

Improving In Writing Descriptive Text By Using Roundtable Technique

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Abstract

This research is a quasi-experimental research which aims to find out whether the use of the Roundtable technique is effective in improving students' writing skills in descriptive text and to find out students' perceptions regarding the use of the Roundtable technique in improving their writing skills in descriptive text. The independent variable in this research is the application of the Roundtable technique, while the dependent variables are descriptive text writing skills and student perceptions. The population in this study was all 6 classes of Tiwikrama Mamuju Vocational School students, while the sample was class X1 as an experimental class with a total of 28 students and class X2 as a control class with a total of 28 students. The research data was obtained by giving a learning outcomes test on the descriptive text material in the form of a pre-test and post-test. The data analysis technique is by using the SPSS program, data percentages and tables. It can be concluded that the application of the Roundtable Technique has a significant effect on the writing ability of Tiwikrama Mamuju Vocational School students on the main material of description text. Apart from that, the results of the questionnaire on student perceptions are based on 4 perception assessment indicators, namely, benefits, interests, activities and implementation. The results obtained were that students predominantly gave positive perceptions of the use of the roundtable technique in improving students' writing abilities in descriptive text.

Keywords: *Students' Writing Skills, Descriptive Text, Students' Perception*

Introduction

In English language, there are four major skills should be mastered: speaking, listening, reading, and writing skills. A good mastery of these all skills make someone to become a good speaker, listener, reader, and writer. This result then cause someone to be able to communicate effectively. Writing skill is an important skill to be required. Writing provides students with the avenue to learn all the rules of their language and how they can better organize their ideas more coherently using the language. Moreover, it can also widen the knowledge base that is vital to the academic success.

According to Harmer (2004), "writing is one of the most important skills in life besides speaking. Good writing skills play an important role in success, be it writing a report, proposal or task at school" (p.31). In addition, Hellekson et al. (2010) believe that writing is a principal form of communication, necessary in everyday life, in business, and in scholarly pursuits. In short, it is not a just tool of living, and it is a tool for survival.

According to Frydenberg & Boardman (2008), writing skills are also one of the most important aspects to be mastered in English language. Writing is a way that someone does to pour a thought or idea that gets into writing. As a student writing is an important thing done in school. One that students must understand in writing is to write descriptive text. Writing descriptive text requires the students to elaborate the components of writing, there are vocabulary, content, organization to present writer ideas language use and mechanic which those work simultaneously to build some short text, at least one sentence with beginning on new line and it can be deal with some single event, idea and description (Ginting et al., 2019). However, frequently, students meet the difficulties in writing: organized words to be paragraph, in expressing their ideas, language in grammatical sentences, coherences, cohesion, and so on.



There are many strategies can be used in teaching writing, one of them is using cooperative learning strategy. According to Pasaribu & Iswandari (2019), in writing, writers must have a rich vocabulary and have to use the suitable vocabularies in arranging the sentences to become a good paragraph. In addition, students have to use the appropriate tenses to express the event that suitable with the certain time. This study focus on how to teach students in the class to write in English easily. According to Wibowo (2013), he stated that writing is one of skills which are difficult to master. Therefore, in teaching writing, the teacher must be able to provide strategy in the class that can attract students' motivation in the learning process.

Based on the survey conducted at SMK Tiwikrama Mamuju on July 2022, it was found that most of the students were finding difficulties in writing English paragraph. They had many troubles to create a good writing. It is apparently because they did not have any ideas to what they are going to write, have no idea on how to arrange the content and organization of text. In addition, they have poor vocabulary especially vocabulary related to their major. This could happen because the teachers do not use a proper technique to improve students writing skill. This fact causes students writing skill did not develop and to get bored quickly with the class. As a result, students feel unmotivated to attend the lessons and make their English proficiency lower. The result showed that, from 28 students in the tenth grade at SMK Tiwikrama Mamuju, only 9 students could reach the score of the minimum result of learning output.

The problems mentioned above could be caused by the low motivation to study English, the students' interest in memorizing vocabulary was also still low, the learning interaction was monotonous, and students lack from the writing text practice (Sarwat et al., 2021). In addition, according to Mulya & Novita (2021) students in the school still made error in writing descriptive text in four kinds of error, such as: omission, addition, selection, and ordering. Therefore, a good learning process properly is not just happen by teacher centered, in the other saying we have to use the learning method that appropriately to make the students become active in joining the learning. Beside that, we have to habituate the students enrich their vocabulary.

As the phenomena that English as the most popular foreign language used in Indonesia, especially in education as foreign language education subjects and the development of the technology industry which is about to enter the industrial era 5.0, requires the good quality of human resources skills especially vocational skill. One of the abilities that the students must have is an ability to speak and write English well and vocational cocabulary mastery.

According to Lauder (2008), argued that it is likely that the demand for English will increase and if the state sector does not fully meet the need, then the private sector will step in. It would be good if there were some quality controls on this. However, in Indonesia is still limited number of of research regarding how to improve writing using an effective method. Based on the theory of research results from several researchers there are things that become gaps related to the use of roundtable techniques in improving students' writing skills. As in the research conducted by Mahardika (2019) where the result showed that there was an improvement on the students' writing ability at SMAN 14 Bandar Lampung. In addition, the student's perception toward the implementation of roundtable technique was positive. The majority of the students agreed that this technique was an interesting technique which gave them benefits. Therefore, this suggests that roundtable technique facilitates the students to improve their ability in descriptive text writing.

The theoretical differences in the results of the research above are contradictory and then become a research gap and then become one of the bases for conducting this research regardless of the research phenomena that occur based on the results of initial observations. The practitioners believe that the tenth grade will be used as a pilot project for an international-based class as the forerunner of an international-based class pioneer in West Sulawesi. Then the fact that occurs in the field is that we cannot immediately improve students' writing skills without starting from the basics in learning English, namely vocabulary mastery especially vocational vocabulary in vocational high school. We cannot deny that when the teacher wants to teach material related to writing skills, the teacher needs to analyze the students' prior knowledge to determine the students' basic skills or knowledge related to English in this case, vocabulary mastery.

The novelty of this research can be seen from its impact on students and method and technique used in experimentation. The main purpose of this research not only focus on improving the students' writing skills, but also accompanied by another expected output such as an increase of vocabulary mastery especially vocational vocabulary mastery and capability in using the correct tenses in writing a descriptive text. In addition, this technique develops students writing skill by using the collaboration between method and technology in the experimentation process. Teacher use laptop computer when they give assignments to students, and as well as the teacher, students also use laptop computer to do the assignment with internet access Local Area Network (LAN).

Furthermore, by using a cooperative learning model called Roundtable technique that can be used for brainstorming, reviewing, and encouraging creative thinking, it give an achievement in terms of academic and social point of view so that it become a very special technique to be used for improving writing skill. In addition, to get more accurate result of study, the researcher used Quasi- experimental design, using two group named experimental class and control class with pre-test post-test with four times of meeting of treatment for each group. Therefore, this study was different from the other previous studies.

Method dan Materials

This research is a Quasi-experimental with The Non-equivalent Control Group Design. In this research, pre-tests and and post-tests were conducted. This research was conducted at SMK Tiwikrama Mamuju, West Sulawesi, from January until February 2023. Total population in this research was 217 students, divided into six classes. The subject of this research was be the tenth grade of SMK Tiwikrama Mamuju, where the subject was be divided into two groups namely Experimental and Control group. The Experimental Group was the Class X1 TKJ with total 28 students and Control Group was be the Class X2 TKJ with total 28 students. The sample is chosen by using Cluster Random technique. To collect the data from the research subject, the researcher used writing test and questionnaire.

Result and Discussion

The result of this research is described in detail as follows:

1. The Effectiveness of Roundtable Technique in Improving Students Writing Skill of Descriptive Text

After analyzing the data, it is found that there is a significant difference between the mean score in pre-test and post-test after the experimentation.

The result of the calculation indicates that there is a significance difference of means score between pre-test and post-test. The result of calculation can be seen as follows:

a. Experimental Class

1) Pre-Test

The pre-test, which was administered before the treatment, shows that there is still not much development in students writing skill. The pre-test shows that the result of the mean score is under the minimum result of the learning output in English subject. The result of the pre-test can be seen in the following table:

Table 4.1. The Students Score Categories in Pre-Test

No.	Interval	n	(%)	Category
1	91 – 100	0	0	Excellent
2	81 – 90	0	0	Very Good
3	71 – 80	9	32	Good
4	61 – 70	9	32	Fair
5	≤60	10	36	Poor
Total		28	100	

From the table above, it can be seen that the majority of the students score in pre-test is in *Poor* category (36%). There are 32% students who are in *Fair* and *Good* category. However, there are no students in *Very Good* and *Excellent* category. The descriptive analysis of the students' score in pre-test can be seen as follows:

Table 4.2. Descriptive Analysis of the students' score in Pre-Test

Mean	SD	Max Score	Min Score
66.93	8.12	80	60

Based on the result of the above, it shows that the gained mean score of the writing test score of the students in the pre-test is 66.93. The standard deviation (SD) of the scores is 8.12. The maximum score gained in the test is 80 and the minimum score is 60. Regarding the minimum result of learning output, only 7 students meet the requirement. Whereas, there are 21 students did not meet the minimum result of learning output which is 75 points.

2) Post-Test

The post-test was conducted after the experimentation of the research was completed. The same as the pre-test, the post-test was test in the form of written test. The post-test score was compared with the pre-test score to find out the effectiveness of the experimentation. The distribution of the score can be seen in the table below:

Table 4.3. The Score Categories in the Post-Test.

No.	Interval	n	(%)	Category
1	91 – 100	1	3	Excellent
2	81 – 90	3	12	Very Good
3	71 – 80	20	71	Good
4	61 – 70	4	14	Fair
5	≤60	0	0	Poor
Total		28	100	

Based on the data above, the majority of the students' score are now in *Good* category (71%). There is also a rise in the *Very Good* category with 12%. There are 14% students in *Fair* category and 3% is in *Excellent* category, and no more students get score on *Poor* category. The mean score of the post test is also increased into 77.53. The descriptive analysis of the students' score in post-test can be seen as follows:

Table 4.4. Descriptive Analysis of the Students' Score in Post-Test

Mean	SD	Max Score	Min Score
77.54	7.15	92	65

Based on the table above, it can be seen that the gained mean score of the writing test score of the students in the post-test is 77.54. The standard deviation (SD) of the scores is 7.15, the maximum score gained in the test is 92 and the minimum score is 65. Regarding the minimum result of learning output, only 4 students did not meet the requirement. Whereas, there are 24 students met the minimum result of learning output.

b. Control Class
1) Pre-Test

The pre-test shows that the result of the mean score is under the minimum result of the learning output in English subject. The result of the pre-test can be seen in the following table:

Table 4.5. The Students' Score Categories in Pre-Test

No.	Interval	n	(%)	Category
1	91 – 100	0	0	Excellent
2	81 – 90	0	0	Very Good
3	71 – 80	7	25	Good
4	61 – 70	9	32	Fair
5	≤60	12	43	Poor
Total		28	100	

From the table above, it can be seen that the majority of the students score in pre-test is in *Poor* category (43%). There are 32% students who are in *Fair* and 25% in *Good* category. There are no students in *Very Good* and *Excellent* category.

Table 4.6. Descriptive Analysis of the Students' Score in Pre-Test

Mean	SD	Max Score	Min Score
67.32	8.83	80	60

Based on the result of the above, it shows that the gained mean score of the writing test score of the students in the pre-test is 67.32. The standard deviation (SD) of the scores is 8.83. The maximum score gained in the test is 80 and the minimum score is 60. Regarding the minimum result of learning output, only 7 students meet the requirement. Whereas, there are 21 students did not meet the minimum result of learning output which is 75 points.

2) **Post-Test**

The post-test score which was aimed to measure the effectiveness of the experiment compared with the pre-test score to find out the effectiveness of the experimentation. The distribution of the score can be seen in the table below:

Table 4.7. The Score Categories in the Post-Test

No.	Interval	n	(%)	Category
1	91 – 100	0	0	Excellent
2	81 – 90	0	0	Very Good
3	71 – 80	11	39	Good
4	61 – 70	14	50	Fair
5	≤60	3	11	Poor
	Total	28	100	

Based on the data above, the majority of the students' score in *Fair* category (50%). There is no student in *Very Good* and *Excellent* category, and only 11% students get score in *Poor* category. The descriptive analysis of the students' score in post-test can be seen as follows:

Table 4.8. Descriptive Analysis of the Students' Score in Post-Test

Mean	SD	Max Score	Min Score
71.61	8.37	80	60

Based on the table above, it can be seen that the gained mean score of the writing test score of the students in the post-test is 71.61. The standard deviation (SD) of the scores is 8.37, the maximum score gained in the test is 80 and the minimum score is 60. Regarding the minimum result of learning output, only 11 students met the requirement. Whereas, there are 17 students did not meet the minimum result of learning output.

Table 4.9. The Summary of Test Score Between Experimental & Control Class

No.	Interval	Category	Control				Experimental			
			Pre-test		Post-test		Pre-test		Post-test	
			n	(%)	n	(%)	n	(%)	n	(%)
1	91 – 100	Excellent	0	0	0	0	0	0	1	3
2	81 – 90	Very Good	0	0	0	0	0	0	3	12
3	71 – 80	Good	7	25	11	39	9	32	20	71
4	61 – 70	Fair	9	32	14	50	9	32	4	14
5	≤60	Poor	12	43	3	11	10	36	0	0
	Total		28	100	28	100	28	100	28	100

Table 4.10. The Comparison of Mean Score between Experimental & Control Class

Class	Test	Mean	SD	Max Score	Min Score
Experimental	Pre-test	66.93	8.12	80	60
	Post-test	77.54	7.15	92	65
Control	Pre-test	67.32	8.83	80	60
	Post-test	71.61	8.37	80	60

Based on the table above, the gap of the mean score between pre-test and post-test in experimental class is differentiate by 11 points. This show how significant is the result of the experimentation. Meanwhile, the gap of the mean score between pre-test and post-test in control class is only 4 points. This shows that the result of the experimentation is not too significant. Moreover, the maximum score of the experimental class is raised from 80 to 92. It means that there is a raise to 12 points. Meanwhile, the maximum score of the control class is not raised from 80. It means that there is no improvement in control class.

c. Hypothesis Testing

The hypothesis of the research is that H_a is accepted if t_0 is $> t_{table}$. It means that there is a significant difference of students' writing skill of descriptive text by using roundtable technique in pre-test and post-test. The t-test was used to find out the significance difference of the scores. The first step is to find the mean score difference of the post-test scores. It is considered as having a significant difference when the value of t-value (t_0) is higher than the value of t-critical in the table (t_t). If t_t is higher than t_0 , it means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It can also be seen as significant if the p value is lower than 0.05.

The result of the computer calculation using independent sample t-test is presented in a summary as follows:

Table 4.11. Descriptive Analysis of the Hypothesis Testing

t_0	t_t	P	Interpretation
2.817	1.674	0.00	The hypothesis is accepted

Based on the table above, it can be seen that $t_{observed}$ of the test is 2.817. The $t_{observed}$ of the test was compared then with the t table in the significance level 5%. The t -table can be found from the degree of freedom (df). The table with df 26 is 1.674 at significance level at 5%. The p value of the post-test is 0.00. It can be seen that the value of $t_0 > t_t$ ($2.817 > 1.674$) and $p < 0.05$; therefore, the proposed hypothesis: there is a significant difference in students' writing skill of descriptive text by using roundtable technique, is accepted. In other words, it is found that there is a significant difference in students' writing skill of descriptive text after the experimentation. It means that the use of roundtable technique in the class is significantly affected the students' writing skill of descriptive text.

2. Students' Perception on the Use of Roundtable Technique in Improving Students' Writing Skill of Descriptive Text

Based on the result of the analysis, it is found that the use of roundtable technique is perceived positively by the students. It is because the use of roundtable technique not only considered new and attractive way of learning, but also it can help them to improve their writing skill of descriptive text.

From the analysis, it is found that most of the respondent agreed that roundtable technique helped them in building their competence or capability in writing descriptive text. Most of the respondents believe that roundtable technique give them opportunity to work together so that they learn each other with their friends who have better English proficiency especially in the area of writing skill. This technique is simply affecting their motivation in writing because it could help them to write a sentence or sentences.

Therefore, it is concluded that roundtable technique is useful and became a solution for students to overcome their problems in writing a descriptive text. Based on the results of a Questionnaire analysis about students' perceptions of learning English using Roundtable Technique, it is described through several indicators: the interest, the benefit, the implementation, and the activities.

The result of data analysis regarding the students' perception can be seen as follows:

a. Interest

Table 4.12. Students' Perception toward the Interest in using roundtable technique

No	Statements	Response				
		<u>SD</u> F (%)	<u>D</u> F (%)	<u>N</u> F (%)	<u>A</u> F (%)	<u>SA</u> F (%)
1	Students have a positive impression and interest in the teacher's use of the roundtable model in writing descriptive text lessons	-	-	-	26(93)	2(7)
2	Students find that writing descriptive text is much more fun using the roundtable model	-	-	5(18)	11(39)	12(43)
3	Students are enthusiastic about joining an English class on writing descriptive text using the roundtable model	-	-	-	27(96)	1(4)

Source: Questionnaire: the use of roundtable technique in writing class

From the table above, it can be seen that 93 percent of the students agree that they have a positive impression and interest in the teacher's use of the roundtable model in writing class. 7 percent of the students strongly agree that they have a positive impression and interest in the teacher's use of the roundtable model in writing class. Shortly, the majority of the students perceived this model positively. 43 percent students strongly agree that they find that writing descriptive text is much more fun using the roundtable model. Meanwhile, 39 percent students agree that they find that writing descriptive text is much more fun using the roundtable model. 96 percent students agree that they are enthusiastic in joining an English class on writing descriptive text using the roundtable model.

In conclusion, the use of roundtable technique in interest area is perceived positively by the students. It is because the use of roundtable technique is considered as new and attractive way of learning especially learning to write a descriptive text. Writing descriptive text using the roundtable model is very interesting for them because it makes students more active and enthusiastic in the process of writing.

b. Benefits

Table 4.13. Students Perception of the Benefits of Roundtable Technique

No	Statements	Response				
		<u>SD</u> f(%)	<u>D</u> f(%)	<u>N</u> f(%)	<u>A</u> f(%)	<u>SA</u> f(%)
1	Students feel that there has been progress in their writing skills, especially writing descriptive texts using the roundtable model	-	-	-	27(96)	1(4)
2	Students find it easy to compose a paragraph in the form of descriptive text using the roundtable model	-	-	-	25(89)	3(11)
3	Students are greatly helped in compiling a paragraph in the form of a descriptive text in English using the roundtable model since it uses the Cooperative Learning base	-	-	-	26(93)	2(7)
4	Students feel that the criteria for the writing ability such as those related to content, organization, vocabulary, and language use have progressed	-	-	-	26(93)	2(7)

From the table above, it can be seen that the majority of students believe that they gain benefit from the use of roundtable model in writing class. 96 percent of them agree that they feel that there has been progress in their writing skills, especially writing descriptive texts using the roundtable model. 89 percent of Students agree that they find it easy to compose a paragraph in the form of descriptive text using the roundtable model. 93 percent students are agree that they greatly helped in compiling a paragraph in the form of a descriptive text in English using the roundtable model since it uses the Cooperative Learning model. Also, 93 percent of students feel that the criteria for the writing ability such as those related to content, organization, vocabulary, and use of language have progressed. It means that most of the students believe that their writing skills are improved by using this model.

In conclusion, the majority of students feel that the roundtable model is an effective model to improve students' writing skills, especially descriptive text. Students believe that there was a progress in their writing skills, especially writing descriptive texts. It is because the roundtable model is using Cooperative Learning that enable the students to work together during the writing class.

c. Implementation

Table 4.14. Students' Perception of the Implementation on the Roundtable Technique

No	Statements	Response				
		<u>SD</u> f(%)	<u>D</u> f(%)	<u>N</u> f(%)	<u>A</u> f(%)	<u>SA</u> f(%)
1	Students feel that the roundtable model is difficult for students to apply in writing classes, especially in writing descriptive texts	18(64)	10(36)	-	-	-
2	Students feel that writing descriptive text using the roundtable model in class is tough activity	22(79)	6(21)	-	-	-
3	Students feel that the roundtable model is an ineffective model in improving students' writing skills, especially descriptive text	17(61)	11(39)	-	-	-
4	Students feel that the roundtable model is very suitable to be applied in the writing class	-	-	-	1(4)	27(96)

From the table above, regarding the implementation of the roundtable model, it can be seen that the all of students (100%) disagree that the roundtable model is difficult for students to apply in writing classes, especially in writing descriptive texts. It means that all of the students agree that the roundtable model is easy for students to apply in writing classes. Most of the students (100%) also disagree that writing descriptive text using the roundtable model in class is a tough activity. It is because they can learn to write English sentences together with their friends. If a student find difficult to compose a sentence, he or she will be helped with other friends. That is why most of students (61%) strongly agree that the roundtable model is an effective model in improving students' writing skills, especially descriptive text. Therefore, it is make sense that most of the students agree that the roundtable model is very suitable to be applied in the writing class.

d. Activities

Table 4.15. Students' Perception of the Activities of Roundtable Technique

No	Statements	Response				
		<u>SD</u> f(%)	<u>D</u> f(%)	<u>N</u> f(%)	<u>A</u> f(%)	<u>SA</u> f(%)
1	Students feel comfortable with the atmosphere of the writing class since the teacher implemented the roundtable model in the writing class	-	-	-	18(64)	10(36)

2	Students are not passionate about writing, even though it has been using the roundtable model	16(57)	12(43)	-	-	-
3	Learning to write descriptive text using the roundtable model is very interesting because it makes students more active and enthusiastic	-	-	-	21(75)	7(25)
4	Learning to write descriptive text using the roundtable model allows students to share ideas each other with friends	-	-	-	1(4)	27(96)

From the table above, it can be seen that the majority of students agree students feel comfortable with the atmosphere of the writing class since the teacher implemented the roundtable model in the writing class. 64% students agree and 36% students strongly agree that this model makes them comfortable with the atmosphere of the writing class since the teacher implemented the roundtable model in the writing class. Because of this, most of the students disagree that using the roundtable model, they are not passionate about writing. In contrary, they are so passionate in learning about writing descriptive text. That is why 75% students agree that learning to write descriptive text using the roundtable model is very interesting because it makes students more active and enthusiastic. It is because learning to write descriptive text using the roundtable model allows students to share ideas each other with friends.

The finding of the research proved that there is a significant difference between pre-test and post-test after the treatment was given. The result is in line with the previous study by Nastiti (2015) that the roundtable technique effectively enhance students' writing skill. The roundtable technique gives a positive impact to the students' improvement of writing descriptive text. In addition, it is also confirm the theory postulated by Kagan (1994) that Round Table Technique is cooperative learning technique where the students take turn generating responses, solving problems, or making a contribution to project and sit in a round table. This technique can help the students to solve their problem and them more focus on their project. Roundtable technique is also a technique that guides students in learning writing. In this research, the researcher used Roundtable Technique for improve the ideas in writing a descriptive text. In the descriptive text, the students should make a different idea to describe something.

As mentioned earlier, using Roundtable Technique, the students worked in a group. The students were brainstorming their ideas in their group. They were helping each other to find the ideas. It made them easier to get more creative ideas. Each person writes one idea for an issue or task based on the picture and then passes their paper to the person on the right. The paper circulates around the entire group at least once. Each time a person receives the paper, they should write a different task based on the picture. Then, whole class discussion should follow. Therefore, all of students was participate in teaching learning process. This technique gives much time to the students to be active in the English teaching and learning process and also they can develop critical thinking and learnt to solve the problem.

From the result of calculation, the score difference of students score in the post-test can be clearly seen from the statistics result as stated in the hypothesis testing above. The value of t -observed (t_o) is higher than the value of t -critical in the table (t_t) and the p value is lower than 0.05. It can be said that the alternative hypothesis proposed by the researcher: there is a significant difference in student's writing skill after treated by using roundtable technique, is accepted.

The result of this research is in line with the similar research conducted by Nastiti (2016). By using Paired Samples Test, it showed that t -test is higher than t -table and P value from the table is 0,000 with the level of significance of 5%. Therefore, it can be concluded that the result of this research is very significant. In other words, there is very significant effect of the use of roundtable technique to the students' writing ability. The means differences between pre-test and post-test score is great, and it means that the means score of students before giving treatment is lower than the means score of students after giving treatment.

Furthermore, there was significant difference on the pre-test and post-test scores. Second, there was the improvement of the mean score after the treatment. It means that there was a significant improvement of the students' writing ability after being taught by using Roundtable Technique. Third, the Roundtable Technique is an appropriate technique for teaching writing because this technique has been proven that capable to increase the students' writing skill.

Considering the result above, the teacher should use roundtable sometimes as an alternative technique in teaching writing in order to make students are more active in learning writing. Moreover, the teacher should consider guiding them using roundtable technique because by guiding them using roundtable technique it can make the students ready to write the text, give and answer question the students can discuss the material that is studied and there are cooperation between the students who has more ability with the student who has less ability. Second, the students' should be aware of the benefits of the roundtable technique and use the appropriate learning technique, especially roundtable technique. The students should be confident in delivering their arguments or ideas in their writing. They should not be afraid of producing mistakes in writing their descriptive text especially in using appropriate vocabularies and grammar. And the last for the future researcher, it is recommended for them to develop this technique for teaching other skills, in the different level of the students, such as: senior high school students or university students.

Through roundtable technique, the students are succeeding in enhancing their writing skill. The finding of this research is justifying the theory of Slavin (1990) who says that cooperative learning strategy can promote a commitment to learning, social learning, and develop students' positive behavior. As a part of a cooperative learning, roundtable technique provides students for discussing in groups. It encourages them to share ideas. Moreover, they may feel more comfortable and confident because they can share their difficulties that they face with their friends rather than with their teacher. Therefore, their perception related to the implementation of roundtable technique is positive. This is supported by the finding in this study. The result of questionnaire shows that students' responses are mostly positive rather than negative.

In addition, students indirectly did some improvement on their writing skill because they got much help from their friends. It made them become more convenient because they were working in group, together to solve the problem. Through the roundtable technique, the students did not bear the problems by themselves.

It was enhancing their perspectives and knowledge about social behavior in learning.

Therefore, students were getting enthusiastic and motivated to practice their writing because they received enforcement not from the others. It would give positive impact for the students' learning achievements especially in writing English because the ones who have low English proficiency could take benefits from the others who has high English proficiency.

The finding of this research is in line with the research conducted by Nejad & Keshavarzi (2015). The result shows that cooperative learning can foster language skill such as writing. Through roundtable technique, learners are able to solve their problems together; to enhance their writing skill. The roundtable technique is effective tool for encouraging cooperative learning because various component of social competence can be found and mixed in it, and it makes the learners to be involved in the interaction among of them. By conducting interaction among them, it makes them free to develop their own knowledge and confidences.

The use of roundtable technique has provided the enhancement of learning result on students' writing skill. Many students are interested in writing when they are joining writing class. They can minimize fear and shy during the class. The roundtable technique can motivate students to engage in teaching and learning process in writing class. Making students confident in writing class enhance their writing skill. Through roundtable technique, it becomes an effective strategy to maximize their opportunity to write descriptive English text.

Moreover, the result of the research confirm study conducted by Fidyati et al. (2015), that implementing the Roundtable technique in the teaching and learning process could help the students to engage and being active in the learning process. In Roundtable technique, students were able to practice their writing as well as to foster another critical thinking skill through group discussion. Students also could engage more in sharing their ideas and to respond each others' point of view.

This research is also clarify the study conducted by Romadhoni et al. (2022) that the Roundtable technique is a useful technique implemented to help students make rapid progress in learning English and reach their learning goals because each student elaborates and gives the idea on the sheet of paper to a certain topic which is given by the teacher. This is because by implementing the Roundtable technique in the teaching and learning process could help the students to engage and being active in the learning process. This technique also enables the students to practice their writing as well as to foster another critical thinking skill through cooperative learning. The unique findings of this research are that the researchers integrated the technology into the treatment of roundtable techniques for students at SMK Tiwikrama Mamuju.

Conclusion

Based on the result of the calculation using the independent sample test, it is found that there is a significant difference in students' writing skills after the treatment is given. It means that the use of roundtable technique in writing class significantly affects the students' writing skills at SMK Tiwikrama. By using the roundtable technique, the students writing skills were enhanced. It can be seen from the students percentage test score, mean score, standard deviation and P value. It is also concluded that roundtable is an effective technique for improving students writing skill at SMK Tiwikrama Mamuju.

Besides that, the results of the questionnaire on student perceptions were based on four indicators of perception assessment: benefits, interests, activities, and implementation. The results obtained showed that the dominant student had a positive perception of the use of the roundtable technique in improving students' writing skills in descriptive text.

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