THE EFFECT OF ROUNDTABLE MODEL ON STUDENTS' WRITING ABILITY OF EXPOSITORY TEXT

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Abstract

The purpose of the research is to determine and analyze the effect of using the roundtable model on students' ability in writing Expository text at grade X of SMA Negeri 4 Tanjung Balai in 2024/2025 Academic Year. This research method is quantitative and experimental research with a pre-test post-test control group design. The population in this study were students of class X of SMA Negeri 4 Tanjung Balai. The sample for this research consisted of 72 students taken by random sampling. The data collection technique uses an essay test. This was done to determine the effect of the roundtable model on students before and after receiving maintenance. This research used the Sugiyono formula to analyze research data. Based on the results of research that has been conducted regarding the effect of roundtable model on the ability to writing expository text at grade X of SMA Negeri 4 Tanjung Balai. The learning activities of students who are taught using a roundtable model are better than students who are taught not using a roundtable model the experimental class there was an average result of 85.88, while in the control class there was an average percentage of 66.52. From the results of hypothesis testing using the t test, the $t^{\natural}$ value was 2.042. So it can be concluded that $t^{\text{fi}} > t^{\natural}$ (9.994 > 2.042). So, it can be stated that there is a significant difference in the increase in learning outcome scores in the experimental group and the control group. Thus, it can be concluded that H_o is rejected and H_a is accepted, meaning the effect of roundtable model on students' ability in writing expository text at grade X SMA Negeri 4 Tanjung Balai in 2024/2025 Academic Year.

Key word: *Roundtable Model, Writing, Expository text.*

INTRODUCTION

Broadly speaking, language is a communication device that has been used by people considering historic times. Such a lot of languages are used by people from diverse areas and countries, but most people from diverse countries use English as a means of communication. many stuff are achieved every day through the use of language, transacting, assembly pals, co-employees and own family, carry dan gain statistics the use of language. when interacting with different

people in regular life, it is essential to apply language. Language is used to deliver critiques, thoughts, feelings and thought to other, both orally and in writing.

English is one of the subjects that must be studied by junior high school and senior high school in Indonesia. There are four language skills that students must master in learning English, namely reading, writing, speaking and listening skills. The four components of language are closely related to each other and are then studied sequentially. Speaking and listening are components of oral language proficiency, whereas writing and reading are components of written language proficiency. Listening and reading are receptive language skills, meanwhile speaking and writing are productive language skills.

The four language skills, students' abilities are weakest in the writing component, especially in English subiects. Writing skills are the peak of skills in all aspects of language. Students are said to be skilled at writing if they are able to explain their thoughts in written form with a series of words and sentences that are easy for people to understand. Writing skills in learning English have various forms. one of which is writing texts. There are various types of functional text in English, namely Descriptive text, Explanation text, Report text, Recount text, Narrative text, Exposition text, News Item text, Procedure text, etc. Many students experience difficulties in writing, especially in writing expository text.

Some students think that writing expository text is the most difficult skill in English. Citated of Ice stated that students' writing difficulties mean that students have limited vocabulary (Trisna Gustin Zega 2023). Difficulty expressing their thoughts or ideas. This is also in line with research conducted (Ardiana 2023), which states that the majority of students in class still experience problems in using vocabulary and punctuation in writing expository texts. Apart from that, they also said that students still had difficulty thinking about and developing their ideas into sentences or paragraphs. Lack of practice and experience in writing expository text. The maiority of students still have difficulty developing ideas and concepts for writing and the limited vocabulary that students have, this is the main internal factor that becomes an obstacle for students in the class. (Imanuella Natalia L. 2016).

From several of the problems described above, this also happened to class X students at SMA Negeri 4 Tanjung Balai. Based on the results of observations and interviews with English teachers at school, many students still experience difficulties in writing English texts, especially in expository text material. (For example, students are asked to write expository text, but there are still some students who do not understand the general structure and components of expository text material). This research wants to provide a solution to overcome this problem by applying the Roundtable model, especially in learning to write expository texts about Graffiti.

By using a roundtable model in learning. This can help students to think more creatively about what students are doing and students are expected to be able to develop their ideas and express these ideas in the form of their own writing, especially in written form, writing expository text.

METHOD

The research in this study used quantitative methods. Quantitative research is research that is based on calculation studies with data and numbers, collection, interpretation of data and collection of results (Arikunto, 2012; 27). A pre-experimental research design will used in this study. Researchers used this design to find out the differences before and after learning using the Roundtable model.

Group pretest-post-test is an experimental research design used in this research. Pre, treatment, and post tests were used in this study. Before starting teaching with the Roundtable technique, the first class completed a pretest without the technique. The process of teaching and learning to write expository texts, round table techniques, formation and grouping of students are used as learning techniques. expository text writing post-test was given after the treatment

Table 1.1 The following is a representation of the design:

Group	Pre-test	Experiment	Post-test
Experimental group	Q_1	X	Q_2
Control group	Q^3	Y	Q^4

Where,

      X = Using by Roundtable model
      Y = Using Conventional Way

1. Pre-test

Pre-tests are given to measure students' initial proficiency levels before they engage in teaching activities. The purpose of the pre-test is to see students' writing skills in writing expository text before being given treatment

2. Treatment

The treatment is implemented in both the experimental and control classes. The experimental class is taught using the Round Table Model, while the control class follows traditional teaching methods.

3. Post-test

The post-test is an assessment given to students after participating in a lesson. The purpose of the post-test is to find out the effect of using the round table technique on students' ability to write expository texts.

4. Scoring Test

Student's writing needs evaluation scoring. It is beneficial for teachers to be aware of their pupils' abilities and efforts. According to Sara Causing Weigle, the score profile for content (13–30), organization (7–20), vocabulary (7–20), language use (5–25), and mechanics (2–5) is based on Jacob et al. (1981).

Table 2.1 The criteria for Assessing Writing:

a. Contents

Level	Criteria
30-27	Excellent to very good; knowledge able, substantive, through development of thesis, relevant to assigned topic
26-22	Good average; some knowledge of subject, mostly relevant topic, but lucks detail
21-17	Fair to poor; limited knowledge of subject, little substance, inadequate development of topic.
16-13	Very poor; does not show knowledge or subject, no substantive, not pertinent, or not enough

b. Organization

Level	Criteria
20-18	Excellent to very good; concepts expressed and supported with clarity, conciseness, organization, logical flow, and coherence
17-14	Good to mediocre; a little choppy, poorly structured, with a focus on the key concepts, scant evidence, and logical but lacking in detail sequencing.
13-10	Fair to poor; non-fluent

c. Vocabulary

Level	Criteria
20-18	Excellent to very good; sophisticated vocabulary, command of word forms, adept use of idioms, and appropriate register
17-14	Good to mediocre; sufficient range, sporadic mistakes in word or idiom form selection and usage, but meaning is not lost.
13-10	Fair to poor; limited vocabulary, frequent idiom/word form mistakes, unclear or muddled meaning
9-7	Extremely poor; basically a translation with minimal understanding of English word forms, idioms, or vocabulary, or insufficient to assess

d. Language use

Level	Criteria
25-22	Outstanding to excellent; well-constructed complex sentences with few agreement problems in terms of tense, number, word order, function, articles, pronouns, and prepositions
21-18	good to average; basic yet effective design; little issues with complex construction; several faults in agreement; word order/function; tense; articles; pronouns; prepositions; but meaning is rarely obscured
17-11	Fair to bad; significant issues with both simple and complicated constructions; multiple agreement, tense, number, word

	order/function, fragments, run-ons, deletions, and unclear or obscured meaning.
10-5	Extremely weak; basically, lacks understanding of sentence structure principles, is riddled with mistakes, is insufficiently evaluative, or does not convey.

e. Mechanics

Level	Criteria
5	Excellent to very good; demonstrates mastery of conventions, few errors of spelling, punctuation, capitalizations, paragraphing
4	Very good to excellent; shows command of norms; few spelling, punctuation, capitalization, and paragraphing mistakes
3	Fair to poor; frequently errors spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
2	Extremely subpar; lacks command of standards, primarily due to spelling, punctuation, capitalization, paragraphing, and handwriting problems that are either unreadable or insufficient to assess.

RESULTS AND DISCUSSION

The results of the students' test can be seen in the following score table.

Table 3. The Score of Pre-test and Post-test in Control Group

No	Initial Name	Score of Pre-test (X)	Score of Post-test (Y)	Y-X
1	AK	55	65	10
2	ADS	65	70	5
3	AF	65	70	5
4	AH	65	70	5
5	A	55	65	10
6	AS	65	70	5
7	BB	75	80	5
8	DA	65	70	5
9	DK	70	75	5
10	DJ	65	75	10
11	H	70	80	10
12	JM	60	65	5
13	JS	65	75	10
14	L	55	60	5
15	MA	65	70	5

16	MR	60	65	5
17	MR	75	80	5
18	NH	55	65	10
19	NA	50	65	15
20	RP	70	75	5
21	R	70	80	10
22	S	65	70	5
23	SP	55	65	10
24	SI	65	70	5
25	W	65	75	10
26	WI	65	70	5
27	RR	65	70	5
28	RAD	70	80	10
29	RGH	50	60	10
30	SAPD	50	65	15
31	SER	65	70	5
32	SRY	50	65	15
33	SP	70	75	5
34	SD	65	70	5
35	SI	55	65	10
36	SYP	55	65	10
	TOTAL	**X** = 2060	**Y** = 2275	**X-Y** = 266

From the data above, it can be seen that highest and lowest values in the Pre-Test are:

  a. Students who got 75 score was 2 students.
  b. Students who got 70 score was 6 students.
  c. Students who got 65 score was 15 students
  d. Students who got 60 score was 2 students
  e. Students who got 55 score was 7 students
  f. Students who got 50 score was 4 students

From the data above, it shown that the highest and the lowest score in Post-Test was:

  a. Students who got 80 score was 5 students.
  b. Students who got 75 score was 6 students.
  c. Students who got 70 score was 12 students.
  d. Students who got 65 score was 11 students.
  e. Students who got 60 score was 2 students.

From the data above, there is a difference in the scores of the control class in the pre-test and post-test, where the highest score in the pre-test is 75 and the highest score in the post-test is 80 with the average difference between the class pre-test and post-test scores. The highest control score was 15, and there was an average score presentation from the pre-test and post-test control class of 265.

Table 4. The Score of Pre-test and Post-test in Experimental Group

No	Initial Name	Score of Pre-test (X)	Score of Post-test (Y)	Y-X
1	ABS	65	90	25
2	AL	65	85	20
3	AP	65	85	20
4	AB	65	90	25
5	AR	65	90	25
6	AU	70	85	15
7	API	55	80	25
8	ASA	65	90	25
9	AAP	65	90	25
10	ARI	70	90	20
11	AG	55	80	25
12	AS	55	85	30
13	AO	65	85	21
14	BB	55	85	30
15	DA	55	85	30
16	FA	55	85	30
17	FY	65	95	30
18	HC	70	95	25
19	MI	75	100	25
20	MA	65	85	20
21	M	50	85	35
22	MJ	65	85	20
23	M	75	85	10
24	MI	65	85	20
25	MS	65	85	21
26	NS	50	85	35
27	PA	60	85	25
28	PN	75	90	15
29	PS	65	85	20

30	RH	50	80	30
31	RF	50	80	30
32	RF	60	85	25
33	SL	70	100	30
34	WD	65	85	20
35	WR	60	85	25
36	RSS	60	85	25
	TOTAL	**X** = 2190	**Y** = 3040	**X-Y** = 864

From data above, it can be seen that highest and lowest values in the Pre- Test are:

a. Students who got 75 score was 3 students.
b. Students who got 70 score was 4 students.
c. Students who got 65 score was 15 students.
d. students who got 60 score was 4 students.
e. students who got 55 score was 6 students.
f. students who got 50 score was 4 students.

Based on the table above, it can be seen that the Post_Test score in Experimental group was the highest with a score of 100 and the lowest values with a score of 80.

a. Students who got 100 score was 2 students.
b. Students who got 95 score was 2 students.
c. Students who got 90 score was 7 students.
d. Students who got 85 score was 21 students.
e. Students who got 80 score was 4 students.

Based on the analysis above, it can be seen that the student's score on the post-test is higher than the student's score on the pre-test. Where the average pre-test score in the experimental class is 2190 and the average score in the post-test in the experimental class is 3040. And the average difference in scores between the pre-test and post-test in the experimental group is 852. This means that there is an influence Roundtable model on students' ability to write expository texts. To see more clearly the influence of the Roundtable model on the ability to write experimental class expository texts, pay attention to difference in students' highest scores below:

1. MI = Pre-Test (75) Post-Test (100) difference (25)
2. SL= Pre-Test (70) Post-Test (100) difference (30)
3. PS= Pre-Test (50) Post-Test (85) difference (35)

From the explanation above regarding the difference between the results of the pre-test and post-test scores for the experimental class, a very significant

increase can be seen where the initial PS pre-test score (50) and post-test score (85) are different from the pre-test and post-test scores. PS is 35.

CONCLUSION

Based on the result of research that has been conducted on the effect of Roundtable model on students' ability in writing expository text at grade X of SMA Negeri 4 Tanjung Balai, it can be concluded as follows:

The learning activities of students who are taught using a Roundtable model are better than students who are taught not using a Roundtable model. This can be seen from the results of the average percentage of the two classes, namely the experimental class with a percentage score of 85.88 and the control class of 66.52. There are differences in the learning outcomes of students who are taught using the Roundtable model and the learning outcomes of students who are taught not using the Roundtable model in class X SMA Negeri 4 Tanjung Balai, this can be seen from the test results. hypothesis by using the t test to obtain a value. it can be concluded that $t^{h} > t^{s}$ (9.994 > 2.042) and the significance value is more than 0.05 (p= <0.05). Thus, it can be concluded that H0 is rejected and Ha is accepted, meaning that there is an influence of the use of the Roundtable model on students' ability in writing Expository text at grade X of SMA Negeri 4 Tanjung Balai in 2024/2025 Academic Year.

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