Mid-Point	Frequency	Percentage
1.	75-77	76	3	8.57 %
2.	78-80	79	5	14.28 %
3.	81-83	82	10	28.57 %
4.	84-86	85	11	31.42%
5.	87-89	87	4	11.42%
6.	90-92	91	2	5.71%
<b>I=3</b>			<b>35</b>	<b>99.97%</b>

Then, In order to get description of data clearly and completely, this research presents them in histogram as shown below:



**Figure IV.3 Data Description of Students' Writing Descriptive Text in Experimental Class (Post-Test)**

#### **b. Post Test in Control Class**

This research gave the teacher strategy to students for the treatment. Then, students did the post-test. The researcher gave the written test and this research has calculated the students score and arranged it from the lowest score until the highest score in interval class form. This research calculated it to get the score of total score, highest score, lowest score, range, interval, mean, median, mode, variant and standard deviation. The score of post-test in control class can be seen in the table bellow :

**Table IV.7**  
**Score of Post-Test in Control Class**

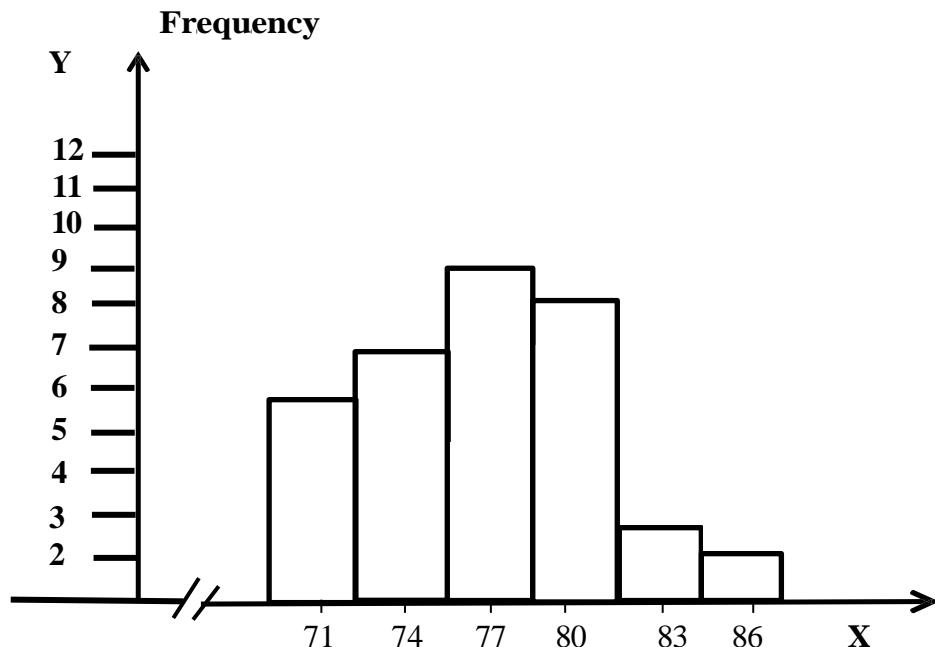
No	Decsription	Statistics
1.	Total Scores	2.691
2.	Highest Scores	86
3.	Lowest Scores	70
4.	Range	16
5.	Interval	3
6.	Mean	76.89
7.	Median	76.00
8.	Mode	76
9.	Variant	17.63
10.	Standart Deviation	4.19

After calculating and got the result above, this research made it into percentages to see the dominant score that gotten by the students. The score of post test in control class could be applied into the table frequency distribution as follow :

**Table IV.8**  
**Frequency of Students Scores (post-test) Control Class**

No.	Interval	Mid-Point	Frequency	Percentage
1.	70-72	71	6	17.14%
2.	73-75	74	7	20.00%
3.	76-78	77	9	25.71%
4.	79-81	80	8	22.85%
5.	82-84	83	3	8.57%
6.	85-87	86	2	5.71%
<b>I=3</b>			<b>35</b>	<b>99.98%</b>

Then, In order to get description of data clearly and completely, this research presents them in histogram as shown below:



**Figure IV.4 Data Description of Writing Descriptive Text Mastery in Control Class (Post-Test)**

### **3. Description of Comparison the Score of Pre-Test and Post-Test**

#### **a. Comparison Score of Pre-Test and Post-Test in Experimental**

After getting the score of pre-test and post test in experimental class, this research made the comparison of score in form of table. The comparison of score of pre-test and post-test in experimental class can be seen in the table below :

**Table IV.9**

No.	Description	Pre-Test	Post-Test
1.	Total Score	2.535	2.887
2.	Highest Scores	82	90
3.	Lowest Scores	60	77
4.	Range	22	13
5.	Interval	4	3
6.	Mean	72.43	82.49
7.	Median	73.00	83.00
8.	Mode	70	82
9.	Variant	27.54	10.25
10.	Standart Deviation	5.24	3.20

#### **Comparison of Score Pre-Test and Post-Test in Experimental Class**

Based on the table above, this research found the different score pre- test and post-test in experimental class, the most of students got the lowest score in pre-test, the lowest score in pre-test was 60. But after got the treatment the lowest score in post test was 77. Based on the data, it can be concluded that the score of students' writing descriptive text mastery was higher in the post-test than pre-test.

#### **b. Comparison Score of Pre-Test and Post-Test in Control Class**

After getting the score of pre-test and post test in control class, this research made the comparison of score in form of table. The comparison of score of pre-test and post-test in experimental class can be seen in the table below:

**Table IV.10**  
**Comparison of Score Pre-Test and Post-Test in Control Class**

No.	Description	Pre-Test	Post-Test
1.	Total Score	2.501	2.667
2.	Highest Scores	80	86
3.	Lowest Scores	60	70
4.	Range	20	16
5.	Interval	3	3
6.	Mean	71.46	76.20
7.	Median	72.00	76.00
8.	Mode	75	72
9.	Variant	22.49	15.04
10.	Standart Deviation	4.74	3.87

Based on the table above, this research found the different score pre-test and post-test in experimental class, the most of students got the lowest score in pre-test, the lowest score in pre-test was 60 and the lowest score in post test was 86. Based on the data, it can be concluded that the score of students' vocabulary mastery was higher in the post-test than pre-test.

## B. Data Analysis

### 1. Normality Test

After got the score of pre-test and post test in experimental class and control class, this research calculated the normality test. The normality test in this research used Shapiro-Wilk, the data was calculated using SPSS 23. the result of normality can be seen in the table below :

**Table IV.11**  
**Normality Test**

Shapiro-Wilk			
Class	Statistic	Df	Sig
Pre-Test Experiment	0, 974	35	0, 555
Post-Test Experiment	0, 957	35	0, 185
Pre-Test Control	0, 951	35	0, 125
Post-Test Control	0, 959	35	0, 208

In this research used the Shapiro-Wilk that the test is used for small

samples (less than 100). If the p-value is greater than 0.05, the data is considered normal. So, based on the table test of normality above can be seen that the significances  $> 0.05$ . So,  $0.555 > 0.05$  it means that the data is normal.

## 2. Homogeneity Test

Homogeneity test is a statistical test used to determine whether two or more groups of data have the same or homogeneous variance. This test helps ensure that the variation in different groups of data is similar, allowing for valid comparisons between groups. The result in calculating the data can be seen in the table below

**Table IV.12**  
**Homogeneity Test**

Result	Levene Statistic	Df 1	Df 2	Sig
Based on Mean	2.144	3	136	,098
Based on Median	1.913	3	136	,130
Based on Median and adjusted df	1.913	3	118.768	,131
Based on trimmed mean	2.082	3	136	,106

From the table of homogeneity test of the variance above, based on mean of post-test experimental class and post test control class, sig is 0.185. So,  $0.185 > 0.05$ . It means that there is no significant difference in the variances between the groups of data tested. In other words, the assumption of homogeneity of variance is met.

## 3. Hypothesis Test

From the results from the data analysis requirement test, it can be seen that the two classes after treatment are normal and have homogeneous variance, thus to test the hypothesis using Independent Sample T-test using

SPSS v.23. The hypothesis that was tested as follows:

Ha : It means there is significant effect of Roundtable Technique on Writing Descriptive Mastery at the Tenth Grade Students of SMKN 1 Padangsidimpuan

**Table IV.13**  
**T-test of both averages in post-test**

		F	Sig	T <sub>table</sub>	t <sub>count</sub>
Students learning outcomes	Equal variance assumed	0.993	0.323	1.667	7.393
	Equal variances not Assumed			1.667	7.393

To determine the success of a researcher's hypothesis testing, one can compare the calculated t-value (tcount) with the t-value (ttable). If tcount > than ttable, the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected. If tcount < than ttable, Ha is rejected and H0 is accepted. In this study, the hypothesis test results as shown in the table above indicate that the tcount > ttable or 7.393 > 1.667

**Table IV.14**  
**Gain of Score in Experimental Class and Control Class**

	Pre-test	Post-test	Enhancement	Gain Score
Experimental class	72.43	83.03	10.6	5.17
Control class	71.46	76.89	5.43	

The score of control class for pre test was 71.46 and post test 76.89. Then, the enhancement was 5.43. In experimental class it was 72.43 for pre test and 82.49 for post test. The, the enhancement value was 10.6 and the difference in scores between control class and experimental class was 5.17.

Based on the data above, it can be concluded that experimental class

that used roundtable technique as a technique in learning had a positive effect of increasing students grades.

### C. Discussion

The researcher discussed the result of this research. This research was conducted to determine the significance of the theory from the data analysis result in order to find the t-score and  $H_a$ . Furthermore, this research supports Kagan state that roundtable technique in high school effective for increasing Class averages, and achieve Active engagement, excitement, teamwork, and positive relations. According to the data analysis results, in this research, the researcher got an experimental mean score of 72.43 in the pre-test and 82.49 in the post-test.. The control class's mean score was 71.46 on the pre-test and 76.20 on the post-test. 4.92 was the enhancement. Therefore, it can be inferred from the comparison that the experimental class's enhancement was greater than that of the control class. So, the Roundtable technique has a significance effect on writing descriptive text mastery.

Based on the result of the research, researcher found that Roundtable Technique has the significant effect taught Writing Descriptive Text Mastery. The researcher discussed the result of this result and compared with the related findings. The first by Yaqin and Halim<sup>1</sup> result of the research concluded that students' writing descriptive text significantly improved by the roundtable technique. Then, Maja<sup>2</sup> found that Roundtable Technique gives significant effect

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<sup>1</sup> M. Ainul Yaqin and M. Labib Al Halim, "The Effectiveness Of Roundtable Technique On Student's Writing Skills In Descriptive Text," *E-Link Journal* 10, no. 2 (December 30, 2023): 208–19, <https://doi.org/10.30736/ej.v10i2.1009>.

<sup>2</sup> Adi Maja, "The Effectiveness of Roundtable Technique to Teach Writing Descriptive Text for Students with LowSelf-Efficacy," *The Explora* 7, no. 1 (2022), <https://ejournal.uhn.ac.id/index.php/explora/article/view/515>

on the achievement of students who have low self-efficacy to write descriptive text. Next, Rosmiyati and Noviati<sup>3</sup> the result of the study showed that the experimental group students' average score in pre-test, it was 64.32, and in post-test, it was 71.66 while the control group students' average score in pre-test was 64.50 and in post-test, it was 65.70. That means the research found that there was significant difference on teaching writing.

In conclusion, the research clearly demonstrates that the Roundtable Technique significantly enhances students' mastery of writing descriptive texts, as shown by the higher post-test scores in the experimental group compared to the control group. This research also has shown that roundtable technique can enhancement students' writing mastery, especially in writing descriptive text. However, this research found the result have a significant diffirence. The score of experimental class higher in pre-test and post-test, with a mean score 72.43 and 83.03 This finding are in line with previous studies, reinforcing the effectiveness of this teaching method in improving writing skills among students. Addtionally, the differences in achievement measures, such as the ideas, the writing, and the scores.

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<sup>3</sup> Evi Rosmiyati, "Using Roundtable Technique to Improve Students' Writing Skill of Narrative Text," *Esteem Journal of English Education Study Programme* 5, no. 2 (July 10, 2022): 172–77, <https://jurnal.univpgri-palembang.ac.id/index.php/esteem/article/view/8536>

#### **D. Threats of The Research**

There were some aspect that could threat for this research as follow:

1. The researcher was not sure whether all of students in the experimental class and control class did the test honestly. There was a possibility that some of them answered the test by copying or imitating their friends' answer.
2. The students did not understand the organization of the generic structure. So that makes students not write in order according to the structure.
3. The students also think that the score did not influence their score in the school. So, they talked each other and sometimes asked for permission.

## **CHAPTER V**

### **CONCLUSIONS AND SUGESSTIONS**

#### **A. Conclusions**

Based on the result of this research, the conclusion of this research are :

1. Before learning using Roundtable technique, students' writing descriptive text mastery was enough. The mean score of pre-test for the experimental class was 72.43 and the mean score of pre-test for control class was 71.46
2. After learning using Roundtable technique, the mean score of experimental class was higher than before learning using Roundtable technique. The students' writing descriptive text mastery is good. The mean score of post-test for the experimental class was 83.03 and the mean score for control class was 76.89
3. The researcher found the research result of t-test where  $t_0$  was higher than  $t_t$  was 7.393 and  $t_t$  was 1.667 ( $7.393 > 1.671$ ). It meant that  $H_a$  was accepted, so there was significant effect of Roundtable technique on students' writing descriptive text mastery at the tenth grade students of SMKN 1 Padansidimpuan.

#### **B. Sugesstions**

After finishing the research, the researcher got many information in English teaching and learning. Therefore, from that experience the researcher show some things need to be improved. It makes the researcher give some suggestion, as follow

1. For Head Master of School, as the information about Roundtable Technique to Writing Descriptive Text Mastery in learning English.
2. For English Teacher, as the information and knowledge about the English teacher can apply various technique in learning process such as Roundtable technique because this

technique can achieve the students writing especially descriptive text.

3. For researcher, as reference to another researcher who has same interested in taking same tittle related to Roundtable Technique on Writing Descriptive Text Mastery as a factor in learning English.

### **C. Research Implications**

Based on research conducted on the Roundtable Technique on Writing Descriptive Text Mastery at the Tenth Grade Students of SMKN 1 Padangsidimpuan. The following are some implications based on the study's results:

1. Roundtable Technique can be use as an alternative technique for increasing an engaging learning technique, that creates a group and makes the lesson more interesting and enjoyable for the students, in order to keep students from becoming uninterested in their studies.
2. Based on the analysis of the experimental class and the control class, it can be seen that the scores in the experimental class during the post- test was higher, this indicates that students are interested and easier to write descriptive text using this technique
3. This research can be used as feedback for English teachers in senior high schools by using this technique, which can increase learning activities, student interest and easy to understand, and the need for proper time management in using this technique.

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## **APPENDIX 1**

### **CONTROL CLASS**

#### **RENCANA PELAKSANAAN PEMBELAJARAN**

#### **(RPP)**

Nama Sekolah	: SMK NEGERI 1 PADANGSIDIMPUAN
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X / 2
Materi Pokok	: Descriptive Text
Alokasi Waktu	: 2 x 45 menit

#### **A. Kompetensi Inti:**

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahuanya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

#### **B. Kompetensi Dasar:**

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.

1.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional

1.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.

1.4 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum

#### **C. Indikator Pencapaian Kompetensi :**

3.8.1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskripsi

3.8.2. Menemukan informasi rinci dari teks deskripsi

3.8.3. Menemukan makna kata dari teks deskripsi

#### **D. Tujuan Pembelajaran**

1. Setelah mempelajari descriptive text, peserta didik dapat mengidentifikasi fungsi sosial, dan struktur dari descriptive text.
2. Setelah mempelajari descriptive text, peserta didik dapat mengidentifikasi unsur kebahasaan yang digunakan dalam descriptive text.
3. Setelah mempelajari descriptive text, peserta didik dapat menuliskan sebuah paragraf descriptive secara benar dan sesuai dengan generik strukturnya.

#### **E. Materi Pembelajaran :**

##### **1. Pengertian Teks Deskriptif**

Teks deskriptif adalah teks yang menyajikan informasi tentang sesuatu secara spesifik atau mengatakan seperti apa seseorang atau suatu benda. Artinya, teks deskriptif adalah teks yang konteksnya mendeskripsikan suatu benda, hewan, orang, atau yang lainnya, misalnya: hewan peliharaan kita atau orang yang kita kenal dengan baik.

##### **2. Struktur Umum Teks Deskriptif (Generic Structure)**

- b. Identification: menjelaskan nama benda, tempat, kota, gambar, dan keluarga dengan deskripsi singkat, untuk mengidentifikasi objek yang akan dideskripsikan.
- c. Deskripsi: menjelaskan bagian-bagian, ciri-ciri, dan kualitas dari bagian-bagian objek tersebut.

##### **3. Fitur-fitur Bahasa pada Teks Deskriptif (Language Features):**

- a. Fokus pada bagian tertentu (Kota, Hewan, Benda).
- b. Menggunakan simple present tense
- c. Menggunakan kata sifat (taring putih, kaki yang kuat).
- d. Menggunakan Noun Phrase yang rinci untuk memberikan informasi tentang subjek (a sweet young lady, very thick fur, a very beautiful scenery).
- e. Menggunakan kata kerja aksi seperti (ia makan rumput, ia berlari cepat).
- f. Menggunakan kata keterangan untuk memberikan informasi tambahan tentang perilaku (cepat, rumah pohon)

4. Contoh Teks Deskriptif.

## **Zahra Nemati**

Being a sports enthusiast, I am a big fan of a well-known and successful female Paralympian, Zahra Nemati. She was born in April 1985 in Kerman, Iran. She qualified Iran for both the Paralympics and the Olympics in 2016.

Zahra Nemati has an oval face and wears a veil as an Iranian woman. She is stunning, with a pointed nose and a lovely smile. She used to compete in taekwondo before being paralyzed in a car accident

### **F. Metode pembelajaran:**

Teachers' technique

### **G. Media :**

1. Laptop
2. Buku
3. Papan Tulis
4. Gambar
5. Teks

### **H. Sumber :**

1. Buku Bahasa Inggris Departemen Pendidikan dan Kebudayaan
2. Internet

### **I. Kegiatan Pembelajaran :**

<b>Kegiatan</b>	<b>Deskripsi Kegiatan</b>		<b>Waktu</b>
	<b>Guru</b>	<b>Peserta Didik</b>	
Pendahuluan	<ol style="list-style-type: none"><li>1. Guru melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pelajaran.</li><li>2. Guru memeriksa kehadiran peserta didik .</li><li>3. Guru menjelaskan tujuan pembelajaran yang akan dicapai.</li><li>4. Guru membangun pengetahuan siswa</li></ol>	<ol style="list-style-type: none"><li>1. Peserta didik menjawab salam dan berdoa Bersama.</li><li>2. Peserta didik menjawab kehadiran.</li><li>3. Peserta didik mendengarkan dan memahami tujuan pembelajaran yang dijelaskan oleh guru.</li></ol>	5 menit

Kegiatan	Deskripsi Kegiatan	Waktu
	(build background knowledge) agar siswa aktif dalam berpartisipasi di kelas.	
Kegiatan Inti	<p><i>Eksplorasi</i></p> <ol style="list-style-type: none"> <li>1. Guru menjelaskan topik yang akan diajar kepada peserta didik.</li> <li>2. Guru memberikan materi dalam bentuk cerita dan gambar, sesuai dengan topik yang akan diajar dan ditampilkan didepan kelas.</li> <li>3. Guru memberikan contoh kepada peserta didik bagaimana cara mengidentifikasi suatu objek berdasarkan gambar yang ditampilkan.</li> <li>4. Guru meminta peserta didik untuk mengidentifikasi ciri suatu objek pada sebuah gambar</li> </ol> <p><i>Elaborasi</i></p> <ol style="list-style-type: none"> <li>5. Guru meminta salah satu peserta</li> </ol>	<p>1. Peserta didik mendengarkan dengan seksama.</p> <p>2. Peserta didik mengamati materi dalam bentuk cerita dan gambar secara seksama.</p> <p>3. Peserta didik memperhatikan dan mendengarkan contoh secara seksama.</p> <p>4. Peserta didik mengidentifikasi suatu objek berdasarkan gambar yang ditampilkan</p> <p>5. Peserta didik memberikan contoh ciri lainnya yang dimiliki objek</p> <p>6. Peserta didik mendapat feedback dari gurunya.</p> <p>7. Peserta didik mendengarkan secara seksama.</p> <p>35 menit</p>

Kegiatan	Deskripsi Kegiatan	Waktu
	<p>didik untuk memberikan ciri ciri lainnya dan menggambarkan objek yang ada pada gambar secara lisan didepan kelas.</p> <p><i>Konfirmasi</i></p> <p>6. Guru melakukan feedback terhadap peserta didik agar memperoleh pengalaman belajar dengan menanyakan kesulitan dalam mengidentifikasi atau menyebutkan ciri suatu objek.</p> <p>7. Guru memberikan beberapa cara dan saran praktis dalam meningkatkan kemampuan menulis siswa dengan menggunakan pertukaran informasi.</p>	
	1. Guru meminta peserta didik	1. Peserta didik membuat

Kegiatan	Deskripsi Kegiatan	Waktu
Kegiatan Penutup	<p>menyimpulkan apa yang telah mereka pelajari.</p> <p>2. Guru memberi semangat dan memotivasi peserta didik agar tetap aktif berpartisipasi dalam kelas.</p> <p>3. Guru menutup Pelajaran dengan berdoa dan mengucapkan salam</p>	<p>Kesimpulan.</p> <p>2. Peserta didik mendengarkan motivasi secara seksama.</p> <p>3. Peserta didik berdoa bersama dan menjawab salam.</p> <p>4 menit</p>

### **J. Penilaian Pembelajaran**

Penilaian terhadap materi ini dapat dilakukan sesuai kebutuhan guru yaitu dari pengamatan sikap, tes tertulis, instrument unjuk kerja dengan rubric penilaian percakapan.

Mengetahui,

Padangsidimpuan, April 2025

**Validator**

**Peneliti**

**Enni Sahroni, S.Pd**  
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## **APPENDIX 2**

### **EXPERIMENTAL CLASS**

#### **RENCANA PELAKSANAAN PEMBELAJARAN**

#### **(RPP)**

Nama Sekolah	: SMK NEGERI 1 PADANGSIDIMPUAN
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X / 2
Materi Pokok	: Descriptive Text
Alokasi Waktu	: 2 x 45 menit

#### **A. Kompetensi Inti:**

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahuanya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, sertamenerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

#### **B. Kompetensi Dasar:**

1.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar

1.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional

1.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.

1.4 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat

dibicarakan umum.

**C. Indikator Penilaian:**

- 3.8.1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskripsi.
- 3.8.2. Menemukan informasi rinci dari teks deskripsi
- 3.8.3. Menemukan makna kata dari teks deskripsi.

**D. Materi :**

1. Pengertian Teks Deskriptif

Teks deskriptif adalah teks yang menyajikan informasi tentang sesuatu secara spesifik atau mengatakan seperti apa seseorang atau suatu benda. Artinya, teks deskriptif adalah teks yang konteksnya mendeskripsikan suatu benda, hewan, orang, atau yang lainnya, misalnya: hewan peliharaan kita atau orang yang kita kenal dengan baik.

2. Struktur Umum Teks Deskriptif (Generic Structure)
  - a. Identification: menjelaskan nama benda, tempat, kota, gambar, dan keluarga dengan deskripsi singkat, untuk mengidentifikasi objek yang akan dideskripsikan.
  - b. Deskripsi: menjelaskan bagian-bagian, ciri-ciri, dan kualitas dari bagian-bagian objek tersebut.
3. Fitur-fitur Bahasa pada Teks Deskriptif (Language Features):
  - a. Fokus pada bagian tertentu (Kota, Hewan, Benda).
  - b. Menggunakan simple present tense
  - c. Menggunakan kata sifat (taring putih, kaki yang kuat).
  - d. Menggunakan Noun Phrase yang rinci untuk memberikan informasi tentang subjek (a sweet young lady, very thick, a very beautiful scenery).
  - e. Menggunakan kata kerja aksi seperti (ia makan rumput, ia berlari cepat).
  - f. Menggunakan kata keterangan untuk memberikan informasi tambahan tentang perilaku (cepat, rumah pohon)
5. Contoh Teks Deskriptif

**Zahra Nemati**

Being a sports enthusiast, I am a big fan of a well-known and successful female Paralympian, Zahra Nemati. She was born in April 1985 in Kerman, Iran. She qualified Iran for both the Paralympics and the

Olympics in 2016.

Zahra Nemati has an oval face and wears a veil as an Iranian woman. She is stunning, with a pointed nose and a lovely smile. She used to compete in taekwondo before being paralyzed in a car accident

**E. Metode Pembelajaran:**

Roundtable Technique.

**F. Media :**

1. Laptop
2. Buku
3. Papan Tulis
4. Gambar
5. Teks

**G. Sumber :**

1. Buku Bahasa Inggris Departemen Pendidikan dan Kebudayaan
2. Internet

**H. Kegiatan Pembelajaran:**

Aktivitas Guru	Prosedur	Aktivitas Siswa
<i>Pre-teaching :</i> 1. Guru datang ke kelas 2. Guru mengucapkan salam 3. Guru meminta siswa untuk berdoa sebelum memulai pelajaran. 4. Guru memeriksa kehadiran siswa 5. Guru bertanya kepada siswa tentang materi terakhir. 6. Guru meminta siswa untuk membuka buku		<i>Pra Pengajaran</i> 1. Siswa duduk di tempat mereka dan siap untuk pelajaran. 2. Siswa menjawab salam 3. Siswa berdoa berdasarkan keyakinannya. 4. Siswa mendengarkan namanya dipanggil oleh guru. 5. Siswa meninjau materi terakhir. 6. Siswa membuka buku mereka untuk materi berikutnya.

Aktivitas Guru	Prosedur	Aktivitas Siswa
tentang materi berikutnya.		
<p><i>While-teachig</i></p> <ol style="list-style-type: none"> <li>1. Guru memberikan penjelasan singkat tentang penulisan teks deskriptif meliputi struktur umum dan ciri kebahasaan.</li> <li>2. Guru membagi siswa menjadi 4 atau 5 kelompok dengan menghitung 1-4 atau 1-5.</li> <li>3. Setiap siswa diminta untuk duduk mengelilingi meja dengan kelompoknya.</li> </ol>	<p>Pengelompokan, Guru meminta siswa untuk duduk dalam kelompok yang beranggotakan empat siswa.</p>	<p>Saat Mengajar</p> <ol style="list-style-type: none"> <li>1. Siswa mendengarkan penjelasan guru.</li> <li>2. Siswa bergabung ke dalam kelompoknya berdasarkan nomor yang mereka peroleh.</li> <li>3. Siswa duduk dengan kelompoknya.</li> </ol>
<ol style="list-style-type: none"> <li>4. Guru memberikan tema untuk semua kelompok.</li> <li>5. Guru memberikan lembar jawaban untuk setiap kelompok</li> </ol>	<p>Mempersiapkan, Guru memberikan tema pada kelompok.</p>	<ol style="list-style-type: none"> <li>4. Setiap kelompok membaca temanya.</li> <li>5. Siswa mengambil selembar kertas dan pena.</li> </ol>
6. Guru melakukan curah pendapat kepada siswa tentang aturan teknik ini.	curah pendapat, Guru meminta anggota kelompok untuk menulis kata atau frasa yang terkait dengan tema.	<ol style="list-style-type: none"> <li>6. Setiap anggota kelompok memberikan kontribusinya untuk menulis kata-kata atau frasa yang berhubungan</li> </ol>

<b>Aktivitas Guru</b>	<b>Prosedur</b>	<b>Aktivitas Siswa</b>
		dengan tema
<p>7. Guru meminta setiap kelompok untuk menulis teks deskriptif berdasarkan kata-kata mereka sendiri.</p> <p>8. Guru menetapkan waktu untuk mengontrol pekerjaan siswa sekitar 15-20 menit.</p>	Menulis, kelompok menulis teks menggunakan kata-kata/frasa yang ditulis.	<p>7. Siswa berdiskusi tentang tema yang mereka dapatkan untuk menulis teks deskriptif.</p> <p>8. Siswa menulis teks deskriptif berdasarkan kata yang mereka peroleh dari tema mereka.</p>
<p>9. Guru meminta salah satu anggota di setiap kelompok untuk mempresentasikan tulisannya.</p>	Saat presentasi, masing-masing kelompok mempresentasikan tulisannya.	<p>9. Salah satu siswa dari setiap kelompok mempresentasikan tulisannya.</p>
<p><i>Post-teaching</i></p> <p>1. Guru meminta setiap kelompok untuk mengoreksi tulisan mereka.</p> <p>2. Guru meminta setiap kelompok untuk merevisi tulisan mereka.</p> <p>3. Guru memberikan umpan balik, bertanya kepada siswa tentang apa yang tidak mereka pahami, dan merangkum pelajaran tentang menulis teks deskriptif.</p> <p>4. Guru meminta siswa untuk menyimpulkan pelajaran.</p>	Mengevaluasi, guru meminta setiap kelompok untuk melakukan koreksi.	<p><b>Pasca Pengajaran</b></p> <p>1. Siswa mengoreksi tulisan mereka.</p> <p>2. Siswa merevisi tulisan mereka.</p> <p>3. Siswa mendengarkan masukan guru.</p> <p>4. Setiap anggota dapat bertanya kepada guru tentang apa yang tidak mereka pahami.</p>

Mengetahui,

Padangsidimpuan, April 2025

**Validator**

**Peneliti**

**Enni Sahroni, S.Pd**  
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**NIM.2120300036**

## APPENDIX 3

## THE RESEARCH INSTRUMENT OF WRITING DESCRIPTIVE TEXT

(Pre-test)

Name:

Class:

## 1. Introduction

This test aims to collect data from students about their ability in writing descriptive text and your answers will not affect your standing in this school.

## 2. Instruction

- a. Write a descriptive text based on your knowledge.
- b. If there are questions that are unclear, ask the supervisor directly.

### 3. Test

Write down descriptive text about your favorite athlete consist of (30-50 Words)

## My Favorite Athlete

## Mengetahui, **Validator**

Padangsidimpuan, April 2025  
**Peneliti**

Enni Sahroni, S.Pd  
NIP. 19710801 200502 2 001

**Khairun Nisa Nst**  
**NIM.2120300036**

## APPENDIX 4

## THE RESEARCH INSTRUMENT OF WRITING DESCRIPTIVE TEXT

### (Post-test)

Name:

Class:

## 1. Introduction

This test aims to collect data from students about their ability in writing descriptive text and your answers will not affect your standing in this school.

### **b. Instruction**

- a. Write a descriptive text based on your knowledge.
- b. If there are questions that are unclear, ask the supervisor directly.

### c. Test

Write down descriptive text about your Bestfriend consist of (30-50 Words)

## My Bestfriend

## Mengetahui, **Validator**

Padangsidimpuan, April 2025  
**Peneliti**

Enni Sahroni, S.Pd  
NIP. 19710801 200502 2 001

**Khairun Nisa Nst**  
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## APPENDIX 5

### Score of Experimental Class and Control Class in Pre-Test

#### A. Score of Experimental Class

	Students Initial Name	Pre-test
1	AF	82
2	AB	60
3	AS	75
4	AH	62
5	AR	78
6	BA	72
7	DN	75
8	FP	71
9	HD	71
10	HA	70
11	HS	65
12	IF	66
13	KA	73
14	LL	70
15	M	67
16	MD	72
17	MRF	72
18	NA	70
19	NAF	64
20	N	76
21	RT	77
22	R	70
23	RA	70
24	RS	69
25	SN	75
26	SN	73
27	SNS	74
28	SA	73
29	SJ	74
30	SA	82
31	SRS	81
32	WP	80
33	WRS	76
34	YA	75
35	YR	75
Total		2.535

#### B. Score of Control Class

No.	Students Initial Name	Score
1.	ARN	72

2.	ARN	72
3.	ASS	80
4.	AKPP	70
5.	AKPP	73
6.	AH	72
7.	AH	63
8.	DSM	71
9.	FSN	70
10.	FA	75
11.	HMH	60
12.	HS	70
13.	HP	70
14.	HTAR	75
15.	JRS	70
16.	LID	75
17.	MAP	65
18.	MS	73
19.	NNL	78
20.	NAH	78
21.	RDMN	66
22.	RS	78
23.	RA	68
24.	RS	62
25.	RAS	73
26.	SAS	72
27.	SAM	66
28.	SS	75
29.	SFHH	65
30.	WA	74
31.	YAK	73
32.	YH	75
33.	YM	75
34.	ZZ	75
35.	ZRH	72
Total		2.501

## APPENDIX 6

### Score of Experimental Class and Control Class in Post-Test

#### A. Score of Experimental Class

No.	Students Initial Name	Score
1	AF	84
2	AB	83
3	AS	83
4	AH	79
5	AR	82
6	BA	80
7	DN	77
8	FP	81
9	HD	81
10	HA	84
11	HS	84
12	IF	78
13	KA	82
14	LL	82
15	M	82
16	MD	79
17	MRF	79
18	NA	83
19	NAF	80
20	N	82
21	RT	83
22	R	78
23	RA	77
24	RS	85
25	SN	85
26	SN	84
27	SNS	84
28	SA	85
29	SJ	85
30	SA	85
31	SRS	86
32	WP	90
33	WRS	90
34	YA	86
35	YR	79
Total		2.906

**B. Score of Control Class**

No.	Students Initial Name	Score
1.	ARN	77
2.	ARN	77
3.	ASS	80
4.	AKPP	73
5.	AKPP	82
6.	AH	72
7.	AH	84
8.	DSM	79
10.	FA	70
11.	HMH	79
12.	HS	75
13.	HP	83
14.	HTAR	75
15.	JRS	70
16.	LID	72
17.	MAP	72
18.	MS	72
19.	NNL	77
20.	NAH	76
21.	RDMN	76
22.	RS	76
23.	RA	86
24.	RS	78
25.	RAS	72
26.	SAS	75
27.	SAM	76
28.	SS	79
29.	SFHH	79
30.	WA	74
31.	YAK	74
32.	YH	74
33.	YM	73
34.	ZZ	80
35.	ZRH	76
Total		2.691

## APPENDIX 7

### 1. Perhitungan Data Nilai Pre- Test Experimental

a. High Score  
= 82 Low  
score = 60  
Range =  $82 - 60 = 22$

b. Total of Class =  $1 + 3.3 \log n$   
=  $1 + 3.3 \times 1.54$   
=  $1 + 5.09 = 6.09 = 6$

c. Length of Class =  $R/K$   
=  $22/6 = 3.66 = 4$

No	Interval	Mid-Point	Frequency	Percentage
1.	60-63	62.5	2	5.71%
2.	64-67	66.5	4	11.42%
3.	68-71	70.5	7	20.00%
4.	72-75	74.5	13	37.14%
5.	76-79	78.5	4	11.42%
6.	80-83	82.5	5	14.28%
<b>I=4</b>			<b>35</b>	<b>99.97%</b>

### 2. Perhitungan Data Nilai Post- Test Experimental

a. High Score  
= 90 Low  
score = 77  
Range =  $90 - 77 = 13$

b. Total of Class =  $1 + 3.3 \log n$   
=  $1 + 3.3 \times 1.54$   
=  $1 + 5.09 = 6.09 = 6$

c. Length of Class =  $R/K$   
=  $13/6 = 2.16 = 3$

No	Interval	Mid-Point	Frequency	Percentage
1.	75-77	76	3	8.57 %
2.	78-80	79	5	14.28 %
3.	81-83	82	10	28.57 %
4.	84-86	85	11	31.42%
5.	87-89	87	4	11.42%
6.	90-92	91	2	5.71%
<b>I=3</b>			<b>35</b>	<b>99.97%</b>

## APPENDIX 8

### 1. Perhitungan Data Nilai Pre- Test Control Class

- a. High Score = 80  
Low score = 60  
Range=  $80 - 60 = 20$
- b. Total of Class =  $1 + 3.3 \log n$   
 $= 1 + 3.3 \times 1.54$   
 $= 1 + 5.09 = 6.09 = 6$
- c. Length of Class =  $R/K$   
 $= 20/6 = 3.33 = 4$

No	Interval	Mid-Point	Frequency	Percentage
1.	60-63	62.5	3	8.57%
2.	64-67	66.5	5	14.28%
3.	68-71	70.5	6	17.14%
4.	72-75	74.5	17	48.57%
5.	76-79	78.5	3	8.57%
6.	80-83	82.5	1	2.85%
<b>I=4</b>			<b>35</b>	<b>99.98%</b>

### 2. Perhitungan Data Nilai Post- Test Control Class

- a. High Score = 86  
b. Low score = 70  
Range=  $86 - 70 = 16$
- c. Total of Class =  $1 + 3.3 \log n$   
 $= 1 + 3.3 \times 1.54$   
 $= 1 + 5.09 = 6.09 = 6$
- d. Length of Class =  $R/K$   
 $= 16/6 = 2.66 = 3$

No.	Interval	Mid-Point	Frequency	Percentage
1.	75-77	76	3	8.57 %
2.	78-80	79	5	14.28 %
3.	81-83	82	10	28.57 %

4.	84-86	85	11	31.42%
5.	87-89	87	4	11.42%
6.	90-92	91	2	5.71%
<b>I=3</b>			<b>35</b>	<b>99.97%</b>

## APPENDIX 9

Score of Experimental Class and Control Class in Pre-test

### Pre-test Experiment :

Statistics		
pretest		
N	Valid	35
	Missing	0
Mean		72.43
Median		73.00
Mode		70 <sup>a</sup>
Std. Deviation		5.248
Variance		27.546
Range		22
Minimum		60
Maximum		82
Sum		2535

a. Multiple modes exist. The smallest value is shown

### Pre-test Control

Statistics		
pretest		
N	Valid	35

Missing	0
Mean	71.46
Median	72.00
Mode	75
Std. Deviation	4.742
Variance	22.491
Range	20
Minimum	60
Maximum	80
Sum	2501

## APPENDIX 10

Score of Experimental Class and Control Class in Post-test

### Post-Test Experimental

#### Statistics

posttestex		
N	Valid	35
	Missing	0
	Mean	83.03
	Std. Error of Mean	.579
	Median	83.00
	Mode	84
	Std. Deviation	3.426
	Variance	11.734
	Range	13
	Minimum	77
	Maximum	90
	Sum	2906

### Post-Test Control

#### Statistics

posttestc

N	Valid	35
	Missing	0
Mean		76.89
Std. Error of Mean		.710
Median		76.00
Mode		76
Std. Deviation		4.199
Variance		17.634
Range		16
Minimum		70
Maximum		86
Sum		2691

## APPENDIX 11

### Test of Normality

	Tests of Normality			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	.122	35	.200 <sup>*</sup>	.974	35	.555
posttestc	.121	35	.200 <sup>*</sup>	.959	35	.208
posttest	.102	35	.200 <sup>*</sup>	.957	35	.185
pretestc	.151	35	.043	.951	35	.125

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

### Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
pretest	Based on Mean	2.144	3	136	.098
	Based on Median	1.913	3	136	.130
	Based on Median and with adjusted df	1.913	3	118.768	.131
	Based on trimmed mean	2.082	3	136	.106

## APPENDIX 12

	Pre-test	Post-test	Enhancement	Gain Score
Experimental class	72.43	83.03	10.6	5.17
Control class	71.46	76.89	5.43	

### Uji T-Test

		Independent Samples T-Test								
		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Result from students study	Equal variances assumed	.993	.323	7.393	68	.000	6.286	.850	4.589	7.982
	Equal variances not assumed			7.393	65.648	.000	6.286	.850	4.588	7.984

## APPENDIX 13

t-table

df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
<b>41</b>	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
<b>42</b>	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
<b>43</b>	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
<b>44</b>	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
<b>45</b>	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
<b>46</b>	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
<b>47</b>	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
<b>48</b>	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
<b>49</b>	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
<b>50</b>	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
<b>51</b>	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
<b>52</b>	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
<b>53</b>	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
<b>54</b>	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
<b>55</b>	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
<b>56</b>	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
<b>57</b>	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
<b>58</b>	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
<b>59</b>	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
<b>60</b>	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
<b>61</b>	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
<b>62</b>	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
<b>63</b>	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
<b>64</b>	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
<b>65</b>	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
<b>66</b>	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
<b>67</b>	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
<b>68</b>	0.67811	1.29413	<b>1.66757</b>	1.99547	2.38245	2.65008	3.21446

<b>69</b>	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
<b>70</b>	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
<b>71</b>	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
<b>72</b>	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
<b>73</b>	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
<b>74</b>	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
<b>75</b>	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
<b>76</b>	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
<b>77</b>	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
<b>78</b>	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
<b>79</b>	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
<b>80</b>	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

## APPENDIX 14

### DOCUMENTATIONS Pre-Test Control Class



### Pre-Test Experimental Class



## Treatment



### Post-Test Control Class



### Post-Test Experimental Class



## **CURRICULUM VITAE**



### **A. Identify**

Name : KHAIRUN NISA NST  
Nim : 212300032  
Place and Birthday : Padangsidimpuan, 10<sup>th</sup> of February 2003  
Gender : Female  
Religion : Islam  
Adderess : Pudun Julu, Padangsidimpuan Batunadua

### **B. Parents**

1. Fathers name : Mukhsin Nasution
2. Mother name : Tetri Efriyanti

### **C. Educational Background**

1. Elementary school : SD. Negeri 100709 Aek Pining
2. Junior High School : SMP Negeri 2 Batangtoru
3. Senior High School : SMK Negeri 1 Padangsidimpuan
4. College : UIN SYAHADA Padangsidimpuan

## INSTRUMENT GUIDELINES VALIDATION INSTRUMENT

### “The Effect of Roundtable Technique on Writing Descriptive Text Mastery at the Tenth Grade Students of SMKN 1 Padangsidimpuan”

Validator : Enni Sahroni, S.Pd

Institution : SMKN 1 Padangsidimpuan

Position : English Teacher

#### A. COMPANION

The validation sheet is used to obtain an assessment of the oral test of students' writing descriptive text ability. I thank you for your willingness and kindness to be a validator and fill out this validation sheet.

#### B. HINT

1. I request that you provide an assessment in terms of several aspects: a general assessment and suggestion for revision of the oral test that I compiled.
2. For the assessment in terms of several aspects, you are requested to put a check () in the value column that corresponden to your assessment.
3. For revision, you can write them directly on the manuscript that needs to be revised or write them in suggestions column that we provide.

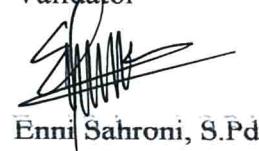
#### C. ASSESSMENT REVIEWED FROM SEVERAL ASPECTS

The assessment review from several aspects, there are :

NO.	Questions	Yes	No
1	Is the content relevant to the question?	✓	
2	Is the content develop properly?	✓	
3	Does the text engage the reader's imagination through detailed descriptions?	✓	
4	Is the text structure clear, and well organized?	✓	
5	Is the use of language features good?	✓	
6	Does the text use specific words and describe the details of the object appropriately?		✓
7	Does the text use a variety of vocabulary?	✓	
8	Does the text use effective and clear sentences?	✓	
9	Is the text able to describe the object completely and comprehensively?	✓	
10	Are the spellings in the text well spelled?	✓	
11	Is punctuation used properly?	✓	

Padangsidimpuan, 22 April 2025

Validator



Enni Sahroni, S.Pd

## Form of Construct Validity for Writing Test

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/ II

Penelaah : Enni Sahroni,, S.Pd

### A. Petunjuk pengisian format pengisian butir soal

- Analisislah instrument soal berdasarkan semua kriteria yang tertera di dalam format!
- Berilah tanda cek (✓) pada kolom “ya” apabila soal yang ditelaah sudah sesuai dengan kriteria.
- Berilah tanda cek (X) pada kolom “tidak” apabila soal yang ditelaah tidak sesuai dengan kriteria.
- Kemudian tuliskan catatan pada ruang catatan atau pada teks soal dan perbaikannya.

### B. Form of Construct Validity for Writing Test

No.	Aspek	Ya	Tidak	Catatan
1	Apakah instrument sudah sesuai dengan kompetensi dasar dan indikator untuk siswa kelas X di semester II?	✓		
2	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat kelas?	✓		
3	Apakah instruksi dapat dipahami?	✓		
4	Apakah instruksi sudah sesuai dengan aspek yang akan diukur?	✓		
5	Apakah alokasi waktu sudah cukup?	✓		

Mengetahui,  
ValidaTor



Enni Sahroni, S.Pd



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPuan  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Nomor : B7130/Un.28/E.1/PP.00.9/10/2024

31 Oktober 2024

Lamp : -

Perihal : Pengesahan Judul dan Penunjukan  
Pembimbing Skripsi

Yth.

1. Zainuddin, S.S., M.Hum. (Pembimbing I)  
2. Ida Royani, M.Hum (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama	: Khairun Nisa Nst
NIM	: 2120300036
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: The Effect of Roundtable Technique on Writing Descriptive Text Mastery at the Tenth Grade Students of SMKN 1 Padangsidimpuan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 220 Tahun 2024 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui  
an. Dekan

Wakil Dekan Bidang Akademik  
dan Kelembagaan



Dr. Lis Yulianti Syafrida Siregar, S.Psi.,M.A  
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Nomor : 1259 /Un.28/E.1/TL.00.9/04/2025

17 April 2025

Lampiran :-

Hal : Riset

Penyelesaian Skripsi

Yth. Kepala SMKN 1 Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Khairun Nisa Nst

NIM : 21203000036

Fakultas : Tarbiyah dan Ilmu Keguruan

Program Studi : Tadris Bahasa Inggris

Alamat : Padangsidimpuan

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effect of Roundtable Technique on Students Writing Descriptive Text at X Grade SMKN 1 Padangsidimpuan"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian mulai tanggal 16 April 2025 s.d. tanggal 16 Mei 2025 dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Dr. Lis Yulianti Syafrida Siregar, S.Psi, M.A  
NIP 19801224 200604 2 001



PEMERINTAH PROVINSI SUMATERA UTARA

DINAS PENDIDIKAN

**SMK NEGERI 1 PADANGSIDIMPUAN**

Jalan Sutan Soropada Mulia No. 25, Telepon (0634) 22098 Fax (0634) 22098

Website : <http://www.smkn1sidimpuan.sch.id> e-mail : smkn1\_psp@yahoo.co.id

PADANGSIDIMPUAN, 22715



**SURAT KETERANGAN  
TELAH MENYELESAIKAN PENELITIAN**  
Nomor :421./229/SMKN1PSP/V/2025

Yang bertanda tangan dibawah ini :

Nama	: <b>ADANAN, S.Pd</b>
NIP	: 196803281998011001
Pangkat/Gol.Ruang	: Pembina Utama Muda : IV/c
Jabatan	: Kepala SMK Negeri 1 Padangsidimpuan

dengan ini menyatakan sebenarnya bahwa :

NAMA	: Khairun Nisa Nst
NIM	: 21203000036
Fakultas	: Tarbiyah dan Ilmu Keguruan
Program Studi	: Tadris Bahasa Inggris
Judul Penelitian/Skripsi	: The Effect of roundtable technique on studens Writing Descriptive Text at X Grade SMK 1 Padangsidimpuan
Tempat Penelitian	: SMKN 1 Padangsidimpuan
Jadwal	: 16 April 2025 – 16 Mei 2025
Objek Penelitian	: Siswa SMKN 1 Padangsidimpuan

Benar mahasiswa tersebut diatas telah selesai melaksanakan penelitian di SMKN 1 Padangsidimpuan sesuai jadwal yang ditentukan.

Demikian untuk urusan selanjutnya terimakasih.

