



The Application Roundtable Technique for Teaching Descriptive Text at SMK Jambi Medan

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Abstract

Writing is more than a medium of communication. It means that writing is not just a way to communicate with each other but also a means of ideas and emotional expression (Raymond, 1980). Writing makes words permanent, and thus expands the collective memory of human beings. Spoken words disappear as soon as they are spoken, but writing freezes their thoughts and makes them visible and permanent so people can examine and test their quality. Students got difficulty starting the writing, they got confused about what to write and also about how to generate ideas. This is because the lack of knowledge about the steps in writing was a procedural factor that cause difficulties for all students. And the most important thing is that writing usually gets the least attention in teaching learning in the classroom, which makes students rarely exposed to writing. This matter might happen because acquiring writing skills needs a lot of practice, and producing a piece an essay needs a long process. Most researchers recognize this difficulty in writing is caused by the complexity of writing. Roundtable teaching technique is a technique that requires a group or team working in the teaching learning process which requires all members to know and be ready to explain their group's answer(s), when students help their group mates, they help themselves and their whole group, because the response given belongs to the whole group, not just to the group member giving it. Roundtable is a technique designed with a round table form that divides the students into groups with their respective tasks and allows students to work or solve problems by working together in which each member in the group has each task and then the results obtained from the task they have done will be collected and solved simultaneously.

Key Words : Roundtable Technique, Descriptive Text

Introduction

Writing is more than a medium of communication. It means that writing is not just the way to communicate to each other but also as means of ideas and emotional expression (Raymond, 1980). Writing makes word permanent, and thus expands the collective memory of human being. Spoken words disappear as soon as they are spoken, but writing freezes their thoughts, makes them visible and permanent so people can examine and test their quality. It can be seen that writing is a way of remembering because it makes word permanent and writing also is a good way to communicate because when writing, the writer really thinks about what he or she want to be communicated by writing it.

Students in Indonesia have been taught writing course since they were in the first class of Senior High School. But, it was found that they face some difficulties in writing. As Styati (2010) found that commonly, students got difficulty starting the writing, they got confused about what to write and also about how to generate ideas. This is because of the lack of knowledge about the steps on writing was procedural factors that cause the difficulties for all students. And the most important thing is that, writing is usually get least attention in teaching learning in classroom, which make students are rarely exposed to writing. This matter might happen because acquiring writing skill needs a lot of practice, and to produce a piece of essay needs long process. Most of researchers recognize this difficulty in writing is caused by the complexity of writing (Urquhart, 2005). The complexity of writing encountered by students involves the level skills of planning and organizing as well as the level skills of spelling, punctuation, word choice, grammar and usage. In reality, as the writer has observed the condition of the students in writing and found that the students' score of writing course was under the standard score. It can be seen from the English result study of the students in two semester final tests.

Henning (2005) stated that writing is not to be viewed as a representation of a writer's thinking, but as a process of thinking that uses written language, and also as observable performance of what goes on in the mind of the author (how the author uses knowledge for inquiry). Thus thoughts are not "converted" to writing, but are part of the process of making written text, which in its final form is a product of good thinking and of knowing.

Nunan (2003: 88) defines writing as the process of thinking to invent ideas, thinking about how to express them into good writing, and arranging the ideas into a statement and paragraphs clearly. It indicates that the learners are expected to explore the ideas and make them into good paragraphs. A good paragraph means should be designed through the process of writing. According to Harmer (2004:6), there are four processes of writing they are; Planning, Drafting, Editing, and Final Version. So, it can be proven that good writing can be classified if it is designed through the process of writing. Besides it, Nunan adds that writing is both a physical and a mental act. It is the physical act of committing words or ideas to some medium, whether it is an object or a symbol, or an email message.

In addition, Nazzario et al (2010:5) state that writing is a form of thinking. Actually, it certainly isn't the only form of thinking. In general, the process of thinking takes place in the brain so when our brain processes ideas in different ways like mathematically, musically, and visually. In this case, our use of language is the basis of all thinking, and it is what makes us distinctly human. It allows us to share ideas, pass on knowledge, engage in debate, and advance our understanding of the world. In college, writing is the vehicle through which we learn new ideas and share them with one another.

Moreover, Langan (2001) stated that writing is a progressive activity. This means that when the writer first writes something down, she/ he has already to think about what is going to say and how are going to say it. After finishing writing. The writer read over what have her/him written and made changes and correctness. It means writing is never a one-step action; it is a process that has several steps

In conclusion, writing is the process that involves the brain as the tool to think the idea through the written form, where the idea should be developed to be a good paragraph that is completed with good content, organization, vocabulary, language use, and mechanics based on the process of writing.

Brown (2004) considers that there are four types of written performance that the range of Each category resembles the categories defined for the other their skills, but these categories, as always, reflect the uniqueness of the skill area, they are; (1) Imitative: at this stage, form is the primary concern to assess learner's skills in the fundamental and basic tasks of writing letters,

words, punctuation, and very brief sentences. (2) Intensive: this refers to producing appropriate vocabulary within a hortatory exposition writing, collocations and idioms, and correct grammatical features up to the length of a sentence. (3) Responsive: assessment tasks here require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Form-focused attention is mostly at the discourse level, with a strong emphasis on context and meaning. (4) Extensive: Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product.

The writing process is learning how to write by writing. This current emphasis in writing instruction focuses on the process of creating writing rather than the end product. The basic premise of process writing is that all children, regardless of age, can write. The initial focus is on creating quality content and learning the genres of writing. Langan (2001:20) stated that writing is a process that involves the following steps:(1). Discovering a point-often through prewriting,(2). Developing solid support for the point-often through more prewriting (3). Organizing the supporting material and writing it out in a first Draft (4). Revising and then editing carefully to ensure an effective, error-free paper.

Moreover, Hogue (1999: 3) mentions them as follows:(a) Pre-writing: Pre-writing is the first stage in the writing process. There are two steps namely: (a) choosing and narrowing a topic and brainstorming (b). Planning (Outlining): It organizes the ideas the learners generated by brainstorming into an outline. There are three steps to planning that is: making sub-lists, writing the topic sentence, and outlining (c). Writing and Revising Draft: In this stage, a writer does three steps: writing the first rough draft, revising content and organization, and proofreading the second draft (d) Writing the Final Copy to Hand in As the final activity in a writing process, a writer has to rework the written drafts and polish them for the presentation or publication.

In addition, Richards and Willy (2002:319) the process of writing has some stages, they are: (1) Prewriting is any activity designed to help students generate or organize their ideas before writing. The prewriting methods discussed thus far are designed to get you started: to generate ideas, (2) Drafting is making a draft of the goal to state the main idea clearly and develop the content with plenty of specific details. In addition, an essay gets stronger as the drafting process continues. As the essay evolves and develops, the writer also gets more and more invested in the process and its outcome. No one is able to write a perfect first draft, even people who tend to write very strong first draft essays realize the need for revision and drafting. Then, revising is rewriting a paper, building upon what has already been done, in order to make it stronger (3) Editing is the stage where the students are engaged in tidying up their texts as they prepare the final draft for evaluation by checking a paper for mistakes in grammar, punctuation, usage, and spelling. It can be concluded that the process of writing should be done in some stages they are Planning, Drafting, Editing, and Final Version.

In descriptive writing, a writer may describe things perceptions, and feelings about something. This is as what Kane (2000: 351-352) said: "Whatever sense it appeals to, descriptive writing is of two broad kinds: objective and subjective. In the objective description, the writer sets aside those aspects of the perception unique to himself and concentrates on describing the percept (that is, what is perceived) in itself. In subjective (also called impressionistic) description a writer projects his or her feelings into the percept. Description writing is a written text that gives a reader a mental picture of the subject that the writer is exploring a person, an object or it can be about any topic which is to describe a thing is to say how it looks, feels, sounds, smells or tastes. Husna (2017) stated the same opinion that a descriptive text is a text that describes something in order for

the readers or listeners are able to get the same sense as what the writer experienced with his/her six senses: looks, smells, feels, acts, tastes, and sounds. It helps another to understand your experience.

Gerot and Peter (1994:208) explained that there are two components in the descriptive text: first, identification; which identifies phenomenon to be described, and second is description; which describes parts, qualities, characteristics". The identification usually occurs in the first paragraph and the description stated in the continuing paragraph. The description consists of three parts: the parts of the place, the quality of the place and the characteristic of the place.

Based on Brown, teaching is to guide and facilitate in learning process. He also (2006:16) states that technique is any of wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives. So, teaching technique is the procedure or skill that the lecturers do to the students to complete their activities in the classroom. There are many teaching techniques used to improve the students' achievement in writing. The lecturer is recommended to use the teaching techniques, where the students will use their communication competence optimally and make the lecturer as a facilitator. The term technique is commonly used in teaching learning process.

According to Gebhard, (2006:223) teaching technique is method of doing something in learning process by lecturer in the classroom.

Based on Dietsch (2003:26) teaching techniques are the little sneaky tricks and it is used to get the job done in the classroom. Lecturers all over have systems of rewards/punishments for students who comply and exceed or defy and lag behind. If a classroom is becoming distracted a lecturer may use the technique of silent reading or shared reading to try to rope them in again. Another may choose to use a quick physical activity to distract their distraction and get them all to do the same thing at the same time - then quickly direct them back to work. This is really where someone with loads of experience can help another lecturer improve her abilities. These are the tricks that can be taught to another lecturer. All lecturers attend offer little bits of games, activities, and actions that lecturers can use to achieve certain goals in the classroom. So, it can be concluded that teaching technique is the tricks that the lecturer used in classroom to guide or facilitate the students to overcome or complete their activities or exercises or task in the classroom.

Ekap (2010) noted that roundtable teaching technique is a technique requires a group or team working in the teaching learning process which requires all members to know and be ready to explain their groups' answer(s), when students help their group mates, they help themselves and their whole group, because the response given belongs to the whole group, not just to the group member giving it. It can be concluded that roundtable teaching technique is a technique of brainstorming, reviewing, or practicing skill in writing which is used to stimulate creativity and deeper thinking as the value of multiple viewpoints and ideas as the result working in team. Roundtable is two-step cooperative learning structures. In step one, the teacher asks a question with many possible answers and in step two the students respond in turn to make a list of possible answers for the questions. In this technique, the students pass a single sheet of paper and a single pencil around the table to record responses. Team members are encouraged not to skip turns, but if their thoughts are at a standstill, they are allowed to say "Pass" rather than to turn the brainstorm into a brain drizzle. Thus, there is almost universal participation in the roundtable. Students use a single sheet of paper and pen for each group. Students in the group respond in turn to a question or problem by stating their ideas aloud as they write them on the paper. Each group member has a designated turn to participate and make a written contribution to the group's project. The group has a writing prompt, task, or question.

Roundtable Technique is cooperative learning technique where the students take turn generating responses, solving problems, or making a contribution to project and sit in a round table (Kagan, 1994). In line with Kagan, Mccafferty cited by Ratnasari argues that Round Table Technique is learning technique that applies to appoint each member of the group to participate in the group by taking turns to form a round table or sit in circle.

Barkley stated that Roundtable is the technique that makes students take turns responding to a prompt by writing one or two words or phrases before passing the paper along to others who do the same. Roundtable also ensures equal participation among group members and exposes students to multiple viewpoints and idea. By using a round table, students will be made in groups and have their respective roles in performing the tasks assigned to each group. Each student is asked to respond to a given task by writing some of the thoughts of a text that is part of their task, it is done also by other friends in the group which then collected into one so as to form a text in the form of a description.

From all the explanations above we can conclude that roundtable is a technique designed with a round table form that divides the students in groups with their respective tasks and allows students to work or solve problems by working together in which each member in the group has each task and then the results obtained from the task they have done will be collected and solved simultaneously.

Round Table Technique is a technique that focused to teach writing, although in reality today, this technique can be applied to teach all kinds of subjects and skills. According to Barkley the steps of Round Table are:

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

Moreover, Kagan states they are characteristic of Roundtable Technique, they are:

- a) Each group consists of 4-6 people.
- b) The teacher provides a task to which there are multiple possible responses and provides think time.
- c) Students take turns passing a paper and pencil or a team project, each writing one answer or making a contribution.

Based on the explanation above it can be concluded that the steps Round Table Technique to teaching writing are:

- a. The teacher will shape the students into some groups. And each group consists of 4-6 students.
- b. Each student sits with their group in a small circle and round table.
- c. The teacher gives one narrative text in each group.
- d. Every student reads the story.
- e. Each member rewrote a paragraph containing the story he or she has read.
- f. Finally, all members of the groups discuss and compile the correct story according to the storyline that the teacher has given in the form of the whole.

By applying this technique students are expected to be able to work together in completing the task and able to build good communication among fellow members of the group.

METHOD IMPLEMENTATION

The location of the community dedication were SMK Jambi Medan, the participants of the Community dedication were 30 Participants. The method implementation in this community dedication was gave training to the students about roundtable technique in studying descriptive text. Training of the roundtable technique were done for two days, start with the the survey activities until the training activities, this training are followed by 30 students. The method that used in this training used some steps, such as :

1. The first stage : the teams conducted survey to the SMK Jambi Medan , in this activity the team obtains data and information about the problems faced by partners and what needs can help solve these problems. Based on the results of the discussion with the patners the training activities will be held on 9 &10 , August 2022
2. The training activities begun on Thursday at 08.00 Am until 16.30, some activities in the training such as : a) given the pre-test to the students to see the students ability and initial understanding about the material to be delivered. b) The resource person given explanation about roundtable technique. c. questions and answer activities after the presentation .d) given the simulation activities, where the partners or the students asked to training materials provided by the resource person. e) evaluation activities, where partners are given reinforcement on various matters related to simulation activities .f) giving the post-tests to see the level of understanding of the absorption of the materials by participants .
3. The last stage the team community dedication share about the community dedication, giving some interview to the partners than give some questioners to the participants, at the end of the activity session the recourse persons and partners discussed feedback the training activities and follow up the training in the future

RESULT AND DISSCUSSION

The authors describe two things related to the implementation of the community dedication activities that have been carried out. At the stage of analyzing the needs of partners, information is obtained about the problems faced by partners and their needs related to the preparations of the roundtable technique assessment instrument and preparation of the mechanism for implementing activities, at the stage of implementing the training activities, resource persons provide material exposure to partners capabilities in compiling the controlled writing technique based assesment instruments refers to what was stated by Kantar (2020) which is includes analysis, synthesis and evaluations

Based on the result of the pre-test and post test that given to the students, it was found that there was improvement of the average value between the pre-test and the post test on 59,52 %, where the average value of the pre-test was 43,40 and the post-test 77,60 so it can be concluded that the controlled writing technique can improve the students ability in writing. in the pre-test the test without using the roundtable technique and in the post- test, the test using roundtable technique

Based on the interview with the partners and questionnaire with the students, it can be explained that they were interest and enthusiasm of the participants were high enough to participate in the community dedication as evidenced by the statement of the benefit of the services, the pleasure of the participating in the services and the desire to be involved again in similar activities, 73 % of the participants agreed and 27 % of the participants strongly agreed. It can be concluded

that overall the participants felt happy and benefited significantly from the services activities and hoped that there would be a follow-up of these activities

Conclusions

As stated earlier, most students get difficulty with writing skills in English learning. In an effort to make the students' descriptive writing skill will be better or to help students in their writing descriptive text problems, the roundtable technique is appropriate for teaching the learning process of writing descriptive text. It means that using the roundtable technique as a technique to help the students can share their idea in the group, they can help their other friends to make a good paragraph, the students understand the material better, and students can give responses, commands, or suggestions in order that learn will be better. The roundtable technique could improve the student's ability in writing descriptive text. Based on the advantages that the roundtable teaching technique has, it is projected that the students will get a better score in writing descriptive text. The students actively participated in the group discussion of their ideas and confirm their understanding with each other. The students showed more enthusiasm and were more interested in writing descriptive text. In addition, the factor that influence the improvement of students' ability in writing was the techniques of the teacher.

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