

## **THE EFFECT OF ROUNDTABLE TECHNIQUE ON STUDENTS LEARNING OUTCOMES IN WRITING DESCRIPTIVE TEXT OF GRADE TEN AT SMA NEGERI 4 SIGI**

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### **ABSTRACT**

*This research aimed to investigate the effect of the Roundtable Technique on students' learning outcomes in writing descriptive text of grade ten at SMA Negeri 4 Sigi. A quantitative methodology was employed, incorporating a quasi-experimental design featuring pre-test and post-test control groups. The population comprised tenth-grade students at SMA Negeri 4 Sigi, with samples chosen via cluster random sampling. Class X A served as the experimental group, instructed through the Roundtable Technique, whilst Class X C functioned as the control group, getting traditional instruction. Writing evaluations were administered prior to and subsequent to the intervention. The mean pre-test score for Class X A was 33.33, whereas Class X C achieved a score of 40.21. Following treatment, the experimental group's mean score rose to 80.42, while the control group's score attained 59.26. The calculated t-counted was 6.03, exceeding the t-table of 2.02, signifying a statistically significant difference. The results indicate that the Roundtable Technique had a significant effect on students' learning outcomes in descriptive writing. It encouraged students to be more engaged, collaborative, and confident in developing ideas, using vocabulary, and applying grammar. The technique is recommended to enhance students' skills in writing descriptive texts.*

**Keywords:** *Descriptive Text, Learning outcomes, Roundtable Technique*

### **INTRODUCTION**

Writing is a fundamental skill in English language education, forming one of the four core competencies alongside listening, speaking, and reading. Mastery of writing not only enables students to communicate their ideas effectively but also deepens their understanding of linguistic structures and vocabulary. Research shows that writing and critical thinking are closely related; when students write, they are required to analyze, evaluate, and organize their ideas, which strengthens students' ability to reason and solve problems (Teng & Yue, 2022). In addition, writing activities help students improve their creativity and ability to express ideas systematically (Rao, 2019). In the context of English as a foreign language (EFL), writing is often perceived as challenging due to the complexities involved in organizing thoughts, applying grammar, and selecting appropriate vocabulary (Muhammad & Fatmawati, 2023). Many students also experience difficulties in generating ideas and maintaining coherence in their writing (Sari et al., 2020). Furthermore, EFL learners commonly struggle with grammar accuracy, vocabulary

use, and sentence organization in writing activities (Putri & Amri, 2021). Effective writing instruction is therefore important to help students improve both language accuracy and writing organization (Rahmatunisa, 2020).

It is mentioned in the Merdeka Curriculum (2025), specifically in the English syllabus for grade ten, that students are expected to compose short and simple texts of different types including descriptive text. Descriptive text is a type of text which focuses on providing clear and detailed descriptions of objects, places, people, or events. Therefore, grade ten students are taught to write simple yet well-organized descriptive texts. This helps them develop observation skills and the ability to express ideas clearly in writing, supporting their overall language proficiency and awareness of their environment. Descriptive writing activities are also considered effective in improving students' vocabulary mastery and creativity in learning English (Ningsih & Setyowati, 2022).

Nevertheless, results of preliminary research through observation of grade ten students at SMA Negeri 4 Sigi in February indicated that many students struggled to arrange their ideas logically and used limited vocabulary in their writing. Additionally, errors in punctuation, spelling, and capitalization were frequently noted (Wulandari et al., 2023). These issues significantly affected their overall writing performance, making the task of writing descriptive texts particularly challenging.

Therefore, the researcher attempted to implement the Roundtable technique to examine its impact on students' writing performance. The Roundtable technique is designed to facilitate students in generating and organizing ideas in writing, particularly in descriptive texts. According to Amalia (2021), the Roundtable technique can enhance students' academic skills by helping them activate and expand their prior knowledge related to the topic and by encouraging them to engage in analysis, evaluation, and synthesis of ideas through collaborative discussion and reflection. Recent studies also indicate that cooperative learning techniques improve students' writing engagement and motivation because learners are actively involved in group-based idea sharing and task completion (Sari & Pratiwi, 2022). In addition, collaborative writing strategies have been found to significantly improve students' writing fluency and organization through peer

interaction and feedback (Putri et al., 2023). Through this collaborative method, students are encouraged to express their thoughts on a given topic, share information with peers, and collaboratively construct paragraphs. This process may help them better understand the material and improve their writing abilities. Moreover, Roundtable-type activities encourage equal participation among group members, which helps reduce student anxiety and increases confidence in writing activities (Hidayat & Lestari, 2019). Studies also show that structured cooperative writing tasks improve vocabulary acquisition and sentence organization in EFL learners (Ramadhani et al., 2024). Finally, the use of collaborative learning environments has been proven effective in improving overall writing achievement in secondary school students (Ananda & Fitriani, 2021).

Previous studies have also explored the use of the Roundtable technique in enhancing students' writing skills. Priastuti (2020) found that the technique significantly improved eighth-grade students' performance in writing descriptive texts. Similarly, Fatin, Safitri, and Rahmah (2024) reported that the students taught using the Roundtable technique achieved higher post-test scores than those taught through conventional methods. Yaqin and Al-halim (2023) also concluded that this method effectively increased students' writing scores in a one-group pretest-posttest design.

Despite previous studies reporting positive findings, most of the existing research has been conducted at the junior high school level and has primarily focused on students' general writing skills. However, writing instruction at the senior high school level requires greater complexity, as students are expected to develop more organized ideas, richer vocabulary, and more accurate grammar in producing written texts, particularly descriptive texts. In addition, tenth-grade students are required to meet higher learning standards in accordance with the Merdeka Curriculum, which emphasizes students' ability to express ideas clearly and coherently in written form. Therefore, research investigating effective teaching techniques for senior high school students remains important. To address this gap, the present study was conducted at SMA Negeri 4 Sigi to examine the effect of the Roundtable technique on tenth-grade students' learning outcomes in writing

descriptive text through a quasi-experimental design involving experimental and control groups.

## **MATERIALS AND METHOD**

### **Materials**

The material used in this research was descriptive text focusing on describing people, as aligned with the Grade Ten English syllabus of the Merdeka Curriculum. This type of material is considered effective in helping learners develop structured writing skills because it trains them to describe specific characteristics in a systematic way (Zhang & Liu, 2020). In addition, descriptive writing tasks encourage students to activate prior knowledge and connect vocabulary with real-world contexts, which supports language acquisition (Kim & Park, 2021). The instructional materials included printed descriptive texts, writing worksheets, sample descriptive texts, and a writing scoring rubric adapted from recent writing assessment frameworks. The use of structured learning materials also plays an important role in guiding students step by step during the writing process and reducing cognitive load in writing tasks (Garcia & Moreno, 2022). The writing components assessed in this study were grammar, vocabulary, and mechanics, including punctuation, capitalization, and spelling. These components are essential because they represent the core aspects of writing accuracy and language proficiency development in EFL learners (Lopez & Santos, 2019).

### **Method**

This study employed a quasi-experimental design using a pretest-posttest nonequivalent control group design. Quasi-experimental design is commonly used in classroom-based research when random assignment is not possible, especially in real educational settings where intact classes must be maintained (Mertler, 2021). The quasi-experimental design was selected because the researcher was unable to randomly assign individual students into groups due to the existing classroom structure and school regulations. Therefore, intact classes were used as the experimental and control groups. This approach allows researchers to conduct studies in natural classroom conditions without disrupting the teaching process (Creswell & Guetterman, 2019). Two classes were selected through cluster random sampling, namely Class X A as the experimental group and Class X C as the control

group. Both groups were administered a pretest and posttest, while the experimental group received treatment through the implementation of the Roundtable technique. Pretest-posttest nonequivalent control group designs are effective for identifying the effect of instructional interventions by comparing learning outcomes before and after treatment (Ary et al., 2019).

The treatment applied to the experimental group was the Roundtable technique. This cooperative learning strategy involved dividing students into heterogeneous groups where each member took turns writing their ideas on a shared worksheet. The process included brainstorming, collaborative idea development, peer feedback, and final individual writing. Recent studies highlight that cooperative learning strategies improve student engagement and writing achievement through structured interaction and active participation (Gillies, 2020).

The duration of the treatment was six sessions (90 minutes each) covering different descriptive topics such as friends, teachers, family members, and public figures, and others. During each session, students practiced the Roundtable technique followed by individual writing tasks.

The data were collected through writing tests and assessed using a rubric adapted from Noviyenty (2015), focusing on grammar, vocabulary, and mechanics. The analysis included computing standard scores, mean scores, deviation scores, as well as and conducting t-tests using the formula from Best et al. (2017) to determine the statistical significance of the treatment's effect on students' writing performance.

## **DISCUSSION**

These findings are consistent with previous studies highlighting the effectiveness of the Roundtable technique in improving students' writing performance. Priastuti (2020), for example, found that the Roundtable technique improved junior high school students' ability in writing descriptive texts through collaborative idea sharing and peer interaction. Similarly, Fatin et al. (2024) reported positive improvements in students' writing achievement after the implementation of the Roundtable technique at the junior high school level. In line with those studies, the present research also demonstrated that collaborative

learning activities encouraged students to participate actively and develop their writing skills more effectively.

However, this study differs from the previous research in terms of educational level and learning demands. While earlier studies mainly focused on junior high school students, the present study was conducted at the senior high school level, where students are expected to produce more organized ideas, apply richer vocabulary, and demonstrate better grammatical accuracy in writing descriptive texts. Despite these differences, the findings consistently indicate that the Roundtable technique can positively support students' writing development across different educational contexts. Furthermore, Yaqin and Al-Halim (2023) also revealed that the Roundtable technique significantly enhanced students' descriptive writing performance, particularly in generating and organizing ideas collaboratively.

The significance of this research lies in demonstrating that cooperative learning strategies can be effectively adapted to senior high school contexts. Cooperative learning strategies in EFL classrooms have been widely reported to enhance student engagement and interaction during learning activities (Gillies, 2022). The Roundtable technique promoted teamwork, active participation, and students' confidence, thereby creating a more supportive learning environment for writing activities. In addition, collaborative writing environments contribute to reducing students' writing anxiety and improving their willingness to participate in classroom tasks (Dörnyei & Murphey, 2021). Although several challenges, such as students' hesitation and limited topic familiarity, were encountered during the implementation, these issues were addressed through scaffolding and clear instructional guidance. Scaffolding is considered an essential instructional strategy that supports learners in gradually developing independent writing skills through guided assistance (Hammond & Gibbons, 2019).

In conclusion, this study confirms that the Roundtable technique is an effective pedagogical strategy for improving students' learning outcomes in writing descriptive texts in EFL classrooms, particularly at the senior high school level.

## RESULTS

The study's results indicated a substantial disparity in writing performance between the experimental and control groups following the therapy. In the pretest, the experimental group achieved a mean score of 33.33, whereas the control group attained a mean score of 40.21. After the treatment, the experimental group's mean increased to 80.42, while the control group's posttest mean was 59.26, as shown in Table 1 below:

Table. The results of the pre-test and post-test

Group	Pre-test Mean score	Post-test Mean score
Experimental (X A)	33.33	80.42
Control (X C)	40.21	59.26

To assess the significance of the difference between the groups, a t-test was conducted. The calculated t-counted was 6.03, surpassing the t-table of 2.02 at the 0.05 significance level with 40 degrees of freedom. This signifies that the Roundtable technique exerted a statistically significant positive influence on students' capacity to compose descriptive texts.

Furthermore, the experimental group demonstrated improvements across all assessed writing components. The students showed better grammar usage, reduced errors in mechanics, and a richer use of vocabulary. These findings confirm that the implementation of the Roundtable technique facilitated collaborative learning and helped students organize their ideas more effectively when writing descriptive texts.

## CONCLUSION

This study suggests that the Roundtable technique significantly enhanced students' learning outcomes in writing descriptive text. This improvement was evidenced by the higher posttest mean score of the experimental group (80.42) compared to the control group (59.26). In addition, the result of the t-test analysis showed that the t-counted value (6.03) was higher than the t-table value (2.02) at the 0.05 significance level, indicating a statistically significant difference between the two groups. The experimental group also demonstrated improvements in grammar, vocabulary, and mechanics compared to the control group. These findings confirmed that the Roundtable technique effectively promoted active participation, collaborative idea sharing, and better organization of ideas in writing activities. Therefore, the Roundtable technique can be considered an effective

cooperative learning strategy for improving students' descriptive writing skills in EFL classrooms, particularly at the senior high school level.

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