

The Effectiveness of Roundtable Technique on Students' Writing Ability in Descriptive Text

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ABSTRACT

This study aims to describe the effectiveness of using the Roundtable Technique in improving students' descriptive writing skills at the seventh grade of Darussalam Islamic Junior High School, Bojonegoro. The research also compares the outcomes of descriptive writing using the Roundtable Technique with the Make-a-Match Technique and evaluates the improvement in students' scores. A pre-experimental one-group pre-test and post-test design was employed. The study involved 30 students as the sample, and data were analysed using a paired sample t-test to determine significant differences before and after treatment. The findings reveal a significant improvement in students' descriptive writing ability following the application of the Roundtable Technique. This is demonstrated by an increase in the mean score from 73.60 in the pre-test to 83.03 in the post-test. The paired sample t-test results showed a p-value of 0.00, which is lower than the significance level of 0.05, indicating a significant effect. Consequently, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. These results highlight that the Roundtable Technique effectively enhances students' descriptive writing skills, providing a beneficial method for teaching writing in junior high school contexts.

Keywords: Roundtable Technique, Writing Ability, Descriptive text

I. INTRODUCTION

Writing is the expression of language in the form of letters, symbols, or words. The main purpose of writing is communication (Aziz et al., 2022). The writing process is a way to see what people are doing when they are writing text

(Dergaa et al., 2023). It is also a person's ability to express ideas, thoughts, knowledge, and life experiences in a language that is clear and understood by others. Writing also requires us to always display creativity so that writing can win the heart of the reader.

Writing is a way of producing writing products that are general or specific. This is the process of turning ideas into paragraphs. There are several types of text that students will study, one of which is descriptive text. Descriptive text is a text that describes the characteristics of someone, something, or a place (Aziz, 2020). The descriptive text consists of an introduction and description (Ismayanti & Kholiq, 2020). The introduction is the part of the paragraph that introduces the character in question, and the description is the part of the paragraph that describes the character. Students can use simple sentences and adjectives in writing descriptive text.

Writing descriptive text is how students try to express ideas that contain information about an object and invite the reader to enjoy what the author has described to the reader (Ariyana et al., 2020). In writing descriptive text, students often find some difficulties. Students usually find it difficult to organize their ideas. They also get bored easily when they think about what to write. In addition, many students make mistakes and face difficulties in building and developing their imagination.

Based on the writer's observation and the writer took an interview with the English teacher, there are several problems that are faced by students. First, students cannot generate their ideas. The reason why students cannot make good writing, especially descriptive text, is caused by the difficulty in generating their idea. It means that students get confused about how

to start to write, how to express their idea in written form, and how to develop their idea so their writing can be creative.

Roundtable is a writing technique in cooperative learning (Fauziah et al., 2020). Cooperative learning has not been widely applied in teaching and learning activities even though the Indonesian people are very proud of the nature of cooperation in social life (Mudiyanto, 2017). Cooperative learning is a successful teaching strategy in which small teams. Cooperative learning is a learning model that prioritizes group cooperation in solving a problem (Yusuf & Hidayat, 2023). The roundtable learning technique is a writing technique that is applied by appointing each group member to participate in expressing ideas for the themes discussed by each group (Yaqin & Al Halim, 2023).

Roundtable is a group learning technique that is expected to make it easier for students to work together in achieving common goals. The roundtable technique in cooperative learning is implemented by dividing students into heterogeneous groups. Students discuss in a group to solve problems. Each group consists of 5 – 8 people, students who have more ability to write descriptions are grouped with less able students. By applying the roundtable technique, it is also hoped that students will grow to be more independent and create peer tutors.

The roundtable technique is a cooperative learning activity that requires each student to actively participate in demonstrating the skill

they already have as a result of thinking in groups by sitting in a circle or forming a roundtable. Based on this opinion, it can be interpreted that the roundtable technique is a learning model in which students' study together in groups where each student in the group plays an active role in contributing ideas in turn by sitting in a circle or round table. This roundtable technique makes students learn and work together, provides opportunities to learn to issue broad ideas, and a conducive classroom atmosphere, for students who take turns to issue ideas also develop useful knowledge, roundtable technique can also help focus attention on students. The existence of participation and interaction between students encourages students to be able to express ideas and opinions, students can learn to think critically and creatively.

Based on background and problem identification, the researcher decided to focus on the effectiveness of students Of Descriptive text Writing using the roundtable technique in the cooperative learning method. The focus of this research falls on better scores after using the roundtable technique.

II. METHOD

The research design used in this study was a pre-experimental one group pretest-post test design with the quantitative method. The quantitative research method is a type of educational research in which researchers use statistical techniques to understand and explain the phenomena

(Latief, 2012). Quantitative research methods can also be interpreted as research methods used to examine certain populations or samples, data collection using research instruments, quantitative or statistical data analysis, to test established hypotheses (Sugiyono, 2011).

III. RESULT

PRE-TEST

THE DESCRIPTION OF STUDENTS' PRE-TEST

The type of test chosen in this study was an essay consisting of one item. In the essay, Y students are given a picture, and students must describe the picture as well as possible and as interesting as possible. Data were collected from the grades of students This was done before the researcher applied the round table technique, the researcher gave written questions that students would work on in 30 minutes among of word min 100-150 words.

THE SCORING OF STUDENTS PRE-TEST

The researcher used an essay writing test. To assess the quality of students' writing, the researcher used an assessment rubric. Aspects of the assessment are content, organization, vocabulary, language use, and mechanics. Meanwhile, the researcher's way to find out the students'

writing scores on the pre-test researchers will use the rating scale by Sara (2002:116). See table 3.5

THE RESULT OF STUDENTS' PRE-TEST

The researcher gave an essay writing test to students, totaling 5 items, in the question, there was a picture in which students had to describe what was in the picture. After the students described the pictures in the questions, the researchers assessed them with several aspects of the assessment. including content, organization, vocabulary, language use, and mechanics.

The pre-test data on the students' ability to write descriptive text were obtained from the results of their test before being given the roundtable technique treatment. All data is calculated using SPSS 20. The calculated data can be described as follows:

Table 1. Pre -test

| | Freq. | Percent | Valid Percent | Cumulative Percent |
|----|-------|---------|---------------|--------------------|
| B | | | | |
| 60 | 3 | 10.0 | 10.0 | 10.0 |
| 66 | 1 | 3.3 | 3.3 | 13.3 |
| 68 | 1 | 3.3 | 3.3 | 16.7 |
| 70 | 4 | 13.3 | 13.3 | 30.0 |
| 72 | 5 | 16.7 | 16.7 | 46.7 |

| | | | | | |
|-------|----|----|-------|-------|-------|
| | 76 | 6 | 20.0 | 20.0 | 66.7 |
| Valid | 77 | 1 | 3.3 | 3.3 | 70.0 |
| | 78 | 1 | 3.3 | 3.3 | 73.3 |
| | 79 | 4 | 13.3 | 13.3 | 86.7 |
| | 80 | 2 | 6.7 | 6.7 | 93.3 |
| | 82 | 1 | 3.3 | 3.3 | 96.7 |
| | 85 | 1 | 3.3 | 3.3 | 100.0 |
| Total | | 30 | 100.0 | 100.0 | |

The results of the pre-test before being given the roundtable technique showed that the lowest score is 60. The highest score is 85. A statistical description of the pre-test data can be seen in the following table.

Table 2. Descriptive Statistic

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|-------|----------------|
| Pre-test | 30 | 60 | 85 | 73.60 | 6.360 |
| Valid N (listwise) | 30 | | | | |

Based on table 4.3 above, it is known that from 30 students in the pre-test. The lowest score was 60, the highest score was 85 and the mean score of the pre-test was 73,60 with a standard deviation of 6,360.

POST-TEST

THE DESCRIPTION OF STUDENTS' POST-TEST

The form of the test after being given treatment the instructions are the same, but the questions are different.

THE SCORING OF STUDENTS POST-TEST

The researcher used an essay writing test. To assess the quality of students' writing, the researcher uses an assessment rubric. Aspects of the assessment are content, organization, vocabulary, language use, and mechanics.

The post-test data on the students' ability to write descriptive text were obtained from the results of their test after being given the roundtable technique treatment. All data is calculated using SPSS 20. The calculated data can be described as follows:

Table 3. post-test

| | Freq. | Percent | Valid Percent | Cumulative Percent |
|----------|-------|---------|---------------|--------------------|
| 60 | 1 | 3.3 | 3.3 | 3.3 |
| Valid 70 | 1 | 3.3 | 3.3 | 6.7 |
| 75 | 3 | 10.0 | 10.0 | 16.7 |
| 76 | 2 | 6.7 | 6.7 | 23.3 |
| 79 | 4 | 13.3 | 13.3 | 36.7 |
| T 80 | 2 | 6.7 | 6.7 | 43.3 |

| | | | | |
|-------|----|-------|-------|-------|
| 84 | 2 | 6.7 | 6.7 | 50.0 |
| 85 | 1 | 3.3 | 3.3 | 53.3 |
| 87 | 1 | 3.3 | 3.3 | 56.7 |
| 88 | 3 | 10.0 | 10.0 | 66.7 |
| 89 | 2 | 6.7 | 6.7 | 73.3 |
| 90 | 6 | 20.0 | 20.0 | 93.3 |
| 93 | 2 | 6.7 | 6.7 | 100.0 |
| Total | 30 | 100.0 | 100.0 | |

The results of the pre-test after being given the roundtable technique showed that the lowest score is 60. The highest score is 93. A statistical description of the pre-test data can be seen in the following table: (see table 4.6)

Table 4. Descriptive Statistics

| | N | Min. | Max. | Mean | Std. Deviation |
|--------------------|----|------|------|-------|----------------|
| post-test | 30 | 60 | 93 | 83.03 | 7.730 |
| Valid N (listwise) | 30 | | | | |

Based on table 4.3 above, it is known that from 30 students in the post-test. The lowest score was 60, the highest score was 93 and the mean score of the pre-test was 83,03 with a standard deviation of 7,730.

ANALYSIS PREREQUISITE TEST

NORMALITY TEST

A normality test is a test carried out to assess the distribution of data in a group of data/variables, the distribution of the data is normally distributed or not. A normality test is a test performed to verify whether a group of data comes from a population that is regularly distributed or forms a normal curve. because parametric statistical measurements have the expectation or obligation that study data should be normally distributed. The normality test is a key step in determining central tendency measurement and statistical methodologies for data processing.

Researchers used Kolmogorov Smirnov to analyze normality via IBM SPSS 20, and the results will be shown in the table below:

Table 5. One Sample Kolmogorov-Smirnov Test

| | | Unstandardized Residual |
|----------------------------------|----------------|-------------------------|
| N | | 30 |
| Normal Parameters ^{a,b} | Mean | 0E-7 |
| | Std. Deviation | 5.99405872 |
| Most Extreme Differences | Absolute | .120 |
| | Positive | .063 |

| | | |
|------------------------|----------|-------|
| | Negative | -.120 |
| Kolmogorov-Smirnov Z | | .657 |
| Asymp. Sig. (2-tailed) | | .782 |

- a. Test distribution is Normal.
- b. Calculated from data.

Based on the results of the normality test conducted with SPSS version 20.0, the result from Asymp. Sig. (2-tailed) was 0,782 which is higher than 0,05 ($0,782 > 0,05$). Therefore, H_a is accepted and H_o is rejected. As a result, it means the data were distributed normally.

HYPOTHESIS TESTING

The analysis used is the paired sample t-test. This test is a Different test of two paired samples with the same subject but different treatments. Researchers use IBM SPSS 20 statistics to analyze data from pre-test and post-test. This data requires results from the pre-test and post-test of seventhgrade students of SMP Islam Darussalam Bojonegoro before and after treatment

Table 6. Paired Samples Statistics

| | | Mean | N | Std. Deviation | Std. Error Mean |
|--------|----------|-------|----|----------------|-----------------|
| Pair 1 | pretest | 73.60 | 30 | 6.360 | 1.161 |
| | posttest | 83.03 | 30 | 7.730 | 1.411 |

From the table above, the pre-test and Post-test values show that the mean of the Pre-test was 73,60 with a standard deviation of 6,360 and the Post-test was 83,03 with a standard deviation of 7,730.

Table 7. Paired Samples Correlations

| | N | Correlation | Sig. |
|---------------------------|----|-------------|------|
| Pair 1 pretest & posttest | 30 | .631 | .000 |

From the table above, the results of the correlation between the two the variable produce several 0.631 with a probability value (sig) of 0.000 means that there is no significant correlation or relationship between before and after being given treatment because the probability value is < 0.05.

Alternative hypothesis (Ha) which states there is the significance of the effectiveness of the roundtable technique in students' ability to write descriptive texts for Class VII students of SMP Islam Darussalam Bojonegoro is accepted and canceled

hypothesis (H0) says that there is no significant effect the effectiveness of the roundtable technique in students' ability to write descriptive texts for 7th-grade students of Darussalam Islamic Junior High School Bojonegoro were rejected.

Table 8. Paired Samples Test

| | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|---------------------------|--------------------|----------------|-----------------|---|--------|-------|----|-----------------|
| | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | Lower | Upper | | | |
| Pair 1 pretest - posttest | 9.433 | 6.174 | 1.127 | -11.739 | -7.128 | 8.369 | 29 | .000 |

From the table above, it is known that the t-test results state that Sig. (2tailed) is 0.000. The result gives that Sig. (2-tailed) lower table than the level of significance. So it can be concluded that Ho is rejected and Ha is accepted. So, it can be concluded that the roundtable technique is an effective method to be applied to students' writing ability of descriptive text.

IV. DISCUSSIONS

ROUNDTABLE TECHNIQUE TO STUDENTS' WRITING ABILITY OF DESCRIPTIVE TEXT.

The findings of this study clearly demonstrate that the roundtable technique effectively improves students' ability to write descriptive texts. After implementing this collaborative strategy, students' average post-test score increased to 83.03, compared to a pre-test average of 73.60. This improvement was reflected in the distribution of student performance: two students scored excellent, 15 were rated very good, 11 achieved good scores, one scored adequately, and one had a low grade. The paired sample t-test conducted using IBM SPSS Statistics 20 revealed a significance value (Sig. 2-tailed) below 0.05, confirming that the improvement in student performance was statistically significant. These results support the effectiveness of the roundtable technique as an instructional strategy.

Aligned with existing literature, this study adds to the growing body of evidence affirming the positive impact of cooperative learning strategies on writing skills. Fatin et al. (2020) reported a post-test average of 76.29 in students using the roundtable technique, compared to 66.57 in the control group, highlighting its value in promoting student collaboration and active participation. Similarly, Utami et al. (2018) observed marked improvements in students' writing skills after applying the method over five sessions. Amali et al. (2018) also found dramatic growth, from 22% to 92% proficiency,

confirming the technique's ability to support descriptive text writing. These findings, along with those from Jurnal FKIP Unila and Jurnal PGRI Semarang, demonstrate how well the roundtable technique can be applied across different educational settings.

Several key advantages make the roundtable technique highly effective. It fosters a collaborative learning environment where students brainstorm ideas, provide feedback, and learn from one another. This environment nurtures a sense of community and shared responsibility for learning outcomes. It also ensures active participation by encouraging every student to contribute, which minimizes passive learning and increases engagement. The approach promotes critical thinking and creativity, as students are constantly exposed to and challenged by their peers' perspectives. Furthermore, it provides immediate feedback, enabling students to adjust and refine their writing in real time.

In contrast, while the make a match technique also **enhances** learning, it may be less effective in the context of descriptive writing. According to Asni et al. (2021), students' scores improved from a mean of 60 to 75.36 after applying this method an increase of 25.6%. Though notable, this improvement falls short of the results achieved through the roundtable technique in this study. Nonetheless, educators should choose the most suitable method based on the class context, student needs, and lesson objectives. Jurnal UIN Alauddin emphasizes that

both techniques can be valuable when implemented thoughtfully.

From a pedagogical perspective, this study underscores the importance of adopting innovative teaching methods to enhance student outcomes. The roundtable technique, in particular, offers teachers an interactive and structured approach to engage students more effectively. By integrating this method into writing instruction, educators can improve students' academic achievement and foster a more dynamic and supportive classroom culture. Moreover, combining it with other cooperative strategies could further maximize its benefits.

However, this study is not without limitations. The relatively small and homogeneous sample limits the generalizability of the findings. Future studies should include a larger and more diverse participant pool to provide broader insights. Additionally, long-term studies are needed to determine whether the observed improvements in writing skills are sustained over time. Comparative research involving various instructional methods across different student populations would help determine their relative effectiveness. Incorporating qualitative data—such as student interviews, classroom observations, or reflective journals—could also offer deeper insight into students' perceptions and experiences with the roundtable technique. In conclusion, the roundtable technique has proven to be a valuable tool in improving students' descriptive writing skills. The notable increase in test scores and

strong statistical support suggest that it is not only academically effective but also enhances the classroom learning experience by promoting interaction, participation, and creativity. Educators are encouraged to incorporate this approach into their instructional practices, adapting it to their specific classroom contexts to maximize student engagement and achievement.

The Round Table Technique is a technique that is useful for brainstorming, reviewing, or practicing skills that use a piece of paper and a pen for each team (Manurung et al., 2022). Round table techniques encourage students to work together in groups to achieve a goal (describe an object). A roundtable is a conference or discussion involving several participants one of the cooperative learning techniques that can be used by teachers is the right technique to improve students' English skills (. et al., 2020). One of them is the students' ability to write descriptive text. The reason was to brainstorm, review, or practice a skill. A round table can help students to explore their ideas in writing. Round Table Technique gives a contribution to improving student achievement in writing descriptive texts.

The Round Table Technique encourages students to bring out their creativity and go deeper think, students must be responsible for their work to get or find a lot of possible ideas to share with the group. In the Round Table Technique students are involved in teamwork activities by brainstorming topics and putting their ideas into written contributions.

So, based on the statement above, the researcher suggests that improving students' ability to write descriptive text using roundtable techniques in learning activities, is proven that the use of roundtable techniques in learning activities is important for student achievement. In addition, student motivation improved, forming a network of cooperation between students also helps students to issue more ideas. Moreover, it can be said that students Improve their ability in writing descriptive text, it can also be seen from the activities they actively participate in class and the subtlety of what they do. By the students' responses during the teaching and learning process, they carried out the teacher's orders perfectly.

HOW IS TEACHING WRITING SKILLS COLLABORATIVELY

Collaborative approaches, such as the Team Pair Solo strategy, have proven to be effective in improving students' creative writing skills through group collaboration. This process motivates students to write and produce better written work (Maulidah & Aziz, 2020; Pham, 2021). This strategy has three main stages, namely teamwork, pairs, and solo (Aziz, 2019). Through these stages, students gradually develop their ideas and writing abilities in a supportive environment.

In the first stage, students work in large teams to discuss initial ideas and outline the writing. Group collaboration provides a space for students to share ideas, exchange ideas, and

provide input to each other. This kind of cooperative learning environment allows students to explore their creative ideas freely (Cebrián et al., 2020). In addition, working in a group helps students overcome confusion or impasse in writing due to the support and ideas of their peers. This stage also trains communication skills, tolerance, and empathy in listening to and respecting the opinions of others.

Next, students move on to the pair stage, where they work in pairs. This stage provides an opportunity for students to deepen the ideas previously discussed in large groups. In paired discussions, they can focus more on developing a storyline, choosing the right words, and a more detailed writing structure. The pair also acted as each other's "editors", correcting each other and providing suggestions for writing improvement. This process hones critical thinking and analytical skills, because students must evaluate and provide solutions to problems in their colleagues' writings.

The final stage is solo, where students start writing independently. At this stage, they implement all the ideas, inputs, and improvements that have been obtained from the previous stage. The writing produced at the solo stage is often more structured, creative, and quality because students have gone through a deep collaborative thinking process. By writing on their own, students build confidence in their abilities and develop a personal voice or writing style.

Through the Team Pair Solo strategy, students not only learn to write better but also develop critical thinking, communication, and problem-solving skills. This approach proves that creative writing is not a process that has to be done alone; Rather, it is a process that can be enriched through cooperation, reflection, and the application of ideas obtained in systematic stages. Thus, this strategy becomes an effective method in building better creative writing skills among students.

In Indonesia, students often experience difficulties in aspects of grammar, word selection, and organizing ideas. Collaborative writing techniques offer an effective solution to help students learn to write better through group interaction (Supiani, 2017). These difficulties generally arise due to the lack of consistent writing practice, lack of intensive guidance from teachers, and low interest in reading that affects students' vocabulary. Therefore, a collaborative approach is present as a method that is able to overcome these challenges through active involvement between students and the use of group dynamics.

Through collaborative writing techniques, students are encouraged to work together in developing ideas, framing writing, and evaluating their work. The process of interaction in groups allows students to learn from each other. For example, a student who is more proficient in grammar can help his or her struggling groupmate, while another student who has a richer vocabulary can help in choosing the right

words. Thus, each group member contributes according to their strengths, creating a mutually supportive learning environment.

In addition, in collaborative writing techniques, students have the opportunity to discuss and share ideas before writing. This stage of discussion is important to help students understand the topic to be written about and how to organize their ideas logically. By discussing, students learn to compose more structured writing, avoid repetition of ideas, and maintain continuity between paragraphs. This indirectly helps them overcome the confusion that often arises when they start writing.

Not only that, but collaborative techniques also provide space for students to get feedback directly. Feedback from his or her peers helps students notice grammatical errors, improper use of words, or weaknesses in the flow of writing. This reflection process is very important to improve the quality of their writing in the future. In addition, positive interactions in groups increase students' motivation to continue learning and practicing writing.

By combining teacher guidance and interaction between students, collaborative writing techniques can be a real solution to overcome the challenges of writing in Indonesia. Through the collaborative process, students are not only able to improve their writing skills, but also develop critical thinking, communication, and self-evaluation skills. Thus, this approach not only helps students write better, but also builds their confidence in conveying ideas in

writing. This solution is an effective step in fostering a strong literacy culture among Indonesian students.

Collaborative writing not only improves students' writing skills, but also develops social skills such as communication, cooperation, and motivation to learn. In addition, students can give feedback to each other to improve their writing (Sukirman, 2016). In this process, the interactions that occur between students form a supportive and inclusive learning environment. Collaboration allows students to practice listening to others' opinions, conveying ideas clearly, and appreciating different ideas. This ability is very important, not only in the academic environment but also in daily life and the world of work in the future.

The communication aspect develops significantly when students discuss and negotiate ideas during the writing process. They learn how to express opinions politely, provide constructive input, and find solutions together to problems faced in writing. This activity also helps improve critical thinking and problem-solving skills, as students must analyze various ideas before deciding which ones to use in their writing.

In addition to communication skills, collaboration is also a major focus in collaborative writing. Students learn to work in teams by dividing roles and responsibilities according to their abilities. Each member has an important contribution, so that mutual respect and trust between students are formed. It

encourages motivation to learn because students feel valued and supported in the learning process.

From the academic side, the feedback given by peers helps students identify weaknesses in their writing, both in terms of structure, ideas, and grammar. This reflection process provides opportunities for continuous improvement. Thus, collaborative writing not only strengthens academic skills, but also shapes the persona of students who are more confident, communicative, and able to work well together in groups.

In teaching descriptive texts, the collaborative approach allows students to work in groups to share ideas, outline writing, and refine writing through group revisions (Harlena et al., 2020). This approach provides space for students to explore their creativity through active discussions, where each group member can contribute their unique ideas. For example, when describing an object or place, students can share different perspectives with each other, resulting in richer and more diverse descriptions. The writing framework that is arranged together also helps students understand a more structured writing flow, starting from the introduction, content, to the conclusion.

The group revision process in a collaborative approach allows students to provide constructive input to each other. For example, if there is a mistake in the use of adjectives or sentences that are less clear, group members can help correct them. With this feedback, students have the opportunity to

continue to improve their writing until they achieve optimal results. This not only improves the quality of descriptive writing, but also trains students' analytical and evaluation skills on their own and peer-to-peer writing.

This approach also creates a more fun and interactive learning atmosphere. Students no longer feel burdened when writing because the process is done together. In addition, they learn to appreciate the opinions and contributions of their peers, which has a positive impact on the development of their social skills. Effective descriptive learning through collaborative methods helps students understand that writing is not only about completing tasks, but also about how to convey ideas clearly and creatively.

Teaching writing skills collaboratively not only helps students overcome difficulties in writing, but also improves their motivation, critical thinking skills, and cooperative abilities. This approach is very effective in producing quality writing through active interaction and feedback between students. Thus, the collaborative method in learning to write is the right solution to overcome challenges while creating a more interesting, productive, and meaningful learning experience for students

V. CONCLUSION

The findings of this study provide compelling evidence that the Roundtable technique significantly enhances students'

ability to write descriptive texts, particularly among seventh-grade students at Darussalam Islamic Junior High School. Statistical analysis using a paired sample t-test revealed a p-value (Sig. 2-tailed) of 0.000, which is below the standard significance threshold of 0.05. This result led to the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_a), thereby confirming the effectiveness of the intervention. The substantial increase in post-test scores compared to the pre-test results demonstrates that the Roundtable technique offers a meaningful and measurable improvement in students' writing performance. This outcome suggests that the Roundtable technique fosters an interactive, student-centered learning environment that not only encourages collaboration but also promotes critical thinking, idea generation, and active participation—key elements in the development of writing proficiency. The method's emphasis on peer engagement and shared responsibility appears to stimulate a more dynamic learning atmosphere, allowing students to express their ideas more confidently and coherently in written form. Therefore, the implementation of the Roundtable technique in English language teaching, particularly in writing instruction, is strongly recommended. It can serve as an

effective pedagogical strategy for educators seeking to improve students' descriptive writing skills. Future research is encouraged to explore the long-term impacts of this approach across different educational contexts and student demographics, as well as to investigate the integration of the Roundtable technique with other cooperative learning methods for potentially even greater educational outcomes..

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