

# CHAPTER I

## INTRODUCTION

### 1.1 Research Background

English is a basic requirement Indonesian students must have. There are four language skills in English language learning: listening, speaking, reading, and writing. One of the aspects that should be improved is writing. Writing is a means of expressing ideas or communicating with others. Writing is essential to learn because it is a vital way to express thoughts and communicate ideas. Graham (2008:4) states that to become an effective writer, students need to know the characteristics of good writing and the different purposes and forms of writing they write. The process refers to the act when the writers gather ideas and write a text that can be presented to the readers.

Writing is a productive skill requiring writers' creativity to deliver ideas. It is very worthwhile; writing can be an integral part of a larger activity where the focus is on something else, such as language practice, speaking, and reading. Graham and Perin (2007:9) state that writing extends and deepens students' knowledge; it acts as a tool for learning the subject matter. This is related to writing messages, memories, etc., in daily life, which is done by visualizing our ideas in a written form. Then, Zemach and Rumisek (2005:7) state that in free writing, students write whatever comes into their heads about the topic without stopping. Writing must be constructed more carefully, concisely, and coherently to ensure the meaning is clear.

Moreover, Hawthorne and Glenn (2011:9) state that writing is one of four major skills in English that are important to be studied by students. They are expected to write as well as possible in various genres for various purposes.

Furthermore, Graham (2008:4) states that to become an effective writer, students need to acquire knowledge about the characteristics of good writing itself as well as the different purposes and forms of writing which is going to write. Being able to write in English needs both good mastery of structures and organization. Therefore, the students should master the basic components of writing. They should know grammar to make grammatically correct sentences.

Based on the interview in SMPN 6 Denpasar in academic year 2022/2023, particularly in writing, some problems are faced by students of class VIII 4 in writing activities. The students did not clearly understand a descriptive paragraph, how to identify the descriptive paragraph, and how to describe a person, place, or thing in English writing. The students did not have ideas to write and were still confused about how to write since their understanding of organizing and developing the paragraph was still low. They often made some mistakes because their vocabulary was still feeble. As a result, the students seemed bored and sleepy during the teaching-learning process.

The teacher should pay attention to the characteristics of the technique they choose in teaching and learning. The teaching technique should have a good impact on both teachers and students. Teachers should help students understand why a technique is valuable and how it is appropriate to improve their writing skills successfully. There are so many techniques that can be applied in teaching writing. Considering the problem above, the researcher was interested in conducting a study which has intended to improve their achievement in writing skills by implementing Roundtable Combined with Picture

Roundtable is a technique in which students are guided through writing Roundtable also can be used to motivate and help the students construct a good

paragraph. Roundtable is a group work strategy. It means that the students do their tasks in a group cooperatively. Olsen and Kagan in Richards and Rodgers (2014:252) define cooperative learning as an instructional approach in which learners work in groups to accomplish a shared task. Lou (2005) states cooperative learning encourages students to work in a group. It makes them work together. This strategy also makes writing easier for the students because they can share their ideas and put them together with their friends. They can revise it together, which makes their writing less from mistakes.

This strategy can also be combined with several media; one of them is a picture because the picture can make students understand how to make good descriptive paragraphs visually. The picture can motivate the students, make them pay attention, and participate in learning. Brown (2000:143) clarified that pictures are “old-fashioned,” but those are “very helpful as media in an instruction.” Harmer (2004:34) states that pictures are beneficial to prompt students to write a good paragraph. Picture aid for illustration develops students’ imagination, accommodate their interests, motivate them to express their ideas, and make the learning process more interesting. Picture may be very simple activities designed to elicit a word or phrase that produces a series that tells a story or something. It usually tells about a person, thing, place, etc.

The strength of Roundtable Combined with Picture promotes team building skills, and writing skills are enjoyable, fun, challenging, and interesting. Related to the problems faced by the students, Roundtable expects the students to construct paragraphs according to the prompt or sentences given collaboratively with the students’ group work. It helps them to generate their ideas in writing or constructing paragraphs. The students should discuss with their group how to

make good paragraphs. The students would not feel bored when they learn to write descriptive paragraphs. Students who are not bored would be active in the writing process.

Writing will be easier if the teacher can apply a suitable technique to help the students become good writers. Roundtable can be alternatively used in teaching writing to junior high school students. Using Roundtable could be an exciting and challenging technique for students. Roundtable can motivate the students to work in a group: furthermore, it can help students to organize their thoughts before they develop them into a paragraph. This technique with a picture as media to support and improve students' writing skills in the teaching and learning process. According to Musberger (2007), media is the relationship of visual, audio, movie, and digital signal to create images and sound that develop the representation of events used to deliver the information. The picture can also be used to remove students' boredom and deliver interesting information from sender to receiver, attracting their minds, feelings, attention and interest. It means that media can develop the relationship between teachers and students.

Based on the background, the students struggled to write paragraphs, especially descriptive ones. They did not know how to write a good paragraph. Implementing Roundtable Combined with Picture is one of the creative ways to improve the writing skill of the students. Previous research also used the roundtable technique with pictures because this was considered effective in helping students who had difficulty writing descriptive paragraphs. In short, the researcher is highly motivated and interested in doing scientific research entitled "Implementing Roundtable Combined with Picture to Improve Writing Skill of the Eighth-grade Students of SMPN 6 Denpasar in Academic Year 2022/2023."

## **1.2 Research Problem**

A research problem is a term used to state the problem of the study. As stated in the above background of the study, writing skill was still a problematic and difficult language skill to learn and acquire. Based on the explanation above, the eighth-grade students of SMPN 6 Denpasar in academic year 2022/2023 had problems in writing, such as difficulty in developing their ideas and writing their ideas into a coherent and unified descriptive paragraph. Therefore, the problem of writing skills should be given more attention and solved by applying a proper technique in teaching writing. In reference to the primary importance of writing skills, the research problem of the present study can be formulated as follows: can writing skill of the eighth-grade students of SMPN 6 Denpasar in academic year 2022/2023 be improved through Roundtable Combined with Picture?

## **1.3 Objective of the Study**

Every scientific writing needs objective guidance in getting what is needed. To make the present study have a clear direction, it needs to declare an objective of the present research. A scientific study is conducted to answer the research problem under study, which is formulated and determined previously. Therefore, this study is designed to answer the research problem stated before. Based on the background above, the present is intended to find out whether writing skill of the eighth-grade students of SMPN 6 Denpasar in academic year 2022/2023 can be improved through Roundtable Combined with Picture.

## **1.4 Limitation of the Study**

Teaching writing has a complex analysis and criterion. There were so many problems in writing. Moreover, many strategies could be used as the

solution to fix the problem in writing. It was really important to limit the study to avoid complicated discussions. Since the complexity and broadness of the writing skill problem, the present study was limited to using Roundtable Combined with Picture to improve writing skill of the eighth-grade students in SMPN 6 Denpasar 2022/2023. The curriculum that would be used in the present study was curriculum 2013. The researcher needed to know the syllabus to make a lesson plan. The present study focused on the fourth main and basic competency.

The fourth basic competency was constructing short and simple oral and written about a person, thing, or animal according to a social function, text structure, and language features correctly and contextually. Therefore, writing skill in the present study was focused on constructing descriptive paragraphs that described a thing and person and consisted of a generic structure: identification, description, and conclusion. Furthermore, it should fulfil the scoring rubric by Oshima and Hogue (2007:118) which focuses on format, punctuation and mechanics, content, organization, and grammar and sentence structure. Moreover, there would be a picture of a thing or person as the media to help them generate their ideas. The students must describe the picture of a thing or person provided and follow the criteria of a good paragraph based on the scoring rubric.

### **1.5 Significance of the Study**

The present study was concerned with the implementation of Roundtable Combined with Picture to improve writing skills of the eighth-grade students of SMPN 6 Denpasar in academic year 2022/2023. It was expected that the research could get results that may be useful for the teacher in the teaching and learning process. In the present study, the result was expected to provide meaningful



significance to the research finding. In addition, the researcher was expected to have more advantageous results for the teacher, students, and other researchers in terms of theoretical and practical significance in improving writing skills.

The research study aimed to strengthen the theories of writing. In addition, knowing the purpose of writing and Roundtable Combined with Picture. The findings of using the Roundtable Combined with Picture to support and contribute to the theory in developing students' writing skills. The theories used in this study could enrich the existing references and support the explanation. The present research findings could be used as empirical evidence that was expected to give information in the future if they wanted to conduct classroom action research, writing skills, and Roundtable Combined with Picture. Therefore, the theories could assist the teacher in understanding and developing the technique.

Practically, the findings of the present study were expected to give benefit the teachers, students, and other researchers. The present study was expected to help the teachers solve the students' problems in generating and organizing ideas in descriptive paragraphs based on the criteria. On the other hand, the findings were expected to motivate the students to improve their writing skills. The technique could be applied continuously in school to improve the quality of the teaching and learning process. At last, the present study could be used as a reference for other researchers who would conduct similar research applying Roundtable Combined with Picture.

### **1.6 Definition of Key Term**

The title of the present study was "Implementing of Roundtable Combined with Picture to Improve Writing skill of the Eighth-grade Students of SMPN 6

Denpasar in academic year 2022/2023.” It was necessary to define the key term used in the present study to avoid misunderstanding and confusion on the part of the readers concerning the key terms used in the context of the present study. Thus, the researcher needs to give clear information and an operational definition of the key terms used in the present study. Three key terms need to be operationally defined as the following.

1. Writing skill in the present study is operationally defined as the ability of the eighth-grade students of SMPN 6 Denpasar in academic year 2022/2023 to write a descriptive paragraph. The writing skill is focused on writing 6 – 12 sentences of the descriptive paragraph, which describes a person or thing based on its generic structure, such vivid detail, which consists of identification, description, and conclusion.
2. Roundtable Combined with Picture is operationally defined as the technique used to improve students’ writing skill of the eight-grade students of SMPN 6 Denpasar by make a group consisting 4-5 members, and the teacher then gives the students a picture, a piece of paper, and one pen for each group. One of the members in the group start writing related to the picture; moreover, the student passes the piece of paper and pen to the student on his/her left, and the student continues writing on the piece of paper. The group continues rotating the piece of paper and pen until they finish the paragraph and finally the group finishes and rechecks.



## **CHAPTER II**

### **THEORETICAL AND EMPIRICAL REVIEW**

#### **2.1 Theoretical Review**

Theoretical review is some theories that are related to the study based on some experts. The theory is a set of assumptions, propositions, and definitions. On the other hand, it is needed as a foundation that can guide this scientific study. In this chapter, the conception that the researcher should use to make a good study concept and avoid misunderstanding the theoretical review helps the researcher establish what theories they use in the study. The researcher states some experts' definitions and explanations to support the present research. The present research is based on the theoretical review as follows: Writing Skill, Descriptive Paragraph, Roundtable Combined with Picture, and Assessing Writing.

##### **2.1.1 Writing Skill**

Writing is one of the effective communication tools in daily human life. Taylor (2009:2) states that we bring knowledge into being in writing and record and preserve it. Writing is a productive skill in which the students should produce the language into a piece of writing is considered the most difficult skill to be mastered by the students. It means that when the students write, they do more than just put the words together to make sentences. In this case, they should get the idea, organize them, and use the correct grammatical, punctuation, etc. It can be stated that writing is one of the language skills which needs a physical process for the students to express ideas, feelings, experiences, and opinions through words.

The writing process further incorporates some stages structurally. Harmer (2007:326) designs a wheel that shows the writing process: planning, drafting,

editing, and final version. In planning, the students write what comes into their minds. In drafting, they should organize the ideas into an outline. In editing, they edit what they have written. In the final version, they should recheck their work until they are satisfied with their work. As a classroom activity incorporating those four stages, writing is seen as a recursive process. It has a cycle that integrates among stages. It can be seen as a processing wheel that clearly shows the directions the writers may take during the writing process.

As a productive skill, English writing has widely been viewed and recognized as a challenging subject and is considered the most complex language skill by most students. Writing is difficult because it is more complex than other language skills: Students often take a few minutes to start their ideas into writing. It is a fact that most communication in the course of human life is the medium of the printed word, known as writing. Richards and Renandya (2002:303) state that the difficulty lies in organizing ideas using appropriate vocabulary, sentence and paragraph organization, and translating these ideas into a readable text.

In addition, Oshima and Hogue (2007:34) state that free writing is a technique in which the students write without stopping on a topic for a specific amount of time. It means they write down sentences without worrying about whether they are correct. The main point in free writing is just to put pen moving across the paper. Writing is an act of habit creation of the mind, choices for self-expression, strategic thinking, and self-awareness. It means writing is a complex activity that can be done. Moreover, writing can be an activity for expressing ideas, creativity, and sharing knowledge.

Hawthorne and Glenn (2011:9) state that writing remains a crucial skill in society and people are expected to write well in various genres for various

purposes. Still, there is evidence that supports a feeling of disquiet about the writing attainment of high school-age students. Writing is a skill; it is a recursive process that students can master with hard work. Students must realize that to become good writers, and they must practice and practice. Writing is a process of discovery; it is done in a series of steps and cannot do all at once. Sometimes students cannot discover what they want to write about until they explore their thought in writing. It means that to get good writing with good practice, they need to write their ideas, thoughts and feelings down on paper.

The written work produced by student language can be divided into two types of composition: spontaneous production (free writing composition) and controlled production (guided composition). Kalandadze (2007:6) states that free writing is writing without stopping. It means writing whatever comes to the students' mind without worrying whether the idea is not good, or the grammar is incorrect, but the idea should be related to the topic. Its purpose is to free their mind to let them make associations and connections. After the students have finished, read what the students have written and look for interesting ideas or insights that might be useful to the students in free writing.

On the contrary, guided writing exercises are useful to be applied at the early level of students. However, Wolff (2007:1) argues that the writing process starts with unique right-heat creativity techniques that can generate an endless flow of ideas. Therefore, students have to learn about organizational skills in writing consequently. Compared to the other three skills, writing is considered the most difficult skill to master. Branan (2010:14) states that good writing is not usually easy. It happens because writing is a complex process requiring many skills. McKay (2006:245) states that writing involves prewriting, revising, and

editing, giving the writer a chance to produce a piece. Writing is one of the difficult language skills. In addition, Taylor (2009:4) states that writing is an extremely difficult task for most people if they try to grapple with their language with new ways of looking at them.

Furthermore, Ontario Ministry of Education (2005:13) claims that writing is a powerful instrument for students to express their thoughts, feelings, and judgments about what they have read, seen, or experienced. In daily life, human beings communicate their ideas, feelings, messages, emotions, and love through speaking and writing. Writing is unique. Every single word in a writing task shows the writer's personality. It is full of character and individual style that every person does not have the same. In writing skills, we have to know all aspects of writing, and we have to understand it. Furthermore, writing is also a transmission process of des from an addressed via a text. A piece of writing has been defined in various ways, including a reoccurring phrase such as thinking process, stylistic choice, grammatical correctness, theoretical arrangement, and creativity. To be able to make effective use of writing as an effective means of communication, the writer should write several well-unified and coherent paragraphs.

Furthermore, writing is a rational activity and valuable activity. Writing is rational means that it is an exercise of mind requiring the mastery of the techniques anyone can learn. However, writers do not have to be genius to write clear, practical English. The writers must understand what writing involves and know how to handle words, sentences, and paragraphs. In addition, the critical point is that they can learn. If they do, they can communicate what they want in words other people can understand. The second assumption is that writing is worth learning. It is of immediate practical benefit in almost any job or career.

They will get along faster and farther if they know how to write. Certainly, there are many jobs they can get along with writing is a way of growing. No one would argue that being able to write will make the writers morally better. However, it will make them more complex and more interesting (Kane, 2000:1)

In conclusion, writing is a productive skill writers use to express their feelings and thoughts and deliver information. To make a good writing product, the writer should follow the writing process because writing is 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). It explains that writing has roughly four steps that writers must follow to achieve good writing, those are prewriting, organizing, writing, and revising and editing process. These steps should be procedurally conducted to produce a well-written paragraph. The theory used was relevant because it was about improving writing ability.

### **2.1.2 Descriptive Paragraph**

Students are expected to make written products since writing is an important skill that should be mastered—a written product that means, in this case, a paragraph. According to Zemach and Islam (2005:9), a paragraph comprises about 6-12 sentences about one topic. It means that sentences support the main topic that would be described. A paragraph can give information, tell an opinion, explain something or tell a short story. The sentences should be described the topic logically in specific detail and explanations. Then it would let the readers easily capture the paragraph's meaning. Therefore, when the writers can arrange the paragraph appropriately and clearly, the readers will easily understand what the writers will tell the readers through their writing.

A paragraph is a group of related statements that a writer develops about a subject (Oshima and Hogue, 2007:3). The first sentence states the specific point or idea of the topic. The rest of the sentences in the paragraph support that point. That means a descriptive paragraph has one topic to be discussed. Moreover, the other sentences in the descriptive paragraph are called supporting sentences. It gives more information about the topic, specific details, and an explanation. The last is the conclusion as the closing of a paragraph. It is about how the writers' feelings. The statement can be assumed that a paragraph is a group of sentences explaining and discussing the main point based on the topic sentence.

Furthermore, Kane (2000:351) states that description is the sensory experience of how something looks, sounds, and tastes. Mostly, it is about visual experience, but the description also deals with other kinds of perception. Whatever sense it appeals to, descriptive writing is of two broad kinds: objective and subjective. In the factual description, the writers set aside those aspects of perception unique to themselves and describe the perception itself. In the subjective (also called impressionistic) description, writers project their feeling into the percept. If the objective description says, "This is how the thing is.", the subjective says, "This is how the thing seems to one particular consciousness."

Zemach and Islam (2005:9) state that a paragraph is a group of sentences about a single topic that explains the writer's main idea. A paragraph consists of six to twelve sentences long, and even it can be shorter or longer depending on the topic. Generally, one paragraph consists of three basic parts: topic sentence, supporting sentence, and concluding sentence. The beginning of a paragraph's topic sentence is usually the first sentence. The supporting sentence supports the topic sentence's idea with a detailed explanation, reason, and others. The



paragraph ends with the concluding sentence, which usually finishes the paragraph by repeating the topic's main idea or just giving any comments about it.

A descriptive paragraph expresses or describes the object in clear detail so that the readers can easily imagine or visualize the object to be described. Kane (2000:351) states that description is also about sensory experience, such as how something looks, sounds, and tastes. It means that the description in a descriptive paragraph should be expressed in detail and vivid descriptions even to have a good description. Using sensory experience is important to create a clear description. In addition, a descriptive paragraph is written with the senses since the paragraph will make the readers picture the object by using their senses too.

Moreover, Savage and Mayer (2005:2) state that a typical paragraph begins with a topic sentence introducing the topic. Then, supporting sentences support the idea in the topic sentences with explanations, reasons, and other details. The concluding sentences bring the paragraph to an end. Therefore, to make a paragraph, it is necessary to express and organize the ideas and then set them in chronological order based on what kind of paragraph it is. There are many kinds of paragraphs. The descriptive paragraph describes a particular object, such as a person, place, or thing.

According to Oshima and Hogue (2007:61), descriptive writing appeals to the same, so it tells how something looks, feels, smells, tastes, or sounds. It means that the readers can easily visualize the object, place, or person in their minds. A descriptive paragraph uses the simple present tense for the grammar and adjectives in vocabulary. The descriptive paragraph has its generic structure: identification, description, and conclusion. In identification, the object of the descriptive paragraph is introduced and identified. Meanwhile, description is a

part of a descriptive paragraph in which the object is described in vivid detail to help the reader visualize the object of the paragraph.

Savage and Mayer (2005:28) give the other theory about a descriptive paragraph. They state that descriptive writing uses words to build images for the reader. It can be assumed that in a descriptive paragraph, the reader can get information or clear descriptions of what the objects look like. According to Oshima and Hague (2007:3), a paragraph is a group of related sentences that a writer develops about a subject. The first sentences state the topic's main idea, and then the rest support that point.

Moreover, Savage and Mayer (2005:33) state that the generic structure of a descriptive paragraph has descriptive organization as follows: a) introduction or identification tells why the object or even descriptive is essential for the writer and tells about the general structure of the paragraph, b) body paragraph or description is body paragraph that gives detail information about the object, physical appearance, characteristic and so on. The conclusion gives the writer's opinion or review of the text's whole description. The conclusion normally gives the signal of the end paragraph and also the summarizing of the paragraph

Besides, Evans (2000:42) states that the generic structure of a descriptive text is an introduction, main body, and conclusion. Introduction or identification is telling about the general structure of the paragraph. The writers write some statements that shows the object that would be described. The main body or description is about the object's description, for instance, physical appearance, characteristics, etc. The last is the conclusion which concludes the paragraph. The conclusion is optional but normally signals the end of the paragraph: It can summarize the paragraph or the writer's comment about the object described.

Based on the statements above, a descriptive paragraph is a paragraph that describes a person, thing, animal, or place, which consists of a generic structure. Regarding the theories mentioned, the researcher used the theory of Zemach and Rumisek (2005:5), who state that a descriptive paragraph is how a person, thing, animal, or place looks or feels and is described by using adjectives. In addition, the researcher used the theory of Savage and Mayer (2005:33), which explains the important points in a descriptive paragraph introduction or identification, a body paragraph or description, and a conclusion. Those theories could be used as a guide. In addition, it was relevant to the present research. In conclusion, the present study focused on Oshima and Hogue and Evan's theories. Three main points should be considered: identification, descriptions, and a conclusion.

### **2.1.3 Roundtable Combined with Picture**

Teaching techniques or strategies are required to make the teaching-learning process more innovative. To improve the students' writing skills in writing descriptive paragraphs, in the present study, the researcher chooses Roundtable Combined with Picture the teaching technique. Roundtable technique is one of the cooperative learning strategies. Roundtable technique focuses on group work. Kagan and Kagan (2009:52) state that as with the other cooperative learning strategies, Roundtable Technique also presents new challenges and requires new skills for teacher and students. Teacher should make sure that all of the students take a part in their team and give their contribution by sharing their ideas or thoughts with other students.

Roundtable is a technique where the students take a turn responding to a prompt by writing one or two words or phrases before passing the paper along to

others who do the same. It is a written version of round-robin brainstorming, which leads students to be active and responsible in their group. Thus, each member of the group is responsible for the instruction given. Roundtable is a useful technique to use in writing activities. It can be a strategy that helps students brainstorm their ideas or 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 their role is bigger than the teacher.

In the roundtable, students do not listen to the teacher's explanation, they also have to explore their ideas and participate in their group. It is expected to give a different atmosphere in teaching-learning can motivate students to follow the lesson well. Moreover, the roundtable technique is a good strategy to make students briefer to express themselves to express their ideas and generate them. Before implementing the roundtable technique, the teacher asked the students to make a group of four to five students. The teacher provided one piece of blank paper and one pen for the team to write Kagan and Kagan (2009.10.21). on the other hand, the roundtable is designed for practicing writing skills in a group to develop their ideas and participate in the teaching- learning process.

Furthermore, Jolliffe (2007:3) adds that to be truly Roundtable technique should consist of key elements that are particularly vital such as positive interdependence and individual accountability. Positive interdependence requires each pupil in a small group to contribute to the learning of the group. Individual accountability means that each member of the group is accountable for competing his or her part of the work and requires each pupil in the group to develop a sense of personal responsibility to learn and also to help the rest of the group to learn. Roundtable technique is one strategy to improve individual skills like team

building and thinking skills. On the other hand, the roundtable technique is recommended to improve students' communication skills, procedure learning, and processing information.

According to Kagan and Kagan (2009:10.21), roundtable can be used to create anticipatory set for a lesson, to check for the acquisition of information, or to liven up drill and practice, besides it can be used in many subject areas, at a variety of places in the lesson plan. On the other hand, there are several steps Implementing Roundtable Technique in the teaching-learning process. First students contribute and then pass the paper and pen that have already provided to the students on their left. The paper and pen go around the table. Those students naturally assumed that roundtable was a good way to do the project when working with others. Each structure teaches its social skill Kagan and Kagan (2009:11.4).

Moreover, to succeed in teaching-learning in the classroom, media is one of the keys to the process. Media plays an important role in teaching and learning since it helps students understand the material. There are a lot of media that can be used in teaching process. One of them is a picture. According to Brown (2004:224), the picture focuses on familiar words whose spelling may be unpredictable. In addition, picture can bring the outside world into the classroom in a vividly concrete way, so the picture is a valuable resource as it provides: shared experience in the classroom, a need for a common language, a variety of tasks, a focus of interest for students Raimes (2001:28).

Picture gives contribution to students in interest and motivation, sense of language in context, and stimulate students' idea. The roles of picture in productive skills are (1) picture can draw students' motivation and attention and make them participate in learning. 2) picture can create contextualized language

learning activity; 3) picture may raise interpretation objectively and subjectively; 4) picture may refer to response of questions, or as controlled practices; 5) picture can stimulate and give information and dealing with conversation, storytelling, and discussion. It can be concluded that the picture can be used to stimulate the students' creative imagination and help them generate and develop their ideas in writing.

Furthermore, according to Harmer (2007:178), the teacher can use picture drawings from books, newspapers, magazines, or photographs to facilitate learning. The picture is very simple because it can be drawn or printed in any size or color. The picture can be used to engage the students and deliver language meaning. Besides, the picture should be simple, clean, well-printed, and easily seen by the students in the teaching-learning process. The picture is needed in teaching descriptive paragraphs to help the students imagine the object. Furthermore, it can raise students' motivation and creativity. In addition, many communication activities can be stimulated through pictures (Nunan 2004:58). Pictures help students to extend their further understanding. Therefore, pictures can be an inspiration for students and give many benefits or impression to the students in making a descriptive.

In the present study, the researcher used Roundtable Combined with Picture in teaching descriptive paragraph at SMPN 6 Denpasar, especially in the eight-grade students of VIII4 class. Roundtable has several steps that can be conducted in teaching-learning by simple ways of guiding the students. Based on the theory, it can be concluded that the roundtable technique has several values in the process, such as trusting each other, working together, solving any conflicts, and making a decision. According to Olsen and Kagan in Richards and Rodgers



(2014) the roundtable technique is an approach that involves pairs and small groups of learners in the classroom. The steps of implementing Roundtable Combined with Picture in the present research are elaborate as follows:

1. Making a group consisting of 4-5 members.
2. Giving the students a a piece of paper, a pen and picture for each group.
3. Asking one of the group members write a sentence related to the picture.
4. Asking them to pass the paper and pen to the students on his/her left.
5. Asking the students to continue rotating the piece of paper and pen until they finish the paragraph; and
6. Asking the group members to recheck the paragraph.

#### **2.1.4 Assessing Writing**

Writing contains process and product, and assessment is needed to assess the product. Assessment is conducted to know the students' ability or achievement. Assessment is an ongoing process that encompasses a much wider domain. Whenever students respond to a question, offer a comment, or try out a new word or structure, the teacher subconsciously assesses the students' performances (Brown 2004:4). Assessment is also called evaluation. In addition, a teacher should assess students based on objective evaluation, not subjective. It's important to know a teacher to make the assessment fair. Furthermore, it is crucial to tell the students the assessment criteria the teacher uses to make them prepare themselves and work their best to get maximum assessment.

Furthermore, Cheng and Fox (2017) say that assessment is essential in language teaching and learning. The day-to-day assessment of student learning is unquestionably one of the teacher's most important complex and demanding

tasks. As such, they are the principal agents of assessment, so they need to ensure the quality of classroom assessment practices will use them in ways that best support the students learning; assessment activity is carried out between a teacher and a student or a group of students. Besides, the activities include the classroom test and daily assessments that the teachers use. It is called an umbrella term, which includes the daily classroom assessment practice and large-scale testing that is externally designed and administered to students. Success in an external, large-scale context is one of the student's learning goals, influencing the instructional and assessment goals.

Assessment is the process of generating, gathering, recording, interpreting, using, and reporting evidence of learning individuals, groups or systems, which relies upon some instruments: a test. Because writing is a productive skill, it requires products such as written form. According to Marzano (2006:3), classroom assessment is a form of feedback to students regarding their progress, and it stands to reason that feedback would enhance learning. The curriculum or theory may determine the construct of writing assessment. The students can succeed in writing genres at various levels, and assessment is related to the gradual development of features of successful writing. Besides, Coffin et al. (2003:2) state that assessment is often a major purpose for student writing. The students may be required to produce essays writing, written examinations, or laboratory reports whose main purpose is to demonstrate their mastery of disciplinary course content.

According to Brown (2004:4), assessment is a popular and sometimes misunderstood term in current educational practice. In addition, assessment is an ongoing process encompassing a much wider domain. Whenever the students

respond to the question, offer a comment or try out a new word or structure. The teachers still prepare an assessment of their performance. There are two formative assessments: formative assessment evaluates students in “forming” their competencies and skill. The purpose of classroom assessment is to help the students continue that growth process, and summative assessment, when teachers collect information at the end of time, generally to report to others about their progress. An example of summative assessment is the final test.

Black and William in McKay (2008:140), classroom assessment or teacher assessment refers to the assessment carried out by teachers in the classroom. It may be formative when teachers collect information about students’ strengths and weaknesses to provide feedback to students to make further decisions about teaching. It may be summative when teachers collect information at the end of a period, generally reporting progress. A summative assessment carried out by teachers may also form their teaching. In addition, formative assessment is called assessment for learning. Furthermore, assessment can be designed to achieve the curriculum objective, enabling teachers to check that learning is taking place.

Coombe et al. (2007:9) state assessment includes a broad range of activities, and the teacher uses tasks to evaluate students’ progress daily. However, an assessment is much more than a test. The test may be constructed primarily as a device to reinforce and motivate the students or primarily to assess their performance. Here, the test items must be carefully chosen because if the researcher makes a test, the test must be appropriate for the test taker. When taking a writing test, the effect can be both increasing and decreasing students’ ability in writing. Evaluation includes the whole course or program; the information is collected from any references, including the learner. While

assessment relates to learners' achievements, testing is a part of assessment and measures learners' achievements. Therefore, without doing a test, the researcher cannot assess the student.

Assessment is an integral part of writing instruction. It allows teachers to determine if their writing program is working, whether it needs to be adjusted, and if some children need extra help. Hyland (2003:212) states that assessment is not simply a matter of setting exams and giving grades. Scores and evaluative feedback contribute enormously to individual learning and developing an effective and responsive writing course. Without the information gained from assessment, it would be difficult to identify the gap between students' current and target performance and to help them progress. In this case, there are five main reasons to evaluate learners, especially in writing skills: placement, diagnostic achievement, performance, and proficiency.

The present study thought it was necessary to assess the students' writing skills by conducting a test. In the present study, the students are asked to write a descriptive paragraph with a generic structure, such as identification, description and conclusion. The result of the test was strictly assessed by using a rubric prepared by Oshima and Hogue (2007:196), and the elements are (a) format: the point assessed are title, tidiness, and margin of the paragraph; (b) punctuation and mechanics, the point assessed are punctuation and spelling; (c) content: the point assessed is the main idea of the paragraph; (d) organization: the point assessed is the generic structure of descriptive paragraph; (e) grammar and sentence structures: the points assessed are the grammatical and sentence structure.

In the present study, the researcher felt it is necessary to assess students writing skills by carrying out a paragraph construction as the test. However, in

choosing or designing a writing test, Weigle (2002:40) states that the logical place to begin is by considering the researcher's plan to use the test. The researcher planned to use two tests: pre-test and post-test. The researcher asked the students to write a descriptive paragraph based on the picture given. The students' writing was scored using the rubric criteria adapted from Oshima and Hogue (2007:196). The paragraph must consist of 6-12 sentences, and they must remember those criteria to make a well-written paragraph. Thus, the students would try constructing a well-constructed paragraph based on the criteria. In conclusion, the present study focused on the theory proposed by Oshima and Hogue (2007), which was based on the criteria: format, punctuation, mechanics, content, organization, and grammar and sentence structures.

## **2.2 Empirical Review**

The Empirical review is the review of a relevant study that has been conducted in which it reviews the previous studies that are relevant to the present study. The relevant studies deal with improving their writing skills through Roundtable, which other researchers have conducted in the past. The purpose is to support the present study by considering the result and as a consideration whether or not the present study would be as successful as the relevant studies used in empirical reviews. In this study, the researcher wants to improve the students' writing skills through Roundtable Combined with Picture. There were two relevant types of research that other researchers had done, as the following.

The first research was conducted by Sepianita (2017), entitled "Increasing the Students Writing Skill through Roundtable Technique at The Second Year Students of SMPN 1 Sinjai Tengah. The objective of this study was to determine

whether the writing skills of the second-grade students of SMPN 1 Sinjai Tengah can be improved by using Roundtable. This study showed that the writing skills of the second-grade students of SMPN 1 Sinjai Tengah could be improved by Roundtable. This research revealed that Roundtable could be used as a strategy for teaching writing in junior high school.

The strength of this research was that the researcher successfully improved their writing skill by using Roundtable because the researcher explained the steps clearly, making the students pay attention in the teaching-learning process. The students can get a score more than the minimum standard passing grade in that school from the cycle and cycle II after they have been taught through the Roundtable technique. However, some problems were not yet solved. The problem is that the researcher is not using the media to support the Roundtable combined, which bored the student. In the present study, the researcher used pictures as media to further enhance Roundtable, increasing their writing skills

Krisnawan conducted the second research (2019) entitled “Using Roundtable Combined with Picture To Improve Writing Skill of the eighth-grade students of SMPN 2 Abiansema”. The object of the present study was to know whether or not the writing skill of second-grade students. He also concludes that pictures improved students’ writing skills, especially in descriptive paragraphs. The present study was conducted on the subjects under study, the eighth-grade students of SMPN 2 Abiansema in academic year 2019/2020.

The strength of this research was the combination of Roundtable with a picture as a medium which can motivate students to train their writing skills attractively and help them to explore their imagination and ideas in a written form. The students could successfully write the greeting card in good organization based



on the criteria of the scoring rubric. In addition, the subjects also showed positive attitudes after being taught through Roundtable. Based on the present research findings, it could be concluded that writing skill of the eighth-grade students of SMPN 2 Abiansema in academic 2019/2020 could be improved through Roundtable combined with picture.

