



The Effect Of Using Roundtable Technique Toward Students' Ability In Writing Hortatory Exposition Text At The Eleventh Grade Students Of SMA NEGERI 9 Mandau

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ABSTRACT

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This study was carried out find out the effect of using roundtable technique toward students' ability in writing hortatory exposition text at the eleven grade students of SMAN 9 Mandau. Quantitative descriptive method was used to describe the data, with a quasi-experimental research design. The population of the study was all 296 students in grade XI consisting of 9 classes. Due to the large population, the researcher took a sample of 58 students. In this study, the average pre-test score of the experimental class was 64.72 and the control class was 59.52. While the average post-test score of the experimental class was 77.69 and the control class was 69.10. Based on the probability scores gathered from SPSS 22, it was shown that the sig. (2-tailed) value for Pair 1 was $0.000 < 0.05$. This indicated that there were significant differences in the average students' ability in writing between the pre-test and post-test. This meant that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. It could be concluded that there was an effect of by using the Roundtable Technique on students' ability in writing at the eleventh grade students of SMAN 9 Mandau.

Introduction

Writing is used by humans to express feelings and develop ideas into written form. Stated to Harmer (2007), writing is a way for people to produce language by

developing ideas, feelings and opinions that have meaning. Because writing is an important aspect of people's lives, nowadays many people communicate by writing. Writing is very important for people to learn because by writing we can express our feelings and ideas in written form.

According to Brown (2001) Writing products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills that not every speaker develops naturally. The upshot of the compositional nature of writing has produced writing pedagogy that focuses students on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product.

Fox (1993) argues that writing is an activity expressing ideas, feelings, and opinions to communicate the message from the mind to the written form. Burroway (2002) defines that writing is a solitary struggle. It means that every English language learner has to master this ability individually, because writing is classified as productive skills. From the definition above, it can be concluded that writing is the process of conveying opinions, main ideas, and arguments of the author to be conveyed to the reader which is poured into writing

Written language is perhaps the most difficult of all skills to acquire because its development involves the effective coordination of many different cognitive, linguistic and psycho-motor processes. Sturm and Koppenhaver in Peter Westwood (2008) tell us that composing for writing involves complex thinking that must integrate multiple components including the topic or theme, choice of words, organization, purpose, audience, clarity, sequence, cohesion and transcription. Competence in writing in different genres and for different purposes relies heavily on possession of adequate vocabulary, knowledge of syntactical structures, and appropriate strategies for planning, composing, reviewing and revising written language.

It is because writing is a complex skill involving multiple processes and abilities that problems can arise for some students. There is reason to suppose that the number of students with writing difficulties is even greater than the number experiencing difficulties in reading with understanding Lindstrom in Peter Westwood (2008). Writing is productive language skills that enable a language user to express idea and communicate them to others. Writing is the production of the written word that results in a text but the text must be read and comprehended in order for communication to take place.

Murcia, Celce and Olshtain (2000) define writing as a text that results from producing written words that must be understood by readers to achieve communication goals. In other words, students' writing limitations are one of the main factors that make it difficult for students to learn English. This means that if students do not have mastery of vocabulary in writing, then students cannot write English fluently. Caroline (2005) says that writing is combination of process and product of discovering ideas, putting them on paper and working with them until they are presented in manner that is

polished and comprehensible to readers. Making good writing, we need to use the correct grammar rules, choose the right vocabulary, and consider coherent and cohesion. Therefore that writing is a productive skill. It means that writing is an ability by which learners can produce language in written form which contains a symbol and involves a complex process. It is not a spontaneous activity, because it needs some mental efforts to combine and arrange sentences. Therefore writing should be mastered of using a language because writing skill has significances in improving a communicative competence of learning the language.

Nystrand (1989) says writing is a matter of elaborating text in accordance with that the writer can reasonably assume that the reader knows and expects. It means that writing is an activity to share information which is understandable for the reader. So, the writer should be able to communicate to readers through his sentences. Siahaan (2008) says that writing ability aims to communicate information from the writer to readers. Writing becomes one of the ways to send the message or information from writer to the reader. Therefore, it involves both the writer and the reader in communication process. Additionally, Hyland (2003) said that writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her views on a topic. Herein, one of the methods that people can do to transmit information and give their views on some topics in written form is writing. Added by Heaton (1999) writing ability are complex and difficult to teach. Most of learners agree that writing is one of the difficult English skills to master. Because in writing, if they are going to write something, they have to pay attention to the right structure and vocabulary related to what they are going to write. It is in line with Siahaan (2008) states that writing is considered as the most difficult skill because in writing they have to combine the correct grammatical and also to coherence of the paragraph. Herein, even writing is hard work, but through writing big opportunity to convey and to express our idea can be achieved.

Jeremy (2004) says there are several mechanical components of writing that must be applied in writing to be good sentence, paragraph, and text. To make it happen, those components must be placed in the right way. Referring some definitions above, it can be concluded that writing is one of the productive language skills which can express our ideas through written form. By writing, we can share our ideas, feelings, or anything that exists in our mind. Writing is frequently useful as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities. Some people consider that writing is a difficult thing to do. It is writing is a complex process which is not a spontaneous activity. From the definition above, researchers can conclude that writing is a way of expressing ideas in written form. And this is a learning process that is poured holistically into written text.

Function of Writing

Writing is not just one type of activity that cannot be differentiated and there are several purposes of writing (Henrietta Dombey, 2007)

- 1) Record events, through log books diaries etc:

- 2) Work out ideas and shape emerging thoughts, through jottings, drawings and notes and wikis;
- 3) Order and extend thinking, as in planning for action or developing and arguments;
- 4) Reflect on experiences, ideas or learning, through journals, logs and diaries;
- 5) Create aesthetically satisfying works, such as stories, poems and plays:
- 6) Communicate with others, both known and unknown, in a range of formal and informal ways, through texting, emails, letters, work reports etc.

These purposes are not all mutually exclusive: some writing may be for the writer alone, but most writing has a communicative function, an audience in mind. In addition, engaging in the act of writing builds a cultural identity for the writer, an authorial persona. To write is to extend one's relationship with the world and one's role in it.

Assesing Writing Test

To organize an effective phrases, the writer requires some components in writing. These elements can help in gaining in maintaining control over their work. Content, organization, language use, vocabulary, and mechanics are all important aspects of writing (Heaton, J. B, 1998)

- 1) Content
- 2) Organization
- 3) Vocabulary
- 4) Grammar
- 5) Mechanic

In short, to make a good of writing, the writer needs to make a cohesion and coherence either in each phrase or in each paragraph. In a good paragraph, it contains of clear main content with several supporting sentences. To make the readers easily to understand the text, the writer should use a variety of vocabulary which appropriate with the grammar in each of sentences. The use of punctuation, spelling, and capitalization must be considered.

In line with the statement above, it is necessary to have an assessment in a to determine the quality of the writing and the ability of writer. Writing assessment is a field of study that includes theories and strategies for assessing a writer's ability or potential through a writing task. There are various methods for evaluating writing. The most common approach is to use a rubric. The rubric includes anything from state-mandated writing standards to individual criteria relevant to an assignment. Other types of writing evaluation use checklists or rating scales.

Hortatory Exposition Text

Reporting from the book Supersmart Book English for High School Classes X, XI, XII (2017), Hortatory exposition text is text that is used to invite or convince (to persuade) readers or listeners about what should or should not be done. Apart from that,

Gerot and Wignell (1994) mention the social function Hortatory exposition is to convince the reader or listener that something should be done or should not be so.

Knapp and Watkins (2005) stated that the purpose of teaching Persuasive texts for students aim to help students express their opinions and provide reasons for a particular point of view. Apart from that, persuasive texts, for example hortatory exposition texts, are mandatory texts taught in high schools. Students are required to write paragraphs related to the topic, and how to arrange sentence by sentence to compose text that can be understood. It is further stated that the basic competency in writing for high school students, especially class In other words, the aim of teaching writing expository hortatory texts is to express students understanding ideas in writing and be able to construct acceptable texts.

Roundtable Technique

According to Kathy Ellis, (2005) that Roundtable technique is a cooperative structure in which one piece 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 to share their ideas. Not only to work as a group but students also learn how to transfer their idea to compare or to make a same their understanding of their learning.

Furthermore, roundtable technique establishes students to work together in a tim and try to learn something together. According to Kagan (2009) roundtable is learning technique where the students take run in their learn by generating their response, solving problems, or making a contribution to a project.

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 rich a common goal and know how to solve of problem together (Stenlev & Jette 2011)

Roundtable Strategy is a useful technique to use in writing activity. It can be a strategy which helps students to brainstorm their ideas or their thoughts about the topic and review it in a group. Students have to be active and follow the rules of this activity. It is also can be an active learning strategy. This means that the students' role is bigger than the teacher in the classroom. In this technique, students do not listen the teacher's explanation all the time; they also have to explore their ideas and participation to their group. It expected to give different atmosphere in teaching-learning can motivate students to follow the lesson well.

Moreover, Roundtable Strategy is a good strategy to make students briefer to express themselves to express their ideas and generated it with each other (Barkley, 2005).

The Procedures in Using Round Table Technique

Stated to Kagan (2009), there are a number of phases involved in using the roundtable technique.

1. The teacher divides the students into several groups.
2. Each group prepares paper and a pen.
3. The teacher gives a topic about their material/topic.
4. The teacher gives instructions to students so that each student writes down a phrase or sentence that they know about their material/topic.
5. After all students write down their ideas, each group arranges them into a hortatory exposition text.

Based on preliminary research, the researcher found that there were several in problems at SMA N 9 Mandau that some students had difficulty finding ideas in writing, some students still have been less vocabulary, some students did not understand the structure of hortatory exposition text, and some students could not arrange words into sentences. Of these difficulties, one of the basic and main difficulties faced by students is difficulty in finding ideas in written form of hortatory exposition text. Based on a practical teaching at SMA N 9 Mandau, the researcher found that some students' writing at that school was very low. The researcher had done the conversation with one of the English teachers about student writing at SMA N 9 Mandau. The English teacher Mrs. Citra S.Pd said, "Some students' writing ability were less."

The teachers also need to choose the right techniques in the teaching and learning process and provide solutions for students who had experience difficulties in learning to write English using various techniques. There are many teaching techniques that English teachers can use, such as peer-tutoring, demonstrations, roundtables, games, discussions, etc. Although there are many techniques, teachers need alternative ways to help students to overcome writing ability and motivate them to learn better, and making students interested in writing. The roundtable technique was able to help students' writing ability. According to Quin (2004), the Round Table Technique is a good technique for making students more concise in expressing themselves to express their ideas and produce them with each other. The importance of teaching writing through Roundtable is so that students can share the information they know with other friends, they can help other friends to make good paragraphs and students understand the material better.

Based on the statement above, the research decided design a problem to be researched with the title “ **The Effect Of Using Roundtable Technique Toward Students’ Ability in Writing Hortatory Exposition Text At The Eleventh Grade Students Of SMA N 9 Mandau** “.

Method

This research design was using Quasi Experimental, the researcher uses Pre-Test and Post-Test control group design. Pre-test is given to the both control and experimental group to measure the condition before treatment. Next, the treatment is given to the experimental group. Experimental group is taught by roundtable technique as the treatment and control group is not receiving treatment. After finishing the treatment, the test is given to both as the Post test.

In the study, experiment class taught by using roundtable technique. Pre-test and post-test given to students in experiment class. Pre-test given in the first meeting Post-test given after treatment in order to measure on student ability in writing experimental group. This research was conducted at the eleventh grade student of SMAN 9 Mandau. This research was conduct from March to April 2024.

A population is any group of individuals that have one or more characteristics in common that are interesting. According to Creswell (2012), population is a group of individuals who have the same characteristics. The population in this research is eleventh grade students of SMAN 9 Mandau. Three are nine classes of population. They are class XI.1, XI.2, XI.3, XI.4, XI.5, XI.6, XI.7, XI.8, and XI.9. The total numbers of students are 296 students.

Table 1: The Population of the Research

No	Class	Students
1	XI.1	35
2	XI.2	35
3	XI.3	33
4	XI.4	29
5	XI.5	36
6	XI.6	29
7	XI.7	34
8	XI.8	34
9	XI.9	30
Total		296

Source: Administration SMA N 9 Mandau

A sample is a group of people that are taken from a larger population for measurement. To take the data, the writer needs a sample. In this research, the writer used cluster random sampling to select individuals of a population. According to Creswell (2012) sample is a population that researchers get the data from. Samples are parts of the population that are the object or subject of research. This sampling technique is a way of taking classes randomly from classes that already exist as a

population. The method of taking a random class sample in this study is by simple lottery.

The writer chooses cluster random sampling because the sample taken for the study be a group of students who had formed without the intervention of the writer, which means that the researcher uses classes that had already been formed at the school. Furchan (1990) says that "As long as these individuals have the same characteristics that have to do with research variables, then these individuals are a group or cluster". As the result, the writer takes a class for each major randomly by lottery.

Table 2: The Sample of the Research

No	Class	Number of Students	Sample	
			Experiment	Control
1	XI. 4	29	29	
2	XI.6	29		29
Total		58	29	29

Researchers use tests to collect data during their research. First, the researcher gave a pre-test to two classes, namely XI.4 and XI.6. Then after the pre-test the researcher carried out treatment in the experimental class. After that, the researcher gave a post-test to both classes. This is used to determine the results after treatment and the influence of the Roundtable Technique on student writing. In analyzing the data, researchers used descriptive statistics, normality test and homogeneity test.

Finding and Discussion
Descriptive Statistic

Table 3: Descriptive Statistic

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	29	52	80	64.72	6.059
Post-Test Experiment	29	64	88	77.69	7.555
Pre-Test Control	29	48	70	59.52	5.944
Post-Test Control	29	56	80	69.10	6.315
Valid N (listwise)	29				

Based on the table above, the pre-test scores for the experimental class, consisting of 29 students, had a minimum score of 52 and a maximum score of 80. The mean of the pre-test scores for the experimental class was 64.72, with a standard deviation of 6.059. The post-test scores for the experimental class, with 29 students, had a minimum score of 64 and a maximum score of 88. The mean of the post-test scores was 77.69, with a standard deviation of 7.555.

Meanwhile, the pre-test scores for the control class, consisting of 29 students, had a minimum score of 48 and a maximum score of 70. The mean of the pre-test scores for the control class was 59.52, with a standard deviation of 5.944. Lastly, the post-test scores for the control class, with 29 students, had a minimum score of 56 and a maximum score of 80. The mean of the post-test scores was 69.10, with a standard deviation of 6.315.

Test of Normality

Table 4: Test of Normality

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Score Writing	Pre-Test Experiment	.177	29	.021	.947	29	.149
	Post-Test Experiment	.178	29	.020	.908	29	.016
	Pre-Test Control	.157	29	.065	.946	29	.147
	Post-Test Control	.160	29	.057	.948	29	.160

a. Lilliefors Significance Correction

Based on Table 4, The data can be said to be normally distributed if the significance value (sig) is > 0.05. From the table above, it can be seen that the significance value of more than 0.05 is that the pre-test data for the experimental class is 0.21, the post-test data for the experimental class is 0.20, the pre-test data for the control class is 0.65, the post-test data for the control class is that is 0.57. It could be concluded that the research data was normally distributed. Because the data was normally distributed, a paired sample t-test could be used for analyzing the research data.

Paired Sample T-test

The paired sample t-test was used to determine whether there was a difference in the means of two paired samples. The requirement was that the data be normally distributed. The paired sample t-test was employed to address the problem formulation “The Effect Of Using Roundtable Technique Toward Students’ Ability in Writing Hortatory Exposition Text At The Eleventh Grade Students’ of SMAN 9 Mandau”. To answer the problem formulation, the paired sample t-test was conducted on the pre-test data of the experimental group compared with the post-test data of the experimental group. Similarly, the pre-test data of the control group was compared with the post-test data of the control group. The results can be seen in the following table:

Table 5 : Paired Sample T-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Experiment	64.72	29	6.059	1.125
	Post-Test Experiment	77.69	29	7.555	1.403
Pair 2	Pre-Test Control	59.52	29	5.944	1.104
	Post-Test Control	69.10	29	6.315	1.173

Based on Table IV.7, it was noted that for Pair 1, the mean of the pre-test for the experimental group was 64.72, and the mean of the post-test for the experimental group was 77.69. For Pair 2, the mean of the pre-test for the control group was 59.52, and the mean of the post-test for the control group was 69.10. It could be concluded that there were significant differences in the average students' ability in writing between the pre-test and post-test.

Table 6: Paired Sample T-Test Experiment Group and Control Group Paired Sample Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pre test Eksperiment - Post test Eksperiment	-12.966	7.799	1.448	-15.932	-9.999	-8.953	28	.000
Pair 2	Pre test Control - Post test Control	-9.586	6.033	1.120	-11.881	-7.291	-8.557	28	.000

Based on Table 6, in interpreting the paired sample t-test, the researcher compared the data by examining the significance value. If the probability was greater than 0.05, it meant that the null hypothesis (Ho) was accepted. If the probability was less than 0.05, it meant that the alternative hypothesis (Ha) was accepted. for pair 1, it showed that the mean was (-12.966). Standard deviation was 7.799, standard error mean was 1.448 The lower difference interval was -15.932. The upper difference interval was (-9.999) and significant (2-tailed) was 0.000. Meanwhile for pair 2, it showed that the means was (-9.586). Standar deviation was 6.033, standard error mean was 1.120 the lower difference interval was -11.881. the upper difference interval was (-7.291) and significant (2-tailed) was 0.000

Based on the score of Paired Sample T-Test gathered from SPSS 22 above, it shows that probability is smaller than $0.05=0.000$ is smaller than 0.05 , it means that alternative hypothesis (H_a) is accepted. In other words, it could be concluded that there were significant differences in the average students' ability in writing between the pre-test and post-test. This indicated that there was an Effect of Using Roundtable Technique Toward Students' Ability in Writing, meaning that the alternative hypothesis (H_a) was accepted.

Test of Homogeneity

Table 7 : Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Score Writing	Based on Mean	2.297	1	56	.135
	Based on Median	1.247	1	56	.269
	Based on Median and with adjusted df	1.247	1	54.322	.269
	Based on trimmed mean	2.203	1	56	.143

Based on the table, it was known that the significance value (sig) based on the mean was $0.135 > 0.05$. Therefore, it could be concluded that the post-test scores of the experimental group and the post-test scores of the control group were homogeneous.

Independent Sample T-Test

Table 8 : The Independent Sample T-Test Group Statistic

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Score Writing	Post Test Experiment	29	77.69	7.725	1.435
	Post Test Control	27	68.10	6.500	1.251

From the table, it was seen that the mean of the post-test in the experimental group was 77.69 , while the mean of the post-test in the control group was 68.10 . The standard deviation and standard error of the post-test in the experimental group were 7.725 and 1.435 , respectively, while the standard deviation and standard error of the post-test in the control group were 6.500 and 1.251 , respectively.

Table 9 : The Independent Sample T-Test of Post-test Score in the Experiment Group and Control Group

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score Writing	Equal variances assumed	2.339	.132	4.019	54	.000	7.697	1.915	3.857	11.537
	Equal variances not assumed			4.044	53.475	.000	7.697	1.903	3.880	11.514

From table 9, the table of Independent Samples T-test showed that df was 54, significant (2-tailed) was 0.000, and mean difference was 7.697. the researcher compared the data by examining the significance value. If the probability > 0.05 , it meant there was no significant difference. If the probability < 0.05 , it meant there was a significant difference. Based on the probability scores gathered from SPSS 22, it was shown that the sig. (2-tailed) value was smaller than 0.05 ($0.000 < 0.05$). Thus, the researcher could conclude that there was a significant difference in students' ability in writing between the experimental group and the control group after by using the Roundtable Technique for the experimental group and no media for the control group at the eleventh grade students of SMA N 9 Mandau.

The Statistical Hypothesis

Based on the independent sample t-test results gathered from SPSS 22, it was shown that the sig. (2-tailed) value was smaller than 0.05 ($0.000 < 0.05$). The researcher could conclude that there was a significant difference in students' ability in writing between the experimental group and the control group after by using the Roundtable Technique for the experimental group and no media for the control group at the eleventh grade students of SMAN 9 Mandau. This meant that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected.

The researcher found that the question of the problem formulation had been answered:

1. The results of the from the paired sample t-test, for pair 1, it showed that the mean was (-12.966). Standard deviation was 7.799, standard error mean was 1.448 The lower difference interval was -15.932. The upper difference interval was (-9.999) and significant (2-tailed) was 0.000. Meanwhile for pair 2, it showed that the means was (-9.586). Standar deviation was 6.033, standard error mean was 1.120 the lower difference interval was -11.881. the upper difference interval was (-7.291) and significant (2-tailed) was 0.000. Based on the score of Paired Sample T-Test gathered from SPSS 22 above, it shows that probability is smaller than $0.05=0.000$ is smaller than 0.05, it means that alternative

hypothesis (H_a) is accepted. In other words, it could be concluded that there were significant differences in the average students' ability in writing between the pre-test and post-test. This indicated that there was an Effect of Using Roundtable Technique Toward Students' Ability in Writing, meaning that the alternative hypothesis (H_a) was accepted.

2. The results table of Independent Samples T-test showed that df was 54, significant (2-tailed) was 0.000, and mean difference was 7.697. the researcher compared the data by examining the significance value. If the probability > 0.05 , it meant there was no significant difference. If the probability < 0.05 , it meant there was a significant difference. of the students' ability in writing from the post-test of the experimental group and the post-test of the control group were analyzed using the independent sample t-test in SPSS 22. It was shown that the sig. (2-tailed) value was smaller than 0.05 ($0.000 < 0.05$). This indicated that there was a significant difference in students' ability in writing between the experimental group and the control group after by using the Roundtable Technique for the experimental group and no media for the control group at the eleventh grade students of SMAN 9 Mandau.
3. The significant effect on students' ability in writing between the pre-test and post-test in the experimental group could be seen from the paired sample t-test results. Based on the probability scores gathered from SPSS 22, it was shown that the sig. (2-tailed) value for Pair 1 was $0.000 < 0.05$. This indicated that there were significant differences in the average students' ability in writing between the pre-test and post-test. This meant that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. It could be concluded that there was an effect of by using the Roundtable Technique on students' ability in writing at the eleventh grade students of SMAN 9 Mandau.

Conclusion

Based on the data presentation and analysis, it could be concluded that, the effect of using round table technique toward students ability in writing hortatory exposition text at the eleventh grade students of SMAN 9 Mandau was as follows:

1. Based on the data analysis from the paired sample t-tests, it was found that the post-test scores of the experimental group and the control group, as analyzed using the independent sample t-test in SPSS 22, showed that the sig. (2-tailed) value was smaller than 0.05 ($0.000 < 0.05$). This indicated that there was a significant difference in students' ability in writing between the experimental group and the control group after by using the Roundtable Technique for the experimental group and no media for the control group at the eleventh grade students of SMAN 9 Mandau.

2. Based on the results of the research, the researcher concluded that the Roundtable Technique could be used in the learning process to enhance students' ability in writing at school, particularly at SMAN 9 Mandau.
3. The students' ability in writing hortatory exposition text before by using the Roundtable Technique at the eleventh grade students of SMAN 9 Mandau showed no significant improvement and was classified at an adequate level. However, after by using the Roundtable Technique, their ability in writing hortatory exposition text improved and was classified at a good level. And the students' ability in writing hortatory exposition text shows.
4. There was a significant effect on students' ability in writing after by using the Roundtable Technique compared to before by using the media, at the eleventh grade students of SMAN 9 Mandau.

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