

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In learning English, there are four skills that must be considered. There are listening, speaking, reading, and writing. Writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey the meaning through well-constructed text. Writing is a process of sharing ideas, comments, and arguments there are several words that are combined into sentences into good paragraphs where each sentence will relate to each other. Writing is a way of building communication messages to readers by using good language in writing sentences. In line with this definition, Harmer (2004) states that writing is one of the language skills that must be mastered by students understand writing skills. Writing is the ultimate skill, after listening, speak, and read. To be a good writer, one must have knowledge about language skills before the writer tries in writing paragraphs. Writing can help students to remember and think of something. Through writing, students can share their thoughts, ideas, and feelings with others.

Writing is one of the four language skills that is very important for students learning English. Bailey (2004:23) states that writing is an important skill in writing academic works. Writing is the most difficult skill to learn and master, because writing is an active or productive skill so students who are learning to write must learn how to find ideas, and put them into writing.

According to Brown (200: 335), writing is the result of thinking, drafting, and revising procedures that require specialized skills. The specialized skills in this case are generating ideas, organizing them coherently, using discourse markers and rhetorical conventions to put them cohesively into a written text, revising text for clearer meaning, editing text for appropriate grammar, and producing a final product. According to Harmer (2007:11), “Writing is a way to produce language and express idea, feeling, and opinion”. It means that writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be presented in learning activities.

Writing is an activity that can be usefully prepared by work in other skills for listening, speaking and reading; and this preparation can make it possible for words that have been used receptively to come into productive use (Nation, 2009: 112). Good writing skills take a big part to determine the success in writing whether it is writing a report, proposal or assignment in school. What the students learn is always going to affect their futures and learning to write is no exception because writing is very important to allow the students to practice the language also when the students own their voicing and telling stories, students become not only stronger and more confident writers, but also stronger and more confident individuals.

Writing skill has an important position in teaching English as a foreign language. Writing is one of the four skills that must be learned and mastered in language learning. Writing is a very important part of school and university studies. Writing is a way to express ideas, thoughts, and feelings in written form. Kane (2000:3) states that writing is valuable to learn. That is an immediate practical benefit in almost any job or career. Certainly, there are many jobs that you can do

without having to be able to write clearly. In general, students must master in writing. The students are expected to be able to express meaningful ideas in the form of descriptive paragraphs according to their specifications. Harmer (2004: 31-33) states that in teaching writing, the teacher often asks the students to write sentence or paragraph recently learn grammar. The students should make a note about what have learn while learning process happens it makes the students able to understand about the language that has been thought.

Based on interview with one of the English teachers, it was found that most of the eighth- grade students of SMP Negeri 2 Denpasar still face some important problems to express their ideas into writing and how to make good writing with generic structure and correct grammar especially in writing descriptive paragraph. This make their paragraphs not interesting to be read. It can be said that the teacher used monotonous technique and there was no variation in the use of the technique in teaching writing.

To solve the problem that has been mentioned above, that is to improve students' writing ability, the teacher has to think about how to make students find their purpose of writing. Writing will be easier if the teacher can apply appropriate technique and strategy to help the students to be a good writer.

Based on the problems above, the factors that influence students' interest in writing are the lack of linguistic knowledge and the teacher's teaching methods. Based on an interview with one of student the eighth- grade of SMP Negeri 2 Denpasar, he said that the teacher only asked students to write a paragraph without any steps that made them curious and interested in a writing activity. Thus, English teachers do not guide students how to make good paragraphs. However, Students

cannot express their ideas and do not know what should do with the assignment. Because of these problems, students cannot understand what and how to write good and correct sentences, so students think that the writing is boring.

Simultaneous roundtable technique with pictures will be an interesting and challenging technique. It helps students to brainstorm and write down their ideas. For researcher, the simultaneous roundtable technique caught their attention during class. Thus, students are more active in communicating their ideas to others in terms of sharing their knowledge. As a result, they can focus more on the learning process and they know how to build good paragraphs. In addition, this technique also helps students to organize their thoughts before they develop them into paragraphs. In addition, this technique also helps teachers in the teaching process. In addition, the teacher facilitates and guides students to write paragraphs using the Simultaneous roundtable technique which makes students learn in a pleasant atmosphere.



1.2 Research problem

Based on the background of the research above, students still had difficulty in writing a paragraph. The researcher is interested in applying the simultaneous roundtable in this study as a technique in teaching activities. Because, it has structured steps that attract students' attention and increase their activeness during class. Therefore, the researcher is very interested and motivated. Therefore, the research problem can be formulated as follows: Can writing ability of the eighth-grade students of SMP Negeri 2 Denpasar in academic year 2022/2023 be improved through simultaneous roundtable with picture?

1.3 Objectives of the Study

The specific investigation is intended to find out a scientific solution about the research problem that has been previously stated. The Objective of the study was to solve the problem faced by the students by applying proper technique. Writing of eighth-grade students of SMP Negeri 2 Denpasar can be improved in some ways, one of which is through to simultaneous roundtable with picture make the present study measurable, it is also needed to declare an objective of the study to be achieved. Therefore, based on the problem stated above, this study was designed to figure out whether or not writing ability of the eighth-grade students of SMP Negeri 2 Denpasar in academic year 2022/2023 can be improved through simultaneous roundtable with picture.

1.4 Limitations of the Study

Related to the writing which covers all materials of writing activities, they are too wide and complex if they are discussed in a certain time under study of

classroom action research. Thus, the limitation was really needed in this study to make the material of study more specific. Therefore, the variables of the study should be limited in order to avoid overlapping discussion. The present study is only focused on the descriptive paragraph to improve writing ability of the eighth-grade students of SMP Negeri 2 Denpasar in academic year 2022/2023 can be improved through simultaneous roundtable with picture. The curriculum that will be used in this study is the 2013 curriculum. The researcher needs to know the syllabus used in schools to make lesson plans.

This research will focus on the fourth main and basic competence because it is writing skill. The fourth Basic Competence is constructing short and simple spoken and written words about people, things, and animals according to social functions, text structures, and linguistic elements correctly and contextually. Therefore, writing skills in this study focus on making descriptive paragraphs that describe things and animals which consist of generic structures: identification, description, and conclusion. In addition, it should fulfill the scoring rubric criteria by Oshima and Hogue's (2007), which focused on format, punctuation and mechanics, content, organization, grammar, and sentence structure. Moreover, there would be pictures of things or animals as media to help students produce their ideas through the media that the researcher provides. The students must describe the picture of things or animals given and follow the criteria for a good paragraph based on the scoring rubric.

1.5 Significance of the Study

A scientific investigation is to achieve such finding that can be used properly as good as possible. The findings of the study are expected to be beneficial and effective practice for the study being investigated. The research findings of the present study were expected to have advantageous both theoretical and practical significance and can be implemented in the real teaching and learning process. This classroom action research is expected that the result of the study which is concerned with improving writing ability by using simultaneous roundtable technique to be beneficial in learning English. The results of the study were expected as follows:

Theoretically, the finding of present the study is expected to become theoretical supports of reference for the other researchers and also give more empirical review in researching the effectiveness of implementing simultaneous roundtable technique to improve writing ability. The findings of this study are expected to add to a new list of several studies on simultaneous roundtable Technique. In addition, this research is also expected to support references for other researchers in conducting research, especially for research related to teaching and learning writing ability to get better results; can be used as empirical.

Practically, the findings of this study are expected to provide feedback for teachers, students and other researchers. For teachers, this research is expected to increase the teacher's techniques in writing and teaching skills and teach learning theories. By applying the simultaneous roundtable technique, teachers can carry out learning well and students can be more confident in the learning process, especially in writing. This can be useful for training students to work cooperatively in groups

and as facilitators. For students, this research is useful so that students know that writing is very important for language learning and very useful for development. This can also be a new experience for them in learning English, especially in learning to write and can make their writing better through the use of simultaneous roundtable technique. Finally, they realize that writing is one of the important skills that help them to express their ideas in written form. For the researchers, this study is expected to be a guidance for those who are interested in improving writing skill.

1.6 Definitions of Key Terms

In this study, the terms in scientific research are too complex for the reader and the definitions do not provide clear clarification. Definitions of key terms are linked and it is very important to define to make a better understanding in this research. Conducting a study to improve writing ability is not easy. Moreover, the key terms in this research are operationally defined in order to avoid confusion and misunderstanding on the part of readers about writing ability. The researcher defines two operational of key terms which are used in the study and they are completely explained below:

1. Writing Ability

In this study, writing ability is operationally defined as the ability of the eighth - grade students of SMP Negeri 2 Denpasar in academic year 2022/2023 in writing a descriptive paragraph. The writing ability is focused on writing 6-12 sentences of descriptive paragraph which describes things and animals with complete generic structure; identification, description, and conclusion.

2. Simultaneous Roundtable Technique with Picture

Simultaneous roundtable with pictures is operationally defined as the technique that is used to improve students' writing ability by giving a topic combined with picture to a group of 4-5 students. They look at the picture and start to think about the picture. After that, they write their ideas on their piece of paper. Students then pass their paper clockwise so each teammate can add to the prior sentences. After a paragraph in each paper has been formed, each group is asked to edit and revise their work into a paragraph.



CHAPTER II

THEORETICAL REVIEW AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theory is a set of assumptions, propositions, definitions, and conceptions that should be used by the researcher to make a good concept of the study and to avoid misunderstanding. Theoretical review is a review of related theories that are related to the study which is conducted. The theoretical reviews from many related literatures to support the present study. There were some areas which were described and discussed in this chapter, such as: (1) Writing Ability, (2) Descriptive paragraph, (3) Simultaneous roundtable (4) Picture and (5) Assessing Writing.

2.1.1 Writing Ability

Writing is one of the language skills that has to be mastered by all students. This skill is also one of the productive skills besides speaking skills which requires the product of the results in the form of written products such as reports, letters, and stories, messages, and so on. Therefore, writing is an activity to express ideas that come from people's own memory, imagination, and insight, an aspect that is unique one's own. Through writing, they can express their thoughts and feelings. Writing can be used as a communication tool in everyday life because not all languages can be spoken orally. Therefore, learning how to produce good writing is important. In teaching and learning English give attention to the students in academic writing ability. The better writing skill they have, the better opportunities they get and the more valuable they become. There are so many related theories that define writing.

Pollard (2008:49) states that writing is a productive skill and, as such, the way

we treat it in class has some similarities with the teaching and learning of Speaking. On the other hand, according to Broughton et al. (2013: 116), when people write, unlike when readers speak, they are engaged in an activity that is both private and public. It is private when people write simply for themselves, but it is public when people write for individuals they do not know. In addition, Taylor (2009:2) states that in writing, the students bring knowledge into being and students record and preserve it. Writing is a productive skill in which the students should produce the language into a piece of writing.

Brown (2004:220) states that writing has four categories that capture the range of written production. Each category as always reflects the uniqueness of the skill area. The four categories are imitative, intensive, responsive, and extensive. In imitative, the learners have to attain skills in the fundamental, basictask of writing letters, words, punctuation, and very brief sentences. In intensive, the learners focus on the meaning and context which are the point to create the correct and appropriate paragraph. In responsive, the learners learn how to connect sentences into a paragraph and create a logically connected sequence of two or three paragraphs. In extensive, the writers focus on achieving the purpose, organizing, and developing ideas logically; as a result, the final product is engaging in the process of multiple drafts.

Writing is considered to be the most difficult skill to masteredd by the students. It means that: when the students do write, they do more than just put the words together to make sentences. In this case, they should get the idea, organized them, use the correct grammatical, punctuation and etc. It can be stated that writing is one of the language Skill which needs a physical and mental process of the

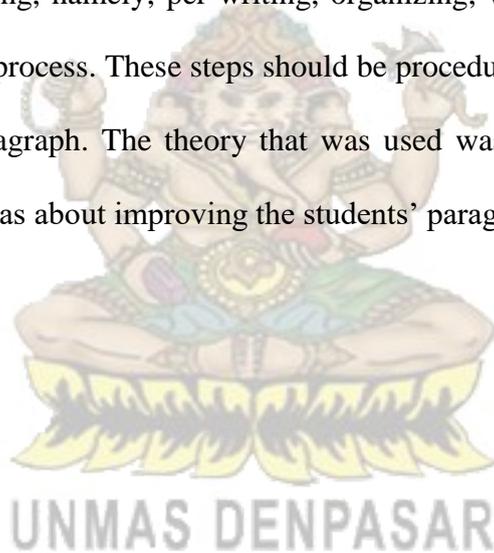
students to express ideas, feeling, experience, and opinion through words. In addition, Hogue (2008;2) states that the kind of writing which is done in the classroom was called academic writing because it was done.

On the other hand, Wallace et al. (2004:15) state that writing is the final product of several separate acts that are hugely challenging to learn simultaneously. Among the various activities that can be done to help learn and remember information, note-taking, identifying a central idea, outlining, drafting and editing are some of the most important. The writer should be aware of the past and use it to inform and express what has happened. The writing should be well organized so that the reader can understand. Teachers who understand the importance of writing for learning in many content areas intuitively understand that writing helps students connect their thoughts, deepen their content knowledge, and communicate with others.

Based on the theories above, this present study tended to refer to Kane (2000:34) who states that writing is not an easy product that the writer can do without any step, to make it easier writer should follow. The following steps such as pre-writing, planning, drafting, revising, and writing. Pre-writing is the first stage in the writing process, in which in this step the writer chooses a topic to start to write a paragraph. Planning (outlining) is to organize the ideas the learning generated by brainstorming in an outline. On the other side, writing the topic sentence. The next step in writing is drafting in which is the basic step in writing a good paragraph. Then, writing and revising the draft in this stage will be done by the writers by doing three steps such as: writing the first rough draft, revising content and organization, and proofreading the second draft. Writing the final copy to hand is

the last step in writing. As the final step in the writing process, writers have to rework the written drafts and polish them for publication and presentation.

In conclusion, writing as a productive skill that the writers use to express their feelings thoughts, and delivers the information clearly. To make a good writing product, the writer should follow the process of writing because writing is such a complex skill. Based on some theories that have already been mentioned above, the researcher intended to use the theory from Oshima and Hogue (2007:15), which explains that writing roughly has four steps that must be followed by writers to achieve good writing, namely; pre-writing, organizing, writing, and revising and finally the editing process. These steps should be procedural conducted to produce a well-written paragraph. The theory that was used was relevant to the present study, because it was about improving the students' paragraph writing ability.



2.1.2 Descriptive Paragraph

In writing, students are expected to produce a product in written form and they can express their feeling and ideas in written form for free without interruption from others. In this case, the product mentioned is a paragraph. Zemach and Islam (2005:9) state that, a paragraph is a group of about six to twelve sentences about one topic. Every sentence in a strong paragraph is about the same topic. All of the sentences explain the writer's main ideas about the topic. A paragraph can give information, tell an opinion, explain something, or even tell a short story. The sentences are arranged logically, so the reader can easily understand what the writers want to say.

Descriptive paragraph is a paragraph for describing person, thing, or place. The description presents the details of the object being described which aims to give a clear picture; hence, readers can imagine the object very clear. The Paragraph is a group of sentences that develop about a subject. The first sentence states the main idea of the topic and then the rest of the sentences support the point. A paragraph has a topic sentence that directly tells the readers the main idea. The other sentences in the paragraph called supporting sentences, give more information about the topic.

They add specific detailed information and explanation of the topic. In other words, it is a word that plays a central role to replace the object. The ability of the writers to modify the sentences with a descriptive word is essential for successful descriptive writing. There are two types of words which are considered to be descriptive words: adverbs and adjectives (Juzwiak, 2009:279). Those words play a vital role modify sentences, so the reader will be able to distinguish the specific

details in which they can simultaneously see, feel, hear, and taste what is being described in the paragraph.

Descriptive paragraph has generic structures such as: identification, description, and conclusion. Evans (2000:7) defines a descriptive paragraph is about describing person that should consist of an introduction, main body, and conclusion. Introduction in which the writer give general information about a person, it can be called identification. The main body in which the writer describing their physical, appearance, personal qualities, and hobbies can be called description. The conclusion is the point at which the writer writes the opinion about the person described. In this part, the students should conclude the paragraph is connected to each other; apart from the fact that every sentence in descriptive paragraph.

Descriptive paragraph writing is a kind of writing used to describing a particular person, places, or things. Oshima and Hogue (2007, p.61) assert that descriptive writing appeals to the senses, so it tells how something, looks, feels, smells, tastes, or sounds. A good description is a word picture the reader can imagine the object, place, or person in his or her mind. Similarly, Ploeger (2000, p.241) also defines descriptive writing or description as the method used in writing whose aim is to describe physical items or objects of which features are concrete or touchable, and it may be attained through using the sensory language or five senses consisting of sight, hearing, smell, taste, and touch.

In addition, according to Oshima and Hogue (2007:61), a descriptive paragraph tells how something looks, feels, smells, tastes, and sounds. A good description is a word picture, and the readers can imagine the object, place or person

in their mind. The more details the writer includes in a descriptive paragraph, the more clearly the reader would imagine what the writers are describing. The details should appeal to the five senses. They should tell the reader how something looks, smells, sounds, feels and tastes. Write about colors, sizes, shapes, sounds, noises, and texture. The students would describe it as clearly as possible to make the readers imagine it easily, which is the key success of writing a descriptive paragraph. Descriptive writing uses the word to build images for the readers. These images come from sights, sounds, smells, tastes or feelings.

It can be assumed that the reader can get information about the object's appearance in a descriptive paragraph. A good descriptive paragraph makes the reader feel as if she or she is present in the scene. Furthermore, there are three points of descriptive organization such as: introduction, body paragraph and conclusion. In the introduction, the writer introduces what is going to describe related to the topic, including the object or event. In the body paragraph, the writer explains the most description of something as clear as possible. At last, in conclusion, the writer put their final opinion about the description that is explained (Savage and Mayer, 2005:30).

Moreover, to support the theory above, according to Evans (2000:11), the generic structure of a descriptive paragraph is an introduction, main body and conclusion. In the introduction, the writers tell about location, population and reason, for instance. The main point is they tell the general information of the paragraph, whether it is about describing a place, person, thing or animal. The main body of the paragraph is about a specific description. If it is about describing a person, it can be their physical appearance, characteristics, hobby, habit, etc. The

last part is a conclusion which is about how the writer ends the paragraph. It can be how the writer feels, comments, or sometimes there will be a recommendation.

Based on the explanation above, it can be concluded that descriptive or description writing is used to describe a particular person, place, and thing within actual word. Which has generic structure; Identification, description, and conclusion. The researcher used the theory of Zemach and Rumisek (2005:5), which states that a descriptive paragraph is how a person, thing, animal, or place looks or feels, and it is described by using adjectives. In addition, the researcher used the theory of Savage and Mayer (2005:33), which explains the three important points in a descriptive paragraph; introduction or identification, description, and conclusion. Those theories could be used as a guide; in addition, it was relevant in the present research.

2.1.3 Simultaneous Roundtable Technique with Picture

According to Richards and Rodgers (2001:192), cooperative learning is a method of engaging pairs and small groups of learners in the classroom. In cooperative learning, group activities are an important form of learning. Small group activities are carefully planned to maximize student interaction and facilitate student contributions to each other's learning. It can also be used in conjunction with other teaching methods and methods. Furthermore, they add, the purpose of cooperative learning is to encourage cooperation rather than competition, develop students' critical thinking skills, and develop communicative skills through socially structured interactive activities.

According to Arends and Kircher (2010:306), cooperative learning is an instructional model or strategy characterized by a cooperative task, goal, and reward structure that requires students to actively participate in discussion, debate, mentoring, and teamwork. The students work in teams to acquire and master new information and learn social and team skills. They also learn to be more accepting of diversity and tolerating differences. Furthermore, Jolliffe (2007:3) adds that to be truly cooperative, learning should contain key elements that match your thinking and should focus on one topic.

As language learning allows students to work in a small group, there are many techniques that include in the application of cooperative learning. One of them is Simultaneous Roundtable. Referring to Richards and Rodgers (2001: 198), the roundtable is one technique in cooperative learning in which there will be one piece of paper for each group and every student in each group makes contributions. Next, they pass the paper and pen to the students of his or her left then each student makes a contribution in turn. Furthermore, there is another variation of roundtable named simultaneous roundtable.

Simultaneous roundtable is a cooperative learning technique that focuses on group work. Kagan and Kagan (2009:5.2) state that the simultaneous roundtable also presented new challenges requiring new skills from teachers and students, as well as other cooperative learning and teaching techniques. The teachers must ensure that all students are fully engaged and working together to achieve team goals. The students must learn to trust each other, work together, resolve conflict and make team decisions. According to Kagan and Kagan, there are six steps in the simultaneous roundtable which are described as follows:

1. The teacher gives a topic based on picture or question and gives time to think.
2. The four students respond, simultaneously write, draw, or construct something by manipulation.
3. The teacher gives time or students give a thumbs up when they finish working on the problem.
4. Students pass the paper or project one person clockwise.
5. Students continue, add to what has been completed.
6. Students can do this continuously starting from step 3.

2.1.4 Picture

The students find it difficult to write anything, especially when it comes to writing paragraphs. They are often confused about what to write because they don't know how to put their thoughts into words. However, they must be able to write good paragraphs. To help them improve their writing, especially paragraph writing, it is necessary to find the right strategies to make it easier for them to write good paragraphs. In this study, the researcher using simultaneous roundtable technique with visual media to make lessons better and more interesting. Imagery is a media of communication in any event as it is used to convey information to others.

Pictures are things that can be seen everywhere, such as in streets, schools, and public places. Therefore, images can be used as a communication medium in any event because images are fun and stimulate ideas. The students naturally prefer pictures over abstract words. This means they are more interested in learning about something that catches their attention. When writing descriptive paragraphs, students sometimes don't know what to write and have a hard time imagining what they are describing. pictures can help students access ideas that are often

unimaginable. This saves time because they don't have to spend so much time imagining what to draw and thinking about.

Using pictures encourages students to be enthusiastic about learning skills and helps them feel more at ease when thinking independently and discussing with peers. Furthermore, Larsen-Freeman (2000: 127) states that it is the teacher's responsibility to create situations suitable for facilitating communication. Therefore, in this study, the researchers used images as a media to support the teaching process in order to create learning activity situations that include authentic communication situations.

The picture is one of the learning media that can be used to explain the subject matter. The picture is used almost for all levels of learning or intelligence. The use of a picture as a media or means of delivery of the lesson is interesting and can bind to the attention and clarify ideas or information presented to the students. The picture is not just an aspect of the method, but it is essential to help our students cope with it through its representation of place, object, and people. The picture is a general verbal communication that can be understood and available everywhere by assisting the diversity of pictures as teaching media According to Alderson and Bachman (2006: 260), pictures such as familiar scenes in which, for example, young children are involved in some action are commonly used to stimulate children's writing. Picture not only provide the students with the basic material for their composition but also stimulate their imaginative power. An excellent for providing both purpose and content for writing is the use of picture. Picture will be very useful in the teaching learning processes if the teachers carefully and creatively

prepare them, and then, they are used effectively to support the presentation of the lesson.

According to Turk (2003:75) states that picture arouse the audience and improve their reception of a quite different message which may follow. In this study, picture brings value: picture helps to develop their creative imagination to arrange and generate their new idea. Picture are actually good tools to help the teacher teach and develop the student ability in writing and image some idea into writing based on picture.

Broughton et al. (2003:25) write that pictures can convey meaning directly. They will immediately write what they see based on the pictures provided by the researcher. It can be concluded that pictures can be used to stimulate students' creative imagination and help them to generate and develop their ideas. Pictures help students to compose paragraphs by looking at pictures and stimulate their brains so that they can build their imagination to write their own paragraphs. Therefore, the researcher considers pictures as a stimulus for a longer story or description that can be used to acquire students' writing skills. Turk (2003:75), states that stimulating picture would excite the viewer and improve their reception of a quite different message.

Harmer (2007:330) states that pictures can provide stimulation for writing-habit activities. The students can describe a picture and write the descriptions based on the picture given. It will stimulate their brain to think fast about what they are going to describe. The teachers have always used pictures or graphics to draw, taken from books, newspapers, via websites, and magazines or photographs, to facilitate of learning. A picture can be in the form of a flashcard, large wall picture, cue cards,

photographs or illustration. Some experts also use projected slides, pictures from an overhead projector, or sometimes draw on a whiteboard.

The existence of pictures as media in writing descriptive paragraphs will make students see and think quickly without having to think about the picture. In addition, students will find it easier to compose their writing because the media is stimulating (Harmer, 2007:178). Furthermore, it can help people especially students who have already learned writing to more creatively develop their thought in writing. Nunan (2003:57) states that many communicative activities can be stimulated by thought picture. Therefore, picture will be an inspiration for students and give many benefits or impressions to the students in making a descriptive paragraph.

In this present study, the researcher used pictures as a media and provides pictures about thing and animal to improve writing ability of the eighth- grade students of SMP Negeri 2 Denpasar in academic year 2022/2023.

2.1.5 Assessing Writing

Assessment is one of the crucial parts of education learning activity which the teacher will assess the students during or at the end of the learning activity. The kind of the test which was used in this study is paragraph construction tasks. Assessing students can be done by observing their performance. In English, there are four skills that the teacher assessed such as listening, speaking, reading, and writing. The value of students can be done by observing their performance.

Writing is one of the skills that is considered an important aspect of learning English in education. According to Brown (2004), there are four types of writing performance, namely imitative, intensive, responsive, and extensive. Imitating to

produce written language, learners must achieve skills in basic tasks, basic writing letters, words, punctuation marks, and very short sentences. Intensive writing is a skill in generating appropriate vocabulary in context, collocations and idioms and correct grammatical features for sentence length. Responsiveness is a task that requires students to perform at the level of limited discourse, linking sentences into paragraphs and sequences that make up the logistics of two or three paragraphs. That is, implies the successful development of all processes and the writing of strategies for all objectives.

Giving assessment needs to be done by English teachers because they will know to what extent to which the students have achieved the materials. The students also know how their writing will be scored. Tolan (2009:149) states that assessment for writing after learning processes are pupils' writing is often organized, imaginative and clear. The main features of different forms of writing are used appropriately, beginning to be adapted to different forms of writing are used appropriately, beginning to be adapted to different readers. Sequences of sentences extend ideas logically and words are chosen for variety and interest. The ~~bi~~ grammatical structure of sentences is usually correct. Spelling is usually accurate, including that of common, polysyllabic words. Punctuation to mark sentences-full stops, capital letters, and question marks-is used accurately. Actually, writing is a difficult skill to be scored because it uses subjective judgment from the teacher. In this case, to increase the objectivity of the score, the teacher should co-mark the students' writing by giving more than one marker because it will be more valid than only one score.

In general, assessing writing has a function for grading; however, it can be used to increase their writing rather than measuring to get students' score. Coffin et al. (2003:76) explained that assessment has two functions: formative function (for teaching tool) and summative function (for grading). As a teaching tool, the assessment leads students to be more familiar with their own writing. They will learn more through the feedback on their work. The teacher sometimes informs if a certain test for grading or only for teaching.

Mostly in writing for teaching, students tend to do the test based on their real knowledge without any effort to do cheating. Low anxiety class situation can be creating since grading is not its objective. Different from summative function, assessment is fully for grading. The criterion, duration, rules are emphasizing as the agreement of an assessment. A suitable scoring rubric is the most important thing in summative assessment; it would help the teacher when checking students' work.

In this study, the researcher felt the need to assess students' writing ability by conducting tests. In addition, students are asked to write a descriptive paragraph consisting of a generic structure, such as; identification, description, and conclusion. The results of these tests will be rigorously assessed using the proposed rubric. According to Oshima and Hogue (2007: 190), the elements of the rubric are (a) format: the points assessed are title, neatness, and paragraph margins; (b) punctuation and spelling; (c) content: the subject that is assessed is the main idea of the paragraph; (d) organization: the points assessed are the generic structure of descriptive paragraphs; (e) Grammar and sentence structure: points scored on grammar and sentence structure.

In conclusion, it is crucial for the teacher to carry out an assessment in the classroom to determine student achievement in the lesson. Furthermore, in this study, it was carried out in the usual way by giving a test. In addition, an assessment will be given based on an assessment rubric consisting of writing criteria.

2.2 Empirical Review

Empirical review is the way to get the information and theories about previous researcher that are relevant with the present study. In addition, knowledge of empirical review evidence can help the researcher avoid unintentional replication of previous studies result, and place the researcher in a better position for their study result. The purpose is to support the present study by considering the result and as consider whether or not the present study would be as successful as the relevant studies as the empirical review. There are two similar researches with the researcher choose. This point is also focused on discussing about previous of two researchers; they are Arum and Safitri as follows:

The first research related was conducted by Arum (2021) entitled “Improving Writing Skill of the Eighth-Grade Students of SMP Negeri 3 Mengwi in Academic Year 2020/ 2021 through Simultaneous Roundtable with Picture.” In cycle I, after Simultaneous Roundtable with picture was applied, the writing skill of the subjects showed improvement. The result of the post-test I which was followed 32 subjects in cycle I showed the mean score figure of 73.03. The result of the post-test II in cycle II which was followed by 32 subjects showed an increasing mean figure of 85.59. The results of the study showed that the use of simultaneous roundtable to improve students writing skill in composing descriptive paragraph was successful after two cycles.

The second research which was relevant with the present study was done by Safitri (2017) entitled “The Use of Simultaneous Roundtable to Improve writing Ability of SMPN 9 Denpasar in academic year 2016/2017’. The objective of the study is to know whether or not writing skill of the eight-grade students of SMP N 9 Denpasar in the academic year 2016/2017 can be improved after being taught simultaneous roundtable. The result after implementing the strategy in two cycles, the result of post- test I the first cycle test, the mean of writing score was 61,43. The result of post- text II the second cycle test, the mean of writing score was 75,13. The result after implementing the strategy in two cycles it revealed that students’ writing ability could be improved simultaneous roundtable. It implied from the improvement of the mean score of pre-test and post- test.

The strength of both studies is that the researcher provides clear instructions for writing paragraphs such as sentence boundaries, paragraph writing rules and aspects that are assessed, all of these instructions are explained clearly. But the problem is that the two researchers gave 60 minutes for students to make a paragraph consisting of 6-12 sentences. It can be considered that the researcher gives too much time for students and can provide opportunities for students to create and improve more ideas.

Thus, students succeeded in improving their writing ability by using the simultaneous roundtable technique because, the researcher explained the steps clearly, thus making students focus in the teaching and learning process. However, the steps used by the two researchers require more combinations to make the activity more interesting. The combination referred to here is media that supports teaching and learning techniques. This actually affects the quality of students'

knowledge in class. In this study, the researcher combined the simultaneous roundtable technique with picture. The researcher provides an interesting picture of the given topic for the teaching-learning process and assessments. This greatly stimulates students' ideas which improves the quality of their writing

