

Effect of Cooperative Round Table Method on Students Writing Descriptive Text in SMK Negeri 2 Rantau Utara

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ABSTRACT

The purpose of this study is how the cooperative round table method influences students' writing abilities. In addition, this study is designed to explain how the cooperative round table method can be implemented in tenth grade students of SMK Negeri 2 Rantau Utara. Grade X students of SMK Negeri 2 Rantau Utara have problems in understanding writing. The researcher found that tenth grade had problems in writing, such as making descriptive text, determining the generic structure in the text. Researchers find that teachers who teach in class dominate students. The search subject was tenth grade, there were 30 students for the control class and 30 students for the experimental class. Researchers collect data by tests, researchers analyze data using quantitative data. The conclusion in this study is a significant difference from the effect on students' writing abilities between those who were taught using the cooperative round table method and those who were taught using Direct Instruction. This can be proven from the results of the t score (7,023) which is higher than t table (1,671). This means that students who are taught using the cooperative round table method have better writing skills than those who are taught using Direct Instruction. The cooperative round table method provides an opportunity to improve their writing skills.

Keywords: Writing, Descriptive Text, Cooperative Round Table Method.

INTRODUCTION

Learning English is more important because English is an international language that is used in this world. English is also a communication tool and also has a greater function in aspects of life such as in politics, business, trade and diplomatic relations. People use the language to express their emotions, feelings, and ideas. According Ratna (2014:1) English is also inseparable from developments in technology, science, economics, and education. Given the importance of English, the Indonesian government has chosen English as the first foreign language and basic subject in our education system. So English is very useful in life from several aspects and their respective needs. The purpose of teaching English in schools is to develop students' language skills. There are four main skills students must master in learning English, namely listening, speaking, reading and writing. In learning English, it cannot be separated from the name of being able to write because the ability to write is very important in the process of learning English.

According Harmer (2017:33) writing is frequently useful as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities. From the perspective of students, writing is considered by many to be the most difficult skill to master. Not easy to master because we also have to use the others. To produce a good writing product, someone must complete the negotiations and need a lot of complicated sets of rules. Teachers also find it difficult to teach. First, they must do it and pay close attention to everyone and their writing. Second, writing activities require a lot of time so the teacher must be really good at managing time. Third, teachers need to be smart in choosing the right methods and techniques that can help them improve the quality of the asking process. And in the learning process the teacher tries to give students motivation to learn. From the motivation provided by the teacher, students are expected to be more interested and enthusiastic in learning in class.

THEORETICAL FRAMEWORK

Writing is a medium of human communication that represents language and logic with signs and symbols. In most languages, writing is a complement to spoken or spoken language. Writing is read language, but a tool used to make the language read. In a language system, writing is in the same structure as speech, such as vocabulary, grammar, and semantics, in addition to being in accordance with a sign or symbol system. The results that are read are called text, and the recipient of the text is called the reader. Motivation for writing includes publication, storytelling, correspondence, record keeping and diaries. Write, support, develop, spread knowledge through the media and develop legal systems. Supriyadi (2018: 8) said that initially, writing was a writing activity letters, numbers, or names on a particular page. Now, write the meaning is equivalent to the word compose.

Definition Cooperative Round Table

McCafferty (Triwahyu,2016: 225) explains that a roundtable type cooperative model is writing learning techniques that are applying learning in a way each group member participates to write an idea in turns by forming a round table or sitting circular. According Nasrul (2017:34)round table learning is one of cooperative learning that can be used to advance group formation, active listening, thinking and participating. Students take turns in contributing to their respective groups, this learning is also a fun and interesting learning with more importance to the process to get better learning outcomes.

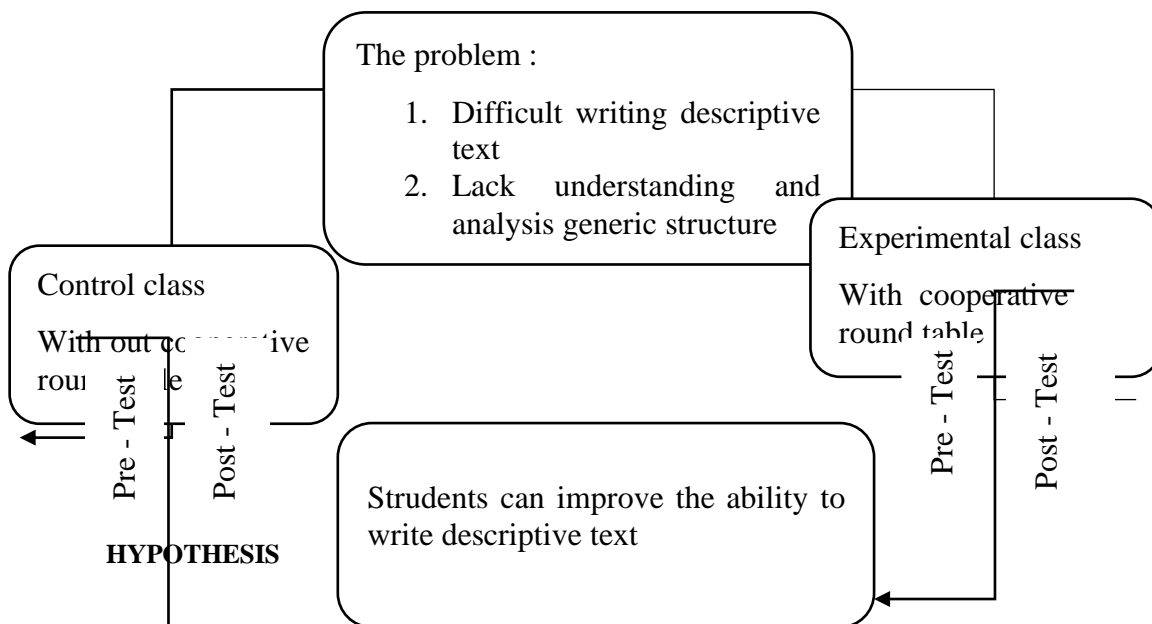
DISCUSSION

In this study, in the experimental class, researchers used cooperative learning round tables on material to write descriptive texts that contained generic structures. At the end of the learning test given to learn the level of student understanding of the material provided. Before implementing round table cooperative learning, students are given a preliminary test to see students' abilities about material easily writing descriptive text. This is done to learn to decide between the initial test before receiving experimental treatment and the final test after receiving experimental treatment. In the control class, the researcher provides learning with the same material as in the experimental class, but does not apply the round table cooperative learning model and at the end of the learning also provides tests for students.

CONCLUSION

Based on the results of the analysis and discussion described, it was found that there were significant differences in the increase in post-test scores from the pre-test scores of students taught by cooperative round tables to students who wrote descriptive texts and those not taught by cooperative round tables to students who wrote descriptive text. So it can be concluded that there is a positive influence on The Eeffect Round Table Method On Students Writng Descriptive Text In Smk Negeri 2 Rantau Utara.

Conceptual framework



The research hypothesis is formulated as follows:

H_a = There is a significant effect of method cooperstive round table on students's ability in writing descriptive text.

H_0 = There is a no significant effect of method cooperative round table on students's ability in writing descriptive text.

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