

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Writing is a means of expressing ideas or communicating with others. Writing is important to learn because it is one of the important ways of expressing thoughts and communicating ideas. Writing is a skill that is the exclusive domain of scribes and scholars in educational or religious institutions (Brown, 2004:18). The process refers to the act when the writers gather the ideas and make it until the text can be presented to the reader. Written text is also believed to be the most trustworthy sources.

Moreover, Hawthorne and Glenn (2011:9) state that writing is one of four major skills in English that is important to be studied by the students. They are expected to write as good as possible in a range of genres for a variety of purposes. Furthermore, Graham (2008:4) states that to become an effective writer, the students need to acquire the knowledge about the characteristics of good writing itself as well as the different purposes and forms of writing which is going to be written. 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 which means that students should be able to make sentences which are grammatically correct.

Harmer (2004:3) states that writing is not spoken languages which can be naturally acquired as humans grow up, but the ability of writing has to be learnt and taught. Murray (2005:3) states that what students learned about writing at school ought to criticize that in any way as a sufficient preparation for all the

writing through their professional lives. Most of the students consider that writing is the hardest skill to master because the ability to write in foreign language is more complicated than the other ability. It is hard to teach the students how to write because it involves many components such as structure, vocabulary, grammar, punctuation, and spelling.

Those problems are faced by the eighth grade students of SMPN 1 Blahbatuh in academic year 2021/2022, particularly in writing. There are some problems faced by students in writing activities. They are as follows: The students did not understand clearly about descriptive paragraph, how to identify the descriptive paragraph, and how to describe person, place, and thing in English writing. The students did not have ideas to write and they were still confused on how to writing since their understanding in organizing and developing the paragraph still low. They often made some mistakes because their vocabulary still feeble, as a result, the students felt bored and sleepy during the teaching learning process.

Based on the observation that is done to the students in SMPN 1 Blahbatuh especially the eighth grade students in academic year 2021/2022, the problem raised from the technique that the teacher implemented during the teaching learning process in the class. The teacher who taught in this class used common technique. In this technique, teacher gave the students question which is related to the topic, asked students to think and answered about question and next teacher only mention the material without example and asked the students to the do the discussion only with their seatmate and also think individually about the material and nest is asked the students to writing the paragraph by themselves. Writing the

paragraph based on the material in which the students are not taught how to write descriptive paragraph clearly and they should follow long steps in writing descriptive paragraph.

The weakness of the technique that the teacher used is made the students difficult to express their idea because they only did the discussion with the same person only with their seatmate every learning process. When the students difficult to express their idea, they get stuck in writing. If students get stuck in writing, they could not continue to the next step and developed their ideas. Therefore, it made them lazy in learning process. They did not know how to write a good paragraph especially in writing descriptive paragraph. And they did not active in learning process. Because, these problems are caused by two factors. One of the factors is that teacher had not been optimal in teaching because in the process of learning the techniques used previously is not able to improve the ability of students: as a result, the students could not be well motivated. Another factors is the ability of the students identifying the descriptive paragraph, how to describe person, place, and thing in English writing.

Based on the explanation above, the researcher uses simultaneous roundtable to teaching writing skill. Simultaneous roundtable is one technique of cooperative learning. Simultaneous Roundtable focuses on group work. Simultaneous Roundtable is operationally defined as the technique of teaching writing skill in which first the teacher gave main topic, and each student in team write a response on their own piece of paper. After the teacher gives the signal, the students then pass their papers clockwise so each teammate can add the prior responses. The students have to clockwise the paper until the problem solved and

next the teacher and the students do the discussion together. Besides, in this study, it is expected that Simultaneous Roundtable could solve the problem that is faced by students in writing descriptive paragraph.

The strength of Simultaneous Roundtable technique promotes team building skills and writing skill in an enjoyable, fun, challenging and interesting way. Related to the problem faced by the students, Simultaneous Roundtable expected to the students to construct paragraph 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 do the discussion with their group about how to make good paragraph. The students did not feel bored when they learn to write descriptive paragraphs. When the students not feel bored every student was active in the writing process.

Based on the background, that the students still have difficulties in writing paragraph, especially writing descriptive paragraph. They did not know how to write a good paragraph. Simultaneous Roundtable is one of the creative ways to improve the writing skill of the students. In short, the researcher is highly motivated in improving the writing skill of eighth grade students of SMPN 1 Blahbatuh in academic year 2021/2022 especially in writing descriptive paragraph through Simultaneous Roundtable.

## **1.2 Research Problem**

Research problem is a term which is used to state the problem of the study. As stated in the above background of the study, writing comprehension is still a problematic and difficult language skill to learn and acquire. Based on the explanation above, the eighth grade students of SMPN 1 Blahbatuh in academic

year 2021/2022 have problem in writing such as difficulty in developing their ideas and writing their ideas into a descriptive paragraph coherently and grammatically correct in accordance to its generic structure. Therefore, the problem of writing comprehension should be given more attention and needed to be solved by applying proper technique in teaching writing. In reference to the primary importance of writing skill, the research question of the present study can be formulated as follow: Can writing skill of the eighth grade students of SMPN 1 Blahbatuh in academic year 2021/2022 be improved through the application of simultaneous roundtable?

### **1.3 Objective of the Study**

Every scientific in writing needs objective in order to be the guidance in getting what is needed. In order to make the present study have clear direction, certainly, it needs to declare an objective of the present research. A scientific study is conducted in order to answer the research problem under study which is formulated and determined previously. Therefore, this study is designed to answer the research problem which have stated before. Based on the background above, the present is intended to find out whether or not writing skill of the eighth grade students of SMPN 1 Blahbatuh in academic year 2021/2022 can be improved after being taught through the application of simultaneous roundtable.

### **1.4 Limitation of the Study**

The discussion of writing skill can be too broad and complex in a single coverage of study. Therefore, to avoid a misunderstanding and misleading, the researcher limits the study on improving writing skill of the eighth grade students

of SMPN 1 Blahbatuh in academic year 2021/2022 through simultaneous roundtable. The 2013 curriculum is applied in this school; thus, it was focused on the fourth main competency: trying, processing, and presenting everything in the concrete domain (using, explaining, stringing up, modifying and constructing) and abstract domain (writing, reading, calculating, drawing, and composing) in line with the material which had been learnt at school and other sources that are theoretically the same.

In addition, the present study also focused on the fourth basic competency: constructing descriptive paragraph in short and simple writing form about person, place, or thing, based on social function, text structure and language features correctly the students write and contextually. Moreover, the writing skill that was improved is restricted on descriptive paragraph writing which described about person, and place. It also consisted of generic structure such as: identification, description, and conclusion. Furthermore, the scoring rubric that was used to score the paragraph is emphasized on format, punctuation and mechanics, content, organization, and grammar and sentence structure.

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

Significance of this study is the point which makes the study valuable for the other needs. The present study was concerned on the implementation of simultaneous roundtable to improve writing skill of the eighth grade students of SMPN 1 Blahbatuh in academic year 2021/2022. Furthermore, the findings of the study are to be beneficial in teaching descriptive text through Simultaneous Roundtable as a part of teaching strategies. The findings and result of this study are expected to give both theoretical and practical significance. Theoretically, the



yields of the present study are expected enhance and support the exiting writing theory, especially the theories to improve writing ability in constructing a descriptive paragraph. Some information and theories are provided in this study that could be taken to enrich the exiting references; moreover, the results of the study are give evidence that picture description is one of the effective instruments to improve students. Furthermore, the result of this study is hoped to give both theoretically as well as practical significance as follow:

Theoretically, the findings of this research can be used to support, contribute and give more empirical evidence of the existing theories related to implementation simultaneous roundtable in teaching writing especially descriptive paragraph. Roundtable can be used to improve students writing skill : moreover, this study can be used as additional source for other researcher in conducting similar research, especially in the context of teaching writing. In addition, the findings of the study also can enrich the existing researches on the use of simultaneous roundtable strategy in teaching descriptive paragraph writing and as a references or empirical review for the next researcher who would to carry out a research in the same area.

Practically, this finding of the present study is beneficial for teacher, students and other researcher. For teachers, the result of this study is hoped to enrich their technique in teaching writing in the classroom to improve students writing achievement. For students, it would encourage them in writing; it helped them to improve their writing skill and achievement. The students can be more interested and explore their idea. On the other hand, they can share their ideas to the other students in their group and help their friend in expressing the ideas. For

other researchers, this study is important as an input to improve the researcher's ability in academic writing. It also can help the researcher to think and to conduct a new strategy in teaching writing using simultaneous roundtable. Last for other researchers, this study is expected to be useful references especially in conducting a classroom action research or in order to teach writing or the other English skills through Simultaneous Roundtable.

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

Defining the key concept in research is of necessary. Key terms are important to be defined in order to give clear understanding to the topic that is further discussed in the present study, the researcher needs to give operational definition of the term used in the present study to avoid misleading. In order to avoid misunderstanding and confusion on the parts of the readers, the researcher thought it is important to define the key which are used in this study. There are two key term that need to be clearly and briefly to clarify then provide clear insight about the definition of writing skill Simultaneous Roundtable. Those key terms are defined in operational definition as follow:

#### **1. Writing skill**

Writing skill is operationally defined as the ability of the eighth-grade students of SMPN 1 Blahbatuh in academic 2021/2022 in writing a descriptive paragraph which describes about something based on its generic structure, such vivid detail which consist of identification, description and conclusion

#### **2. Simultaneous Roundtable**

Simultaneous Roundtable is a technique of cooperative learning which is



operationally defined as the technique that is used to improve students writing by giving a topic and each student in team writes a response on their own piece of paper. Students then pass their papers clockwise so each teammate can add to the prior responses.



## **CHAPTER II**

### **THEORITICAL AND EMPIRICAL REVIEW**

#### **2.1 Theoretical Review**

Theoretical review is a of some theories related to the study based on some experts. Theory is a set of assumptions, proposition, and definitions. On the other hand, it is needed as a foundation that can guide this scientific study. In this chapter, conception that should be used by the researcher to make a good concept of study and avoid misunderstanding the theoretical review help the researcher to establish what theories they use in study. The researcher states some definition and explanations from the experts which can support the present research. The present research is based on the following theoretical review which is explained as follows: (1) writing skill, (2) descriptive paragraph, (3) simultaneous roundtable technique, and (4) assessing writing. Some of the view points are as follows:

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

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

express ideas, feeling, experience, and opinion through words.

Writing process, further, incorporate some stages structurally. Harmer (2007:326) designs a wheel that shows the process of writing are planning, drafting, editing and final version. In planning, the students write what come into their mind. In drafting, they should organize the ideas into an outline. In editing, they edit what they have written. In final version, they should re-check again their work until they satisfy with their work. Writing process as a classroom activity that incorporates those four stages is seen as a recursive process. It has cycle which integrates among stages. It can be seen as a process wheel in which it clearly shows the directions that 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 considered the most of difficult of the language skills by most students. Writing is difficult because it is more complex than other language skills. Students very often take a few minutes to start their ideas into pieces of writing. It is the fact most of the communication in the course of our life is the medium of printed word known as writing. Richards and Renandya (2002:303) state that the difficulty lies on how to generate and organize ideas using an appropriate choice of vocabulary, sentence and paragraph organization, and translate these ideas into a readable text.

In addition, Oshima and Hogue (2007:34) state that free writing is technique in which the students write without stopping on a topic for specific amount of time. It means that they just write down sentences without worrying

about whether sentences are correct or not. The main point in free writing is just to put pen moving across on the paper. Writing is an act habits creation of 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 in expressing idea, creativity and sharing knowledge.

Hawthorne and Glenn (2011:9) state that writing remains a crucial skill in our society and people are expected to be able to write well in a range of genres, for a variety of purposes, but 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 need to realize that if they want to become a good writers they must do 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 just what they want to write about until they explore their thought in writing. It means that to get good writing with well practice they just need to put their ideas, thought and feelings written down on a paper.

The written work produced by language learner can be divided into two type of composition, namely 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 come to your mind without worrying whether your idea is not good or the grammar is incorrect but the idea should be related with the topic. Its purpose is to free your mind to let it make associations and connections. Just write them as they come to you and do not cross anything out. After you have

finished, read what you have written and look for the interesting ideas or insights that might be useful to you in your writing. On the contrary, guided writing exercises are useful to be applied on the early level of students to write. However, Wolff (2007:1) argues that the process of writing actually starting with unique right-brain creativity techniques that we can use to generate an endless flow of the ideas. So, we have to learn about organizational skill in writing consequently.

Compare to other three skills, writing is considered to the most difficult skill to be mastered. Branan (2010:14) states that good writing is not usually easy. This happens because writing is complex process that requires a range of skills and tasks. Mckay (2006:245) states that writing is a process involves the pre- writing, revising and editing which gives a chance to the writer go through to produce a piece of writing. Writing is one of difficult language skills to learn in the school. In addition, Taylor (2009:4) states for most people writing is an extremely difficult task if they are trying to grapple in their language with new ways of looking of them.

Furthermore, Ontario (2005:I.3) claims that writing is a powerful instrument for students to use to express their thought, feelings, and judgments about what they have read, seen or experienced. In daily life, human beings communicate their ideas, feelings, messages, emotion, and love not only through speaking but through writing too. 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 skill, we have to know all aspects in writing and we have to understand it. Furthermore,

writing is also a transmission process of idea from an addressee via a text. A piece of writing has been defined in a variety of ways, which includes reoccurring phrase such as thinking process, stylistic choice, grammatically correctness, theoretical arrangement, and creativity. In order to be able to make effective use of writing as an effective means of communication the writer should make a writing which is consist of a number of well unified and coherent paragraph.

### **2.1.2 Descriptive Paragraph**

Descriptive paragraph is the text which expresses or describe place, thing and person that appeal the reader's senses (sight, hear, taste, smell and touch) in such vivid detail that the readers can easily visualize the described place, thing and person, or can feel that they involve in the experience. Furthermore Folse et al. (2010:154) state that descriptive text describes how something or someone looks or feels. It gives an impression of something. Zemach and Rumisek (2005:25) add that descriptive text explains how someone or something looks or feels. A process text explains how something is done.

Writing text is the first step that should be mastered in order to write a good text. There are many text that the students need to learn in writing : one of them is descriptive text. Savage and Mayer (2005:2) state that text is a group of sentences about a topic. A typical text begins with a topic sentence which introduces the topic. The supporting sentences that follow support the idea in the topic sentence with explanations, reason and other details. The concluding sentence brings the text to an end. These are the elements which usually can be



found in the written text that the students have to know before they start to write down their ideas.

Descriptive paragraph is the text which express or describes place, thing and person in such vivid detail in which the readers can easily visualize the described place, thing and person. In writing a descriptive text, the writer should give detail explanation on description since the description is very important in order to make the reader can imagine and catch the point the descriptive text clearly. When the students make a description about an object, they should use at least two among five senses. In the technical description, Evans (2000:7) writes that a descriptive text about describing people should consist of introduction, main body, and conclusion.

To make the reader easily imagine a descriptive writing, the writers should bring such as vivid- detail imaginary about physical appearance of the described thing. In other words, a particular person, place, or thing is described in details in this composition. The description should not affect by personal opinion, it should tell the object as the way it is. At first, the writers should identify certain imagery or real object that is located somewhere. Through the words, then they describe the thing they have in mind. In addition, writing a descriptive text is how they draw a picture by words in writing.

Oshima and Hongue (2007:61) write that a good descriptive is a word picture; the readers can imagine the object, place, or person in their mind. The main purpose is to create an image in readers' minds. In sort, it is like painting with the words. People perceive the words around them with five senses which are sight, hearing, taste, smell and touch. These are known as sensory details

(Fiderer, 2002:17). On the other hand, Brown (2004:234) adds that writing text may be as long as two or three paragraphs. Besides, the text explains the writers' main idea (most important idea) about that topic. When the writers want to write about a new main idea, they begin with a new paragraph in the text.

Kane (2000:351) states that description is about sensory experience how something looks, sound, and taste. Mostly it is about visual experience, but description also deals with other kinds of perception, whatever sense it appeals to; descriptive writing is of two broad kinds: objective and subjective. In objective description the writer sets aside those aspects of the perception unique to himself and concentrates on describing the percept (that is, what is perceived) in itself. In subjective (also called impressionistic) description a writer projects his or her feeling into the percept. Success description hinges on three things: (1) details that are sharply defined images, appealing to one or another of the senses; (2) details that are selected according to a guiding principle; (3) details that are clearly organized. Therefore, the description should be arranged in sequence.

Wolff (2007:72) states that the most obvious way to reveal characters is by describing what they look like: handsome or plain, wrinkled or smooth face, color of hair, height, slim or average or fat, what kind of clothing they wear, and so forth. However, when the writers make description, pick out specific, interesting details. They try to stay away from generic descriptions like "handsome" or "attractive" or "motherly". For inspiration, they consider the person they know. If they want to make readers aware they one of their male

characters is attractive to woman, they think of real person who fits that description. They need to reveal everything about a characters' just the most important or relevant aspects. Thus, when making description, it should be specific so that the readers understand it quickly.

Zemach and Islam (2005:21) State when people describe a place, they can develop their paragraph by adding descriptive details-information that tells how a place looks, sounds, or smells, or feels. In the technical description, Savage and Mayer (2005:43) state adjectives are words that describe nouns-people, places, things. Adjective appear in different position in the sentence. They need to set down clearly and objectively the details their readers needs to identify whatever is being described. Therefore, when they describe person, place and thing, they use their sensory. In writing a good descriptive text, they need to organize the paragraph on the generic structure of descriptive text.

In writing descriptive paragraph, Savage and Shafiei (2007: 34) state that the topic sentence introduces the item that the writer will be describe. It may also include the writer's general feeling or opinion. Moreover, the supporting sentences give some background or detail information about the topic. These details describe how the objects looks, smells, feels or tastes. The paragraph is then ended with a concluding sentence which restates the idea by using different words. In descriptive paragraph, the conclusion is optional. It means that the concluding sentence might be included or not. However, everything that the writers write should be connected each other or related with one topic.

In making a descriptive paragraph the writers have to pay attention on

its generic structure. Evans (2000:11) states that a descriptive text should consist of introduction, main body and conclusion. First, introduction or identification is a part that the writers give general information about the topic. In this part, the writers identify the topic that would be described. Second, in the main body or description, the writers give some explanation about the topic in vivid detail. The descriptions could be physical appearance, personal qualities or another characteristic of the object. The last is conclusion. The writers conclude or restate the identification. A conclusion is not absolutely necessary; however, it is often very helpful to make the readers understand about what is being described.

In order to make a clear descriptive paragraph, the writers need to develop their skill. Branan (2010:309) states that in order to develop skill in describing things, there are five things that can help them create more vivid descriptions: (1) using specific language: word could be either relatively general or relatively specific; (2) using five senses; when the writers describe, they could create vivid images by using specific words; (3) creating a dominant impression: the writers bring the specific words, sensory details, thoughts, and feelings together to form a dominant impression; (4) organizing details spatially: an effective way to arrange the detail of descriptive paragraph is spatially or from one point in space to another, (5) using space and time transitions: linking sentences with connectors, such as repeated word, synonyms and transitions is essential.

Based on the explanation of the theories, this study was focused on the theory of Folse et al. (2010:154). state that descriptive text describe how

something or someone looks or feels. It gives an impression of something. The writer needs to use the words which are appealed to those senses in order to compose a good descriptive paragraph. In addition, writing influences the reader to write some descriptions about anything because description is one of the most common purposes of language.

### **2.1.3 Simultaneous Roundtable**

Simultaneous Roundtable is one the cooperative learning strategies. Simultaneous Roundtable focuses on group work. Kagan and Kagan (2009:5.2) state that as the other cooperative learning strategies, Simultaneous Roundtable 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 idea or thoughts. Teacher also needs to make sure that all students work together within their group and can run the activity well. Students should learn some values such as trusting each other, how to work together, and how to solve any conflicts and at last make team decision.

Cooperative learning is a type of learning in which allows students to work in group or teams. In other words, it is not the group configuration which makes cooperative learning becomes distinctive, but the way of students and teacher work together. Arends and Kilcher (2010:306) cooperative learning is a teaching model or strategy that is characterized by cooperative task, goal, and reward structures, and requires students to be actively engaged in discussion, debate, tutoring and teamwork. The effectiveness of cooperative learning in a group is determined by the extent to which the interaction enables each

member to clarify their own understanding. Students work in a team not only for getting the information they need, but also, they learn social network and teamwork skill. They also learn more to accept the diversity and be tolerant of the differences

According to Richards and Rodgers (2001:192), cooperative learning is an approach which involves pairs and small groups of learners in the classroom. In cooperative learning, group activities are the major mode of learning. Group activities are carefully planned to maximize students' interaction and to facilitate students' contributions to each other learning. It can also be used in collaboration with other teaching methods and approaches. Furthermore, they add that cooperative learning has purposes to foster cooperation rather than competition, to develop students' critical thinking skills and to develop communicative competence through socially structured interaction activities. Cooperative learning is designed and implemented to develop social strategies and acceptable social attitudes in students, and improve social relation within and between groups (Gillies et al. 2003:54).

In addition, Joloffee (2007:3) adds that to be truly cooperative learning should consist of key elements that 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 completing 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. Cooperative learning is part of a group of teaching/learning



techniques where students interact with each other to acquire and practice the elements of a subject matter and to meet common learning goals according to each person (2007:1).

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

Kagan and Kagan (2009:6.24) also add that it is highly recommended to use Simultaneous Roundtable to improve interpersonal skill like teambuilding and social skill, however, also academic knowledge like knowledge building and thinking skills. On the other hand, Simultaneous Roundtable strategy is recommended to improve student's ability in communication skills, procedure learning, and processing information. Simultaneous roundtable is a technique of cooperative learning which focuses on group work. According to Kagan and Kagan(2009:6.34) in his book highly recommend to use simultaneous roundtable to improve interpersonal skill like teambuilding and social skill, however, also academic skill like knowledge building and thinking skills. On the other hand, simultaneous roundtable is also recommended to improve communication skills, procedure learning and processing info. In simultaneous roundtable, there are six steps as follows:

1. The teacher assigns a topic or question and provides think time.
2. All four students respond, simultaneously writing, drawing, or building something with manipulative.
3. The teacher signals time, or students place thumbs up when done with the problem.
4. Students pass papers or projects one person clockwise.
5. Students continue, adding to what was already completed.
6. Students continue the activity starting from step 3.

#### **2.1.4 Assessing Writing**

One important area of writing assessment research has focused on trying to find the best ways to score student'' writing ( Hawthorne and Glenn, 2011:40 ). Assessment of writing remains a problematic practice for teacher and deserves some discussion in a resource about effective practices in teaching writing. In many countries, the debate around assessment center on the two key ideas of reliability and validity ( Hawthorne and Glenn, 2011:39 ). An example of such situation would be an achievement test for content – based language learning in which, students are asked to display their understanding of the content through writing. Weigle (2002:80) states that the final point to be made with respect to design stage of test development is that it is important to consider all aspect of test usefulness (reliability, construct validity, authenticity, instructiveness, impact, and practicality) from the very beginning of the test development process.

Assessment is at the heart of education. Assessments may be conducted for many purposes, but the ultimate goal is always to improve instruction for

each student. Miller et al (2009:28) state that assessment is a general term that includes the full range procedures used to gain information about students learning (ratings of performance or project, paper-and-pencil test) and the formation of value judgments concerning learning progress. It is therefore an umbrella term which includes such diverse practices as once-only standardized examinations. Assessment can be designed to identify learners' strengths and weaknesses. Assessment is also designed to know how much students has learned at the end of a course.

Brown (2004:4) argues Assessment is an ongoing process that encompasses a much wider domain. English teacher needs give assessment to be done because they know to what extent the students have achieved the materials. Whenever a student responds to a question, offer a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the students' performance. Moreover, McCulloch (2007:4) states the most significant tension in assessment seems to lie between assessments for the purpose of establishing level of achievement. The purpose for assessing may be to diagnose students' present level of knowledge and skill, monitor program toward learning goals to help from the instruction program, and provide data to judge the final level of students learning.

Assessing writing is difficult task because it includes some subjective judgments from the teachers. Therefore, it is necessary to design the writing assessment by using rubric score and so on. Weigle (2002:18) points out that scoring procedure are critical because the score is used ultimately in making decisions and inferences about the writer. In addition, the central

considerations in scoring such as defining the rating scale and ensuring that raters used the scale appropriately and consistently. McKay (2006:247) states in classroom, many teachers assess formatively, informed by their beliefs about what writing is, and how it develops in young foreign/second language learners. In assessing the teacher know achievement in the curriculum. In this study the researcher used a paragraph construction test to measure the achievement in writing descriptive text.

Commonly, the assessment of students writing ability is done only based on the topic or material. Ideally, the teacher is suggested to assess all part and skill entailed in writing, in this case descriptive text. Barkaoui (2007:104) argues designing and implementing a writing assessment in an interactive process that should include considerations about scoring procedures from the very beginning. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the students' performance. Writing is considered to be the most difficult skill to be mastered. According to Branan (2010:14) states that good ,writing is not usually easy. This happens because writing is complex process that requires a range of skills and tasks.

According to Arends and Kilcher (2010:134), assessment is the process of gathering information, both formally and informally, about the understanding of student and skill and about the instructional process of teacher. In this case, assessment can be used for improving teaching learning methods, motivating and guiding student to be active in the classroom. It means, assessment has beneficial both for students and teacher, especially

students know their abilities and teachers know their teaching effectiveness. In addition, Alderson and Bachman (2002:2) state that test writing involves at least two basic components: one or more writing task, or instructions that tell test takers what to write, and means of evaluating the writing samples that test takers produce. English teacher should assess what they have already taught to their students so know to what extent the students have achieved the previously formulated instructional objectives. Moreover, the items of the test must be carefully chosen.

The researcher used a paragraph composition test to measure the achievement in writing descriptive text. The researcher asked the students to write a description text based on the picture given. Brown (2004:243) states that classroom evaluation of learning is best served through analytic scoring. In analytic scoring, script is rated on several aspects of writing or criteria rather than given a single score. Hyland (2003:229) states that analytic scoring procedures require readers to judge a text against a set of criteria seen as important to good writing. Analytic scoring is based on a depth analysis of aspects of writing such as: focus or organization, elaboration or support, grammar, usage, and mechanics. Analytic scoring is usually based on a scale of 0–100 with each aspect receiving a portion of the total points.

However, to assess the writing ability, the score rubric that used by the researcher is supposed by Oshima and Hogue (2007:195) which is format (5 points), punctuation and mechanic (5 points), content (20 points), organization (35 points), and grammar and sentence structure (35 points). There is five indicators becoming measuring the students writing competency. The term

rubric means a set of guidelines for giving scores. A typical rubric states all the dimensions being assessed, contains a scale, and helps the rater place the given work properly on the scale. Taylor (2009:4) states that for most people, writing is an extremely difficult task if they try to grapple in their language with the new ideas and ways they look of it.

In this study a rubric is used for writing task to provide an effective means of scoring the particular type of students' performance to allow for consistent scoring of student performance, and to provide information to students on how to improve their work. The term rubric means a set of guidelines for giving scores. Rubric also allows the students to know the components which are assessed by the researcher in their work. A typical rubric states all the dimensions being assessed, contains a scale, and helps the rater place the given work properly on the scale.

## **2.2 Empirical Review**

The Empirical review is the review of relevant study that has been conducted in which it reviews the previous studies that are relevant with the present study. The relevant studies deal with improving students' writing skill through roundtable which has been conducted by other researcher 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 conducting this study, the researcher wants to improve the students' writing skill through Simultaneous Roundtable. The researcher used two previous studies which were used as a basic consideration to conduct the present study. The related study which were used as



empirical reviews were explained as follows.

The first research was done by Nian (2018) entitled Improving Writing Skill of the Eighth Grade Students of SMPN 1 Kuta Utara in Academic Year 2018/2019 Through Simultaneous Roundtable. The objective of the study is to figure out whether or not writing skill can be improved through simultaneous roundtable. After implementing the technique in two cycles, the result showed that students writing skill can be improved through Simultaneous Roundtable. It is shown from the improvement of the mean score of pre-test and post-test.

The second research which was relevant with the present study is done by Sukmantara (2016) entitled “Improving Writing Skill of the Eighth Grade Students of SMPN 3 Ubud in Academic Year 2016/2017 Through Simultaneous Roundtable”. The objective of the study is to know whether or not writing skill of the eight grade students of SMPN 3 Ubud in academic year 2016/2017 can be improved through simultaneous roundtable. The result of the study showed that the use of simultaneous roundtable to improve students writing skill in composing descriptive paragraph is successful after two cycles.

Looking at the result of their study, the research is successful in improving the students' writing skill by using simultaneous roundtable technique. It showed that learning through simultaneous roundtable technique could help the students to improve their descriptive paragraph writing ability. The strength of this study is the students are able to make a descriptive paragraph through procedural steps how to write descriptive paragraph. However, the scoring rubric that the researcher used is not clear enough. The steps were not chronologically order so that it would make the students still confused what are the next. They only apply

all of the content of the scoring rubric; they should apply the content with the ability of the students in that school. Thus, it made the researcher confused when giving the score for the students in writing descriptive paragraph. Considering on the review, in this study, the researcher used writing rubric that is adapted from Oshima and Hogue (2007:196). Therefore, the researcher is easier when giving score for the students' descriptive paragraph.

