

## **CHAPTER IV**

### **DATA PRESENTATION AND DATA FINDING**

This chapter discusses about the result of the study. It covers the data presentation and the findings of research related to the formulation of the research question.

#### **A. Data Presentation**

In the data presentation, the researcher would like to present about the data that has been gotten during having observation in the classroom and interview with the English teacher to know how the teacher teach the students using Round Table Technique writing in descriptive text at eighth grade of SMPN 3 Ngunut.

The writer collected the data from 8B class that consists of 31 students which is one of class that taught using Round Table Technique. It is based on the formulation of the research question and some additional data in supporting the research findings such as the English teacher design during teaching writing descriptive text. The writer also obtained the data from the interview.

#### **1. The Roundtable Technique Used by the Teacher in Teaching Writing Descriptive Text.**

Based on the researcher's observation in the classroom, teaching process was covers pre-teaching activity, while-teaching activity, and post-

activity, where in while teaching process the teacher used Round Table Technique.

### **Observation 1**

This meeting was conducted on May, 3<sup>rd</sup> 2018. The researcher entered in the class and the teacher welcomed by students and sat down on the chair and several students played around the class. The result of the observation, can be seen in Table 4.1

#### a) Pre-teaching Activity

In pre-teaching activity, the teacher's activity can be described as follows: the teacher prepared all things that are related to the lesson, this was to make sure that everything needed to teach was available, including the materials of descriptive text, text books, question sheets, and answer sheets.

#### b) While-teaching Activity

This was conducted from 11.15-12.45 am (based on the schedule). The teacher opened the lesson by greeting the students. Checking the student's attendance; this was to make sure the students were complete or not. The teacher did apperception and motivation to start the learning process by asking the students to make sure that they were already to following the learning process (see Table 4.1). After that she asked about what they had learnt in the previous meeting. There was no students' response. They just keep silent. Then she asked again and

two of them answer her question. Some boys on the back talked to their friend. She asked them to kept silent and pays her attention.

There were new material that would taught that day; descriptive text. The topic which would discuss today is describing person. In this meeting the teacher started the lesson by asking the students understanding about descriptive text related the topic. The first question was “do you ever describing someone?” then the students said “yes”. The next question was “who do you describe?”. The students answered together and made class noisy. The teacher pointed some students to share their answer.

After that, the teacher explained about the generic structured of descriptive text. Then, the teacher hands out an example of descriptive text and ask the students to analyze the generic structure of descriptive text. At that moment, the teacher gives an example about how to describe one of the students in the class. The teacher pointed a girl who sat in the front corner. The teacher explain how was the students looked like, what was she wear, etc in detail. In her explanation, the teacher used mix language.

Then, the teacher asked them that we would try to write descriptive text. The students said, “Waaahhhhhh, writing mam?”. “Jangan writing mam, sulit mam”. “Nyonto punya temen boleh ya,

mam?" (see appendix 5 page xxiv) They also become desperate if they have to write in English that was difficult for them.

Based on the observation, the students' interest in writing English was still low because the students said that they did not like writing in English because writing in English is difficult. Next, their motivation in writing in English was still low because they did not have any effort to solve their problem above.

Then, the teacher gives the students some explanation about Round Table Technique. The teacher informed way of roundtable to the students. The teacher informed that they had to circulate the paper clockwise and gave their participation in taking turn until all members gave contribution. The students look interested in the teacher explanation. The teacher grouped the students into 6 groups beginning group 1 until 6. When grouping time, the situation became noisy. They wanted to choose their own members and the teacher allowed. After the students understood what they had to do, the teacher gave them a piece of work sheet and answer sheet each group. There were six picture in the work sheet and asked the students to choose one picture to discuss.

The students were very enthusiasm during applied roundtable technique in writing. They discussed with their group to make a descriptive text. If the one had difficulties in answering it, the other would help him. They helped each other to make their member

understood to complete the assignment. Many of students need much time to think their arguments. They also confused what they would write again if their arguments had been written by their teammate. But, their friends would help them to write the other argument. After all of them had done it, the whole class discussion would be followed.

The teacher was always instructed and reminds the students when the time to circulate their work sheet clockwise and inform the students while the time is up. The teacher gave about 3-5 minutes per students to work her or his part. The teacher asked the students to write her or his answer and read aloud so that the other students gave response to the statement and discuss together. After passing 3-5 minute, the teacher commanded to circulate the paper to the next students who follows the same steps (see Table 4.1). After the discussion time was up, the teacher asked one of the members of group to write their answer in the blackboard presenting their group works in front of the class. From this part, we found that any mistakes on their writing such as, punctuation, spelling, etc. The content and the structure of their writing were need improvement.

c) Post-teaching Activity

At the end of the meeting, the teacher gave conclusion about the topic and asked the students to tell about their difficulties in writing descriptive text by using Round Table technique. Then, the teacher gave feedback for students about their difficulties in writing descriptive text by

using Round Table technique. She advised the students to learn the materials and end the lesson with greetings.

**Table 4.1**

**The Procedures of Round Table Technique Observation 1**

No.	Procedures	Yes	No
1.	The teacher explains the material which will be the topic of discussion a bit to the students so they have prior knowledge about the topic they will discuss	✓	
2.	The teacher introduces students with the process of applying Round Table Technique and explain step by step procedures of the application of round table technique in writing descriptive text	✓	
3.	The teacher divides the students into groups. One group consists of 4-6 students.	✓	
4.	The teacher distributes the work sheet and answer sheet to each group. (each group one work sheet and one answer sheet)	✓	
5.	The teacher informs the students to choose one of a topic to be discussed in groups.	✓	
6.	The teacher gives the students a limited time to discuss the topic and make temporary discussion result.	✓	
7.	The teacher informs the students which group member will begin	✓	
8.	The teacher informs the students that they will circulate the paper clockwise and give	✓	

	about 5-7 minutes for each member to do her/his part, then ask the students to pass the paper to the next member		
9.	The teacher asks the students to write his or her words, phrases or sentences as rapidly as possible and then read the response aloud so that the students have an opportunity to think about or build upon each other responses.	✓	
10.	After passing 5-7 minute, the teacher asks the students to pass the answer sheet to the next student, who follows the same steps.	✓	
11.	The teacher informs the students when time is up.	✓	
12.	The teacher stops the discussion when the time is up and tell the students that the process is complete when all members have participated and write their answer or ideas on the paper	✓	
13.	The teacher asks one of the members of group to presenting their group work.	✓	
14.	The teacher gives the conclusion about the topic	✓	

## Observation 2

In this meeting was conducted on May, 8<sup>th</sup> 2018. The researcher entered in the class with the teacher and sat down on the chair in back of the class. The result of the observation, can be seen in Table 4.2

a) Pre-teaching Activity

In pre-teaching activity, the teacher prepared all things that are related to the lesson, this was to make sure that everything needed to teach was available, including the materials of descriptive text with another topic, text books, question sheets, and answer sheets for the students in writing descriptive text.

b) While-teaching Activity

This meeting was conducted from 11.00-12.30 am (based on the schedule). The activity was similar to the while teaching in observation 1 but there were difference members and difference topic that would discuss. The first, at the meeting, the teacher gave little explanation about descriptive text and Round Table Technique only to make students reviewed their previous material. After that she asked about what they had learnt in the previous meeting. All off students answered what they had learnt in the previous meeting well. So, I could conclude that they still took great attention to the teacher. Before continued the discussion for the day, the teacher asked the students that they had different topic of discussion; describing place.

After it, the teacher showed a picture of beach. Then she asked some questions related to the picture. She asked, "Do you know what it is?". The students answer, "Beach, mam", "Pantai pantai". She asked again "Pernahkah kalian pergi kepantai? Pantai mana saja?". All of



students spoke together as usual. Then, the teacher asked them to raise their hand if they wanted to answer the question. Unfortunately, there was almost a half class who raised their hand and the teacher chooses only three students. The first student said that he ever visited Molang Beach. The second student said that she ever visited Sine Beach. The last student said that she ever visited Coro Beach.

After sections of question and answer which were related to the pictures and the given topic, the teacher asked them to made groups and told them that they would work with the same technique at the last meeting. Then the teacher grouped the students into 6 groups beginning group 1 until 6. When grouping time, the situation became noisy. They wanted to choose their own members but the teacher refused it. They were made groups based on following the teacher's instruction. The teacher asked them to count 1-5 and gathered with the students who got the same number. The teacher reminded the way of roundtable. The teacher informed that they had to circulate the paper clockwise and remained the student to give their participation in taking turn until all members gave contribution.

The teacher gave the paper and six pictures about the new topic of writing descriptive text and asked them to choose one of the pictures. As the previous meeting, the teacher asked the students to write the descriptive text by using Roundtable Technique. The teacher gave 3-5 minutes per students to wrote their idea and discuss with their group

member. Next, they do the discussion after they knew their task quickly. They focused on doing their writing in their group. They also discussed together so the class began little noisy. Teacher always asked the students when the time to pass the paper from one member to the next member (see Table 4.2). All of group members did it very well. They helped each other. Every student would like to write the result of their discussion. They share their idea and discuss together. If one of member still confused and didn't know what he or she to write, the other friends would help. Finally it would help them to increase their cooperate in the group.

Every 3-5 minutes later, the teacher was always reminding the students when the time to circulate their work sheet clockwise and inform the students while the time is up (see table 4.2). The teacher guided the students during the Roundtable Technique and monitors each group.

Because the time was up, the teacher had to finish the lesson for that meeting. As the last meeting, the teacher asked the volunteer of each group to write their answer in the blackboard and present their work in front of class. After did correction together, we found that their writing getting better than before. The content and the structure of their writing were good.

#### c) Post-teaching Activity

After that, the teacher asked all students to collect their writing. At the end of the meeting, the teacher asked the students to tell about their

difficulties in writing descriptive text by using Round Table Technique. Then, the teacher gave feedback for students about their difficulties in writing descriptive text by using Round Table Technique. The last the teacher asked the students to summarize the lesson.

This table bellow was aspects which were observed during teaching process, were;

**Table 4.2**

**The Procedures of Roundtable Technique Observation 2**

No.	Procedures	Yes	No
1.	The teacher explains the material which will be the topic of discussion a bit to the students so they have prior knowledge about the topic they will discuss	✓	
2.	The teacher introduces students with the process of applying Round Table Technique and explain step by step procedures of the application of round table technique in writing descriptive text	✓	
3.	The teacher divides the students into groups. One group consists of 4-6 students.	✓	
4.	The teacher distributes the work sheet and answer sheet to each group. (each group one work sheet and one answer sheet)	✓	
5.	The teacher informs the students to choose one of a topic to be discussed in groups.	✓	
6.	The teacher gives the students a limited time to discuss the topic and make	✓	

	temporary discussion result.		
7.	The teacher informs the students which group member will begin	✓	
8.	The teacher informs the students that they will circulate the paper clockwise and give about 5-7 minutes for each member to do her/his part, then ask the students to pass the paper to the next member	✓	
9.	The teacher asks the students to write his or her words, phrases or sentences as rapidly as possible and then read the response aloud so that the students have an opportunity to think about or build upon each other responses.	✓	
10.	After passing 5-7 minute, the teacher asks the students to pass the answer sheet to the next student, who follows the same steps.	✓	
11.	The teacher informs the students when time is up.	✓	
12.	The teacher stops the discussion when the time is up and tell the students that the process is complete when all members have participated and write their answer or ideas on the paper	✓	
13.	The teacher asks one of the members of group to presenting their group work.	✓	
14.	The teacher gives the conclusion about the topic	✓	

## **2. Students' contribution in writing descriptive text during the application of Roundtable Technique at eighth grade in SMPN 3 Ngunut**

The students' activity in writing descriptive text during the application of Round Table Technique in the following explanation:

### **Observation 1**

The researcher observed the activities during the teaching and learning process in Round Table Technique. During the learning process the students were not paying attention to the teacher well, there was some of the students talk with friend besides of her/him. When the teacher ask them about they had learnt previous meeting, there was only some students who answer the teacher (see Table 4.3) until the teacher asked them to pay her attention.

They were made groups based on following the teacher's instruction. It can be seen from the table 4.3 that they were fulfilled the indicators of checklist. Students were interested in the teacher explanation. When the teacher command to made groups that consist of 5-6 students per group, they did what in commanded. The situation became noisy. After that, they sat in a group based on the teacher's instruction.

After that, every group received a piece of work sheet and answer sheet, where six picture in the work sheet. Then every group chooses

what picture that they will discuss. They were obeyed the teacher's command, but several students missed the teacher's command. They looked excited and more active in writing. They also looked more cooperatively each others. When one of the members' group had difficulties while wrote their ideas, the other member would help him although many student jokes each other. Some of these confused what they would write. But their friends help to found the other arguments.

Each student has the equal time (3-5 minutes) to do their part (see table 4.3). The students circulate the paper every the teacher give her instruction. By the process of circulation, the student who gets a turn had to participate wrote her/his idea in the answer sheet then discussed with their group. The students passed the answer and work sheet to the next member who follows the same term (see table 4.3). They corporate help each other to make their partner understood and complete the assignment. But, not all of the member help the difficulties. It can be seeing on the table 4.3 that shows 'no' in indicators. The students always remained by teacher when the time to circulate. They had informed when the time was up and commanded to stop the discussion. One of the members' groups became a volunteer and wrote the result of discussion in the blackboard and presented in front of class.

To observe them, the researcher used observation checklist which was made before conducting this research. There were 14 indicators in

learning process, there was an opinion “yes” or “no” of every indicator selected, they were:

**Table 4.3**  
**Checklist for The Students Observation 1**

No.	Aspect of Observation checklist for the students	Yes	No
1.	Pay attention to the teacher explanation		✓
2.	Follow the teacher’s instruction	✓	
3.	Sit in a group based on the teacher’s instruction (4-6 member per group)	✓	
4.	Every group receives the work sheet and answer sheet. (one work sheet and one answer sheet)	✓	
5.	The students choose one of the topic that they will discussed	✓	
6.	The students are given a limited time to discuss the topic and make temporary discussion result.	✓	
7.	The students inform that they have to circulate the paper clockwise after 3-5 minutes for each member to do her/his part, then pass the paper to the next member according to the teacher instruction	✓	
8.	The students write his or her words, phrases or sentences as rapidly as possible and then read the response aloud so that the students have an opportunity to think about or build upon each other responses from		✓

	the another member of his/her member of group		
9.	After passing 3-5 minutes, the students get the information from the teacher that time to pass the answer sheet	✓	
10.	The students pass the answer sheet clockwise to the next student, who follows the same steps	✓	
11.	The students get the information when time is up	✓	
12.	The students stop the discussion when the teacher informs that time is up.	✓	
13.	The students have to participate in his/her group and write their answer or ideas on the paper	✓	
14.	The students share their arguments in group and revise which is discussed	✓	
15.	The students write the final version and presenting in front of class		✓

Based on the table above, there were 12 indicators which got stated from the observation. This means that the application of roundtable was made the students active in writing and the result showed that the classroom activity especially group working was categorized good.

## Observation 2

Like the first observation, this meeting was similar to the observation 1. To observe them, the researcher used observation



checklist which was made before conducting this research. The first, the students reviewed the previous materials and get the difference topic. That day, students pay attention to the teacher's explanation well than before. They listened well to the materials about describing place. The students look enthusiastic. They look interest with the topic today and made good atmosphere to study. When the teacher asked them, almost all of the students tried to answer until the teacher asked them to raised hand if they wanted to answer the question. Then the three students who had chosen answer the question.

The students follow the teacher commands to make a group consist of 4-6 members by count. They count 1 until 5 as the teacher command. They gathered with same number and sit down as a group. As the previous meeting, the students receive the paper and six pictures about the topic of writing descriptive text and choose one of the pictures. It is showed that criteria of the students' checklist on Table 4.4 were fulfilled.

The student has accustomed work in group by using Round Table Technique. The students reminded by the teacher that each student has limited time to discuss. They were work in a group and following the teachers' instruction. They discussed the topic together, cooperate each other and share their idea. The students turn the paper clockwise as the teacher command. As usually, each member participate to write and share their argument to get the other member response from their group

(see table 4.4). The student's enthusiasms were increased. The students asked the teacher when she/he was in confused. They were guided by the teacher during the Roundtable Technique.

When the teacher said time was up, they stops the discussion. One of group member became a volunteer to write their answer in the blackboard and present in front of the class and made some correctness about the writing which is discussed in the whole class.

Table bellow showed the 2<sup>nd</sup> observation which got from the students observation.

**Table 4.4**

**Checklist for The Students Observation 2**

<b>No.</b>	<b>Aspect of Observation checklist for the students</b>	<b>Yes</b>	<b>No</b>
1.	Pay attention to the teacher explanation	✓	
2.	Follow the teacher's instruction	✓	
3.	Sit in a group based on the teacher's instruction (4-6 member per group)	✓	
4.	Every group receives the work sheet and answer sheet. (one work sheet and one answer sheet)	✓	
5.	The students choose one of the topic that they will discussed	✓	
6.	The students are given a limited time to discuss the topic and make temporary discussion result.	✓	
7.	The students inform that they have to	✓	

	circulate the paper clockwise after 5-7 minutes for each member to do her/his part, then pass the paper to the next member according to the teacher instruction		
8.	The students write his or her words, phrases or sentences as rapidly as possible and then read the response aloud so that the students have an opportunity to think about or build upon each other responses from the another member of his/her member of group	✓	
9.	After passing 5-7 minutes, the students get the information from the teacher that time to pass the answer sheet	✓	
10.	The students pass the answer sheet clockwise to the next student, who follows the same steps	✓	
11.	The students get the information when time is up	✓	
12.	The students stop the discussion when the teacher informs that time is up.	✓	
13.	The students have to participate in his/her group and write their answer or ideas on the paper	✓	
14.	The students share their arguments in group and revise which is discussed	✓	
15.	The students write the final version and presenting in front of class	✓	

Based on the table above, there were 15 criteria which got stated from the students. This means that more often Roundtable Technique used was made the students more active and makes the students work in cooperate. So, made the students does not depend on the other friends, make them open minded and more creative in writing and the result sowed that the classroom activity was categorized very good. It means that the teacher role was success in Roundtable Technique application.

## **B. Data Finding**

Based on data presentation above, the finding was the Round Table Technique application in teaching writing descriptive text at eighth grade of SMPN 3 Ngunut.

### **1. The Roundtable Technique Used by the Teacher in Teaching Writing Descriptive Text.**

The findings of the observation research show that the teacher taught by applying Round Table technique steps. In Pre-teaching, the teacher design the lesson plan based on Round Table Technique that would be implemented which was being the guideline of teaching and learning process that are following the Roundtable procedures, includes; prepare the materials that will be discuss, prepare the tools-work sheet and answer sheet accordance with the total of group. Its means that Pre-teaching became a part that should be done before applying roundtable technique as the other technique in teaching process.

In while-teaching, the teacher already had done the learning process in accordance with the Roundtable Technique procedure although at the beginning of the lesson the students were still confused. The finding of this observation shows that the teacher used mix Roundtable Technique procedure from Kagan (1990) and Barkley (2005) to teach and already operate the procedure well in its way makes this procedure becomes an appropriate technique to teach writing descriptive text, as follows:

- 1) The teacher explained about the materials such as the definition, generic structure, function, and give some example
- 2) The teacher introduces and explained the roundtable process clearly
- 3) The teacher asked the students to made group that every group consist of 4-5 students
- 4) The teacher distributes the work sheet and answer sheet to every groups (each group got 1 work sheet and 1 answer sheet)
- 5) The teacher gives limited time to the students while they were discussed the topic
- 6) The teacher informs the students that they will circulate the work sheet and answer sheet clockwise and pass the paper to the next member.
- 7) The teacher asked the students wrote the answer to share their idea and discussed with their group.
- 8) The teacher informs the students every turn of the time

- 9) The teacher informs the students when time is up and stop the discussion
- 10) The teacher asked one of the members (volunteer) of group presenting their group work in front of class
- 11) The teacher reviewed what they had learned in that meeting and gave conclusion of the materials.

In post-teaching, the teacher gave conclusion about the topic and asked the students to tell about their difficulties in writing descriptive text by using Roundtable technique. Then, the teacher gave feedback for students about their difficulties during the process. Its means that post-teaching became a part that should be done before applying roundtable technique as the other technique in teaching process.

In other hand, based on the data interview (see appendix 5 page xxiv), the teacher chooses this technique in teaching process because this technique is quite interesting and appropriate to increase the students' interest in writing. By using this technique, the students has more chance to interact with other member in group, they cooperate well each other. This technique makes they have the equal opportunity to contribute in a discussion. It makes the students increase the spirits in writing class and it can influence their score.

The understanding of the teacher about Roundtable technique here was good enough (see appendix 2 page xviii). She mixes the theory to get

the suitable and appropriate technique to teach writing to the students. The teacher taught deftly using this technique.

## **2. Students' contribution in writing descriptive text during the application of Roundtable Technique at eighth grade in SMPN 3 Ngunut**

Roundtable Technique was successful in improving students' writing activeness. This technique was being considered as a technique that influenced the class effectively. In addition, this technique encourages students easier to write the descriptive text. Therefore, this kind of technique helps the students accomplishing the learning goals in the class.

During the observation, the researcher found that the students were actively in doing learning. Moreover, the class became noisy and alive with the students' conversational voice. Overall, the class went in enjoyable atmosphere.

The students was very enthusiasm during applied roundtable technique in writing the questions above. They discussed with their group member to answer the questions. If the one had difficulties in answering it, the other would help him. They helped each other to make their group member understood the answers of the assignment. Afer all of them had done it, the whole class discussion would be followed.

The findings of the observation research show that Roundtable Technique made the students' activeness in writing descriptive text getting better. It means that the use of roundtable technique in teaching writing can affect the students' activeness. This technique showed that the students'

participation raised, they can help the other friends to make good paragraph, improving their idea and being more active in learning process, students' understand the material better and made their achievements were increase.