

The Effect Of Using Roundtable Technique On Writing Report Text Ability Of Grade Ten Students At SMA Negeri 2 Bandar

Chyntia Devisari Sirait¹, David Berthony Manalu², Basar Lolo Siahaan³

^{1,2,3} English Department, University HKBP Nommensen Pematangsiantar

Email: Chyntiasirait1122@gmail.com

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana penggunaan teknik meja bundar mempengaruhi kemampuan menulis teks laporan. Penelitian ini menggunakan metodologi kuantitatif dengan desain penelitian kuasi eksperimen. Siswa SMA Negeri 2 Bandar kelas sepuluh selama tahun pelajaran 2022–2023 dijadikan sebagai sampel penelitian. Setiap kelas memiliki 35 siswa, dengan X MIPA 2 sebagai kelompok eksperimen dan X MIPA 1 sebagai kelompok kontrol. Siswa kelas sepuluh di SMA Negeri 2 Bandar terbukti secara signifikan meningkatkan keterampilan menulis teks laporan mereka ketika mereka menggunakan teknik meja bundar. Selisih antara kelompok kontrol dan eksperimen adalah 84, atau rata-rata 2,4 poin. Uji t (2,9) > t tabel (1,667) pada taraf signifikansi 5% untuk uji dua sisi, sesuai dengan hipotesis pengujian. Hal ini terbukti bahwa teknik meja bundar memiliki dampak yang besar pada tulisan siswa, khususnya dalam materi laporan.

Kata Kunci: *Roundtable Technique, Menulis, Report Text*

Abstract

The purpose of this study was to determine how using the roundtable technique affected the capacity to write report text. This study employed a quantitative methodology with a quasi-experimental research design. The SMA Negeri 2 Bandar pupils in grade ten during the academic year 2022–2023 served as the study's sample. Each class had 35 pupils, with X MIPA 2 serving as the experimental group and X MIPA 1 as the control group. Students in grade ten at SMA Negeri 2 Bandar were shown to significantly enhance their writing report text skills when they used the roundtable technique. The difference between the control and experimental groups was 84, or 2,4 points on average. T-test (2,9) > T-table (1,667) at level of significance 5% for two tailed test, according to the testing hypothesis. It is evident that the roundtable technique has a substantial impact on students' writing, particularly in report material.

Keywords: *Roundtable Technique, Writing, Report Text*

INTRODUCTION

English is a universal language that is used to communicate ideas in a variety of disciplines, including education, business, politics, society, and culture. This is the reason English is important to learn because it is used as a second language and a foreign tongue everywhere, including Indonesia, where it is taught in schools. Gaining enough skills is essential for students to understand all aspects of English, including the four skills, and learning English activities is the first step in knowing English as a foreign language (listening, speaking, reading and writing). One of the abilities that is unquestionably significant in people's daily lives and activities is writing. Writing is a task that can be helpfully used to

prepare for work in the other abilities of listening, speaking, and reading, according to Nation in Ismayanti & Kholoq (2020). Writing proficiency is concentrated on producing texts in the Indonesian curriculum because texts are viewed as contextually significant language units. The following guiding principles are used to guide this learning: (1) language is viewed as a text, not just a list of words, a group of sentences, or linguistic rules; (2) language use is a process of choosing linguistic forms to express meaningful ideas; (3) language is functional, which means language use is never separated from the context of communication that reflects the attitudes, values, and ideologies of its users; and (4) language is a means of forming human t (Kemendikbud 2013 in Kasmadi et al, 2016). According to the researcher's internship program experience at SMA Negeri 2 Bandar, it was discovered that practically all students lacked writing skills. Due to their limited vocabulary, poor grasp of grammar, and ignorance of report text patterns, students have trouble writing reports. Similar to the research by Situmorang (2022), it was still discovered that third-semester English education students at FKIP University of HKBP Nommensen Medan still struggled to tell report text from descriptive text. The answer is the Roundtable Method, which Kagan (2009) defines as an effective method for teaching writing in which pupils take turns coming up with written comments, finding solutions to issues, or participating in group projects. Another name for roundtable is pair writing. Each participant in this activity writes an answer or contributes in turn using a pencil, pen, and paper or an answer board that is passed around.

Writing

Writing is the process of putting letters or symbols together to form words, phrases, or paragraphs. Writing is among the most crucial language abilities, not just in English but in all languages. According to Raimes in Ningsih & Rosa (2013), writing is an attempt to communicate ideas. Meanwhile, writing is a kind of communication between the author and the reader, according to Ningsih and Rosa (2013). Writing is connected to students' classroom activities. According to Harmer in Husna & Multazim (2019), writing motivates pupils to concentrate on using accurate language. According to the experts' explanations above, writing is a crucial ability that allows everyone to communicate their thoughts, emotions, and messages in writing. Syafie'iein Situmorang (2022) asserts that writing serves four objectives. The writer's ideas are presented in the first. The author intends to use writing to communicate his experiences and views to the reader. The second is to communicate their feelings. When someone puts their thoughts in paper, they typically do it to express themselves and give voice to their emotions. The third objective is to inform the audience. Writing is also used to provide the reader with information or a fact, usually accompanied by a thorough explanation. The final step is to write a piece of literature. The writer can advance his profession, improve writing quality, and advance science by producing a creative piece. The writing process consists of four basic components. It is cited by Harmer as planning, drafting, editing (editing and modifying), and final version (2007). There are 13 different text types, including process, recount, narrative, descriptive, news item, report, analytical exposition, spoof, hortatory exposition, explanation, discussion, review, and anecdote, according to Gerot and Wignell in Rahmayani (2019).

Report Text

One genre that serves to describe is report text. According to Gerot and Wignell in Rahmayani (2019), a report text is a piece of writing that serves to describe the state of things with reference to a variety of natural, artificial, and social phenomena in our government. A report text's social purpose is to report or to infer a broad conclusion. According to the definition, the social purpose of a report text is to explain how things are as they are in relation to various natural, artificial, and social phenomena. In other words, the social purpose of report language is to enlighten the reader about something

broadly. Dirgeyasa in Situmorang (2022) claims that a report's generic structure consists of three parts: the title, general classification, and description.

Lexicogrammatical Features of Report Text

Gerot and Wignell (1994) mention the lexicogrammatical of report text are:

- a. Focus on Generic Participant
- b. Using Relating Verbs
- c. Using Simple Present Tense
- d. Not Using Adverbs of Time Sequence

Teaching Technique

A teacher must be able to choose and prepare techniques that are in accordance with the material to be taught to his students. Yamin (2013) explained that teaching technique carry out a teaching method which is consistent with an approach chosen. According to Haidir & Salim (2012) learning technique is a comprehensive approach in a learning system, in the form of general learning objectives, which are described from the point of view of a particular philosophy and or learning theory.

Roundtable Technique

In a cooperative learning style known as the roundtable technique, students take turns coming up with written responses, working out difficulties, or contributing to a project. According to Stanlev in Diansyah (2019), a roundtable approach is a conference or discussion that includes a number of participants and is one of the cooperative learning techniques that the instructor can employ as the best method for enhancing the students' English-language proficiency. The ability to write is one among them. the purposes it serves for idea generation, skill evaluation, or practice. According to Kagan (2009), there are a number of phases involved in using the roundtable technique.

1. The teacher divides the students into several groups.
2. Each group prepares paper and a pen.
3. The teacher gives a topic about their material/topic.
4. The teacher gives instructions to students so that each student writes down a phrase or sentence that they know about their material/topic.
5. After all students write down their ideas, each group arranges them into a report text.

The roundtable method has three benefits: mostly cognitive, primarily substantive, and primarily emotional/psychological (Inglehart et al in Sinaga, 2017).

METHOD

The researcher used an experimental design to perform quantitative research in this study. A quasi-experimental design with non-randomized or non-equivalent pre- and post-tests will be used by the researcher. A study using a quasi-experimental approach aims to determine how a certain treatment affects results (Sugiyono, 2016). In the upcoming academic year, the 2022–2023 school year, which is scheduled to run from July to August 2022, this research will be carried out at SMA Negeri 2 Bandar, which is situated at Jl. Siantar–perdagangan No. 103, Kerasaan Pematang Bandar Dolok Sinumbuh PematangSiantar, Kec. Huta Bayu Raja, Kab. Simalungun, North Sumatera. All class X students at SMA Negeri 2 Bandar for the eight-class 2022–2023 academic year would be the population used in this study. There are 286 pupils in class X as a whole. Purposive sampling is the sampling method utilized in this study. Two classes will serve as the experimental group and the control group. Classes X MIPA 2 and X MIPA 1, all of which had nearly identical and lower English test scores, will serve as the experimental and control groups in this study. The association between variable Y (free) and variable X is one of two types of variables employed in this study (bound). The variable that affects

what causes changes in the dependent variable is known as the independent variable. The variable that changes as a result of the independent variable's effect is known as the dependent variable. The process of gathering the data for this study involves several steps. Giving the pupils a writing test will help gather the research's data from the participants. Pre-test and post-test portions make up the test. There are pre-test and post-test writing assessments. Prior to treatment, the pre-test is used to assess pupils' writing skills. Additionally, the post-test is used to assess how well the students' writing skills improved following treatment. Instrument includes:

- a. Validity of the Test
- b. Reliability of the Text

In this study, the researcher will employ a few patterns and formulas to determine the students' scores as well as the impact of the Roundtable technique.

- a. Scoring
- b. Finding mean score of each group
- c. Finding standard deviation of each group
- d. Finding standard error of difference of mean
- e. Testing Hypothesis

FINDING

The researcher discovers that the roundtable technique has an impact on the abilities of grade ten students at SMA Negeri 2 Bandar to write report texts. In the experimental group, we can observe that:

1. The Pre-test has a maximum score of 84 and a minimum score of 34. The lowest score on the post-test was 51, with a 93 overall. The combined pre-test and post-test scores are 1406 and 2800 respectively. 3. Last but not least, the pre-test mean score was 40,17, while the post-test mean score was 80. The results of the study show that students in grade ten at SMA Negeri 2 Bandar can write report texts well with or without employing the roundtable technique. As we can see, the control group receives: The pre-test has a maximum score of 60 and a minimum score of 34. The best result on the follow-up test was 94, while the lowest was 57. The combined pre-test and post-test scores are 1388 and 2716 respectively. 3. Last but not least, the mean score on the pre-test was 39,66, while the mean score on the post-test was 77,6.

The grade ten students at SMA Negeri 2 Bandar are more significantly affected by the use of the roundtable technique while composing report texts.

DISCUSSION

The research's findings show that students who are taught utilizing the roundtable method produce better writing for their report texts. The researcher gave the students a test to determine the impact of the roundtable technique on their ability to write report text, and in this test, they discovered how to create report text utilizing the roundtable strategy that they had previously studied. After carefully examining the data, the researcher ultimately determines that the roundtable method of teaching report writing is the best solution to the issue at hand. And because hypothesis (Ha) is accepted and hypothesis (H0) is denied, the experimental group's results are superior to those of the control group for students composing report texts in grade 10 of SMA Negeri 2 Bandar. The influence of the roundtable technique on students' production of descriptive text was the subject of a prior study in this area conducted by Puspasari (2018). Students from MA Pembangunan UIN Jakarta's class X served as the study's sample. The researcher uses SPSS 20 (Statistical Package for Social Science) to

analyze the data. Similarities between the two studies include the use of the Roundtable Technique for report writing, the employment of the same Senior High School phase, and the use of a quasi-experiment to gather data. The two studies differ in that Puspasari (2018) used the roundtable method to teach descriptive text to samples of 27 students in each class, whereas the present study used the method to teach report text to samples of 35 students in each class. Due to its great impact on text composition, the roundtable technique's effectiveness in teaching texts was demonstrated by the findings of both studies.

In implementing the roundtable technique, the researcher faced several challenges, such as a narrow classroom and the difficult students to manage. It happened because the roundtable technique is a technique that is applied in the form of a discussion or "round table" that makes the room narrow. The possible solution for this challenge is the teacher must adjust the number of students per group so that students can focus and not too many groups in class.

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