

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the problem faced by student in SMA MUHAMMADIYAH RAMBAH. Writing is very important for student. Because writing is one of the skill student must master in learning English. This chapter explaint more detail more focused to make the reader easy to understand how to fix the problem. This chapter consist of a background of the problems, setting of the problems, limitation of the problems, formulation of the research, purpose of the research, significance of the research, and definition of the key terms.

A. Background of The Problems

To learn English as a foreign language, writing is one of the four language skills that should be mastered by students. Whatever they are, they must learn the language skill to master English well include writing. It is related to Ratna (2016:1) states that it is a must for people to learn English. Whatever they are as students, worker, and etc they have should be learned continuously and patiently of the fourlanguage skills.

Writing as one of language skill that has to be mastered is rather difficult than other skills. Writing is a skill that most difficult to be learnt and to be mastered by ESL. This definition shows that writing in the foreign language is not as simple as writing in our own language because there are many rules that we need to understand such as, we have to know how to think critically our ideas into written form and make sure a reader about our ideas. For example, the content of our writing has appropriate with the theme and must be communicative. To make

our writing be communicative, we have to think critically. It is related on Roger and Brenda's opinion that the way of students can think critically depends on how they analyzed their idea and how they process their thoughts into written form.

So, giving a chance and experiences to students to develop their thought, can help them to be a good thinker and make them easier to write. Writing becomes a skill that should be mastered by a first-year student of the senior high school. It is related to the syllabus of curriculum 2013 for a senior high school that the basic competency that should be achieved in the writing subject is that the students have the ability to develop and produce written simple functional text in the narrative text, recount text and descriptive text. Depending on the syllabus 2013 for a descriptive text, students are expected to be able to write various topics that they have to describe such as, tourism place, historical building, etc as based on their knowledge.

According to Wardiman (2008:115), Descriptive text is one of texts that is difficult to be learnt by the student. Descriptive text is also text which describes characters of people, something, and place. The writer thought that when students write a descriptive text, there will be a think critically process because they will be asked to analyze an image or picture that involves their knowledge so that what they write can be understood by the reader.

Approaches in teaching writing by the English teachers were inferred from learning experiences and writing assessment designed by the teachers. The characteristics of teaching writing in the process and product approach were used as the parameter in describing teachers' approaches in the teaching of writing. The findings revealed that in teaching writing three high school English teachers

tended to apply productbased approach characterized by the linear model of instruction. In line with the product approach, the teachers also applied product assessment in assessing the achievement of writing and to provide students' writing feedback.

In fact nowadays, all of the activities that have been used by the teacher in the class did not make students be active, the teacher only focused on theory. It is related to writer experiences when she was in senior high school the teacher only focused on the theory and writing concept. It does not support students to write as much as possible. The main problem while writer teacher teaching. As a result teacher did not know what kind of problems that students face in writing. The impact is many students got a score below the Minimum Criterion of the Students' Mastery (KKM).

According to Kagan (2009:6.34), roundtable is learning technique where the students take to run in their learning by generating their response, solving problems, or making a contribution to a project. The students can make their work with their friend and can express their ideas easily in their team. According to a resource that writer took from a websites, it is frost and sullivan said that Round Table technique discussion is an opportunity for the participants to get together in an informal setting.

Based on the explanation above, the researchers wants to conduct a research entitled: An Analysis of Students Writing Skill Descriptive Text use Round table Technique at The Second Grade Students of SMA Muhammadiyah Rambah.

B. Setting of the Research

Based the background of the research, the researcher focus on analysis the strategy that students writing skill, the researcher take a place at the ten-grade students of SMA Muhammadiyah Rambah.

C. Limitation of the Research

The limitation of this study is focus on analysis using round table technique to enhance students' writing at the ten-grade students of SMA Muhammadiyah Rambah.

D. Formulation of The Research

The formulation of the study is in the following question: "how students writings skill descriptive text using round table technique on students' writing skill of descriptive text?"

E. Purpose of The Research

In the line has been started of the problems, to find out about are the students writing skill using Round Table give us on writing descriptive text At Grade X of SMA MUHAMMADIYAH RAMBAH.

F. Significance of The Problems

The results of this study expected to give some significances both teoritically and practically. The results of this study expected to give some significances both teoritically and practically.

1. For Students

This study will enable students motivated to write by applying the technique given.

2. For Teachers

This study is expected to motivate another English teacher to teach writing skill by using a new technique which is more interesting.

3. For Other Researchers

This study is expected to give more information as leading other researchers to further study about this issue.

4. The School

This study is expected to enhance the school quality in education, especially in teaching.

G. Definition of the key terms

There were some terms in this research that was be clarified in order to avoid misunderstanding the terms can be seen as follows:

1. Round Table technique: According to Spencer Kagan, a round table is writing technique that implements learning by appointing each group member to take turns participating in the group by forming a round table in a circle.
2. Writing: According to Harmer (2004:4), writing used for a wide variety or purpose it is produced in many different forms. So, writing is formed from words and strung together into a sentence
3. Descriptive text: According to Kurikulum (2016:74), in descriptive writing , the author does not tell the reader what was seen, felt, tested, smelled or heard. It means that is atext that uses adjective sentences.

CHAPTER II

REVIEW OF THE RELATED THEORIES

In this chapter, the researcher disused about review of related theories, a review of related finding, conceptual framework, and hypothesis. Review of the related theories consist of the nature of writing, descriptive text, concept of self of regulated strategy development, and procedure of self- regulated strategy development.

A. The Nature of Writing Skill

1. Writing Skill

a. The Definition of Writing Skill

The definitions of descriptive writing can be varied by seen several sources and surely all of the sources have the different explanation about it. Although it has several different explanations, they have the same meaning. Descriptive writing is a part of factual genres. Its social function is to describe a particular person, place, or thing. Other experts said that descriptive text is writing about how something (or someone) looks and uses space order. It means also that descriptive text is used to identify and describe a particularly person, places or thing. They added “A writer of a good description is like an artist who paints a picture that be “seen” clearly in the mind of the reader.” According to Barbara F. Clouse (2004:146) state that “When you write subjective description, your goal is to create vivid mental images that using concrete sensory detail which consist of specific word that appeal to the sense (sight, sound, taste, smell, touch).”

According to Pardiyono cited by Siburian (2013:34), descriptive text is a type in written form that has particular function to describe an object (living or

non-living things). Priyana and his friends also said that descriptive text is about characteristics which focused on the characteristic features of particular subject, such as book, animal, and etc. When we try to describe about a book, we can describe it how does its physical, its form, and other information about it. From several definitions above, the writer sums up that descriptive text is a paragraph that describes a particular person, place or event in great deal. In descriptive text, students can describe something (people, thing, place) and also can express their emotion such as: angry, fearful, sad, happy, etc.

b. The purpose of Writing

Every activity in our daily life has a purpose, in writing a writer also has a purpose. According to Broughton (2003:119), writing is used to reinforce work which has been initially presented, it often reinforces either at the direct sentence or in relation to dialogues or situation which are not those usually expressed through writing. So, after the author completes his essay then he will present the work well and use good language. What is my goal or my purpose for writing? For many writing contexts, a person's immediate purpose may be to complete an assignment or receive a good grade. But the long – range purpose of writing is to communicate to a particular audience, understanding the purpose of writing will make you better in the writer

The purpose is the reason or reason why a person composes a particular piece of writing, focusing on purpose as one writer help a person to know what from of writing to choose. How to focused and organize the writing, what kinds of evidence to cite, how formal or informal the writing style should be, and how much should be written.

However, it should also be noted that writers often combine purpose in a single piece of writing. We may write expressively for other readers when we write poetry. We may write expressively in a letter, or we may include some expressive sentences in a formal essay intended for other readers.

c. Process of Writing

process of writing is very important in teaching writing. The teacher will know the process of student in writing based on some step. The writing process begins with finding ideas. Then, students response by making some sentences become a paragraph. The paragraph in revise again by writer, thuse the writer gets feedback from a reader that involve their write.

d. Components in Writing

Jacobs et al (1981) listed out five critical components. These are content, organization, vocabulary, language use and mechanics.

Table 2.1
Component in Writing

Item Analysis	Score	Criteria of Scoring
Content	20-18	Excellent to very good: Knowledgeable, substantive, through development of thesis, relevant to assigned topic
	17-14	Good to Avarage: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic,but lacks detail.
	12-10	Fair to Poor: limited knowledge of subject,little substance, inadequate development of topic.
	9-7	Very poor: does not show knowledge of subject. Non substantive, not pertinent.

Organization	20-18	Excellent to Very Good: Fluent expression ideas clearly stated.
	17-14	Good to Average: somewhat choppy loosely organized but main idea stands out.
	13-10	Fair to Poor: Not fluent, ideas confused or disconnected, lack logical sequencing and development
	9-7	Very Poor; Does not communicate no organization .
Vocabulary	20-18	Excellent to Very good: Sophisticated range, effective word/idiom choice and usage, word from mastery, appropriate register.
	17-14	Good to Average: Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to Poor: Limited range frequent errors of word/idiom form, choice, and usage.
	9-7	Very poor: essentially translation little knowledge of English vocabulary idioms and word form.
Language use	20-18	Excellent to very good : effective complex construction, view errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
	17-14	Good to Average: Effective but simple constructions, minor problem
	13-10	Fair to Poor: major problem in simple/complex construction. frequent errors of negation, agreement, tense number, word, order/function.
	9-7	Very Poor: virtually no mastery of sentence construction rules. Dominated by errors, does not communicate or not enough to evaluate.

Mechanics	20-18	Excellent to very good: demonstrates mastery of conventions, view errors of spelling, punctuation, capitalization, paragraphing.
	17-14	Good to Average: occasional errors of spelling, punctuation, capitalization paragraphing but meaning not obscured.
	13-10	Fair to Poor: Frequent errors of spelling, punctuation, capitalization, paragraphing, pure and hand writing meaning confused or obscured.
	9-7	Very Poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing and hand writing illegible.
Total	100	

Source: Jacobs et al (1981)

2. Descriptive Text

a. The Definition of Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, animal or thing. There are many experts who explain about the definition of descriptive text. According to Susanto (2018:107), descriptive text is text that is used to describe a place, person, or certain object.

According to Dietsch (2006:140), there are three purposes of descriptive writing: first, to create a picture, atmosphere of a place and a mood. Second, to encourage understanding and conviction, and third to encourage listener to action. It means that the purpose of descriptive text is to guide the emotional responses of readers by describing details and imagine story that readers read. Barbara said that "description can entertain, convey feelings, relate experience, inform, and persuade." Rise and friends said that the purposes of descriptive writing are: first,

by descriptive text writer's purpose of giving readers an impression of a person or place will achieve. Second, it will give the readers further information or explanations through illustration of abstract ideas from writer. Next, the information that given by describing will has memorable information for readers. Then, writer use description to support their idea about something. Barbara Fine Clouse gave more detail about the purpose of descriptive text on the following table.

Table 2.2
The purpose of descriptive text

Purpose	Sample Description
To entertain	an amusing description of teenager's bedroom
To express feelings	A description of our favorite outdoor retreat so your reader understands why you enjoy it so much
To relate experience	As description of your childhood home to convey a sense of the poverty you grew up in.
To inform (for a reader unfamiliar with the subject)	A description of a newborn calf for a reader who has never seen one.
To inform (to create a fresh appreciation for the familiar)	A description of an apple to help the reader rediscover the joys of simple fruit.
To persuade	A description of a degrading music video

Thus, from several purpose of descriptive text that mentioned above, the writer sums up that descriptive text has many useful purposes such help us when we forget the characteristic of person, place or things that we want to find.

b. The Generic Structures of Descriptive Text

Descriptive text has two schematic structures. They are identification and description. Wardiman and friends divide the generic structure into introduction and description. They said that introduction is the part of the paragraph that introduces the character. Meanwhile description is the part of the paragraph that

describes the character.

According to Gerot and Wignell cited by Siti and friends (2015) mention that schematic structure of descriptive text divided into two part; identification and description.

a. Identification

Identification which identifies phenomenon that will be describe. Such as, the name of person, the name of place and etc. In this point, the writer identifies the thing/ person described.

b. Description

It is the part of the paragraph that describes parts, qualities, and characteristics in detail. The other word, it is about specific information of the topic. For example: My name is Kevin. My parents' names are Mr and Mrs Steward. I have two elder sisters. Their names are Jessica and Hanna. We like travelling. The place that we often visit is bali. Almost every holiday, we go to my grandfathers' house in Bali. He has a restaurant near Kuta beach. The restaurant faces directly to the beach so that the people in the restaurant can see the sunset. The tourists like to visit my grandfathers' restaurant. Describe.; second is description, that was consist of the detail description about object that identify in identification.

In addition, Priyana and his friends (2008) also mentioned that there two part of schematic of descriptive text. First is introduction, it is an introduction to the subject of the description; second is description, it is about characteristic features of the subject. For example, physical appearence, qualities, habitual behavior, and significant attributes. The writer sums up that descriptive text has

two main part. First, an identification which contains introduction about something that the writer wants to describe and second is a description which contains something about a part, quality , and etc.

c. The Language Features of Descriptive Text

The language features have a significant role to sustain in producing a good descriptive text. All of the language features are used to convey and describe construct clearly.

In descriptive text, we will find grammatical features are:

a. Tense

Present tense usually used to describe things from a technical or factual point of view. It is often used when someone describing something that common happen. For example : has, eats, sings, lays, etc.

b. Verb

1) Relational verbs are used when classifying and describing appearance/ qualities and parts/ functions of phenomena (is, are, has, have). For example : My favourite toy is a teddy bear because it is cuddly and friendly. It is my friend too.

2) Action verbs are used when describing behaviours/uses; For example: An ant has three body parts. The queen ant lays the eggs.

c. Adjectives

Adjectives are used to add extra information to nouns and may be technical, everyday or literary, depending on the next; for example, Possums are nocturnal

d. Adjective

- 1) Adjective are used to add extra information to nouns and maybe technical, everyday or literary, depending on the next, for example :

Possums are nocturnal Technical

It is grey and brown Everyday

Her appearance was majestic Literary

- 2.) Adjective can be used on their own,as above or as part of a noungroup as below;

Turtles are covered with a hard,box-like shell

Technical he has a cool hairstyle

His luminous, dark coat gave him an eerie quality literary

e. Adverbs

- 1) Adverbs are used to add extra information to verbs to provide more detailed description,for example ;

Turtle swim slowly.

She always hassling her mother.

- 2) Averb al phrases are used in descriptions to add more information about the manner, place or time. For example;

Walruses have hair on their lips(place)

The student only worked deligently just before exam(time)

According to priyono cited by Siburian, one of language feature of descriptive text is grammatical patterens.He explains that in descriptive text declarative sentence was used and using present form.So, the researcher can sums up that in descriptive text,we will find grammatical patterns or grammatical features on it.

3. Round Table

a. Concept of Round Table Technique

According to Katty Ellis that Round Table technique is a cooperative structure in which one place of paper and pencil are systematically passed around a group. It can be seen from how students to use an opportunity to every member of the group but students also learn to transfer their idea to compare to make a same their understanding of their learning.

Elizabeth (2014:297) said that Round Table technique ensures equal participation among group members and expose students to multiple viewpoints and ideas. Based on her opinion, researcher get there are several advantages of the Round Table technique in writing sentences or text. First, this technique help students to communicate with one another and they can work in group, so, students can learn important communication and interactions with their friends. Seconds, it can give motivation to learn. It will make the writing process easier and building team spirit of the students. Third, it can encourage the students to share their opinion with the others. It can affect the students' confident, therefore, students can share ideas, express opinions and create written text in quick and efficient fashion.

Yusnita (2013) found that students' result of the test found that the average score of experiment class was 60,69 and control class was 53.21. The result of the t-test analysis with significant level of 5% was higher than that of t-table ($0.830 > 0.035$). Based on those results, it was concluded that the use of RoundTable technique had a significant effect on students' writing achievement.

Beside that the previous researcher such as Risky Ayu Pramudya

(2014) stated that the result of the data analysis by using independent sample t-test formula showed that the value of significant column of t-test was 7.45 which was higher than t-table 2.68. It means that the use of Round Table technique, especially in teaching writing give significant effect on students' writing ability.

According to McCafferty cited by Sifa Round Table technique is one of cooperative learning which implements learning that requires all group members to participate in turn by forming groups in a circle.

Furthermore, Roundtable technique establishes students to work together in a time and try to learn something together. According to Kagan, Roundtable is learning technique where the students take turns in their learning by generating their response, solving problem or making a contribution to a project. The students can make their work with their friend and can express their ideas easily in their team.

b. The Advantages of Using Roundtable Technique

Round Table technique ensure equal participation among team members and exposed students to have varieties idea, Roundtable technique can help students to focus their attention, it gives much time to think about their response. In Roundtable technique also expected students to build up their contribution to their team. Surely, this technique can make students be more active in the learning process because in this technique students asked to move around from table to other tables to answer the topic. The point of the advantages is social benefits. It improves the teaching social skill such as, cooperation, teamwork and communication skill that useful in later life and also to learn work together to reach a common goal and know how to solve of problem together.

c. The Procedures in Using Round Table Technique

According to Jette (2011) that the procedures of Roundtable technique are

1. Students use a single sheet of paper and pen for each group. Students in the group respond in turn to a question of problem by stating their ideas aloud as they write them on paper. It is crucial that the ideas be vocalized to several reasons:
 - a. Other team members need to be reflecting on the thoughts
 - b. Variety results because teammates learn because teammates learn immediately that someone has come up with an idea they know not to repeat
 - c. Hearing the responses said aloud means that the students do not have to waste valuable brainstorming time by reading the previous ideas on the page.
 - d. Team members are encourage not to skip turns, but if their thoughts are at a standstill, they are allowed to say “pass”.

From statements above, the writer sum up that the procedure of roundtable technique are:

- 1) Form group of four students or more and tell groups the prompt or distribute the handout.
- 2) Identify (have the students identify) which group member will begin and inform students that they will circulate the paper clockwise.
- 3) Ask the first students to write his or her words, phrases or sentences as rapidly as possible and then read the response aloud so that other

students have an opportunity to think about or build upon each other responses.

- 4) Ask student to pass the paper to the next student, who follows the same steps.
- 5) Inform the students when the time is up, or tell them in your instruction that the process is complete when all members have participated and all ideas are on the paper.

But in this research, the researcher modify the procedures of Roundtable technique from the original source. The researcher does the steps in teaching writing to make the students can do the learning process more active. So, the procedures of roundtable technique in teaching writing that has been modified by the researcher are :

- 1) Students are asked by the teacher to sit in a group of three or four students
- 2) The groups are given a theme, a large piece of paper that is placed on the table of each group.
- 3) Identify (have the students identify) which group member will begin and inform students that they will move from one table to another table (or one group to other groups) clockwise to write sentence according to theme of each group.
- 4) Ask the first students to write his or her words, phrases or sentences as rapidly as possible until all the group members took part to write
- 5) Ask each groups to move to the next group according to the time specified, who follows the same steps.
- 6) Inform the students when the time is up or tell them in your instruction

that the process is complete when all members have participated and all ideas are on the paper.

All the students have a chance to give their feedback to other students and the teacher also gives feedback to the students performance.

d. Indicator of Round Table Technique

In this research, the researcher modify the procedures of Roundtable technique from the original source. The researcher does the steps in teaching writing to make the students can do the learning process more active. So, the procedures of roundtable technique in teaching writing that has been modified by the researcher are:

1. Students cannot express their idea in writing because they still get confused how to start to write.
2. Students afraid of making mistake in writing because lack of practicing in writing.
3. The students have less motivation to write.
4. The inappropriate approach or technique or method used in teaching writing.
5. Roundtable technique is the approach technique used in teaching writing especially descriptive text.

B. Review of The Related Findings

Several studies related to how to teach the writing of descriptive text with various strategy, media or other technique. Among which, there are three studies that the researcher considers as a basic consideration in holding a research. The first is the research conducted by Ronald Erikyani Hermansyah with the title "Teaching Writing a Descriptive Text by Using BIO-POEMS Strategy to Junior

High School Students“. They investigate the effectiveness of using BIO - POEMS strategy for teaching writing of descriptive text to the seven graders of junior high school level. In the implementation ,there are some procedures that teacher has to follow, such as building knowledge of the field (BKOF), modeling of text (MOT), joint constructing of text (JCOT), and independent construction of text (ICOT).The results of this research is that the use of using BIO-POEMS strategy to teaching writing of descriptive text very helpful and also motivates the students because it make more enthusiastic and enjoyable in the learning.

The next research was conducted by Risti Wulandari. The research is qualitative research. It is aimed to identify whether Round Table technique can improve the students' writing or not and to describe how Round Table technique improve the students' writing ability. The participants were the first grade of SMAN 1 Ngemplak. The researcher divided this action research into two cycles. In collecting the data, the Researcher used observation, interview, field note, and test. the formula that was used analyze the data was t-test. based on the research, teaching by using Round Table technique can improve the students' writing ability. The thing that distinguishes the research above from the writer's research is the object is different, and the research above only focuses on general writing ability whereas in this research, she more focus on the descriptive text.

The next research was conducted by Nur Novyta and Rahayu Kuswardan Novyta and Rahayu Kuswardani. This research used qualitative descriptive that used three instruments; Observation checklist, fieldnote, and question form. The result of this study indicates that the video features is one of the media that easy to apply in the process of learning and teaching. It can conclude that the video

feature can be used as a medium in teaching descriptive text writing for the seventh grade of junior high school.

Those three studies have the differences with this study. The first study has the differences with this study in the strategy to teach the descriptive text. The writer used BIO POEMS strategy and the sample that the writer uses is junior high school students meanwhile the sample of this study is senior high school students. The similarities are both of these studies choose descriptive text as the dependent variable.

Another study has the difference with this study. The second study has the differences with this study in the dependent variable. It has the more general dependent variable which is the writer does not mention what kind of text she chooses and the writer used classroom action research method and its aim to. Improve the students' writing ability through Round Table technique. In contrast, this study uses quasi-experimental design and its aim is to see the effectiveness of Round Table technique on students' writing of the descriptive text. The similarities are both of these studies use Round Table technique to teach writing.

The last study has the differences with this study. It uses classroom action research and the writer uses video as media to teach the writing of the descriptive text. Besides, the sample of the writer choose is the first - grade students of the junior high school. In contrast, this study uses quasi-experimental design and uses Round Table technique as a technique to teach the writing of the descriptive text.

C. Conceptual Framework

As stated earlier, the Descriptive text is a text that describes person, place,

and things. The use of Roundtable technique in teaching writing of descriptive text will be helpful in determining the product of writing. During the process of writing, the students' should be stimulated and motivated by the use of the appropriate technique. The effect of roundtable technique on students' writing of descriptive text is helpful to stimulate and motivate them to write. In the technique, students must work together to develop their ideas, problems or complete their task. In addition, roundtable technique can help students to become more interested and make students involved in classroom learning. This technique really useful learning experience for both the students and the teachers. Teachers encourage students to increase their motivation and encourage them to involve in writing freely and creatively.

CHAPTER III

RESEACH METEDOLOGY

In this chapter, the researcher discusses the reseach method. It consist of research design,time and location population and sample, instrumentation, the technique of the collecting data,

A. Research Design

This research design will use a descriptive qualitative because the purpose of this research is only to know How is Students' writing skill in writing descriptive text using rount table at the Second grade students of SMA Muhammadiyah Rambah.

According to Widoyoko (2012:2) says that qualitative research describes the way things are based on facts and stated in statements or words form. Qualitative descriptive study is a part of qualitative research, the purpose of qualitative research is to find the result of the analysis of what the researcher wants to observe.

B. Setting of The Research

The research will conduct at the Second grade students of SMA Muhammadiyah Rambah.

C. Subject of The Research

The subject of this study is consisted of one class: each class consisted of 20 students. According to Arikunto (2010: 183), purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but it is taken based on the specific purpose.

D. Instrument of The Research

Instrumentation of the research is very significant for gathering the data accurately. The instruments used to collect the data are test, interview and documentation. According to Arikunto (2002 : 136) states that the instrument is a tool or a research facility used by researchers to collect data in order to work more easily processed. It means that the instrument is the media used by the researcher to collect the data from the response. And also the instrument must have some controls to make sure the test was understood by the response.

In this research, the researcher will use two instrument is writing test documentation and interview.

F. Technique of Collecting the Data

In the first stage, the researcher prepares a topic for students writing test. In the second stage, the researcher will distribute the topic or picture and the students will write the descriptive text by the topic/picture with round table technique and without round table, after students write descriptive text by the topic, the researcher will make conclusions about how the students' skill in writing descriptive text with and without round table at the Second grade students of SMA Muhammadiyah Rambah.

G. Technique of Analyzing the Data

Data analysis is important, because through the data researcher have the benefit, and in problem solution and get the final research. According to Siyoto (2015:98) Data analysis is the process of organizing and sorting data into patterns, categories and description of the basic unit so it can be found theme and working hypotheses can be formulated as suggested by the data.

The data analysis of this research employs some steps. They are as follows:

- 1) Identifying the students' skill in writing descriptive text with round table technique.
- 2) Analyzing the students' skill by the test.