

## IMPROVING STUDENTS' ABILITY IN WRITING BY PEER GROUP ROUNDTABLES (STUDY AT SMP KARTIKA WIRABUANA XX-2 MAKASSAR)

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### Abstrak

*Tujuan penelitian ini adalah untuk mengetahui kemampuan menulis siswa dengan menggunakan teknik peer group roundtables dalam pembelajaran bahasa Inggris untuk kelas VIII B SMP Kartika XX-2 Makassar. Jenis penelitian yang digunakan dalam penelitian ini adalah penelitian tindakan kelas (CAR), yang terdiri dari dua siklus dan dua pertemuan dalam setiap siklus. Prosedur penelitian meliputi, perencanaan, tindakan, observasi dan refleksi. Subjek penelitian ini berjumlah 24 siswa. Instrumen penelitian adalah tes, lembar observasi dan angket dengan menggunakan deskriptif kualitatif dan kuantitatif. Hasil penelitian ini menunjukkan bahwa nilai rata-rata pada pre-test adalah 60,2 dan terdapat 29,2 (7 siswa) yang mendapat nilai  $\geq 75$ , nilai rata-rata pada tes siklus I adalah 71,7, dan terdapat 45,8% (11 siswa) yang mendapat nilai  $\geq 75$ , nilai rata-rata pada tes siklus II adalah 80,3, dan ada 100% (24 siswa) yang mendapat nilai  $\geq 75$ , hal ini menunjukkan bahwa skor dan averagas pada siklus II lebih baik dari siklus pertama. Berdasarkan tests, lembar observasi, angket, dan dokumentasi, perbaikan menunjukkan bahwa siswa dapat aktif, antusias, rajin, berani, bersemangat, dan siswa dapat menulis paragraf deskriptif dengan mudah melalui teknik rountables peer group. Ditemukan bahwa pengajaran menulis paragraf deskriptif melalui teknik peer roundtables dapat meningkatkan kemampuan menulis siswa. Respon siswa melalui kuesioner peneliti dapat menyimpulkan bahwa siswa responsif dan mampu meningkatkan siswa dalam belajar keterampilan menulis dengan menggunakan teknik peer group roundtables.*

**Kata Kunci:** *Keterampilan menulis, Paragraf deskriptif, Teknik Peer Group Roundtables, Penelitian Tindakan Kelas Siswa*

### Abstract

The purpose of this study was aimed at determine students' writing skills using the peer group roundtables technique in learning English for class VIII B SMP Kartika XX-2 Makassar. The type of research used in this study was classroom action research (CAR), which consisted of two cycles and two meetings in each cycle. Research procedures include planning, action, observation, and reflection. The subjects of this study amounted to 24 students. The research instruments were tests, observation sheets, and questionnaires using qualitative and quantitative descriptive. The

results of this study showed that the average score on the pre-test was 60,2 and there were 29,2 (7 students) who scored  $\geq 75$ , the average score on the first cycle test was 71,7, and there were 45,8% (11 students) who scored  $\geq 75$ , the average score in the second cycle test was 80,3, and there were 100% (24 students) who scored  $\geq 75$ , this shows that the scores and averages in cycle II were better from the first cycle. Based on tests, observation sheets, questionnaires, and documentation, improvement shows that students can be active, enthusiastic, diligent, courageous, and passionate, and students can write descriptive paragraphs easily through the peer group roundtables technique. It was found that teaching writing descriptive paragraphs through the peer roundtables technique could improve students' writing skills. The students' responded through the questionnaire the researcher could conclude that the students were responsive and able to improve the students in learning writing skills by using the peer group roundtables technique.

**Keywords:** Writing skill, Descriptive paragraphs, Peer Group Roundtables Technique, Classroom Action Research Students'

## **INTRODUCTION**

The focus of this research is the use of the peer group roundtable technique to improve students' writing skills. With the peer group roundtable technique, students will find it easier to write descriptive paragraphs. as stated by According to Meyers (2005); Hasyim, I., Syarifuddin, S. (2021) states that "writing is an action, a process of discovering and organizing our ideas, putting them on the paper and reshaping also revising them". Besides, in connection with what according to Bram (1995) and Syamsu, A. (2021) defines writing is producing or reproducing written messages. In teaching and learning English, students are asked to write short stories, comparisons, elaborate definitions, arguments, and descriptions of people, places, objects, and more. Similarly, Gerhard (1996) & Sulaiman, R. (2018) states that a teacher cannot teach the students to write by looking only at what the students have written. The teacher also does the hard thing, examines the intangible process, rather than the easy thing, and evaluates the tangible product. Many students tend to jump right into the writing task without using prewriting strategies to generate ideas and organize thoughts.

PGR (Peer Group Roundtables) or commonly called the Roundtable technique is one of the cooperative learning techniques that can be used to improve students' writing ability. The round table is a technique that can be used for brainstorming. At the round table, students are designed to generate a large number of ideas on a topic in groups with other students. This can be an excellent team-building technique to ensure that all members of a group are involved (Hadijah., Basri, D. M., Halijah, S., 2018). This is important to do the roundtable technique is so that the students can see their ideas down on paper before they actually begin. That way they're sure to cover all of the key points they want to cover. The students will also be covering them in a logical fashion. Roundtable is one type of cooperative learning. Based on the results of research by Kagan (1992) & Syam, M., Yunus, M. (2021), Roundtable is a learning technique where the students take turns generating written responses, solving problems, or making a contribution to a project. If they've fallen into the trap of just writing as they go, it's time to take a step back.

Roundtable Technique is one model of cooperative learning. Roundtable is one strategy that also gives students to opportunity to learn better and try to give their opinion to each other than they do from a teacher (Sulaiman, R., Muhajir., 2019). In the roundtable, students work without

direct intervention by the teacher but this does not mean that the students are left on their own devices to learn whatever they like in the discussion. In the roundtable, students are studying to appreciate another person's ideas, open mind, etc.

## METHOD

This researcher conducted by used classroom action research. The researcher choosed classroom action research as a method because research is relevant to conduct during the learning process. According to Kunandar (2010), defining that classroom action research is research to assist someone in practically overcoming problems encountered in emergency situations and help achieve social science goals by cooperating within a mutually agreed ethical framework. This research was conducted in the even semester of the school year 2022/2023. The subjects of this study were students of class VIII B of SMP Kartika XX-2 Makassar, which consisted of 24 students. Data collection techniques use tests, observations, questionnaires, and documentation.

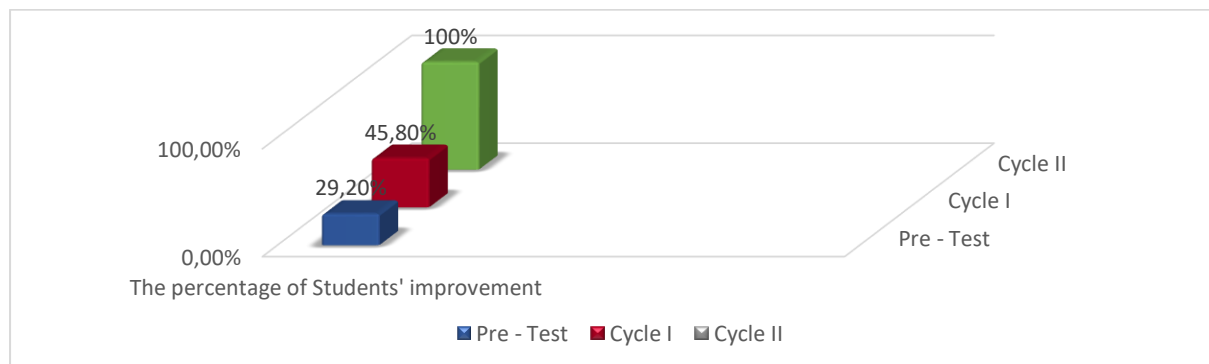
## FINDING AND DISCUSSION

Based on the implementation of the actions for 2 cycles which were carried out in 4 meetings, it was obtained data that the students' writing ability had increased. Improvement of students' writing skills is known by using the peer group roundtable technique. The results of the test as follows:

**Table 1.** The Frequency and Percentage Students' Writing Test in the First and second cycle

Category	Standard Score	Frequency		Percentage	
		Cycle 1	Cycle 2	Cycle 1	Cycle 2
PASS	$\geq 75$	11	24	45,8 %	100 %
NOT PASS	$\leq 75$	13	0	54,2 %	0 %

Based on the table above, it showed that the successful indicator of this research which had to fulfill by the students were not achieved in the first cycle. There were 45,8% of students who could pass the criteria of minimum successful (KKM) and also there were 54,2% students who didn't pass the criteria of minimum successful (KKM). While, in the second cycle there were 100% students who could pass the criteria of minimum successful (KKM).



**Figure 1.** The percentage of students' improvement

Based on the figure above, the percentage of Preliminary data was 29,2% and in the first cycle was 45,8%, it means this cycle had improved but was still not achieve the target of this research. And the percentage of second cycle was 100%, it means that this cycle was successful and achieve the target of the research. Based on my research at SMP Kartika Wirabuana XX-2 Makassar, it shows that there is some improvement in students' writing skills after implementing the peer group roundtable technique. The data were obtained from the students' achievement scores of the test in writing descriptive text by using roundtable technique significantly improved in every single test. It showed that the students' writing skill in the first cycle of every indicator had improved significantly. It can be seen in the pre cycle test only 7 students can pass the test. It means that there were 17 students of that class did not pass the test. But, in the first cycle, there were 11 students can pass the test. And it can be concerned in the last cycle there were 24 students pass the test. The finding above have proven that using peer group roundtable technique was able to improve the students' ability in writing descriptive text. This related with theoretical by Lou (2005), the Roundtable is useful for brainstorming, writing, and reviewing concepts and vocabularies learned. The students' easier to write their descriptive test, they can brainstorm their ideas. They could create better atmosphere of the lesson and could help the students' were fun and interesting in learning process. Barkley, et al., (2005) state that the benefit of using roundtable technique is students were able to build upon each others' contributions. It encourages students to adjust their writing (in areas like content, conventions, style and vocabulary) as they respond and react to the comment of the writers that preceded them.

## **CONCLUSIONS**

Based on the result that has been analyzed in the previous chapter, it can be concluded that the roundtable technique is effective to be used to improve students writing skills because there is a significant difference between the progress in writing ability of the students after applying peer group roundtables technique. It was proved that there was a significant difference between the result of students' first cycle 45,80% and second cycle 100%. It means that the second cycle is higher than the first cycle. So, the result of the second cycle could show that the writing ability of the students under study improved significantly after they had been taught descriptive text by the peer group roundtables technique.

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