

ABSTRACT

TEACHING DESCRIPTIVE TEXT WRITING THROUGH COOPERATIVE LEARNING BY USING ROUNDTABLE TECHNIQUE AT THE FIRST YEAR OF SMA XAVERIUS PRINGSEWU

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Writing is the most complex skill for the students at the first year of SMA Xaverius Pringsewu. This is true since in writing, the students have to consider many writing aspects, such as content, organization, language use, vocabulary and mechanics; content is referring to the substance of writing, organization is concerning with the logical organization of the content, language use is focusing on the use of correct grammatical, vocabulary is dealing with the selection of words in the content and mechanics is referring to the use of graphic conventions of the language. The students mostly complain that they do not know how to express their ideas into words and they also have difficulty in how to compose sentences. As a result, the students have no motivation to write, and it makes writing becomes boring and hard activity for them. Meanwhile, roundtable technique is one of cooperative learning model in where the students work in groups and sit around the table. The most convenient aspect is that students can cooperate through some procedures such as writing, editing, and rewriting that can help them overcome their writing difficulties.

Dealing with the problems, this research aims to see whether roundtable technique can be applied to increase **the students' writing ability** in descriptive text at the first year of SMA Xaverius Pringsewu. This research was a quantitative research and the design was one-group pretest-posttest. It was conducted in five meetings in Class X.3 of SMA Xaverius Pringsewu from September 30th up to October 14th 2011. The instruments used to collect the data here were writing pretest and posttest. In the pretest, they were asked to write descriptive text of one member of their family. And, in the posttest, they had to write a descriptive text of their favorite actors or actress. In order to obtain a valid score, inter-rater and intra-rater reliability was used in this research.

The result of the tests shows that there is an increase from the mean of pretest to posttest after being taught through roundtable technique. The **students' average** score increases from 63.55 to 72.77. The use of this technique also increases five aspects of writing; content increases from 3.69 up to 4.13, organization 2.86 up to 3.52, language use 2.91 up to 3.22, vocabulary 3.05 up to 3.38, and mechanics 3.36 up to 3.91. The result of the hypothesis testing through SPSS Version 15 shows that t-ratio (14.110) is much higher than the t-table (2.021) with the

significance $< \alpha$. (0.000 < 0.05), it means t-ratio $>$ t-table. In other words, the hypothesis is accepted. Referring to the result of the research above, it can be concluded that roundtable technique can increase students' writing ability in descriptive text.