THE EFFECT OF ROUNDTABLE TECHNIQUE ON WRITING DESCRIPTIVE TEXT MASTERY AT GRADE XI STUDENTS OF SMK N 1 PADANGSIDIMPUAN

A THESIS

Submitted to the State Institute for Islamic Studies Padangsidimpuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Education Scholar (S.Pd) in English Program

Written By

PUTRI DIANSYAH SIREGAR
Reg No . 15 203 00055

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2019

THE EFFECT OF ROUNDTABLE TECHNIQUE ON WRITING DESCRIPTIVE TEXT MASTERY AT GRADE XI STUDENTS OF SMK N 1 PADANGSIDIMPUAN

A THESIS

Submitted to The State Institute for Islamic Studies Padangsidimpuan as a Partial Fulfillment of the Requirement for the Degree of Education Scholar (S.Pd) In English Program

Written By:

PUTRI DIANSYAH SIREGAR
Reg. Number. 15 203 00055

ENGLISH EDUCATION DEPARTEMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2019

THE EFFECT OF ROUNDTABLE TECHNIQUE ON WRITING DESCRIPTIVE TEXT MASTERY AT GRADE XI STUDENTS OF SMK N 1 PADANGSIDIMPUAN

A THESIS

Submitted to The State Institute for Islamic Studies Padangsidimpuan as a Partial Fulfillment of the Requirement for the Degree of Education Scholar (S.Pd) In English Program

Written By:

PUTRI DIANSYAH SIREGAR
Reg. No. 15 203 00055

Advisor I

Dr. Fitriadi Lubis, M.Pd
NIP. 19620917 199202 1 002

Advisor II

Fitri Rayani Siregar, M.Hum
NIP. 19820731 200912 2 004

ENGLISH EDUCATION DEPARTEMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
IAIN PADANGSIDIMPUAN

LETTER OF AGREEMENT

Term : Thesis

Item : 7 (seven) examplars

Padangsidimpuan,____October 2019

a.n. **Putri Diansyah Siregar**

To: **Dean**

Tarbiyah and Teacher Training Faculty
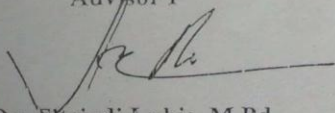
In-

Padangsidimpuan

Assalamu 'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Putri Diansyah Siregar**, entitled **"The Effect of Roundtable Technique on Writing Descriptive Text Mastery at Grade XI Students of SMK N 1 Padangsidimpuan"**. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.
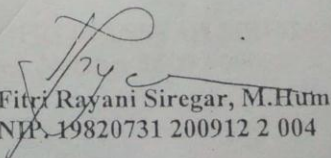
Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.─────- -

Wassalam 'alaikum wr.wb.

Advisor I

Dr. Fitriadi Lubis, M.Pd
NIP. 19620917 199202 1 002

Advisor II

Fitri Rayani Siregar, M.Hum
NIP. 19820731 200912 2 004

DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

Name : PUTRI DIANSYAH SIREGAR

Reg. Number : 15 203 00055

Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-1

The title of the Thesis : **THE EFFECT OF ROUNDTABLE TECHNIQUE ON WRITING DESCRIPTIVE TEXT MASTERY AT GRADE XI STUDENTS OF SMK N 1 PADANGSIDIMPUAN**

I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of IAIN Padangsidimpuan in article 14 verse 2.

I do this declaration truthfully, if there is deceitfulness and incorrectness regarding to this declaration in the future, I will be willing to get the punishment as it is required in students' ethic code of IAIN Padangsidimpuan, article 19 verse 4, that is to cancel academic degree disrespectfully and other punishment regarding norms and legal law.

Padangsidimpuan, September 2019
Declaration Maker

PUTRI DIANSYAH SIREGAR
Reg. Number 15 203 00055

AGREEMENT PUBLICATION OF FINAL TASK FOR

ACADEMIC CAVITY

As academic cavity of the State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

Name   : PUTRI DIANSYAH SIREGAR
Reg. Number   : 15 203 00055
Faculty/Department   : Tarbiyah and Teacher Training Faculty/TBI-1
Kind   : Thesis

To develop science and knowledge, I hereby declare that I present to the State Institute for Islamic Studies Padangsidimpuan **Non Exclusive Royalty Right** on my thesis entitled: **"The Effect of Roundtable Technique on Writing Descriptive Text Mastery at Grade XI Students of SMK N 1 Padangsidimpuan"** With all the sets of equipments (if needed). Based on this Non Exclusive Royalty Right, the State Institute for Islamic Studies Padangsidimpuan has the right to save, to format, to organize in data base form, keep and publish my thesis as far as I am determined as writer and own creative right.

Based on statement above all, this statement is made truthfully to be used to properly.

Padangsidimpuan,   September 2019

The Signed

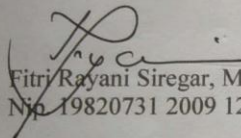**PUTRI DIANSYAH SIREGAR**
Reg. Number 15 203 00055

EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINITION

Name   : PUTRI DIANSYAH SIREGAR
Reg. No   : 15 203 00055
Faculty/ Department : Tarbiyah and Teacher Training Faculty/ English Education
Department
Thesis   : **"THE EFFECT OF ROUNDTABLE TECHNIQUE ON
WRITING DESCRIPTIVE TEXT MASTERY AT
GRADE XI STUDENTS OF SMK N 1
PADANGSIDIMPUAN"**

Chief,

Fitri Rayani Siregar, M.Hum
Nip. 19820731 2009 12 2004
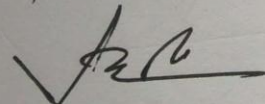
Secretary,
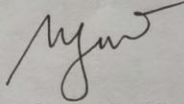
Rayendriani Fahmei Lubis, M.Ag
Nip. 19710510 200003 2 001

Members,

Fitri Rayani Siregar, M.Hum
Nip. 19820731 2009 12 2004

Rayendriani Fahmei Lubis, M.Ag .
Nip. 19710510 200003 2 001

Dr. Fitriadi Lubis, M.Pd
Nip. 19620917 199202 1 002

Yusni Sinaga, M.Hum
Nip. 19700715 2005014 2 010

Proposed:
Place   : Padangsidimpuan
Date   : October, 25th 2019
Time   : 08.30 WIB - Finish
Result/Mark : 88.75 (A-)
IPK   : 3.56
Predicate   : PUJIAN

RELIGION MINISTRY INDONESIAN REPUBLIC
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY
Alamat: Jl. H.T. Rizal Nurdin Km. 4,5 Telp. (0634) 22080 Sihitang 22733 Padangsidimpuan

LEGALIZATION

Thesis
: The Effect of Roundtable Technique on Writing Descriptive Text Mastery at Grade XI Students of SMK N 1 Padangsidimpuan
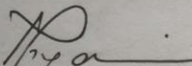
Written By
: **PUTRI DIANSYAH SIREGAR**

Reg. No
: **15 203 00055**

The Thesis had been accepted as a partial fulfillment of the Requirement for Graduate Degree of Education (S.Pd.)

Padangsidimpuan, 29 October 2019
Dean

Dr. Lelya Hilda., M.Si.
NIP. 19720920 200003 2 002

Name   : **Putri Diansyah Siregar**
Reg.Number   : **15 203 00055**
Faculty   : **Tarbiyah and Teacher Training**
Department   : **English Education (TBI-1)**
Title of Thesis : **The Effect of Roundtable Technique on Writing Descriptive Text Mastery at Grade XI Students of SMK N 1 Padangsidimpuan**

ABSTRACT

This research described about students' problems in writing descriptive text. It was solved by choosing an appropriate technique that is Roundtable technique. The problems of students' in writing descriptive text were: (1) difficult in understanding the generic structure and language features (2) difficult in understanding the structure and grammar (3) teacher used inappropriate technique (4) difficult to connect one idea to another idea. The purpose of this research is to know whether there is the effect of Roundtable technique on students' writing descriptive text mastery at grade XI SMK N 1 Padangsidimpuan.

The method that is used in this research was experimental research. Two classes were chosen randomly as the sample. They were XI Akuntansi 2 as experimental class that consisted of 30 students and XI Akuntansi 3 as control class that consisted of 30 students. It was conducting normality and homogeneity test. The data was derived from pre-test and post-test. To analyze the data the researcher used t-test formula.

After analyzing the data, the researcher found that the mean score of experimental class after using Roundtable technique was higher than control class. Mean score of control class in Pre-test was 58.5 and the mean score of control class in Post-test was 65.42, the proof was 6.92. Mean score of experimental class before using Roundtable technique was 53.8 and mean score after using Roundtable technique was 69, the proof was 15.2. The effect of Roundtable technique on students' writing descriptive text mastery at grade XI SMK N 1 Padangsidimpuan was 4.313 with t_{count} was higher than t_{table} (4.313 > 1.671) it meant that H_a was accepted and H_0 was rejected. There was the effect of Roundtable technique on students' writing descriptive text mastery at grade XI students of SMK N 1 Padangsidimpuan.

Key Words: *Roundtable technique, Writing Descriptive Text Mastery*

Name	:	**Putri Diansyah Siregar**
Reg.Number	:	**15 203 00055**
Faculty	:	**Tarbiyah and Teacher Training**
Department	:	**English Education (TBI-1)**
Title of Thesis	:	**The Effect of Roundtable Technique on Writing Descriptive Text Mastery at Grade XI Students of SMK N 1 Padangsidimpuan**

ABSTRAK

Penelitian ini menjelaskan tentang permasalahan siswa di dalam menulis sebuah teks deskriptif. Hal tersebut diatasi dengan memilih sebuah teknik yang sesuai, yaitu teknik Roundtable. Adapun permasalahan yang dihadapi siswa dalam menulis teks deskriptif: (1) Sulit dalam memahami struktur dalam teks deskriptif (2) Sulit dalam memahami struktur dan tata bahasa yang digunakan (3) Guru menggunakan teknik yang tidak sesuai (4) Sulit dalam menghubungkan satu ide ke ide yang lainnya. Adapun tujuan dari penelitian ini adalah untuk mengetahui apakah terdapat pengaruh dari teknik Roundtable terhadap kemampuan menulis teks deskriptif siswa kelas XI SMK N 1 Padangsidimpuan.

Metode yang digunakan dalam penelitian ini adalah penelitian eksperimen. Dua kelas dipilih secara acak sebagai sampel. Adapun kelas yang terpilih yaitu XI Akuntansi 2 sebagai kelas eksperimen yang terdiri dari 30 siswa dan XI Akuntansi 3 sebagai kelas control yang terdiri dari 30 siswa. Dalam penelitian ini, dilakukan uji normalitas dan homogenitas. Data diperoleh dari pre-tes dan pos-tes. Dalam menganalisis data, peneliti menggunakan rumus uji-t

Setelah menganalisis data, peneliti menemukan bahwa skor rata-rata kelas eksperimen setelah menggunakan teknik Roundtable lebih tinggi daripada kelas kontrol. Nilai rata-rata kelas control di pre-tes adalah 58.5 dan nilai rata-rata kelas control di pos-tes adalah 65.42, peningkatannya adalah 6.92. Nilai rata-rata kelas eksperimen sebelum menggunakan teknik Roundtable adalah 53.8 dan skor rata-rata setelah menggunakan teknik Roundtable adalah 69, peningkatannya adalah 15.2. Pengaruh teknik Roundtable terhadap penguasaan teks deskriptif siswa di kelas XI SMK N 1 Padangsidimpuan adalah 4.313 dengan t-hitung lebih tinggi dari t-tabel (4,313 > 1.671) itu berarti H_a diterima dan H_0 ditolak. Ada pengaruh teknik Roundtable terhadap penguasaan teks deskriptif siswa pada siswa kelas XI SMK N 1 Padangsidimpuan.

Kata Kunci: *Teknik Roundtable, Kemampuan menulis teks deskriptif*

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

First of all, let the researcher says a lot of praise and Alhamdulillah to Allah SWT, as the best Creator of everything in the world, and as the most Merciful who has given to the researcher the health, time, knowledge, and chance so the researcher can accomplish her thesis entitled "The Effect of Roundtable Technique on Writing Descriptive Text Mastery at Grade XI Students of SMK N 1 Padangsidimpuan". The Second, shalawat and salaam upon to the prophet Muhammad SAW that had guided the human beings from the bad character in Jahiliyyah era into the good one, which has created by knowledge like this era**.**

It is a pleasure to acknowledge the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. In the process of accomplishing this thesis, I got a lot of guidance, helping, inspiration and motivation from many people. Although, in this opportunity I would like to express my deepest gratitude to the following people:

1. Mr. Dr. Fitriadi Lubis, M.Pd., as my first advisor and Mrs. Fitri Rayani Siregar, M.Hum., as the Chief of English Department and as my second advisor who have guided me for finishing this thesis, who have been the great advisors for me and gave me much idea and suggestion sincerely and patiently during the progress of writing this thesis. Hope both of you are always blessed, healthy, and may Allah guide you to His Jannah, aamiin.

2. Mr. Prof. Dr. H. Ibrahim Siregar, M.CL., as the Rector of IAIN Padangsidimpuan.

3. Mrs. Dr. Lelya Hilda, M.Si., as the Dean of Tarbiyah and Teacher Training Faculty.

4. All lecturers and all the cavities academic of IAIN Padangsidimpuan who had given so much knowledge and helped during I studied in this institute.

5. Ummi Yusni Sinaga, M.Hum., as my academic advisor who has given me motivations.

6. Mrs. Eka Sustri Harida, M.Pd., Mrs. Rayendriani Fahmei Lubis, M.Ag., Mrs. Ummi Yusni Sinaga, M.Hum., Mr. Sojuangon Rambe, S.S., M.Pd., Mrs. Sri Rahmadhani Siregar, M.Pd., Mr. Hamka, M.Hum., Mrs. Ida Royani, M.Hum., Mrs. Marwah, M.Pd. and other English lectures, who have given much knowledge for me.

7. My beloved parents (Alm. Irwansyah Siregar and Wardiana Lubis), my beloved uncle and aunt (Muliadi Tanjung and Anisah Lubis) who always give me a lot of love, affection, attention, and big spirit how to be patient

and survive in all situation condition by my own self, who always give me motivation to achieve my dream, and who have been my inspiration. Hope all of you always blessed, give health, and may Allah guide us to His Jannah, aamiin.

8. My beloved brothers and sister (Aditya Amirwansyah Siregar, Agus Rinaldy Siregar, Aby Rafdi Siregar, and Adinda Radika Siregar), who always give much love. Hope all of us are being pride sons and daughters for our parents.

9. All of my lovely best friends (Murni Jaya Sianipar, Yumna Hadaya Nasution, Dewi Sartika Siregar, Gina Lestari Harahap, Erwina Rafni, Aning Nasution, Salma, Tri Satya, Fitri Maya Sari, Winda Siska, Wardani, Tukma, Widyanra, Risky Anggraini) who have supported and helped me in all condition.

10. My lovely sisters Nurma Sari, Gina Lestari, and Aprinda Daulay who always helped me in finishing this thesis.

11. All of my lovely friends in TBI 1 (Yumna, Adania, Aisyah, Dewi, Murni, Wulan, Widy, Winda, Wardani, Tukma, Kiki, Gian, Meli, Ningsih, Dian, Mira, Dwi, Feri, Ayub, Imam, Amilin, Wardah, Amel, Rahma, Fifah, Novita, Yanti, Mulyani, Nisa, Manik, Lila, Tia) who have supported and helped me to finish my thesis at the time and also be my spirit in writing this thesis.

12. All of my friends in IAIN Padangsidimpuan, especially for Darmaji, Sandri, Siti Aminah Lubis, Chyntia, Wilda, Adilah, Nanny, and Fuja. My lovely friends at TBI-2 and TBI-3, thank you so much for your support and help and also all of the people who have helped me to finish my study that I cannot mention one by one.

I realize this thesis cannot be considered perfect without critiques and seggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan,   September 2019
Researcher

PUTRI DIANSYAH SIREGAR
Reg. No. 15 203 00055

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

Figure   **Page**

LIST OF APPENDIXES

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is an important thing in globalization era, English becomes an international language and often used as the second language in some countries but in Indonesia English still used as a foreign language. In all levels of school in Indonesia, English becomes an obligatory subject that learned from Junior High School until Senior High School and it is specifically learn in University.

Curriculum is guided of learning in school. Based on Minister of Education and Culture, there are some schools have been applied 2013 curriculum. Based on Indonesian curriculum, senior high school curriculum make English lesson as important lesson. Students have to study in school about listening, speaking, reading, and writing.

Writing has become necessery language skill that is one of the tools to communicate with people. Writing also becomes the most difficult skill in learning English. That is why most of people are lazy in learning English especially writing. Writing can be used as the way to express the idea, for remembering by making notes, and the only one way that can be used for communicating in the past before there is no phone and another thing that can be use for communicate.

In writing, there are some kinds of text such as descriptive, narrative, recount, procedure, spoof, analytical exposition, and hortatory exposition.

Moreover one of the genres is taught in Senior High School at X grade, it is descriptive text. The students should be able to master and to produce descriptive text. 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.[1] The learning objectives are to describe the process related to genre of text, give advice, to understand instruction and use the correct words and punctuation. The students' activities in writing include arranging the text based on the generic structure and language features of descriptive text.

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 descriptive text has some essential in our life. The first, writing descriptive text can help people to remember. By taking notes people can save the information about something or someone they have seen or describe specifically in written form without being afraid of being lost. The

---

[1] Enni Sahroni, Silabus Bahasa Inggris Sekolah Menengah Kejuruan, SMK NEGERI 1 Padangsidimpuan: Padangsidimpuan, 2019.

second, writing descriptive text can help people in develop thinking. For example when some people have a trip they can express their idea in written form based on what they have felt and seen so they can let another to read their writing and make the reader feel the same.

There are some efforts used by teachers to encourage students' writing descriptive text such as by giving task individually or group work, use various of media has been prepared by the headmaster, such as in focus. So, from the teachers' efforts, students are expected to master writing descriptive text well and have enough writing knowledge.[2]

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, difficult in using the generic structure and language features while doing writing especially in descriptive text. The students also 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. [3]

Besides that, based on the interview with AA and some friends as students at grade XI of SMK N 1 Padangsidimpuan said that they are less in vocabulary, they difficult in understanding the structure and grammar. The students also do not understand about the structure, difficult to understand the

---

[2]Enni Sahroni, as English Teacher at SMK Negeri 1 Padangsidimpuan, *Observation*, (November 30th 2018, time: 13.15 a.m.).

[3]Enni Sahroni, as English Teacher at SMK Negeri 1 Padangsidimpuan, *Private Interview*, (November 30th 2018, time: 10.00 a.m.).

language features should be used they are get confused how to write. The students difficult to connect one idea to another idea, and most of the students afraid of making mistake while doing writing.[4]

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.[5] 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 learning process fun. The teacher also has to use a concrete example to make students easy to understand. So, the students are not bored in learning process.

Technique is one of the important components in teaching and learning process. According to Chugunova states that due to globalization the world is changing rapidly, teacher has to improve and update knowledge of innovative techniques to meet the demands of changing era.[6] 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

---

[4] Aura Angginta, as a student at SMK Negeri 1 Padangsidimpuan, *Private Interview*, (December 10th 2018, time: 10.00 a.m.).

[5] Enni Sahroni, as English Teacher at XI Class of Akuntansi SMK Negeri 1 Padangsidimpuan, *Observation*, (November 30th 2018, time: 13.15 p.m.).

[6] N.V. Chugunova, "Innovative Techniques for Teaching English," *Scientific Articles*, 2013, 134, Accessed on https://elibrary.ru.

process. Then, the various techniques in teaching writing will avoid students from bored in learning English. So, technique is important in teaching writing.

There are many techniques that can be used by teachers in teaching writing, such as three-step interview, think-pair-share, solve-pair-share, number heads, and roundtable technique. Those various techniques are suitable and good for enjoyable teaching and learning process in writing class. In this case, the researcher only focus in using roundtable technique to increase the students' writing descriptive text mastery.

Roundtable technique is a technique used in the beginning until the end of the writing process. 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. Kagan state that student take turns in generating written responses, solving problems, or making a contribution to a project. In Roundtable, students take turns in their teams and every student has to give their idea in doing writing.[7] By using Roundtable Technique the students will feel enjoy and easy in doing writing activity especially in writing descriptive text.

The role of Roundtable technique in teaching writing descriptive text is to make the students have a contribution to express their idea in writing descriptive text and to make the students easy in doing writing. Based on some previous researchers' ideas that Roundtable technique is a good

---

[7] Heni Lailatul Muaziza and H, "The Effect of Roundtable Technique to the Students' Reading Comprehension Achievement in Narrative Text to the Second Year Students MA HM Tribakti Kediri," *Journal of English Teaching and Research* 1, no. February(2016):31., Accessed on http://efektor.lp2m.unpkediri.ac.id.

technique that give positive affect to students writing mastery and could increase the students' ability in writing descriptive text.

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 Grade XI Students' of SMK N 1 Padangsidimpuan".

B. Identification of the Problem

Writing descriptive text is one of the important skill must be mastered by students. Descriptive text is a text that instructs what a person, thing or animal is like. Its purpose is to describe and reveal a particular person, place, and thing. Writing take important role in language mastery. Writing is important because writing activity is the one and only way to describe opinion, idea, suggession or recommendation in a written form.

Based on the previous explanation from the expert above, there are some factors that give the effect on students' writing mastery such as media, students' interesting, material, and technique. There are so many techniques that can be used in teaching writing such as three-step interview, roundtable technique, think-pair-share, solve-pair-share, and number heads. The researcher identify

C. Limitation of the Problem

Based on the identification of the problem above, 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. The teachers also use inappropriate technique in teaching writing descriptive text. A teacher should find an appropriate technique in teaching writing. There are many technique that can be used in teaching writing such as three-step interview, think-pair-share, solve-pair-share, number heads, and roundtable technique.

In this research, the researcher does not discuss all techniques. The researcher discusses one technique only. The technique is Roundtable technique. The reason is to find out the effect of Roundtable technique in increasing students' writing descriptive text mastery.

The researcher chooses this technique because this technique is easier than others. This technique also used to find out the effect of Roundtable in increasing writing descriptive text mastery. So, it is expected that through this technique the students will become more familiar with English. It is also suitable for students to take contribution in expressing their idea in a group.

D. Formulation of the Problem

Based on the limitation of the problem above, there is an independent variable (Roundtable technique) which will be effect to dependent variable (Writing Descriptive Text) which are to investigate. This research should find the result of students' writing descriptive text mastery caused by the technique. So, this research can be formulated as follow:

1. How is the result of students' writing descriptive text mastery before using Roundtable technique at grade XI students of SMK N 1 Padangsidimpuan?

2. How is the result of students' writing descriptive text mastery after using Roundtable technique at grade XI studens of SMK N 1 Padangsidimpuan?

3. Is there any significant effect of using Roundtable Technique on students' writing descriptive text at grade XI SMK N 1 Padangsidimpuan?

E. Objectives of the 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 the students' writing descriptive text mastery before using Roundtable technique at grade XI students of SMK N 1 Padangsidimpuan.

2. To know the students' writing descriptive text mastery after using Roundtable technique at grade XI students of SMK N 1 Padangsidimpuan.

3. To describe the effect of using Roundtable Technique on students' writing descriptive text mastery at grade XI students of SMKN 1 Padangsidimpuan.

F. Significances of the Problem

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 can give the information to the teacher about the technique in teaching writing descriptive text.

2. The Headmaster, for headmaster to give the information to the English teacher about technique is suitable in teaching writing.

3. The Other Researchers, to give 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.

G. Outline of the Thesis

Chapter I consists of seven sub chapter. They are background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purposes of the research, significances of the research and outline of thesis.

Chapter II consists of theoretical description, which explains about definition of Roundtable technique, conventional technique, writing and descriptive text. Besides that, chapter II consists of review of related findings, conceptual framework and hypothesis.

Chapter III consists of; first, research methodology described about place and time of research where and when the research is done. Second, method of research is about kinds of research. Third is about population and sample. The last is procedure of research and instrument of collecting data.

Chapter IV consists of first, description of the data and discussion which research present about the result of the research. Second, result of the hypothesis what the researcher found in the research.

Chapter V consists of; first, conclusion and suggestion which researcher answer formulation of the problem and hypothesis. Second, suggestion about problem solving which researcher found in this research.

CHAPTER II

LITERATURE REVIEW AND HYPOTHESIS

A. Theoretical Description

1. Writing Descriptive Text

a. Definition of Writing Descriptive Text

In this section, some defenitions of writing are clarified. Those are derived from some experts that expected can support this research. Writing is a personal act in which writers take ideas or prompts and transform them into "self-initiated" topics.

Writing can be defined as series of contrast, it is both process and product. The writer imagines, organizes, drafts, edits, reads, and rereads. This process of writing is often cyclical, and sometimes disorderly. Ultimately, what the audience sees, whether it is an instructor or s wider audience, is a product-an eassay, letter, story, or reseach report.[1]

According to Reid writing is one of the most self conscious of human activities and it is the most complex skill than others because the learner has to learn all the components and expresses their idea clearly and efficiently.[2] Writing is an ability to express the idea into a written form. A written needs a preparation of physical and mental in writing.

---

[1]David Nunan, *Practical English Language Teaching* (New York: McGraww-Hill, 2003), 88.

[2]Verawati Fajrin Siregar and K Syafri, "The Use of Cooperative Learning Type Roundtable Technique to Improve The Ability of the Second Year Students of SMAN 10 Pekanbaru in Writing Hortatory Exposition Text," n.d., 2.,Accessed on https://jom.unri.ac.id/index.php/JOMFKIP/article/view/1893.

Writing is an activity in expressing self or developing an idea that is done for a pupose which the result is in a product.

According to Steve Peha in her book stated that writing is the communication of content for a purpose to an audience.[3] Writing is an activity used to a wide variety of process. 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.

Writing is a complex metacognitive activity that draws on an individual's skill, knowledge, basic, strategies, and ability to coordinate multiple processes.[4] The activity i writing will be producted in written word that result in a text but the text must be read and comprehend in order for communication to take place.

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 & Wignel, Knap & Watkins the process of describing is done through ordering their characteristic clearly, starting for naming them, classifying them, and dealing with their attributes, behavior, function, and so on.[5] It is mean that the readers can possibly notice what the writer is writing about as if they could directly see it through their own eyes.

---

[3] Steve Peha, *The Writing Teachers' Strategy Guide*, 2003, 58.
[4] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 1993), 269.
[5] Eko Noprianto*, IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistic),* 2017. Vol, 2, no. 1 Accessed on http://www.ijeltal.org/index.php/ijeltal

Descriptive text is one of the types of writing that should be taught and mastered by the students.[6] Descriptive or description is one of ways to tell about something by giving more details so we can visualize what it actually looks, what its taste, and etc. Descriptive is usually used by writers to create lively object, scene, and place in their work as they give readers more experience while reading it.

In descriptive text, the object can be a concrete or abstract object, it can be a person, an animal a tree, a house, camping or it can be about any topic.[7] Descriprive text also is a written English text in which the writer describes parts, qualites and characteristics of the parts of the object.[8]

From the above explanation, the researcher conclude that, writing descriptive text is a skill in describing whether a person or an object is like through ordering their characteristic clearly and efficiently to an audience.

In the other hand, according to the curriculum in SMK N 1 Padangsidimpuan, descriptive text is a text that provides information about something such as tourist attractions, historic buildings, animals,

---

[6] Agus Irianto, *Statistik Konsep Dasar Dan Aplikasinya* (Padang: Departemen Pendidikan Nasional, 2003), 276.

[7] Sihab Lapoto and Ade Potradinata, "An Analysis of Student ' s Descriptive Text Writing in Systemic Functional Linguistic (SFL) Perspectives," *International Journal of Languages, Literature and Linguistics* 4, no. 2 (2018): 125.Accessed on, https://doi.org/10.18178/ijlll.2018.4.2.161.

[8] Prabhat Pandey Meenu Mishra Pandey And, *Research Metodology* (Romania: Bridge Center, 2015), 45.

and people in accordance with the context of their use.[9] The students are expected can identify the generic structure and language feature of descriptive text. The students are also expected can give and ask the information relate to the object.

According to Hammond in Turfina Andriyani explains about descriptive text, they are: 1) Social function, 2) Generic structure, 3) Grammatical features.[10]

1. Social Function

    To describes person, thing or place in specific.

2. Generic Structure

    It was divided into two parts, they are: a) Identification, identifies the person, place or thing. b) Description, describes parts, qualities, characteristics.

3. Grammatical Features

    Focus on specific rather than generic participants, simple present tense, action verbs that show an activity, and the use of adjective to clarify the noun.

    Besides, according to Gerot and Wignell in Siti Masitoh said that the generic structure of descriptive text are: 1) Identification 2)

---

[9] Enni Sahroni, Silabus Bahasa Inggris Sekolah Menengah Kejuruan, SMK NEGERI 1 Padangsidimpuan: Padangsidimpuan, 2019.

[10] Turfina Andriyani, "Teaching Writing on 'Descriptive Text' for the First Grade of SMP N 03 Mojogedang Karanganyar," 2017, 26-27., Accessed on http://eprints.iain-surakarta.ac.id.

Description.[11] The definition of identification and description also mentioned by Mukarto in Turfina Andriyani as mention below:

1. Identification: Introduction of thing, place, or person to be described.

2. Description: descriptions of the parts, qualities, and characteristics of the thing, person, or place being described.[12]

As same as mention above, Lowes and Clark in Sanggam Siahaan also explain that text structure of descriptive text consist of:

1. Identification: is writing the name of something, place, picture, city, and family with brief description, to identify the object to describe.

2. Description: describes parts, qualities, and characteristics of the parts of the object.[13]

So, based on some experts explanation above it can be concluded that there are two generic structure of descriptive text, they are: a) Identification, identify what will be describe. b) Description, which describe qualities, parts, and characteristics of something that will be describe.

There are several grammatical features of descriptive text according to Knapp and Watkins in Siti Masitoh as the following below:

---

[11] Siti Masitoh, "ELTIN Journal Vol 3/1, April 2015," *ELTIN Journal* 3, no. April (2015): 41.

[12] Turfina Andriyani, "Teaching Writing on 'Descriptive Text' for the First Grade of SMP N 03 Mojogedang Karanganyar," 25-26.

[13] Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), 89.

1) In descriptive text, the present tense is predominantly used.
2) Although present tense may be used in literary description, it is   past tense that tends to dominate.
3) Relational verbs are used when classifying and describing appearance/qualities and parts/function of phenomenon.
4) Action verbs are used when describing behaviors/ users.
5) Mental verbs are used when describing feeling in literary descriptions.
6) Adjective are used to add extra information to nouns and may be technical, everyday, or literally, depending on the text.
7) Personal and literary description generally deal with individual things. [14]

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 describe.

b. Process of Writing Descriptive 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.

---

[14] Masitoh, "ELTIN Journal Vol 3/1, April 2015," p.49.

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 it can be read, understood, and enjoyed by the public.[15]

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.

c. **The Purpose of Writing Descriptive Text**

According to Fikri Fauzi Alawi the purpose of writing is the expression of idea, conveying of the massages to the reader. So, the ideas themselves should arguably be seen as the most important aspect in the writing. In addition, there are really only four common purposes in writing, they are: to inform, to explain, to persuade, to amuse others.

1. Writing to Inform
   In much writing that the writer will do, they will intend simply to inform the readers about their subject or topic. Informative writing is the most simple kinds of writing but it is also one of the most important. Because, information lays the foundation for other writing purposes.

2. Writing to Explain
   Writing to explain means writing to take what is unclear and make it clear. In explanatory writing, a writer who understands
   a complex topic must take sure that his readers understand it as well.

3. Writing to Persuade
   The most important writing we ever do in our personal life, our work life, and may be our school life will probably

---

[15]Peha, *The Writing Teachers' Strategy Guide*, 61.

persuasion.

Complaints to the rent board about our landlord, letters of application for jobs, essay on examinations are all likely to involve

writing persuasively. Your task in persuasion is to convince your

readers to accept the main idea, even though it may be controversial.

4. Writing to Amuse other

Writing to amuse requires that you focus on readers other than your self.If you find pleasure in writing to amuse, it will come from knowing that you succeed in bringing pleasure to others. When write to amuse, your primary object is to make readers enjoy themselves.[16]

Based on the explanation above there are four purposes in writing descriptive text the first is to inform, the writer gives the information to the readers about their topic. The second is to explain, the writer has to give the specific information to make the readers understand well. The third is to persuade, the writer has to influence the reader from their writing so the reader can accept the idea. The fourth is to amuse, the writer has to make the readers enjoy themselves.

d. Stages in Writing Descriptive Text Process

In psychology and linguistics, one traditional way of looking carefully at a process is to build a model of what you see. A model is a metaphor for a process: a way to describe something, such as the composing process, which refuses to sit still for a portrait. As a hypothesis about a dynamic system, it attempts to describe the parts of

---

[16] Fikri Fauzi Alawi, "Improving Students' Ability in Writing Fikri Fauzi Alawi Department of English Eduction Faculty of Tarbiyah and Teachers Training Syarif Hidayatullah State Islamic University," 2011, 12., Accessed on http://scholar.google.co.id.

the system and how they work together. Modeling a process starts as a problem in design.

For example, imagine that you have been asked to start from scratch and design an imaginary, working write. In order to build a writer or a theoretical system that would reflect the process of a real writer, you would want to do at least three things:

1) First, students would need to define the major elements or sub-processes that make up the larger process of writing. Such sub-processes would include planning, retrieving information from long-term memory, re-viewing, and so on.
2) Second, the students would want to show how these various elements of the process interact in the total process of writing.
3) Finally, since a model is primarily a tool for thinking with, students would want your model to speak to critical questions in the discipline. It should help you see things you did not see before. [17]

From explanation above, the researcher conclude that there are three stages in writing descriptive text that should be applied by the writer to make the writer easy in doing writing and make the article is better. The stages of writing consist of planning, retrieving information, reviewing, and so on.

e. The Material of Teaching Writing Descriptive Text

1. Descriptive text about animal

   Task 1: Read the jumbled paragraph of descriptive text entitled "My Cat", then rearrange into correct order.

---

[17]*National Council of Teachers of English* is collaborating with JSTOR to digitize, preserve and extend access to*College Composition and Communication.*Accessed on http://www.jstor.org

My Cat

A. Hello friends, do you want to know my pet? I have a pet, called Anta. My bother named her Anta. I do not know the reason why my brother calls her Anta but I think I love it.

B. When I come back home, she always greets me with "Meows", and welcome me at the entrance gate. That is way I love her so much.

C. She is very playful. She likes playing with a ball. She throws the ball up then she chase and catch it back. Whenever Anta is lonely, she is always quiet and alone. But when she is quiet, I often tease her, and then she turns to be happy again.

D. Physically my sweety cat is very cute. She has soft, white yellow fur. She was very fat and aggressive, but she rarely meows. She has long crooked tail. It was very funny.

E. Anta is my plamate. She likes playing with me but sometimes she is disturbing. She bites my finger or lick them. It it very tickled. I feel her twice a day, but when I see her face, my annoyance gone. [18]

2. Descriptive text about place

Read the following description about a tourist destination carefully. The writer forgot to edit her draft. Can you find the errors in the text and help her edit the text?

For example, read carefully the fifth sentence in the following text. Can you find the errors in the sentence? Yes, waterfall and a bowl giant. The first error should be written waterfall because it was misspelled, and a bowl giant should be written giant bowl (remember how to make noun phrase). Now try to find the other errors and try to correct them.

Cuban Rondo Waterfall

If you go to Batu city in East Java, do not forget to visit Cuban Rondo. Cuban Rondo is a must-see waterfall because of it spectacular scenery. The first amazing natural charm to enjoy is the huge greenish rock. The gigantic rock and its vegetation that surrounds the waterfall soar high into the sky. The top of the rock bends inward so that when we stand close to the waterfall, we will feel as if we were inside of a gigantic cave or Bowl Giant. The greatness of the nature will make you feel very small and price God The second scenery to enjoy is the charm of the waterfall itself. From the top of the soaring rock, huge amount of water continuously falls down, splash on the large black stones at the bottom of the waterfall, and forms a shallow small lake and stream.

[18]Herman Benyamin, *English for Vocational School Grade Program*, ed. Renisa Khairani (Bandung, 2014), 12.

The water in the lake and stream crystal clear and icy cold. The wind that blow the falling water and the splash produce millions of tiny droplets of water. The wind can blow your boat. The droplets covers the small lake and visitors in mist. Yes, you will get wet. But you can go to the mall. When the sunlight shine through the cold tiny droplets, you will see rainbows on the earth, not in the sky, that seems close enough to you the scenery is breathtaking. End trip with something that can warm you up. In the rest area, you can buy roasted sweet corns. If that is not enough, you can also buy drinks hot delicious and meatball soup hot. When you go home, leave nothing in the area but your footsteps and bring home only your memory unforgettabel about Cuban Rondo Waterfall.

Guiding questions for editing:
1. Does the writer use indentation? What should she do?
2. Does the writer use correct paragraphing?
3. Is there any sentence that begins the description by introducing the object to be described?
4. If you want to divide the text into some paragraphs, how will you do it?
5. Does each paragraph start with a sentence that introduces the object to be described?
6. Are there any irrelevant sentences? Can you help the writer find out if any?
7. Are there any misspelled words? Can you help her find out if any and correct them?
8. Does the writer use correct grammar in all of her sentences? Help her check the following things:
   a. Whether the verbs is in the sentences agree with the subject.
   b. Whether the modifiers in the noun phrase are well sequenced.
9. Does she begin all sentences with capital letters? Check the sentences and correct any mistakes you find.
10. Does she end all sentences with full stop? Correct them if she does not. [19]

3. Descriptive text about people

   Describing people: Prepare a photograph. It can be a personal photograph or family photograph. Write a letter or email to a friend and describe the people in the picture.[20]

---

[19] dan Furaidah Utami Widiati, Zuliati Rohmah, *Bahasa Inggris* (Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud, 2014), 65.

[20] dan Utami Widiati Furaidah, Zuliati Rohmah, *Bahasa Inggris* (Jakarta: Pusat Kurikulum dan Penerbitan, Balitbang, Kemendikbud, 2017), 64.

2. Roundtable Technique

a. Definition of Roundtable Technique

Roundtable Technique is one of the cooperative learning that can be applied in teaching writing. Cooperative learning is a successful teaching strategy by using discussion small team. Cooperative learning is also the instructional use of small groups which students work together to achieve their share goals. Cooperative learning as a technique has some advantages in implementing teaching and learning in the classroom, on the other hands also has any lacks. A lot more done in a shorter amount of time. The problem can be solved fast and easier, more than one person work together to solve the problem it is usually more efficient.

Kagan gives the examples of Cooperative Language Learning Activities they are, Three-step interview, Roundtable Technique, Think-Pair-Share, Solve-Pair-Share, and Number Heads.[21] One of the cooperative learning is Roundtable Technique. Roundtable can help to solve the problem and also can develop writing ability.

According to Jette Stenlev and Peter Siemund state that Roundtable is a conference or discussion involving several participants in which one of cooperative leaning technique that can be used by the teacher as the appropriate technique for improving students' English

---

[21]Maulida Mukarromah, "Digital Digital Repository Repository Universitas Universitas Jember Jember Digital Digital Repository Repository Universitas Universitas Jember Jember," *EFL Education Journal* 4 (2017): 776.,Accessed on https://repository.unej.ac.id/bitstream/handle/123456789/82922/Maulida.

skills. One of them is writing skills. The reasons it is used for brainstorming, reviewing, or practicing skills.[22] Roundtable can help students to explore their idea in writing. Roundtable Technique gives contribution to improve students achievement in writing descriptive text and what difficulties students have implying Roundtable Technique in writing descriptive text.

> Millis also states that Roundtable Technique is a technique which is useful for brainstorming, reviewing, or practicing skills that use a single sheet of paper and a pen for each team. Roundtable technique encourages the students to work together in a group to achieve the goal.[23]

Roundtable technique could help the students generated and searched their ideas to work together in group. Based on Kagan, "Roundtable Technique is a technique where each student in turn writes the answer as a paper and a pen are passed around the group"[24]. Roundtable technique also make them to be responsible for their teammates' learning as well as their own work. In the other hand Millis said that Roundtable Technique encourage creativity and deeper thinking, the students has to be responsible to their job to get many possible ideas to be shared to the group. In Roundtable Technique the

---

[22]Jette Stenlev, "Roundtable As Cooperative Learning Technique," *English Language and Linguistics* 18, no. 01 (2011): 44.,Accessed on www.academia.edu/download/33826036/Roundtable_as_cooperative_learning_technique.pdf.

[23]Siti Su, Musli Ariani, and I Putu Sukmaantara, "The Effect of Roundtable Technique on the Seventh Grade Students' Tense Achievement at Smpn 1 Jelbuk in the 2013/2014 Academic Year," 2014, 2.Accessed on http://repository.unej.ac.id/handle/123456789/64109.

[24] Su, Ariani, and Sukmaantara, 2.

students involved in the team work activity by brainstorming the topic and posing their ideas in a written contribution.[25]

So based on the explanation above, Roundtable Technique is one of the cooperative learning that consist of several participants or students where each students in turn writes the answer as a paper and a pen are passed around the group which is useful for brainstorming, reviewing and practicing skills.

Roundtable technique establish the students to work together in a group. The students can make their work with friends and can express their idea easily in their team. Using Roundtable Technique in teaching learning process especially in writing descriptive text gives some advantages.

Some of the previous studies on using Roundtable Technique show that the score of students in writing is higher after applying this technique. It means that the use of Roundtable Technique can improve students' writing ability in descriptive text.

b. **The Purpose of Roundtable Technique**

Roundtable technique is used to increase the students' problem in writing descriptive text mastery. By using Roundtable technique the students are able to gathering the ideas from many perspectives of

---

[25]Made Adi Andayani, "Digital Repository Universitas A Publication on EFL Education Journal Address :," *EFL Education Journal* 3, no. 9 (2016): 669.

individuals.[26] This process also can help students to have a better understanding about writing and develop their critical thinking.

c. **The Procedures of Using Roundtable Technique**

According to Barkley in Risti Wulandari the procedures of round table technique in teaching writing are:

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.[27]

Roundtable Technique is originally designed for teaching writing. According to Kagan in Rezki Adelina, the steps of Roundtable Technique are :

1. The teacher provides a task to which there are multiple possible responses, and provide think time.
2. Students take turn passing a paper and pencil or a team project, each writing one answer or making a contribution.[28]

---

[26] Wardah Lailatul Fidyati, Albert Rafinus, "Using Roundtable Technique in Teaching Writing Hortatory Exposition Text," *Jurnal Pendidikan Dan Pembelajaran*, 2016, 9., Accessed on http://jurnal.untan.ac.id.

[27]Risti Wulandari, "Improving Students Writing Ability by Using Roundtable Technique," no. 2 (2015): 4.,Accessed on http://jurnal-mahasiswa.unisri.ac.id/index.php/fkiping/article/viewFile/187/130.

[28]Rezki Adelina, "The Use of Roundtable Technique to Improve Students' Writing Skill of Narrative Text at Eleventh Grade in Senior High School 1 South Polongbangkeng English Education Department Tarbiyah and Teaching Science Faculty Alauddin State Islamic University of M," 2017, 17., ,Accessed on http://repositori.uin-alauddin.ac.id.

According to Jette in Cici Puspasari, states that the procedure of Roundtable Technique are:

a. Other team members need to be reflecting on the thoughts.
b. Variety results because teammates learn immedietly that someone has come up with an idea they know now not to repeat.
c. Hearing the responses said aloud means that the students do not have to waste valuable brainstorming time by reading the previous ideas on the page.
d. Team members are encourage not to skip turns, but if their thoughts are at a standstill, they are allowed to say "pass".[29]

Based on some procedures above, the researcher will use 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.

d. The Advantages and Disadvantages of Using Roundtable Technique

Technique is one of the tools that can be applied by the teacher to make learning process more active and students could not be bored in the class. But surely, technique is not only has advantages is also has some disadvantages. Roundtable technique is a technique which consist of advantages and disadvantages.

There are some advantages of using Roundtable technique, they are:

---

[29]Cici Puspasari, "The Effect of Roundtable Technique on Students' Writing of Descriptive Text" (2018), 14., ,Accessed on http://repository.uinjkt.ac.id.

1. The students could more be active.

2. The students able to build upon each other's contribution.

3. Can improve teaching social skills.

4. Can make the students focused on their attention

5. Give much time to think about their response.[30]

Roundtable technique also have some disadvantages, they are:

1. Roundtable technique also surface of technique in teaching writing.

2. Does not good to write an essay writing which has long paragraph.

3. Sometimes the learners are confused how to use Roundtable technique.[31]

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.[32] 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.

---

[30] Puspasari, 13.

[31] Adelina, "The Use of Roundtable Technique to Improve Students' Writing Skill of Narrative Text at Eleventh Grade in Senior High School 1 South Polongbangkeng English Education Department Tarbiyah and Teaching Science Faculty Alauddin State Islamic University of M," 42. ,Accessed on http://repositori.uin-alauddin.ac.id

[32] Puspasari, "The Effect of Roundtable Technique on Students' Writing of Descriptive Text," 13. ,Accessed on http://repository.uinjkt.ac.id

Besides, Roundtable technique also has some disadvantages such as, Roundtable technique is only the surface of technique in teaching writing, so it does not a good technique when it is used to write an easy writing which has long Paragraph. Sometimes the learners are confused how to use it because the learners confused where to start writing.

3. **Conventional Technique**

   a. **Definition of Conventional Technique**

Conventional techniques taught as a traditional technique. Conventional technique or traditional technique concern with the teacher is being controller of the learning environment. Conventional technique can be applied for teaching in the school.

Cottel and Millis in Belias Dimitrios mentions that, the teaching technique may differ in terms of degree of influence on active learning.[33] The traditional or 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

---

[33] Belias Dimitrios et al., "Traditional Teaching Methods Vs . Teaching Through The Application of Information and Communication Technologies in the Accounting Field: Quo Vadis?" 9, no. 28 (2013): 74–75. ,Accessed on citeseerx.psu.edu

method. It means, the teacher more active than the students and still less using media when learning teaching process.

b. Classification of Conventional Technique

As we know that there are many kinds of teaching method that can be applied by teacher such as: lecturer method, guided discussion, demonstration and others. But the most traditional in teaching method especially in SMK N 1 Padangsidimpuan is Lecturer method. Lecturer method is traditional method because this method had been use long since is as an oral communication tool between teacher and students in interaction educative. According to Abu Ahmadi, there are some the strength and weakness of this method.

1) The Strength
   a) In short time teacher is able to convoy the material as many as possible.
   b) The organization of class is simpler, it is not important to group of students like other method.
   c) Teacher is as lecturer goes through good, so it can make the spirit and creative.
   d) Flexible.

2) The Weakness
   a) Teacher is difficult to know the student's comprehension with the material had been given.
   b) Sometimes teacher wants to convoy the material as many as possible until it is characteristic of pump.
   c) Students are passive.
   d) If teacher do not pay attention the students' aspect psychology, may be the lecturer will be boring.[34]

---

[34] Abu Ahmadi and Joko Tri Prasetya, *Strategy Belajar Mengajar* (Bandung: CV. Pustaka Setia, 2005), p.55-56.

c. The Steps of Lecturer Method

Lecture method is a method that usually apply in KTSP program.

There are some steps of lecturer method in general:

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).[35]

There are some steps of lecturer method:

1) Explain the subject matter

2) Identify the difficult word

3) Ordering the students translate in target language.

4) Ordering the students to memorize.

d. The Principle of Conventional Teaching

There are some principles of teaching conventional that to be approach, it can be applied in teaching process.

1) There is not theory that formulated to discuss the learning activity in traditional education system.
2) Motivation is based of punishment, reward of prize and rivalry
3) Study with memorizing and save the information without inscription
4) The behavioural psychology has the clear significant
5) The cognitive psychology does not give the significant
6) In general, the learning process in traditional education system is not generated by the certain theory.[36]

---

[35] Syaiful Bahri Djamarh, *Strategy Belajar Mengajar* (Jakarta: PT. Asdi Mahasatya, 2006), p.99.

[36]Adnan, *PendidikanTradisional*, Accessed on (*https://www.sribd.com/doc/45067367/Pendidikan-Tradisional#scribd).*

From explanation above, the conventional method is traditional teaching method that often applied by the teacher. One of conventional teaching is lecturer method which a teaching style that is used for conveying information about some subject. The researcher define that conventional method is the way that is used by the teachers in teaching a material based on the agreement of the teacher at school.

B. Teaching Writing Descriptive Text by Using Roundtable Technique

There are some cooperative learning that can be used to improve students writing descriptive text. Roundtable technique is one of the cooperative learning that used to develop students' writing descriptive text mastery. There three steps that the teacher has to do in the class, they are:

1. Pre-Teaching

   The process in pre-teaching as follow:

a) Teacher come in to the class and open the class

b) Teacher asked the students to pray based on their belief

c) Teacher check students attendance

d) Teacher asked the students about the last material

e) Teacher asked the students to open the book about the next material

2. While-Teaching

This activity make students easy in doing writing descriptive text mastery. The procedures can be seen as follow:

a) Teacher gives short explanation about writing descriptive text includes the generic structure and language features.

b) Teacher divides students into 4 or 5 groups by counting 1-4 or 1-5

c) Every students asked to sit around the table with their group

d) Teacher gives the theme for each group

e) Teacher gives answer sheet for each group

f) Teacher brainstorm the student about the thing related to the theme

g) Teacher asked each group to write a descriptive text based on their own word

h) Teacher set the time to control the students work around 20-30 minutes

i) Teacher asked one of the member in every group to present their writing

j) Teacher asks each group to correct their writing

k) Teacher asks each group to revise their writing.

3. Post-Teaching

a) Teacher asks each group to correct their writing

b) Teacher asks each group to revise their writing.

c) Teacher give some feedback, asked the students about what they do

not understand and summarize the lesson about writing descriptive

text. The teacher also asked the students to conclude the lesson.

Table 1
Teaching Writing Descriptive Text by Using Roundtable Technique

Teacher Activity	Procedures	Students Activity
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, the teacher asks the students to sit in a group of four students.	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 and sit around the table.
4. Teacher gives the theme for each group. 5. Teacher gives the answer sheet for each group	2. Preparing, the teacher gives the groups theme.	3. Each group read the theme given by the teacher. 4. Each group take a sheet of paper and a pen.
6. Teacher brainstorm the students about the things related to the theme.	3. Brainstorming, the teacher asks the member of groups to write words or phrases related to the theme.	5. Every member of group gives their contribution to write words or phrase relate to the theme.
7. Teacher asked every member of group to write a text using their own words or phrase. 8. Teacher set the time to control the students' work around 20-30 minutes.	4. Writing, the groups writes a text using the words/phrases written.	6. Every member of group write a text using their own words or phrase. 7. Students work based on the time given by the teacher.
9. Teacher asks one of the members in each group to present their writing.	5. Presenting, each groups present their writing.	8. One of the members in each group present their writing.
Post-Teaching: 10. Teacher asks each group to correct their writing. 11. The teacher gives the feedback to the students.	6. Evaluating, the teacher asks each group to make correction.	9. Each group make correction. 10. Every member could ask the teacher about what they do not understand.
12. Teacher asks each group to revise their writing.	7. Revising, each group revises their work/writing.	11. Each group revise their writing.

C.   Review of Related Findings

The researcher has found some related finding about this research. The first is Nurhasanah, "Improving Students' Ability in Writing Narrative Text Using Roundtable Technique at Grade VIII of SMP Negeri 11 Kota Bengkulu. There was an improvement of subjects who were able to pass the standard score (≥75) from 27% in baseline data into 50% of students in the test in cycle 1 and finally became 70% in cycle 2. [37]

The second is Anisa Husni Alkaromah, "The Use of Roundtable Technique to Improve Students' Speaking Skill at the Second of the VIII Grade of SMPN 3 Bandar Lampung. The result obtained in the independent sample t-test, that the value of significant generated *Sig.*(P_{value}) = 0.002 < α = 0.05. So, H_a is accepted and H_0 is rejected. It can be concluded that there was a significant influence of using Roundtable technique.[38]

The third is Anggi Sinta Hapsari, "The Use of Roundtable Technique to Improve Students' Achievement in Writing Hortatory Exposition Text, found that Roundtable technique gives significant progress in students' achievement in writing hortatory exposition text.

---

[37] Nurhasanah, "Improving Students' Ability in Writing Narrative Text Using Roundtable Technique at Grade VIII of SMP Negeri 11 Kota Bengkulu," 2017 ,Accessed on http://repository.unib.ac.id

[38] Anisa Husni Alkaromah, "The Use of Roundtable Technique to Improve Students' Speaking Skill at the Second of the VIII Grade of SMPN 3 Bandar Lampung." 2017. ,Accessed on http://repository.radenintan.ac.id

Thus the teacher can use Roundtable as another technique to teach students in writing hortatory exposition text.[39]

The fourth is Sri Septianita, "Increasing The Students' Writing Skill Through Roundtable Technique at the Second Year Students of SMPN 1 Sinjai Tengah, found that the mean score of pre-test was 5.3 while post-test 7.6. So, the comparison between pre-test and post-test was 43.40%. it was concluded that the use of Roundtable technique was more effective in increasing students' writing skill.[40]

The fifth is Meiken Nastiti, "The Efectiveness of Roundtable Technique to the Students' Writing Ability in Descriptive Text at the VIII Grade Students of SMPN 1 Semen, found that the t-test is higher that t-table (8,275 > 2,051) and P value t-test is lower than level of significance of 5% (0.000 < 0.05). It means that H_0 was rejected and H_a was accepted. It can be conclude that teaching writing by using roundtable technique gives significant effect on students' writing ability. Therefore, roundtable technique can be considered to be an alternative technique in teaching writing.[41]

There are the differences between this research and the three researchers above. The previous researcher, they examined about writing Narrative text at Grade VIII, and speaking skill at the first grade. While

---

[39] Anggi Sinta Hapsari, "The Use of Roundtable Technique to Improve Students' Achievement in Writing Hortatory Exposition Text." 2011. Accessed on http://lib.unnes.ac.

[40] Sri Septianita, "Increasing The Students' Writing Skill Through Roundtable Technique at the Second Year Students of SMPN 1 Sinjai Tengah." 2010 Accessed on http://repositori.uin-alauddin.ac.id

[41] Meiken Nastiti, "The Efectiveness of Roundtable Technique to the Students' Writing Ability in Descriptive Text at the VIII Grade Students of SMPN 1 Semen," 2016, 4. Accessed on https://pdfs.semanticscholar.

this research examined about solving students' writing problem at grade XI of SMKN 1 Padangsidimpuan. Finally, the researcher will create a new research for adding as achievement for studying and completing the research of the researcher before. Therefore, the researcher wants to know well about Roundtable technique that can be helpful to study and learning process especially in writing descriptive text.

D. Conceptual Frame Work

The important thing that must be considered by the teacher to increase the writing descriptive text ability is the technique in teaching descriptive text itself. The teacher should be able to choose the appropriate technique to make the students' do not feel bored while learning. The students also could more be active than the teacher in learning process by applying the technique.

For vocational high school's students, the teacher can choose the approach which appropriate with their major, easy to comprehend, enjoy in teaching writing, and able to apply in daily life. The students will able to communicate in learning writing descriptive text ability and it will make them easier in comprehending the text.

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

Table 2
Conceptual Framework

The problems of the research are: the teacher does not use an appropriate technique, the students lacked of vocabularies, the students are difficult in understanding the generic structure of descriptive text, the students are difficult to connect one idea to another idea.

Treatment of Roundtable Technique

Pre-test

Experiment class by using Roundtable Technique

Control class by using conventional technique

Post-test

H_a = Accepted

H_0 = Rejected

E. 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 are:

1. There is the significant effect of using Roundtable Technique on students' writing descriptive text at grade XI SMK Negeri1Padangsidimpuan(H_a). $\mu_1 > \mu_2$

2. There is no significant effect of using Roundtable Technique on students' writing descriptive text at grade XI SMK Negeri1 Padangsidimpuan(H_0). $\mu_1 = \mu_2$.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of Research

The location of this research is in SMK Negeri1 Padangsidimpuan. It is located in Sutan Soripada Mulia street number 25 Padangsidimpuan. The location is around of Sadabuan. Its location is about 4 Km from the central city of Padangsidimpuan to the southern area.

The time of research was done from April 2019 until September 2019.

B. Design of The Research

Kind of this research is experimental research with quantitative method. Creswell says, "experimental research included the experiment with the random assignment of subject to treatment condition as well as quasi experiment that use none randomized.[1]

From the definition above, the researcher concluded that the experimental research is a kind of research that has aim to know the causal effect relationship between one or more variables to other variables. Relevant with the definition, this research has aim to examine the cause effect relation between Roundtable technique and students' writing mastery.

The design in this research is Pretest-Posttest Control Group Design. It means there are two classes chosen, then given pretest to know the basic condition of the two classes. Next, the both classes were given post test. The result of the test was compared to know the different effect of treatment to

---

[1]John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 2nd Edition* (USA: Sage Publication Inc, 2003), 14.

experimental class. The research design for pretest-posttest control group design by using one treatment can be seen below:

Table 3
Pretest-Posttest control group design

E	O_1	X	O_2
P	O_1	-	O_2

Where:
E = Symbol for experimental class
P = Symbol for control class
X = Symbol for treatment[2]

In this model, both of classes are given pre-test (O_1). Then, in experimental group is given a treatment (X) and control class is not given a treatment. After giving a treatment, both of classes are given post-test (O_2).

C. Population and Sample

1. Population

According to Gay's statement, population is the group of interest to the researcher, the group to which she or he would like the result of the study to be generalizable.[3]

Population of this research is all of the XI class of Akuntansi in SMK Negeri 1 Padangsidimpuan, it consisted of three classes with 95 students. It can be seen in the following table:

---

[2]Suharsimi Arikunto, *ManajemenPenelitian*, (Jakarta: RinekaCipta, 2003), p. 276.
[3]L.R Gay and Peter Airasian, *Educational Research for Analysis and Application* (America: Prentice Hall, 1992), 122.

Table 4
Population of the Research

NO	Class	Students
1	XI AKUNTANSI 1	35
2	XI AKUNTANSI 2	30
3	XI AKUNTANSI 3	30
Total		95

2. Sample

Sample is a subgroup of the population the researcher is interested in. Gay says that, "sample comprises the individuals, items or events selected from a larger group referred to as a population."[4] So, it can be concluded that sample is a part of population selected from its population.

In this research, the researcher used random sampling technique in which all population were randomized based on their class. The researcher used random sampling technique because all of the population were at the same grade, curriculum, lesson, and same age. Before used random sampling technique, the researcher used normality and homogeneity test.

After using random sampling technique, the researcher got two classes as the sample they were, XI AK-2 and XI AK-3. The total of the sample in this research were 60 students. One class as experimental class and another one as control class.

---

[4]Suharsimi Arikunto, p.121.

D. Definition of Operational Variable

To avoid misunderstanding, this research was consisted of two variables, the key terms of the research were defined as follows:

1. Roundtable Technique (Variable X)

The variable X of this research is Roundtable Technique. Roundtable Technique is one of the appropriate strategy that can be used in teaching writing. Roundtable Technique is a technique where the students take turn responding to prompt by writing one or two words or phrases before passing the paper along to others who do the same. In Roundtable, the students work in a group that consist of two or more students in every group. So, each member of group is responsible for instruction given.

2. Writing Descriptive Text (Variable Y)

The variable Y of this research is writing descriptive text. Writing descriptive text is a process of expressing idea to describe the characteristic, parts, and qualities of the object it can be animals, person, building, and another things specifically by using some language features and the generic structures.

E. Validity of Instrument

Validity is a tool that used to measure the test. The instrumentation of collecting the data in this research was test. A test is said to be valid if it

measures accurately what it is intended to measure.[5] In this research, the researcher will use essay test to test students' writing ability in descriptive text. Before applying the instrument the researcher have to make the instrument valid.

That is why to proof the instrument became valid, the researcher applied construct validity to know whether the instrument is valid or not. Construct validity is a test validity based on the judgment of experts.

F. Instrument of The Research

Instrument is the researcher necessity for gathering information about the research problem. In this research, the researcher used writing test controlled observation to gather data regarded to students' writing descriptive text. Instrument also to the clear formation of a logically stated and conceptually clear research formulation. The researcher used a test. The form of the test was essay test.[6]

Essay test is a traditional method for getting students to produce a sample of connected writing, the stimulus is normally written and can diffrent in length from a limited number of words to several sentences.[7] The researcher saw the students' ability in writing descriptive text through Roundtable Technique.

---

[5]Arthur Hughes, *Testing for Language Teacher* (New York: Cambridge University Press, 1990), 22.
[6]Cyril J. Weir, *Communicative Language Testing* (New York: Prentice Hall International, 1990), 60 Accessed on.https://www.amazon.in/Measurements-Research-Methods-Behavioural-Sciences/dp/8177097431
[7] Nguyen Thanh Huy, "Problems Affecting Learning Writing Skill of Grade 11 at Thong Linh High School" 3, no. 2 (2015): 54.

There were some indicators that is used by researcher to measure students' writing descriptive text. It can be seen from below:

Table 5
Indicators of Writing Score

Aspects	Score	Criteria
Identification	27-30	Very good to excellent
	22-26	Average to good
	17-21	Poor to fair
	13-16	Very poor
Description	18-20	Very good to excellent
	14-17	Average o good
	10-13	Poor to fair
	7-9	Very poor
Use Simple Present Tense	18-20	Very good to excellent
	14-17	Average to good
	10-13	Poor to fair
	7-9	Very poor
Use Descriptive Adjective	22-25	Very good to excellent
	18-21	Average o good
	11-17	Poor to fair
	5-10	Very poor
Use Action Verbs (Material Process) and Verbs of being and having (Relation Process)	5	Very good to excellent
	4	Average to good
	3	Poor to fair
	2	Very poor

G. Procedure of Data Collection

The researcher used test to collect the data. In gave the test, it was divided into two kinds; pre-test 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 will use some steps in giving pre-test. They are:

a. The researcher prepares the essay test that will be written by the students. It consists writing a descriptive text and language features, and generic structure.

b. The researcher distributes the test paper to both class; experiment and control class.

c. The researcher explains what the students need to do.

d. The researcher gives the times to the students to answer the questions.

e. The researcher collects the test paper.

f. The researcher checks the answer and counts the students' score.

2. Treatment

The researcher divided into two classes in this research, as experiment class and control class, and there were different way in teaching descriptive text between experimental and control class. The researcher choose group A using Roundtable Technique(as experiment class) and class B using project strategy like usually teacher do to the students. The researcher use some steps, they were:

a. The researcher builds the context for the targeted text which discuss of linguistic features (generic structure and language features) of descriptive text.

b. The researcher explains the text of descriptive text, about generic structure and language features and practice of writing skill by using Roundtable Technique.

c. The researcher asks students to write another descriptive text that same with the example model of text by themselves.

d. The researcher presents the product of text.

3. Post-test

It is a test that will be given to students after the researcher giving the treatment to experiment class. The function is to know the difference score of experiment and control class and the effect of treatment, whether it has an effect or not to the students. The researcher will use some steps in giving post-test, they are:

a. The researcher prepares the essay test that will be written by the students. It consists writing a descriptive text and language features, and generic structure.

b. The researcher distributes the test paper to both class; experiment and control class.

c. The researcher explains what the students need to do.

d. The researcher gives the times to the students to answer the questions.

e. The researcher collects the test paper.

The researcher checks the answer and counts the students' score.

H. Technique of Data Analysis

Experimental research design is being done through experimental class and control class. After experimental process, two of classes are tested with using technique of data analysis as follow:

1. Requirement Test

    a. Normality Test

    The researcher will use normality test with using *Chi –*
Quadrate formula, as follow:

$$x^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)$$

    Where:

    x2= Chi-Quadrate

    fo= Frequency is gotten from the sample/result of observation
    (questioner).

    fh=   Frequency is gotten from the sample as image from
    frequency is hoped from the population.

    To calculate the result of chi-quadrate, it use significant level
5% (0,05)and degree of freedom as big as total of frequency is
lessened 3 (dk = k-3).

    b. Homogeneity Test

    Homogeneity test is used to know whether control class and
experimental class have the same variant or not. If both of classes are
same, it is can be caled homogeneous. Homogeneity is the similarity
of variance of the group will be compared. So, the homogeneity test

has function to find out whether the data is homogeneous or not. It uses Harley test, as follow:[8]

$$F = \frac{the\ biggest\ variant}{the\ smallest\ variant}$$

Where:

n1 = Total of the data that bigger variant

n2 = Total of the data that smaller variant

n2 = Total of the data that smaller variant

Hypothesis in this research there is or there is no significant effect of Roundtable technique on writing descriptive text mastery at grade XI students of SMK N 1 Padangsidimpuan, its means if $F \leq F\frac{1}{2}a(n_1-1)$ $(1=n_2-1)$ so hypothesis is rejected, while if $F_{count} > F_{table}$ hypothesis is accepted. It determined with significant level 5% (0.05) and dk numerator was (n_1-1), while dk deminators is (n_2-1).

To test whether variants of both homogenous samples, variants equality test, that is:

$$F = \frac{the\ biggest\ variant}{the\ smallest\ variant}$$

Here, after comparing to the F table, its criterion is: If F calculating<F table, then both samples are homogeneous.

2. 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

---

[8]Walter R. Borg Meredith D. Gall, Joyce P. Gall, *Research an Introduction*, ed. Inc Pearson Education (New York, 2003), 366.

performed both on pre-test and post-test score from the experimental class and control class. The hypothesis test will be stated as: there is a significant effect of using Roundtable Technique on students' writing procedure text ($\mu_{1>}\mu_2$) and there is no significant effect of using on students' writing descriptive text ($\mu_{1=}\mu_2$).

From explanation above, to test hypothesis researcher uses formula as follows:

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{\Sigma x_1^2 + \Sigma x_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

Tt   : The value which the statistical significance

M_1 : The average score of experimental class

M_2 : The average score of control class

X_1^2 : Deviation of experimental class

X_2^2 : Deviation of control class

n_1 : Number of experimental

n_2 : Number of control

But if the data is not normal and homogenous, the formula that must be used to test hypothesis is Chi-Quadrate. The formula is as follow:

$$x^2 = \Sigma\left(\frac{f_o - f_h}{f_h}\right)$$

Where:

x^2 = Chi-Quadrate

f_o = Frequency is gotten from the sample/result of observation

(questioner).

f_h = Frequency is gotten from the sample as image from

frequency is hope from the population.

CHAPTER IV

RESEARCH RESULT

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. Next, the researcher described the data as follow:

A. The Description of Data

1. The Description of Data before Using Roundtable Technique

a. Score of Pre-test Experimental Class

As the experimental class, the researcher took class XI AK-2. Based on students' answer in pre-test, the researcher has calculated the students' score in appendix 5 and 6. The score of pre-test experimental class can be seen in the following table:

Table 6
The Score of Experimental Class in Pre-test

Total Score	1506
Highest score	75
Lowest score	21
Mean	53.8
Median	49.48
Modus	50.47
Range	54
Interval	9
Standard deviation	13.9
Variants	81.54

Based on the above table the total score of experimental class in pre-test was 1506, mean was 53.8, standard deviation was 13.9, variants was 81.54, median was 49.48, range was 54, modus was

50.47, interval was 9. The researcher got the lowest score was 21 and the highest score was 75. It can be seen on appendix 6. Then, the calculation of the frequency distribution of the students' score as follow:

Table 7
Frequency Distribution of The Variables

No	Interval	Mid-Point	Frequency	Percentages
1	21 – 29	25	2	6.66%
2	30 – 38	34	5	16.66%
3	39 – 47	43	6	20%
4	48 – 56	52	7	23.33%
5	57 – 65	61	5	16.66%
6	66 – 74	70	4	13.33%
7	75 - 83	79	1	3.33%
$i = 9$		-	30	100%

From the table frequency distribution above shown that the students score is there in class interval between 21-29 was 2 students (6.66%), class interval 30-38 was 5 students (16.66%), class interval 39-47 was 6 students (20%), class interval 48-56 was 7 students (23.33%), class interval 57-65 was 5 students (16.66%), class interval 66-74 was 4 students (13.33%), the last class interval 75-83 was 1 students (3.33%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:
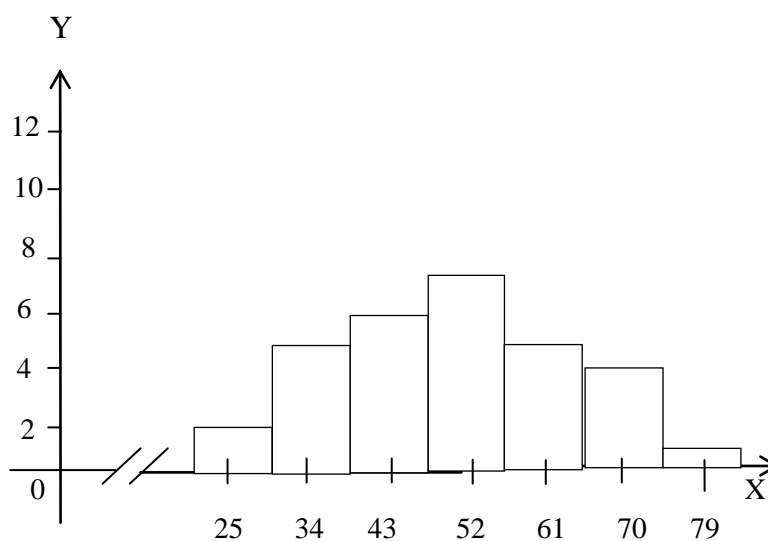
Figure 1: Description Data of Students' Writing Descriptive Text Mastery in Experimental Class (Pre-test)

The above histogram shows that the data was normal.

b. Score of Pre-Test Control Class

In pre-test of control class, the researcher calculated the result that had been gotten by the students in answering the test. The score of pre-test control class can be seen in the following table:

Table 8
The Score of Control Class in Pre-test

Total Score	1787
Highest score	75
Lowest score	35
Mean	58.5
Median	61.17
Modus	59.7
Range	40
Interval	7
Standard deviation	9.24
Variants	122.87

Based on the above table the total score of Control class in pre-test was 1787, mean was 58.5, standard deviation was 9.24, variants

was 122.87, median was 61.7, range was 40, modus was 59.7, interval was 7. The researcher got the lowest score was 35 and the highest score was 75. It can be seen on appendix 6. Then, the calculation of the frequency distribution of the students' score of control class can be applied into table frequency distribution as follow:

Table 9
Frequency Distribution of The Variables

No	Interval	Mid-Point	Frequency	Percentages
1	35 – 41	38	1	3.33%
2	42 – 48	45	3	10%
3	49 – 55	52	5	16.66%
4	56 – 62	59	9	30%
5	63 – 69	66	7	23.33%
6	70 – 76	73	5	16.66%
$i = 7$		-	30	100%

From the table frequency distribution above shown that the students score is there in class interval between 35-41 was 1 students (3.33%), class interval 42-48 was 3 students (10%), class interval 49-55 was 5 students (16.66%), class interval 56-62 was 9 students (30%), class interval 63-69 was 7 students (23.33%), the last class interval 70-76 was 5 students (16.66%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:
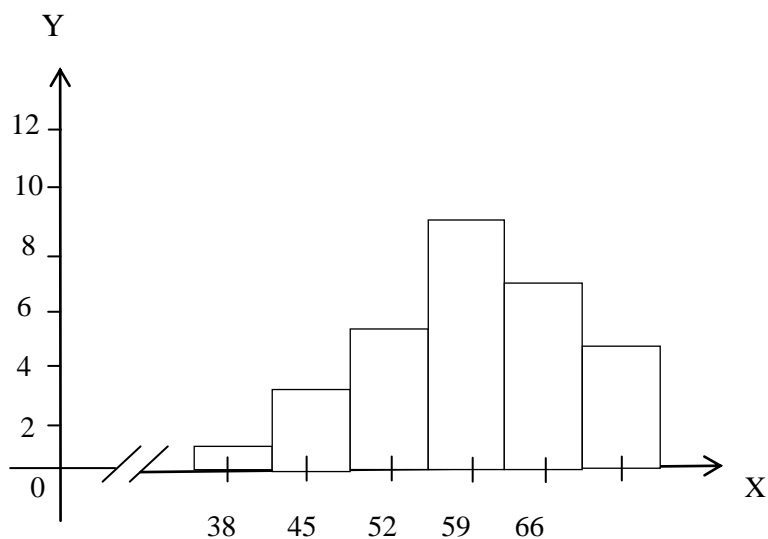
Figure 2 : Description Data of Students' Writing Descriptive Text in Control Class (Pre-test)

The above histogram shows that the data was normal.

2. The Description of Data After Using Roundtable Technique

a. Score of Post-Test Experimental Class

The calculation of the result that had been gotten by the students in answering the test after the researcher did the treatment by using Picture Media can be seen in the following table:

Table 10
The Score of Experimental Class in Post-test

Total Score	2230
Highest score	85
Lowest score	60
Mean	69
Median	72
Modus	72.5
Range	25
Interval	5
Standard deviation	8.6
Variants	66.43

Based on the above table the total score of experiment class in post-test was 2230, mean was 69, standard deviation was 8.6, variants was 66.43, median was 72, range was 25, modus was 72.5, interval was 5. The researcher got the lowest score was 60 and the highest score was 85. It can be seen on appendix 8. Then, the calculation of the frequency distribution of the students' score of experimental class can be applied into table frequency distribution as follow:

Table 11

Frequency Distribution of The Variables

No	Interval	Mid-Point	Frequency	Percentages
1	60 – 64	62	5	16.6%
2	65 – 69	67	0	0%
3	70 – 74	72	10	33.33%
4	75 – 79	77	5	16.66%
5	80 – 84	82	5	16.66%
6	85 – 89	87	5	16.66%
$i = 5$		-	30	100%

From the table frequency distribution above shown that the students score is there in class interval between 60-64 was 5 students (16.66%), class interval 65-69 was 0 students (0%), class interval 70-74 was 5 students (16.66%), class interval 75-79 was 5 students (16.66%), class interval 80-84 was 5 students (16.66%), the last class interval 85-89 was 5 students (16.66%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:
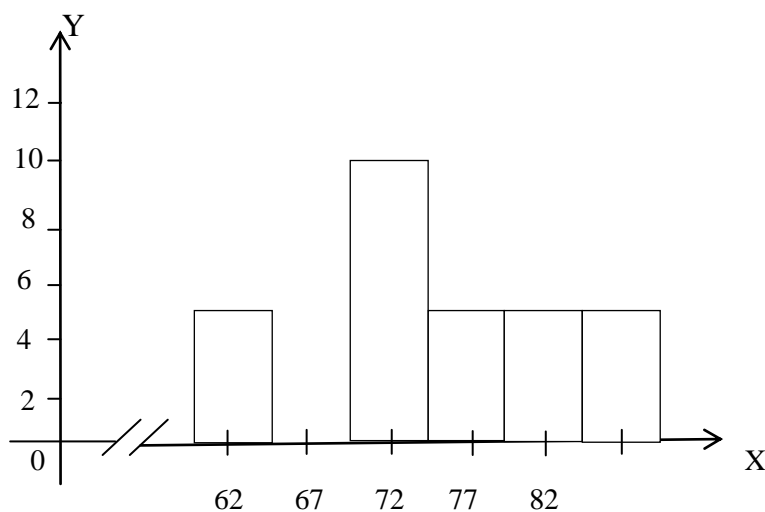
Figure 3 : Description Data of Students' Writing Descriptive Text   in Experimental Class (Post-test)

The above histogram shows that the data was normal.

b. Score of Post-Test Control Class

As the control class, the researcher took class XI AK-3. The result that had been gotten by the students in answering the test after the researcher taught the writing paragraph by using conventional method can be seen in the following table:

Table 12
The Score of Control class in Post-test

Total Score	1957
Highest score	87
Lowest score	48
Mean	65.42
Median	65
Modus	65
Range	39
Interval	7
Standard deviation	10.01
Variants	120.25

Based on the above table the total score of control class in post- test was 1957, mean was 65.42, standard deviation was 10.01,

variants was 120.25, median was 65, range was 39, modus was 65, interval was 7. The researcher got the lowest score was 48 and the highest score was 87. It can be seen on appendix 9. Then, the calculation of the frequency distribution of the students' score of control class can be applied into table frequency distribution as follow:

Table 13
Frequency Distribution of The Variables

No	Interval	Mid-Point	Frequency	Percentages
1	48 – 54	51	5	16.66%
2	55 – 61	58	6	20%
3	62 – 68	65	8	26.67%
4	69 – 75	72	6	20%
5	76 – 82	79	3	10%
6	83 – 89	86	2	6.67%
	$i = 7$	-	30	100%

From the table frequency distribution above shown that the students score is there in class interval between 48-54 was 5 students (16.66%), class interval 55-61 was 6 students (20%), class interval 62-68 was 8 students (26.67%), class interval 69-75 was 6 students (20%), class interval 76-82 was 3 students (10%), the last class interval 83-89 was 2 students (6.67%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:
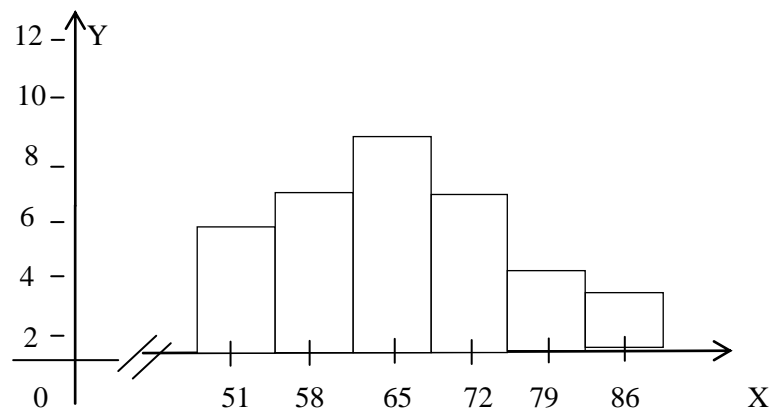
Figure 4 : Description Data of Students' Writing Descriptive Text in Control Class (Post-test)

The above histogram shows that the data was normal.

B. Hypothesis Test

After calculating the data of post-test, researcher found that post-test result of experimental class and control class is normal and homogenous. Based on the result, researcher used parametric test by using T-test to analyze the hypothesis. Hypothesis alternative (H_a) of the research was "Roundtable technique has effect on students' Writing Descriptive Text mastery at grade XI students of SMKN 1 Padangsidimpuan". The calculation can be seen on the appendix 11. The result of t-test was as follow:

Table 14
Result of T-test from the Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
-0.57	1.671	4.313	1.671

The test hypothesis have two criteria. First, if $t_{count} < t_{table}$, H_0 is accepted. Second, $t_{count} > t_{table}$, H_a is accepted. Based on researcher calculation in pre-test, researcher found t_{count} -0.57 while t_{table} 1.671 with opportunity $(1-\alpha) = 1-5\%$

$= 95\%$ and $dk = {}_{n1 + n2} - 2 = 30 + 30 - 2 = 58$. Cause $t_{count} < t_{table}$ (-0.57 <1.671), it meant that hypothesis H_a was rejected and H_0 was accepted. So, in pre-test, two classes were same. There is no difference in the both classes. But, in post-test, researcher found that t_{count} 4.313 while t_{table} 1.671 with opportunity $(1- \alpha) = 1$-5% = 95% and $dk = {}_{n1 + n2} - 2 = 30 + 30 - 2 = 58$. Cause $t_{count} > t_{table}$ (4.313>1.671), it meant that hypothesis H_a was accepted and H_0 was rejected. The calculation can be seen on the appendix 11. Based on the result of the data analysis, the researcher got the mean score of experimental in pre-test was 53.8 and in post-test was 69. Then, the mean score of control class in pre-test was 58.5 and in post-test was 65.42. The gain score was 8.28. The calculation can be seen on the appendix 13.

C. **Discussion**

The researcher discussed the result of this research. Based on the result of the data analysis, the researcher got the mean score of experimental in pre-test was 53.95 and in post-test was 69. The enhancement was 15.05. Then, the mean score of control class in pre-test was 58.5 and in post-test was 65.42. The enhancement was 6.92. So, based on its comparing can be concluded that the enhancement of experimental class was higher than control class. So, Roundtable technique gives the significant effect to Writing Descriptive text mastery.

It also discussed with the theory and compared with the related finding that has been stated by researcher. Related to the theory from Millis that Roundtable technique which is useful for brainstorming, reviewing, or

practicing skills that use a single sheet of paper and a pen for each team. Roundtable technique encourages the students to work together in a group to achieve the goal.[1] Based on the related findings, Thesis by Nurhasanah said that Roundtable technique was effective to use in teaching writing. It can be seen from the improvement of subjects who were able o pass the standard score ($\geq$75) from 27% in baseline data into 50% of students in the test cycle 1 and finally became 70%.[2] So, it was same with the result of this thesis that the implication of Roundtable technique was suitable to teach students' writing descriptive text mastery and give a positive effect on students' writing descriptive text mastery. It can be seen from the mean score of experimental in pre-test was 53.95 and in post-test was 69. The improving was 15.05. Then, the mean score of control class in pre-test was 58.5 and in post-test was 65.52. The improving was 6.92.

Next, Sri Septianita said that was more effective in increasing students' writing skills. It can be seen from the mean score of pre-test was 5.3 while post-test 7.6.[3] So, the comparison between pre-test and post-test was 43.40%. It was also same as this research that give the gain score between experimental class and control class 8.13. It meant that the Roundtable technique suitable to teach students' writing descriptive text mastery.

---

[1] Siti Su, Musli Ariani, and I Putu Sukmaantara, "The Effect of Roundtable Technique on the Seventh Grade Students' Tense Achievement at Smpn 1 Jelbuk in the 2013/2014 Academic Year," 2014, 2., http://repository.unej.ac.id/handle/123456789/64109.
[2] Nurhasanah, "Improving Students' Ability in Writing Narrative Text by Using Roundtable Technique Strategy at Grade VIII C of SMPN 11 Bengkulu," 1998, http://repository.unib.ac.id.
[3] Sri Septiana, "Increasing The Students' Writing Skill Through Roundtable Technique at The Second Year Students of SMPN 1 Sinjai Tengah," 2010.

Then, Meiken Nastiti said that Roundtable technique gave significant effect on students' writing ability. It can be seen from the t-test was higher than t-table (8.275 > 2.051) and P value t-test is lower than level of significance of 5%.[4] It meant this technique can be considered to be an alternative technique in teaching writing. There are some advantages of Roundtable technique. Roundtable technique make students more be active in learning process, this technique make students able to build upon each other contribution, can improve teaching social skills, can make students focused on their attention, and also give much time to think about their response.

This proofs show that Roundtable technique is appropriate in teaching writing descriptive text mastery and provide interest and motivation to students. So, Roundtable technique has given the effect to the research that has been done by the researcher or the other researcher who mentioned in related findings.

D. The 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 about the organization of the generic structure. So, it made students did not write sequentially.

---

[4] Meiken Nastiti, "The Efectiveness of Roundtable Technique to the Students' Writing Ability in Descriptive Text at the VIII Grade Students of SMPN 1 Semen," 2016, https://pdfs.semanticscholar.

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

CONCLUTION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusions of this researcher are:

1. Before using Roundtable technique, students' writing descriptive text mastery was enough. The mean score of pre-test for the experimental class was 53.8 and the mean score of pre-test for control class was 58.5

2. After using Roundtable technique, the mean score of experimental class was higher than before using Roundtable technique. The students' writing descriptive text mastery is good. The mean score of post-test for the experimental class was 69 and the mean score for control class taught by conventional technique was 65.42

3. The researcher found the research result of t-test where t_0 was higher than t_t was 4.313 and t_t was 1.671 (4.313 > 1.671). It meant that H_a was accepted, so there was significant effect of Roundtable technique on students' writing descriptive text mastery at grade XI students of SMKN 1 Padansidimpuan.

B. Suggestion

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. From the research result it is expected to the English teacher to apply Roundtable technique in teaching writing especially descriptive text to make learning process more active and to achieve the students writing in descriptive text.

2. From the research result it is also expected to the headmaster to suggest the English teacher to apply various technique in learning process such as Roundtable technique because this technique can achieve the students writing especially descriptive text.

3. The researcher suggests to another researcher to use this technique in solving another problems and find another factors that face by students in learning English process.

REFERENCES

Adelina, Rezki. "The Use of Roundtable Technique to Improve Students' Writing Skill of Narrative Text at Eleventh Grade in Senior High School 1 South Polongbangkeng English Education Department Tarbiyah and Teaching Science Faculty Alauddin State Islamic University of M," 2017. http://repositori.uin-alauddin.ac.id.

Ahmadi, Abu, and Joko Tri Prasetya. *Strategy Belajar Mengajar*. Bandung: CV. Pustaka Setia, 2005.

Airasian, L.R Gay and Peter. *Educational Research for Analysis and Application*. America: Prentice Hall, 1992.

Alawi, Fikri Fauzi. "Improving Students' Ability in Writing Fikri Fauzi Alawi Department of English Eduction Faculty of Tarbiyah and Teachers Training Syarif Hidayatullah State Islamic University," 2011. http://scholar.google.co.id.

And, Prabhat Pandey Meenu Mishra Pandey. *Research Metodology*. Romania: Bridge Center, 2015.

Andayani, Made Adi. "Digital Repository Universitas A Publication on EFL Education Journal Address :" *EFL Education Journal* 3, no. 9 (2016): 697–706.

Arikunto, Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta, 1993.

Arthur Hughes. *Testing for Language Teacher*. New York: Cambridge University Press, 1990.

Benyamin, Herman. *English for Vocational School Grade Program*. Edited by Renisa Khairani. Bandung, 2014.

Chugunova, N.V. "Innovative Techniques for Teaching English." *Scientific Articles*, 2013, 134–35. https://elibrary.ru.

Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 2nd Edition*. USA: Sage Publication Inc, 2003.

Dimitrios, Belias, Kakkos Nikolaos, Ass Prof, and Koutiva Maria. "Traditional Teaching Methods Vs . Teaching Through The Application of Information and Communication Technologies in the Accounting Field: Quo Vadis?" 9, no. 28 (2013): 73–101.

Djamarh, Syaiful Bahri. *Strategy Belajar Mengajar*. Jakarta: PT. Asdi Mahasatya,

2006.

Furaidah, Zuliati Rohmah, dan Utami Widiati. *Bahasa Inggris*. Jakarta: Pusat Kurikulum dan Penerbitan, Balitbang, Kemendikbud, 2017.

Huy, Nguyen Thanh. "Problems Affecting Learning Writing Skill of Grade 11 at Thong Linh High School" 3, no. 2 (2015): 53–69.

Irianto, Agus. *Statistik Konsep Dasar Dan Aplikasinya*. Padang: Departemen Pendidikan Nasional, 2003.

Lailatul Fidyati, Albert Rafinus, Wardah. "Using Roundtable Technique in Teaching Writing Hortatory Exposition Text." *Jurnal Pendidikan Dan Pembelajaran*, 2016, 1–12. http://jurnal.untan.ac.id.

Lapoto, Sihab, and Ade Potradinata. "An Analysis of Student ' s Descriptive Text Writing in Systemic Functional Linguistic (SFL) Perspectives." *International Journal of Languages, Literature and Linguistics* 4, no. 2 (2018): 125–31. https://doi.org/10.18178/ijlll.2018.4.2.161.

Masitoh, Siti. "ELTIN Journal Vol 3/1, April 2015." *ELTIN Journal* 3, no. April (2015): 38–52.

Meredith D. Gall, Joyce P. Gall, and Walter R. Borg. *Research an Introduction*. Edited by Inc Pearson Education. New York, 2003.

Muaziza, Heni Lailatul, and H. "The Effect of Roundtable Technique to the Students' Reading Comprehension Achievement in Narrative Text to the Second Year Students MA HM Tribakti Kediri." *Journal of English Teaching and Research* 1, no. February (2016): 27–37. http://efektor.lp2m.unpkediri.ac.id/index.php/inggris/article/view/275.

Mukarromah, Maulida. "Digital Digital Repository Repository Universitas Universitas Jember Jember Digital Digital Repository Repository Universitas Universitas Jember Jember." *EFL Education Journal* 4 (2017): 769–78. https://repository.unej.ac.id/bitstream/handle/123456789/82922/Maulida.

Nastiti, Meiken. "The Efectiveness of Roundtable Technique to the Students' Writing Ability in Descriptive Text at the VIII Grade Students of SMPN 1 Semen," 2016.

Nunan, David. *Practical English Language Teaching*. New York: McGraww-Hill, 2003.

Peha, Steve. *The Writing Teachers' Strategy Guide*, 2003.

Puspasari, Cici. "The Effect of Roundtable Technique on Students' Writing of Descriptive Text," 2018. http://repository.uinjkt.ac.id.

Shinda, Sanggam Siahaan and Kisno. *Genetic Text Structure*. Yogyakarta: Graha Ilmu, 2008.

Shinoda, Sanggam Siahaan and Kisno. *Generic Text Structure*. Yogyakarta: Graha Ilmu, 2008.

Siregar, Verawati Fajrin, and K Syafri. "The Use of Cooperative Learning Type Roundtable Technique to Improve The Ability of the Second Year Students of SMAN 10 Pekanbaru in Writing Hortatory Exposition Text," n.d., 1–11. https://jom.unri.ac.id/index.php/JOMFKIP/article/view/1893.

Stenlev, Jette. "Roundtable As Cooperative Learning Technique." *English Language and Linguistics* 18, no. 01 (2011): 40–45. www.academia.edu/download/33826036/Roundtable_as_cooperative_learning_technique.pdf.

Su, Siti, Musli Ariani, and I Putu Sukmaantara. "The Effect of Roundtable Technique on the Seventh Grade Students' Tense Achievement at Smpn 1 Jelbuk in the 2013/2014 Academic Year," 2014, 1–4. http://repository.unej.ac.id/handle/123456789/64109.

Turfina Andriyani. "Teaching Writing on 'Descriptive Text' for the First Grade of SMP N 03 Mojogedang Karanganyar," 2017. http://eprints.iain-surakarta.ac.id.

Utami Widiati, Zuliati Rohmah, dan Furaidah. *Bahasa Inggris*. Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud, 2014.

Weir, Cyril J. *Communicative Language Testing*. New York: Prentice Hall International, 1990.

Wulandari, Risti. "Improving Students Writing Ability by Using Roundtable Technique," no. 2 (2015): 1–17. http://jurnal-mahasiswa.unisri.ac.id/index.php/fkiping/article/viewFile/187/130.

CURRICULUM VITAE

A. Identity

Name : Putri Diansyah Siregar

Registration Number : 15 203 00055

Place/ Date of Birthday : Padangsidimpuan, 21st October 1997

Sex : Female

Religion : Islam

Address : Jl. Imam Bonjol, Padangsidimpuan Selatan

B. Parents

Father's Name : Alm. Irwansyah Siregar

Mother's Name : Wardiana Lubis

C. Educational Background

1. Elementary School : SDN 200101/1 Padangsidimpuan (2009)

2. Junior High School : SMP Negeri 3 Padangsidimpuan (2012)

3. Senior High School : SMA Negeri 2 Padangsidimpuan (2015)

4. Institute : IAIN Padangsidimpuan (2019)

Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

CONTROL CLASS

NamaSekolah   : SMK NEGERI 1 PADANGSIDIMPUAN
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : XI / 2
Materi Pokok   : Descriptive Text
Alokasi Waktu   : 3 x 45 menit

A. Kompetensi Inti:

  ❖ KI 1   : Menghayati dan mengamalkan ajaran agama yang dianutnya

  ❖ KI2   : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

  ❖ KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya 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 abstrakterkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. KompetensiDasar:

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

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

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

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

C. Indikator :

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 :

- Teks deskripsi
- Fungsi sosial : Menyatakan pendapat tentang topik yang dibicarakan secara bertanggung jawab
- Struktur Teks :

  a. Menyebutkan atau memperkenalkan suatu objek yang akan dideskripsikan.

  b. Mendeskripsikan ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang akan dideskripsikan.

- Unsur Kebahasaan :

  a. Kalimat Simple Present

  b. Menunjukkan kata benda

  c. Penggunaan berbagai jenis kata sifat (adjective).

E. Metode pembelajaran:

Lecture Method

F. KegiatanPembelajaran :

Pertemuan 1

1) KegiatanPendahuluan

  ➢ Greeting, praying and checking the students' readiness *(PPK)*

  ➢ Warmer up untuk menstimulus semangat siswa sebelum memulai pelajaran

  ➢ Apersepsi : Memberi pertanyaan sebagai Brainstorming

2) Kegiatan Inti

  Problem statement (pertanyaan/identifikasi masalah)

  ➢ Guru menjelaskan descriptive text kepada siswa

  ➢ Guru membagikan teks deskripsi

  Data processing (pengolahan Data)

  ➢ Siswa membaca teks deskripsi dan mencatat kosa kata sulit

  ➢ Siswa menuliskan teks deskripsi.

  Verification (pembuktian)

  ➢ Guru memberi konfirmasi tentang hasil penyajian siswa

  Generalization (menarik kesimpulan)

  ➢ Guru menyimpulkan materi dan memberikan ulasan

3) Kegiatan Penutup

  ➢ Melakukan refleksi

  ➢ Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi

  ➢ Guru menutup pelajaran dengan doa dan salam

G. Media :

Laptop, infocus, buku, white board,board marker.

H. Sumber :

- Buku Bahasa Inggris Departemen Pendidikan dan Kebudayaan
- internet
- Suara guru

Lampiran – Lampiran

Materi Pembelajaran

DESCRIPTIVE TEXT

1. **Definition of Descriptive Text**

   Descriptive text is a text which presents information about something specifically or says what a person or a thing is like. It means that descriptive text is a text which the context is describing of particular thing, animal, person or others, for instance: our pets or a person we know well.

2. **Generic Structure of Descriptive Text**

   a) Identification: is explained the name of something, place, city, picture, and family with brief description, to identify the object to describe.

   b) Description: describes parts, characteristics and qualities of the parts of the object.

3. **Language Features on Descriptive Text**

   The language features on analytical exposition text are:

   a. Focus on specific participant (City, my pet).

   b. Use simple present tense

c. Verbs of being and having 'Relation Process', (My sister is really beautiful, she has long black hair).

d. Use descriptive adjective (white fangs, strong legs).

e. Use of detailed Noun Phrase to give information about the subject (a sweet young lady, very thick fur, a very beautiful scenery).

f. Use action verbs 'Material Process' (it eats grass, it runs fast).

g. Use of adverbials to give additional information about behaviour (fast, a tree house)

4. **The Example of Descriptive Text**

My Sweety Cat

Hello friends, do you want to know my pet? I have a pet, called *Anta*. My bother named her *Anta*. I do not know the reason why my brother calls her *Anta* but i think i love it. Physically my sweety cat is very cute. She has soft, white yellow fur. She was very fat and aggressive, but she rarely meows. She has long crooked tail. It was very funny.

Anta is my plamate. She likes playing with me but sometimes she is disturbing. She bites my finger or lick them. It it very tickled. I feel her twice a day, but when i see her face, my annoyance gone.

She is very playful. She likes playing with a ball. She throws the ball up then she chase and catch it back. Whenever *Anta* is lonely, she is always quiet and alone. But when she is quiet, i often tease her, and then she turns to be happy.When i come back home, she always greets me with

"meows", and welcome me at the entrance gate. That is way i love her so

much.

Padangsidimpuan,   2019

Mengetahui,

Validator   **Researcher**

Enni Sahroni, S.Pd   **Putri Diansyah Siregar**
NIP. 19710801 200502 2 001   **NIM. 1520300055**

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

EXPERIMENTAL CLASS

NamaSekolah   : SMK NEGERI 1 PADANGSIDIMPUAN
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : XI / 2
Materi Pokok   : Descriptive Text
Alokasi Waktu   : 3 x 45 menit

I. Kompetensi Inti:

❖ KI 1   : Menghayati dan mengamalkan ajaran agama yang dianutnya

❖ KI2   : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

❖ KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya 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 abstrakterkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu   menggunakan metoda sesuai kaidah keilmuan.

J. KompetensiDasar:

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

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

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

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

K. Indikator:

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.

L. Materi :

- Teks deskripsi
- Fungsi sosial : Menyatakan pendapat tentang topik yang dibicarakan secara bertanggung jawab
- Struktur Teks :

  a. Menyebutkan atau memperkenalkan suatu objek yang akan dideskripsikan.

  b. Mendeskripsikan ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang akan dideskripsikan.

- Unsur Kebahasaan :

  d. Kalimat Simple Present

  e. Menunjukkan kata benda

  f. Penggunaan berbagai jenis kata sifat (adjective).

M. Metode Pembelajaran:

Roundtable Technique.

N. KegiatanPembelajaran:

Pertemuan 1

4) KegiatanPendahuluan

➢ Greeting, praying and checking the students' readiness *(PPK)*

➢ warmer up untuk menstimulus semangat siswa sebelum memulai pelajaran

➢ Apersepsi : Memberi pertanyaan sebagai Brainstorming

5) Kegiatan Inti

Stimulation (simullasi/Pemberian rangsangan)

➢ Guru menampilkan gambar yang berhubungan dengan descriptive text

Problem statement (pertanyaan/identifikasi masalah)

➢ Guru meminta siswa mengamati gambar (*Creative)*

➢ Guru menjelaskan secara umum tentang gambar

➢ Guru menjelaskan descriptive text

➢ Guru membimbing siswa untuk melakukan tahapan Roundtable Technique.

a) Grouping, the teacher asks the students to sit in a group of four group.

b) Preparing, the teacher gives the groups theme.

c) Brainstorming, the teacher asks the member of groups to write words related to the theme.

d) Writing, the group writes a text using the words/phrases written.

e) Evaluating, the teacher asks each group to make correction.

f) Revising, each group revises their work/writing.

Teacher Activity	Procedures	Students Activity
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, the teacher asks the students to sit in a group of four students.	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 and sit around the table.
4. Teacher gives the theme for each group. 5. Teacher gives the answer sheet for each group	2. Preparing, the teacher gives the groups theme.	1. Each group read the theme given by the teacher. 2. Each group take a sheet of paper and a pen.
6. Teacher brainstorm the students about the things related to the theme.	3. Brainstorming, the teacher asks the member of groups to write words or phrases related to the theme.	3. Every member of group gives their contribution to write words or phrase relate to the theme.
7. Teacher asked every member of group to write a text using their own words or phrase. 8. Teacher set the time to control the students' work around 20-30 minutes.	4. Writing, the groups writes a text using the words/phrases written.	4. Every member of group write a text using their own words or phrase. 5. Students work based on the time given by the teacher.
9. Teacher asks one of the members in each group to present their writing.	5. Presenting, each groups present their writing.	6. One of the members in each group present their writing.
10. Teacher asks each group to correct their writing. 11. The teacher gives the feedback to the students.	6. Evaluating, the teacher asks each group to make correction.	7. Each group make correction. 8. Every member could ask the teacher about what they do not understand.

12. Teacher asks each group to revise their writing.	7. Revising, each group revises their work/writing.	9. Each group revise their writing.

Data *collection* (pengumpulan data)

Verification (pembuktian)

➢ Guru memberi konfirmasi tentang hasil penyajian siswa

Generalization (menarik kesimpulan)

➢ Guru menyimpulkan materi dan memberikan ulasan.

6) Kegiatan Penutup

➢ Melakukan refleksi

➢ Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi

➢ Guru menutup pelajaran dengan doa dan salam.

O. Media :

Laptop, infocus, buku, gambar, white board, board marker.

P. Sumber :

▪ Buku Bahasa Inggris Departemen Pendidikan dan Kebudayaan

▪ internet

▪ Suara guru

Lampiran – Lampiran

Materi Pembelajaran

DESCRIPTIVE TEXT

1. **Definition of Descriptive Text**

Descriptive text is a text which presents information about something specifically or says what a person or a thing is like. It means

that descriptive text is a text which the context is describing of particular thing, animal, person or others, for instance: our pets or a person we know well.

2. **Generic Structure of Descriptive Text**

   c) Identification: is explained the name of something, place, city, picture, and family with brief description, to identify the object to describe.

   d) Description: describes parts, characteristics and qualities of the parts of the object.

3. **Language Features on Descriptive Text**

   The language features on analytical exposition text are:

   h. Focus on specific participant (My President, My Mother, My Favorite Place).

   i. Use simple present tense

   j. Verbs of being and having 'Relation Process', (My sister is really beautiful, she has long black hair).

   k. Use descriptive adjective (white fangs, strong legs).

   l. Use of detailed Noun Phrase to give information about the subject (a sweet young lady, very thick fur, a very beautiful scenery).

   m. Use action verbs 'Material Process' (it eats grass, it runs fast).

   n. Use of adverbials to give additional information about behaviour (fast, a tree house).

4. **The Example of Descriptive Text**

   My Sweety Cat

Hello friends, do you want to know my pet? I have a pet, called *Anta*. My bother named her *Anta*. I do not know the reason why my brother calls her *Anta* but i think i love it. Physically my sweety cat is very cute. She has soft, white yellow fur. She was very fat and aggressive, but she rarely meows. She has long crooked tail. It was very funny.

Anta is my plamate. She likes playing with me but sometimes she is disturbing. She bites my finger or lick them. It it very tickled. I feel her twice a day, but when i see her face, my annoyance gone.

She is very playful. She likes playing with a ball. She throws the ball up then she chase and catch it back. Whenever *Anta* is lonely, she is always quiet and alone. But when she is quiet, i often tease her, and then she turns to be happy.When i come back home, she always greets me with "meows", and welcome me at the entrance gate. That is way i love her so much.

Padangsidimpuan,   2019

Mengetahui,

Validator   **Researcher**

Enni Sahroni, S.Pd   **Putri Diansyah Siregar**
NIP. 19710801 200502 2 001   **NIM. 1520300055**

Appendix 3

THE RESEARCH INSTRUMENT OF WRITING DESCRIPTIVE TEXT

(Pre-test)

Nama:

Kelas:

1. **Pengantar**

   Tes ini bertujuan untuk menjaring data dari siswa/i mengenai students' ability in writing descriptive text dan jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini.

2. **Petunjuk**
   a. Tulis dalam bentuk teks descriptive berdasarkan pengetahuan anda.
   b. Apabila ada pertanyaan yang kurang jelas, tanyakan langsung kepada pengawas.

3. **Soal**

   Write down descriptive text about city "Sibolga"

   ....
   ....
   ....
   ....
   ....
   ....
   ....
   ....
   ....
   ....
   ....
   ....
   ....
   ....
   ....
   ....
   ....
   ....
   ....
   ....
   ....

....
....
....
....
....
....
....
....
....
....
....
....
....
....
....
....
....
....
....
....

Padangsidimpuan,   2019

Validator

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

Appendix 4

THE RESEARCH INSTRUMENT OF WRITING DESCRIPTIVE TEXT

(Post-test)

Nama:

Kelas:

4. **Pengantar**

   Tes ini bertujuan untuk menjaring data dari siswa/i mengenai students' ability in writing descriptive text dan jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini.

5. **Petunjuk**

   c. Tulis dalam bentuk teks descriptive berdasarkan pengetahuan anda.

   d. Apabila ada pertanyaan yang kurang jelas, tanyakan langsung kepada pengawas.

6. **Soal**

   Write down descriptive text about city "Padangsidimpuan"

   ....
   ....
   ....
   ....
   ....
   ....
   ....
   ....
   ....
   ....
   ....
   ....
   ....
   ....
   ....
   ....
   ....
   ....
   ....
   ....
   ....
   ....
   ....

………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………

Padangsidimpuan,   2019

Validator

Enni Sahroni, S.Pd
NIP. 19710801 200502 2 002

Appendix 5

Score of Experimental Class and Control Class on Pre-Test

a. **Score of Experimental Class Pre-Test**

No	Students Initial Name	Pre-test
1	AKP	65
2	AF	45
3	ADH	40
4	AR	70
5	AL	75
6	AAS	35
7	DH	36
8	ESS	60
9	FB	28
10	GAR	50
11	HR	21
12	HAH	70
13	IE	45
14	KLNS	54
15	LH	50
16	LS	60
17	MDW	54
18	MM	40
19	MH	56
20	NSS	65
21	NAS	68
22	NHS	44

23	PW	36
24	PK	62
25	PS	50
26	RAD	38
27	RM	30
28	RM	52
29	THS	44
30	TF	68
Total		1506

b. Score of Control Class Pre-Test

No	Students Initial Name	Pre-Test
1	AHZ	50
2	AS	62
3	AP	65
4	AM	50
5	DP	70
6	DR	48
7	ERD	77
8	F	60
9	HS	48
10	HA	70
11	IH	48
12	JW	65
13	LAF	45

14	LD	50
15	MT	65
16	MR	60
17	NRS	55
18	NAP	40
19	PH	45
20	PN	65
21	PZ	30
22	RS	65
23	RS	35
24	RK	55
25	RH	42
26	RW	42
27	SSR	55
28	SN	55
29	SIY	60
30	TA	52
	Total	1787

RESULT OF NORMALITY TEST IN PRE TEST

RESULT OF THE NORMALITY TEST OF XI AK-2 IN PRE-TEST

1. The score of XI AK-2 class in pre test from low score to high score:

21	38	45	54	65
28	40	50	56	68
30	40	50	60	68
35	40	50	60	70
36	44	52	62	70
36	44	54	65	75

2. High   = 75

    Low   = 21

    Range   = High score – Low score

               = 75 - 21
               = 54

3. Total of Classes   = 1 + 3,3 log (n)

                       = 1 + 3,3 log (30)

                       = 1 + 3,3 (1.47)

                       = 1 + 4.85

                       = 5.85

                       = 6

4. Length of Classes $= \dfrac{range}{total\ of\ class} = \dfrac{54}{6} = 9$

5. Mean

Interval Class	F	X	X^1	Fx^1	x^2	fx^2
21 – 29	2	25	+3	6	9	18
30 – 38	5	34	+2	10	4	20
39 – 47	6	43	+1	6	1	6

48 – 56	7	**52**	0	0	0	0
57 – 65	5	61	-1	-5	1	5
66 – 74	4	70	-2	-8	4	16
75 – 83	1	79	-3	-3	9	9
$i = 9$	30	-	-	6	-	74

$$Mx = M^1 + i\frac{\Sigma fx^1}{N}$$

$$= 52 + 9\left(\tfrac{6}{30}\right)$$

$$= 52 + 9\ (0.2)$$

$$= 52 + 1.8$$

$$= 53.8$$

$$SD_t = i\sqrt{\frac{\Sigma fx'^2}{n} - \left(\frac{\Sigma fx'}{n}\right)^2}$$

$$= 9\sqrt{\frac{74}{30} - \left(\tfrac{6}{30}\right)^2}$$

$$= 9\sqrt{2.46 - (0.2)^2}$$

$$= 9\sqrt{2.46 - 0.04}$$

$$= 9\sqrt{2.42}$$

$$= 9 \times 1.55$$

$$= 13.9$$

Table of Normality Data Test with Chi Kuadrad Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0\text{-}f_h)}{f_h}$
75 – 83	83.5	2.12	0.4830				
				0.05	1.5	2	0.33
66 – 74	74.5	1.48	0.4306				
				0.13	3.9	5	0.28
57 – 65	65.5	0.83	0.2967				
				0.22	6.6	6	-0.09
48 – 56	5 6.5	0.19	0.0753				
				-0.25	-7.5	7	-1.93
39 – 47	47.5	-0.45	0.32636				
				0.18	5.4	5	-0.07
30 – 38	38.5	-1.09	0.13786				
				0.09	2.7	4	0.48
21 - 29	29.5	-1.74	0.04093				
				0.03	0.9	1	0.11
	20.5	-2.38	0.00866				
						x^2	3.29

Based on the table above, the reseracher found that $x^2_{count} = 3.29$. while $x^2_{table} = 11.070$ cause $x^2_{count} < x^2_{table}$ (3.29 < 11.070) with degree of freedom (dk) = 6–1 = 5 and significant level $\alpha = 5\%$. So distribution of XI AK-2 class (pre-test) is normal.

6. Median

Interval	F	Fk
21 – 29	2	2
30 – 38	5	7
39 – 47	6	13
48 – 56	**7**	**20**
57 – 65	5	25
66 – 74	4	29
75 – 83	1	30

Position of Me in the interval of classes is number 4, that:

Bb = 47.5

F = 13

fm = 7

i = 9

n = 30

1/2n = 15

So :

$$Me = Bb + i \left(\frac{n/2 - F}{fm} \right)$$

$$= 47.5 + 9 \left(\frac{15 - 13}{9} \right)$$

$$= 47.5 + 9 \ (0.22)$$

$$= 47.5 + 1.98$$

$$= 49.48$$

7. Modus

Interval	F	Fk
21 – 29	2	2
30 – 38	5	7
39 – 47	6	13
48 – 56	**7**	20
57 – 65	5	25
66 – 74	4	29
75 – 83	1	30

$$M_o = L + \frac{d_1}{d_1 + d_2} \ i$$

L = 47.5

d_1 = 1

d_2 = 2

i   = 9

So,

M_o $= 47.5 + \dfrac{1}{1+2} \ 9$

        $= 47.5 + 0.33 \ (9)$

        $= 47.5 + 2.97$

        $= 50.47$

RESULT OF NORMALITY TEST IN PRE TEST

RESULT OF THE NORMALITY TEST OF XI AK-3 IN PRE-TEST

1. The score of XI AK-3 class in pre test from low score to high score:

35	50	60	65	69
42	55	60	65	70
45	55	60	65	70
48	58	60	65	70
50	58	62	65	75
50	58	62	65	75

2. High   = 75

   Low   = 35

   Range = High – Low

        = 75 - 35
        = 40

3. Total of Classes = 1 + 3,3 log (30)

                = 1 + 3,3 log (30)

                = 1 + 3,3 (1.47)

                = 1 + 4.85

                = 5.85

                = 6

4. Length of Classes $= \dfrac{range}{total\ of\ class} = \dfrac{40}{6} = 6.6 = 7$

5. Mean

Interval Class	F	X	x'	fx'	x'^2	fx'^2
35 – 41	1	38	+3	3	9	9
42 – 48	3	45	+2	6	4	12
49 – 55	5	52	+1	5	1	5
56 – 62	**9**	**59**	0	0	0	0
63 – 69	7	66	-1	-7	1	7
70 – 76	5	73	-2	-10	4	20
$i = 7$	30	-	-	-3	-	53

$$Mx = M^1 + i\frac{\Sigma fx^1}{N}$$

$$= 55.5 + 7\left(\frac{-3}{30}\right)$$

$$= 55.5 + 7\,(-0.1)$$

$$= 55.5 + -0.7$$

$$= 58.5$$

$$SD_t = i\sqrt{\frac{\Sigma fx'^2}{n} - \left(\frac{\Sigma fx'}{n}\right)^2}$$

$$= 7\sqrt{\frac{53}{30} - \left(\frac{-3}{30}\right)^2}$$

$$= 7\sqrt{1.76 - (-0.1)^2}$$

$$= 7\sqrt{1.76 - 0.01}$$

$$= 7\sqrt{1.75}$$

$$= 7 \times 1.32$$

$$= 9.24$$

Table of Normality Data Test with Chi Kuadrad Formula

Interval	Real Upper	Z –	Limit of	Large of	f_h	f_0	(f_0-f_h)

of Score	Limit	Score	Large of the Area	area			f_h
70 – 76	76.5	1.94	0.4738				
				0.09	2.7	1	-1.7
63 – 69	69.5	1.19	0.3830				
				0.21	6.3	3	-0.52
56 – 62	62.5	0.43	0.1664				
				-0.2	-6	5	-1.83
49 – 55	55.5	-0.32	0.37448				
				0.22	6.6	9	0.36
42 – 48	48.5	-1.08	0.147007				
				0.11	3.3	7	1.12
35 – 41	41.5	-1.83	0.03362				
				0.02	0.6	5	7.3
	34.5	-2.59	0.00480				
						X^2	4.73

Based on the table above, the reseracher found that $x^2_{count} = 4.73$ while $x^2_{table} = 11.070$ cause $x^2_{count} < x^2_{table}$ (4.73 < 11.070) with degree of freedom (dk) = 6–1 = 5 and significant level $\alpha = 5\%$. So distribution of XI AK-2 class (pre-test) is normal.

6. Median

No	Interval	F	Fk
1	35 – 41	1	4
2	42 – 48	3	10
3	49 – 55	5	17
4	**56 – 62**	**9**	**26**
5	63 – 69	7	31
6	70 – 76	5	36

Position of Me in the interval of classes is number 4, that:
Bb = 55.5
F = 9

fm = 9
i = 7
n = 30
1/2n = 15
So :

$$Me = Bb + i \left(\frac{n/2 - F}{fm} \right)$$

$$= 55.5 + 7 \left(\frac{15-9}{9} \right)$$

= 55.5 + 7 (0.66)

= 55.5 + 5.67

= 61.17

7. Modus

No	Interval	F	Fk
1	35 – 41	1	1
2	42 – 48	3	4
3	49 – 55	5	9
4	**56 – 62**	**9**	**18**
5	63 – 69	7	25
6	70 – 76	5	30

$$M_o = L + \frac{d_1}{d_1 + d_2} i$$

L = 55.5

d_1 = 4

d_2 = 2

i = 7

So,

$$M_o = 55.5 + \frac{4}{4+2} 7$$

= 55.5 + 0.6 (7)

= 55.5 + 4.2

= 59.7

Appendix 7

HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get variant of the first class as experimental class sample and variant of the second class as control class sample are used homogeneity test by using formula:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

Hypotheses:

$H_0 \qquad : \delta_1^2 = \delta_2^2$

$H_1 \qquad : \delta_1^2 \neq \delta_2^2$

A. Variant of the XI AK-2 class is:

NO	Xi	Xi^2
1.	21	441
2.	28	784
3.	30	900
4.	35	1225
5.	36	1296
6.	36	1296
7.	38	1444
8.	38	1444
9.	40	1600
10.	40	1600
11.	40	1600
12.	44	1936
13.	44	1936
14.	45	2025
15.	50	2500
16.	50	2500
17.	50	2500
18.	52	2704
19.	54	2916
20.	54	2916
21.	56	3136
22.	60	3600
23.	60	3600
24.	62	3844
25.	65	4225

26.	65	4225
27.	68	4624
28.	68	4624
29.	70	4900
30.	75	5625
Total	1506	77966

$N = 30$

$\sum xi = 1506$

$\sum_{xi} 2 = 77966$

So:

$$S^2 = \frac{n\sum xi^2 - (\sum xi)}{n(n-1)}$$

$$= \frac{30\,(77966) - (1506)^2}{30(30-1)}$$

$$= \frac{2338980 - 2268036}{30(29)}$$

$$= \frac{70944}{870}$$

$$= 81.54$$

B. Variant of the XI AK-3 class is:

NO	Xi	Xi^2
1.	35	1225
2.	42	1764
3.	45	2025
4.	48	2304
5.	50	2500
6.	50	2500
7.	50	2500
8.	55	3925
9.	55	3025
10.	58	3364
11.	58	3364
12.	58	3364
13.	60	3600
14.	60	3600
15.	60	3600
16.	60	3600
17.	62	3844
18.	62	3844
19.	65	4225
20.	65	4225
21.	65	4225
22.	65	4225

23.	65	4225
24.	65	4225
25.	69	4761
26.	70	4900
27.	70	4900
28.	70	4900
29.	75	5625
30.	75	5625
Total	1787	110009

$N = 30$

$\sum xi = 1787$

$\sum xi\,2 = 110009$

So:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

$$= \frac{30(110009) - (1787)^2}{30(30-1)}$$

$$= \frac{3300270 - 3193369}{30(29)}$$

$$= \frac{106901}{870}$$

$$= 122.87$$

The Formula was used to test the homogeneity was:

$$F = \frac{The\ Biggest\ Variant}{The\ Smallest\ Variant}$$

1. XI AK-2 and XI AK-3:

$$F = \frac{The\ Biggest\ Variant}{The\ Smallest\ Variant}$$

So:

$$F = \frac{122.87}{81.54}$$

$$= 1.5$$

After doing the calculation, researcher found that $F_{count} = 1.5$. It had been compared to F_{table} with α 5% and dk numerator and deminator were

same (n_1 and $n_2 = 30$; dk = 30-1 = 29).From the distribution list F, researcher found that $F_{table} = 4.18$, so $F_{count} < F_{table}$ (1.5< 4.18). It could be concluded that there is no difference variant between the XI AK-2 class and XI AK-3 class. It means that the variant is homogenous.

Appendix 8

Score of Experimental and Control Class on Post-Test

   a. **Score of Experimental Class Post-Test**

1	AKP	65
2	AF	45
3	ADH	40
4	AR	70
5	AL	75
6	AAS	35
7	DH	36
8	ESS	60
9	FB	28
10	GAR	50
11	HR	21
12	HAH	70
13	IE	45
14	KLNS	54
15	LH	50
16	LS	60
17	MDW	54
18	MM	40
19	MH	56
20	NSS	65
21	NAS	68
22	NHS	44
23	PW	36

24	PK	62
25	PS	50
26	RAD	38
27	RM	30
28	RM	52
29	THS	44
30	TF	68
Total		1506

b. **Score of Control Class Post-Test**

No	Students Initial Name	Post-Test
1	AHZ	60
2	AS	48
3	AP	50
4	AM	55
5	DP	75
6	DR	75
7	ERD	70
8	F	65
9	HS	55
10	HA	55
11	IH	48
12	JW	50
13	LAF	55
14	LD	65
15	MT	78

16	MR	68
17	NRS	68
18	NAP	60
19	PH	58
20	PN	80
21	PZ	65
22	RS	68
23	RS	65
24	RK	50
25	RH	70
26	RW	87
27	SSR	80
28	SN	80
29	SIY	70
30	TA	75
Total		1957

Appendix 9

RESULT OF NORMALITY TEST IN POST TEST

RESULT OF THE NORMALITY TEST OF XI AK-2 IN POST-TEST

8. The score of XI AK-2 class in post test from low score to high score:

60	70	73	78	80
60	70	73	78	85
60	70	73	80	85
60	70	78	80	85
60	73	78	80	85
70	73	78	80	85

9. High   = 85

    Low   = 60

    Range   = High – Low

              = 85 - 60

              = 25

10. Total of Classes   = 1 + 3,3 log (n)

                      = 1 + 3,3 log (30)

                      = 1 + 3,3 (1.47)

                      = 1 + 4.87

                      = 5.87

                      = 6

11.   Length of Classes $= \frac{range}{total\ of\ class} = \frac{25}{6} = 4.16 = 5$

12.   Mean

Interval Class	F	X	x'	fx'	x'^2	fx'^2
60 – 64	5	62	+2	10	4	20
65 – 69	0	67	+1	0	1	0
70 – 74	**10**	**72**	**0**	**0**	**0**	**0**
75 – 79	5	77	-1	-5	1	5

80 – 84	5	82	-2	-10	4	20
85 – 89	5	87	-3	-15	9	45
$i = 8$	30	-	-	-20	-	90

$$Mx = M^1 + i\frac{\Sigma fx^1}{N}$$

$$= 72 + 5\left(\frac{-20}{30}\right)$$

$$= 72 + 5\,(-0.6)$$

$$= 72 + (-3)$$

$$= 69$$

$$SD_t = i\sqrt{\frac{\Sigma fx\prime^2}{n} - \left(\frac{\Sigma fx\prime}{n}\right)^2}$$

$$= 5\sqrt{\frac{90}{30} - \left(\frac{5}{30}\right)^2}$$

$$= 5\sqrt{3 - (0.16)^2}$$

$$= 5\sqrt{2.98}$$

$$= 5 \times 1.72$$

$$= 8.6$$

Table of Normality Data Test with Chi Kuadrad Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\dfrac{(f_0\text{-}f_h)}{f_h}$
85 – 89	89.5	2.38	0.4913				
				0.02	0.6	5	7.3
80 – 84	84.5	1.8	0.4641				
				0.07	2.1	0	-1
75 – 79	79.5	1.22	0.3888				
				0.17	5.1	10	0.96
70 – 74	74.5	0.63	0.2357				
				0.15	4.5	5	0.1
65 – 69	69.5	0.05	0.0199				
				-0.28	-8.4	5	-1.59
60 – 64	64.5	-0.52	0.30153				
				0.16	4.8	5	0.04
	59.5	-1.1	0.13567				
						X^2	5.81

Based on the table above, the reseracher found that $x^2{}_{count}$ = 5.81 while $x^2{}_{table}$ = 11.070 cause $x^2{}_{count} < x^2{}_{table}$ (5.81 < 11.070) with degree of freedom (dk) = 6–1 = 5 and significant level α = 5%. So distribution of XI AK-2 class (pre-test) is normal.

13. Median

No	Interval	F	Fk
1	60 – 64	5	5
2	65 – 69	0	5
3	**70 – 74**	**10**	**15**
4	75 – 79	5	20
5	80 – 84	5	25
6	85 – 89	5	30

Position of Me in the interval of classes is number 3, that:

Bb = 69.5

F = 10

fm =10

i = 5

n = 30

1/2n = 15

So :

$$Me = Bb + i \left(\frac{\frac{n}{2} - F}{fm} \right)$$

$$= 69.5 + 5 \left(\frac{15-10}{10} \right)$$

$$= 69.5 + 2.5$$

$$= 72$$

14. Modus

No	Interval	F	Fk
1	60 – 64	5	5
2	65 – 69	0	5
3	**70 – 74**	**10**	**15**
4	75 – 79	5	20
5	80 – 84	5	25
6	85 – 89	5	30

$$M_o = L + \frac{d_1}{d_1 + d_2} \, i$$

L = 69.5

d_1 = 10

d_2 = 5

i = 5

So,

M_o $= 69.5 + \dfrac{10}{10+5} \, 5$

$= 69.5 + 0.6 \,(5)$

$= 69.5 + 3$

$= 72.5$

RESULT OF NORMALITY TEST IN POST TEST

A. RESULT OF THE NORMALITY TEST OF XI AK-3 IN POST-TEST

1. The score of XI AK-3 class in pre test from low score to high score:

48	55	65	68	75
48	55	65	70	80
50	55	65	70	80
50	60	65	70	80
50	60	68	75	80
55	65	68	75	87

2. High $= 87$

   Low $= 48$

   Range $=$ High – Low

   $= 87 - 48$
   $= 39$

3. Total of Classes $= 1 + 3,3 \log (n)$

   $= 1 + 3,3 \log (30)$

   $= 1 + 3,3 \,(1.47)$

   $= 1 + 4.85$

   $= 5.85$

   $= 6$

4. Length of Classes $= \dfrac{range}{total\,of\,class}$ $= \dfrac{39}{6} = 6.5 = 7$

5. Mean

Interval Class	F	X	x'	fx'	x'^{2}	fx'^{2}
83 – 89	2	86	+3	6	9	18
76 – 82	3	79	+2	6	4	12
69 – 75	6	72	+ 1	6	1	6
62 – 68	**8**	**65**	**0**	**0**	**0**	**0**
55 – 61	6	58	-1	-6	1	6
48 – 54	5	51	-2	-10	4	20
$i = 7$	**30**	-	-	**2**	-	**62**

$$Mx = M^1 + i\frac{\Sigma fx^1}{N}$$

$$= 65 + 7 \left(\frac{2}{30}\right)$$

$$= 65 + 7 \,(0.06)$$

$$= 65 + 0.42$$

$$= 65.42$$

$$SD_t = i\sqrt{\frac{\Sigma fx'^2}{n} - \left(\frac{\Sigma fx'}{n}\right)^2}$$

$$= 7\sqrt{\frac{62}{30} - \left(\frac{2}{30}\right)^2}$$

$$= 7\sqrt{2.06 - (0.06)^2}$$

$$= 7\sqrt{2.06 - 0.0036}$$

$$= 7\sqrt{2.05}$$

$$= 7x\ 1.43 = 10.01$$

Table of Normality Data Test with Chi Kuadrad Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0 - f_h)}{f_h}$
	89.5	2.04	0.4918				
83 – 89				0.03	0.9	2	1.222
	82.5	1.70	0.4554				
76 – 82				0.11	3.3	3	-0.090
	75.5	1.00	0.3413				
69 – 75				0.22	6.6	6	-0.090
	68.5	0.30	0.1179				
62 – 68				-0.23	-6.9	8	-0.159
	61.5	-0.39	0.34827				
55 – 61				0.21	6.3	6	-0.047
	54.5	-1.09	0.13786				
48 – 54				0.10	3	5	0.666
	47.5	-1.79	0.03673				
						X^2	1.512

Based on the table above, the reseracher found that $x^2_{count} = 1.512$ while $x^2_{table} = 11.070$, cause $x^2_{count} < x^2_{table}$ (1.512< 11.070) with degree of freedom (dk) = 6–1 = 5 and significant level $\alpha = 5\%$. So distribution of VIII-2 class (post-test) is normal.

6. Median

No	Interval	F	Fk
1	48 – 54	5	5
2	55 – 61	6	11
3	**62 – 68**	**8**	**19**
4	69 – 75	6	25
5	76 – 82	3	28
6	83 – 89	2	30

Position of Me in the interval of classes is number 3, that:

Bb   = 61.5

F   = 11

fm   = 8

i   = 7

n   = 30

1/2n   = 15

So :

$$Me = Bb + i \left(\frac{n/2 - F}{fm} \right)$$

$$= 61.5 + 7 \left(\frac{15-11}{8} \right)$$

$$= 61.5 + 7 \ (0.5)$$

$$= 61.5 + 3.5$$

$$= 65$$

7. Modus

No	Interval	F	Fk
1	48 – 54	5	5
2	55 – 61	6	11
3	**62 – 68**	**8**	**19**
4	69 – 75	6	25
5	76 – 82	3	28
6	83 – 89	2	30

$$M_o = L + \frac{d_1}{d_1 + d_2} \ i$$

L   = 61.5

d_1 = 2

d_2 = 2

i   = 7

So,

$$M_o = 61.5 + \frac{2}{2+2} 7$$

$$= 61.5 + 0{,}5 \ (7)$$

$$= 61.5 + 3.5$$

$$= 65$$

Appendix 10

HOMOGENEITY TEST (POST-TEST)

Calculation of parameter to get variant of the first class as experimental class sample and variant of the second class as control class sample are used homogeneity test by using formula:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

Hypotheses:

H$_0$: $\delta_1^2 = \delta_2^2$

H$_1$: $\delta_1^2 \neq \delta_2^2$

C. Variant of the XI AK-2 class is:

NO	Xi	Xi^2
1.	60	3600
2.	60	3600
3.	60	3600
4.	60	3600
5.	60	3600
6.	70	4900
7.	70	4900
8.	70	4900
9.	70	4900
10.	70	4900
11.	73	5329
12.	73	5329
13.	73	5329
14.	73	5329
15.	73	5329
16.	78	6084
17.	78	6084
18.	78	6084
19.	78	6084
20.	78	6084
21.	80	6400
22.	80	6400
23.	80	6400
24.	80	6400

25.	80	6400
26.	85	7225
27.	85	7225
28.	85	7225
29.	85	7225
30.	85	7225
Total	2230	167690

n $\quad= 30$

$\sum xi = 2230$

$\sum_{Xi} 2 = 167690$

So:

$$S^2 = \frac{n\sum xi^2 - (\sum xi)}{n(n-1)}$$

$$= \frac{30(167690) - (2230)^2}{30(30-1)}$$

$$= \frac{5030700 - 4972900}{30(29)}$$

$$= \frac{57800}{870}$$

$$= 66.43$$

D. Variant of the XI AK-3 class is:

NO	Xi	Xi^2
31.	48	2304
32.	48	2304
33.	50	2500
34.	50	2500
35.	50	2500
36.	55	3025
37.	55	3025
38.	55	3025
39.	55	3025
40.	60	3600
41.	60	3600
42.	65	4225
43.	65	4225
44.	65	4225
45.	65	4225
46.	65	4225
47.	68	4624
48.	68	4624

49.	68	4624
50.	70	4900
51.	70	4900
52.	70	4900
53.	75	5625
54.	75	5625
55.	75	5625
56.	80	6400
57.	80	6400
58.	80	6400
59.	80	6400
60.	87	7569
Total	1957	131149

$N = 30$

$\sum xi = 1957$

$\sum_{xi} 2 = 131149$

So:

$$S^2 = \frac{n\sum xi^2 - (\sum xi)}{n(n-1)}$$

$$= \frac{30\,(131149) - (1957)^2}{30(30-1)}$$

$$= \frac{3934470 - 3829849}{30(29)}$$

$$= \frac{104621}{870}$$

$$= 120.25$$

The Formula was used to test the homogeneity was:

$$F = \frac{The\ Biggest\ Variant}{The\ Smallest\ Variant}$$

2. XI AK-2 and XI AK-3 :

$$F = \frac{The\ Biggest\ Variant}{The\ Smallest\ Variant}$$

So:

$$F = \frac{120.25}{66.43}$$

$$= 1.8$$

After doing the calculation, researcher found that $F_{count} = 1.8$. It had been compared to F_{table} with α 5% and dk numerator and deminator were same (n_1 and $n_2 = 30$; dk $= 30\text{-}1 = 29$). From the distribution list F, researcher found that $F_{table} = 4.18$, so $F_{count} < F_{table}$ (1.8<4.18). It could be concluded that there is no difference variant between the XI AK-2 class and XI AK-3 class. It means that the variant is homogenous.

Appendix 11

T-test of the Both Averages in Pre-Test

The formula was used to analyse hypothesis test of the both averages was

t-test, that:

$$Tt = \frac{X_1 - X_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$Tt = \frac{49.48 - 61.17}{\sqrt{\left(\frac{(30 - 1)81.4 + (30 - 1)122.87}{30 + 30 - 2}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$Tt = \frac{-11.69}{\sqrt{\left(\frac{29(81.4) + 29(122.87)}{58}\right)\left(\frac{2}{30}\right)}}$$

$$Tt = \frac{-11.69}{\sqrt{\left(\frac{2360.6 + 3563.23}{58}\right)(0.07)}}$$

$$Tt = \frac{-11.69}{\sqrt{(5923.83)(0.07)}}$$

$$Tt = \frac{-11.69}{\sqrt{414.66}}$$

$$Tt = \frac{-11.69}{20.36}$$

$Tt = -0.57$

Based on researcher calculation result of hypothesis test of the both averages, researcher found that t_{count}= -0.57 with opportunity $(1-\alpha) = 1 - 5\% = 95\%$ and dk $= n_1 + n_2 - 2 = 30 + 30 - 2 = 58$, researcher found that $t_{table} = 1.671$, because $t_{count} < t_{table}$(-0.57<1.671). So, H_a was rejected, it means that there is no difference in average between experimental class and control class in pre test.

Appendix 12

T-test of the Both Averages in Post-Test

The formula was used to analyse hypothesis test of the both averages was

t-test, that:

$$Tt = \frac{X_1 - X_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$Tt = \frac{72 - 65}{\sqrt{\left(\frac{(30 - 1)66.43 + (30 - 1)120.25}{30 + 30 - 2}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$Tt = \frac{11}{\sqrt{\left(\frac{29(66.43) + 29(120.25)}{58}\right)\left(\frac{2}{30}\right)}}$$

$$Tt = \frac{11}{\sqrt{\left(\frac{1926.47 + 3487.25}{58}\right)\left(\frac{2}{30}\right)}}$$

$$Tt = \frac{11}{\sqrt{\left(\frac{5413.72}{58}\right)(0.07)}}$$

$$Tt = \frac{11}{\sqrt{(93.34)(0.07)}}$$

$$Tt = \frac{11}{\sqrt{6.5338}}$$

$$Tt = \frac{11}{2.55}$$

$$Tt = 4.313$$

Based on researcher calculation result of hypothesis test of the both averages, researcher found that t_{count}= 4.313 with opportunity (1-α) = 1 − 5% = 95% and dk = n_1 + n_2 − 2 = 30 + 30 − 2 = 58, t_{table} = 1.671, cause t_{count}>t_{table}-

(4.313>1.671). It means that H_a was accepted, it means there was the difference average between experimental class and control class in post test. It can be concluded that there was the significant effect of Roundtable technique on students' Writing Descriptive Text Mastery at grade XI Students of SMKN 1 Padangsidimpuan.

Appendix 12

INDICATOR OF WRITING IN PRE-TEST AND POST-TEST

A. Assessment Indicator Writing in Pre- test and Post-test of Experimental Class

No	The initial Name of Students	Pre-Test						Post-Test					
		I	D	SP	DA	AV	SCORE	I	D	SP	DA	AV	SCORE
1	AKP	15	15	15	15	5	65	20	20	10	5	5	60
2	AF	13	12	15	10	-	45	20	20	10	5	5	60
3	ADH	13	7	10	7	3	40	20	20	20	5	5	70
4	AR	20	15	10	20	5	70	18	20	20	10	5	73
5	AL	20	15	15	20	5	75	20	20	10	5	5	60
6	AAS	15	15	10	-	-	35	22	15	20	16	5	78
7	DH	13	7	16	-	-	36	30	15	20	15	5	85
8	ESS	20	20	15	10	-	60	22	15	20	16	5	78
9	FB	-	16	12	-	-	28	20	20	20	5	5	70
10	GAR	13	12	15	5	5	50	20	20	20	5	5	70
11	HR	-	10	11	-	-	21	25	15	20	15	5	80
12	HAH	21	17	15	14	3	70	18	20	20	10	5	73
13	IE	13	12	15	12	3	45	30	15	20	15	5	85
14	KLNS	15	19	15	5	-	54	22	15	20	16	5	78
15	LH	15	15	10	10	-	50	20	20	10	5	5	60
16	LS	15	15	12	10	3	60	25	15	20	15	5	80
17	MDW	15	15	10	11	3	54	18	20	20	10	5	73
18	MM	13	7	15	5	-	40	20	20	10	5	5	60
19	MH	15	15	15	11	-	56	25	15	20	15	5	80
20	NSS	15	15	15	15	5	65	30	15	20	15	5	85
21	NAS	18	15	15	15	5	68	20	20	20	5	5	70

22	NHS	13	12	14	10	-	44	18	20	20	10	5	73
23	PW	13	7	16	-	-	36	20	20	20	5	5	70
24	PK	20	20	17	10	-	62	25	15	20	15	5	80
25	PS	13	12	15	10	-	50	18	20	20	10	5	73
26	RAD	15	15	8	-	-	38	30	15	20	15	5	85
27	RM	15	15	-	-	-	30	25	15	20	15	5	80
28	RM	15	15	10	10	-	50	18	20	20	15	5	85
29	THS	13	12	14	10	-	44	25	15	20	16	5	78
30	TF	18	15	15	15	5	68	25	15	20	16	5	78

B. Assessment Indicator Writing in Pre-test and Post-test of Control Class

No	The initial Name of Students	Pre-Test						Post-Test					
		I	D	SP	DA	AV	SCORE	I	D	SP	DA	AV	SCORE
1	AHZ	13	12	15	5	5	50	20	20	15	10	-	60
2	AS	20	20	17	10	-	62	13	15	15	5	-	48
3	AP	15	15	15	15	5	65	15	15	10	10	-	50
4	AM	15	15	10	10	-	50	15	20	15	-	5	55
5	DP	20	15	20	10	5	70	30	15	20	10	5	75
6	DR	20	20	8	-	-	48	30	15	20	10	5	75
7	ERD	20	20	17	15	5	77	20	15	20	10	-	70
8	F	20	20	20	-	-	60	25	20	20	-	-	65
9	HS	13	15	15	5	-	48	15	20	15	-	5	55
10	HA	20	15	20	10	-	70	15	20	15	-	5	55
11	IH	20	20	8	-	-	48	13	15	15	-	5	48
12	JW	15	15	15	15	5	65	15	15	10	10	-	50
13	LAV	15	12	13	5	-	45	15	20	15	-	5	55
14	LD	15	15	10	10	-	50	25	20	20	-	-	65
15	MT	15	20	15	10	5	65	30	20	18	10	-	78
16	MR	15	20	12	-	5	60	20	20	18	5	5	68
17	NRS	15	20	20	-	5	55	20	20	18	5	5	68
18	NAP	13	7	15	7	3	40	20	20	15	10	-	50
19	PH	13	12	10	10	-	45	17	15	15	11	-	58
20	PN	15	15	15	15	5	65	20	20	20	15	5	80
21	PZ	15	15	15	-	-	30	15	15	15	15	5	65
22	RS	15	15	-	10	5	65	18	15	15	15	5	68
23	RS	15	15	20	-	-	30	15	15	15	15	5	65

24	RK	15	20	-	-	-	55	15	15	10	10	-	50
25	RH	15	12	15	5	4	42	20	15	20	10	-	70
26	RW	13	15	10	-	5	42	27	20	20	15	5	87
27	SSR	15	20	10	-	5	55	20	20	20	15	5	80
28	SN	20	15	15	-	5	55	20	20	20	15	5	80
29	SIY	15	20	15	-	5	60	20	15	20	10	-	70
30	TA	17	15	10	10	-	52	20	20	15	15	5	75

Appendix 13

GAIN SCORE OF EXPERIMENTAL CLASS AND CONTROL CLASS

Class	Pre-test scores	Post-test scores	Enhancement	Gain score
Experimental	53.8	69	15.2	8.28
Control	58.5	65.42	6.92	

Nomor : B - 1162   /In.14/E/TL.00/08/2019   17 Agustus 2019
Hal   : izin Penelitian
            Penyelesaian Skripsi.

Yth. Kepala SMK N 1 Padangsidimpuan
Kota Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Putri Diansyah Siregar
NIM   : 1520300055
Program Studi   : Tadris/Pendidikan Bahasa Inggris
Fakultas   : Tarbiyah dan Ilmu Keguruan
Alamat   : Aek Tampang

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Roundtable Technique on Writing Descriptive Text Mastery at Grade XI Students of SMK N 1 Padangsidimpuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Dekan AN

Dr. Lelya Hilda, M.Si.
NIP. 19720920 200003 2 002

SURAT KETERANGAN HASIL PENELITIAN
Nomor : 421.5/ 544 /800.2/2019

Yang bertanda tangan di bawah ini :

Nama	:	**Drs. SUDIRMAN, M.Si**
NIP	:	**19661212 199203 1 008**
Pangkat/Gol.Ruang	:	**Pembina Tk. I : IV/b**
Jabatan	:	**Kepala Sekolah**
Unit Kerja	:	**SMK Negeri 1 Padangsidimpuan**

Menerangkan bahwa   :

N a m a	:	PUTRI DIANSYAH SIREGAR
NIM	:	1520300055
Fakultas	:	Tarbiayah dan Ilmu Keguruan
Program Studi	:	Tadris/Pendidikan Bahasa Inggris

benar telah selesai melakukan Penelitian di SMK Negeri 1 Padangsidimpuan tanggal, 2 s.d 5 September 2019 dengan Judul Skripsi :

"The Effect of Rountable Technique on Writing Descriptive Text Mastery at Grade XI Students of SMK N 1 Padangsidimpuan"

Sesuai Surat .Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan No.B-1162/In.14/E/TL.00/08/2019 tanggal, 19 Agustus 2019.

Demikian Surat Keterangan ini dikeluarkan agar dapat dipergunakan seperlunya.

Padangsidimpuan 5 September 2019
Kepala Sekolah

Drs. SUDIRMAN, M.Si
PEMBINA Tk. I
NIP. 196612121992031008