

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In language learning, writing is categorized as a productive skill besides speaking. Writing is the most difficult skill to learn and master. As a result, students who are learning to write must learn how to find ideas and express their ideas, thoughts, and feelings. It is important to develop students' writing skills in completing their assignments or making a short story in the teaching and learning process. Writing is pivotal since it is a part of communication in life. Moreover, writing is an active process of conveying ideas by using symbols and arranging them into a readable form. Writing must be constructed carefully, concisely, and coherently to ensure that the meaning of the writing is clear.

Writing is never a one-step action; it is an ongoing creative act. When you first write something, you have already thought about what to say and how to say it (Oshima and Hogue, 2007:15). Writing can be used as an integral part of a larger activity where their focus on something else such as language practice, speaking practice, or reading practice in the learning process. According to Graham and Perin (2007:9), writing plays two distinct but complementary roles. First, it is a skill that draws on the use of strategies (such as planning, evaluating, and revising) to accomplish various goals, such as writing a report or expressing an opinion with the support of evidence. Second, writing is a means of extending and deepening students' knowledge; it is a tool for learning subject matter related to writing messages, memories, and so on in daily life.

According to the school curriculum "K13" especially in junior high school, several kinds of paragraphs or materials must be considered, such as

descriptive, narrative, recount, procedure, report paragraphs, etc. Therefore, the students should master the basic writing components, such as structure and organization. Writing in English needs both good mastery of structures and organization, which means the students should be able to make grammatically correct sentences. On the other hand, to become an effective writer, students need to acquire knowledge about the characteristics of good writing and the different purposes and forms of writing (Graham, 2008:4).

Based on the observation at the school and an interview from one of the English teachers who taught the eighth-grade students of SMPN 1 Kuta Utara in academic year 2021/2022, particularly in writing, there were some problems that were faced by the teachers and students. On the other hand, the difficulties that faced by the students such as understanding about the learning material. Besides, students were not comfortable and confident in expressing their ideas into writing which made the assignments of the students cannot be done optimally. In addition, the low writing ability of the students was influenced by limited skill in developing ideas and organizing them into good paragraphs or sentences.

Several aspects could affect the results of the students' study; one of them was the teacher's teaching technique. Based on the interview with one of the English teachers of SMPN 1 Kuta Utara, the teacher technique focused on visual media like video or animation in online learning. This technique used visual or media animation to explain the materials without the students' involvement. This teaching changed the function of the material in teaching into animation as the source of knowledge. The students tended to be passive in learning, especially in writing class, since they listened to what the explanation in the video said. The teacher's animation also explained the material in general and never asked the

students to give their opinion, question, or writing practice. This kind of teaching made the students easily forget the learning material that has been watched, which could affect their writing achievement.

Furthermore, using the teaching technique in the learning process is crucial. The strategies could affect the result of the lesson, especially students' improvement in writing. Teachers need to consider using the appropriate teaching technique to make the class active and exciting. Based on the problem above, the researcher concluded that the teacher's technique was ineffective in teaching writing, especially online learning. It made the students confused and difficult in developing their ideas into a paragraph without appropriate material or strategies. Furthermore, the teacher rarely gave feedback in the teaching process. That aspect made the students unable to know their mistakes and improve their writing skills.

To accomplish this, one of the alternatives is by using cooperative learning techniques. Cooperative learning is a very formal way of structuring activities in a learning environment that includes specific elements intended to increase the participants' potential for rich and deep learning (Macpherson, 2007:1). In the present study, the researcher chose roundtable that is combined with a picture in teaching writing especially descriptive paragraphs. In the roundtable, the student can generate many ideas about a topic in a group with the other students. It can be an excellent team-building technique that ensures all group members are involved. Besides, a picture is a suitable supporting media in teaching writing descriptive paragraphs. Raimes (2001:27) states a whole series of connected activities can be generated from the source of one picture, and everybody likes to look at pictures.

Roundtable combined with a picture is a fun and exciting technique that can be used in the teaching-learning process. By using the roundtable technique,

the researcher could catch the students' attention and make them conscious during the learning process. Besides, this technique combined with pictures could stimulate students to identify something into ideas. It could help them organize their thoughts and develop their paragraph. Using this technique and media is expected to make students more active and motivated to write a descriptive paragraph. Furthermore, this technique has simple steps that are easy to learn and do not spend many expenses. Therefore, roundtable combined with a picture makes students understand how to make good descriptive paragraphs visually.

Based on the background, students have difficulties in expressing their ideas by word, especially in writing a paragraph. They did not know how to write a good paragraph in the writing process. The roundtable technique combined with picture is one of the innovative solutions to make the writing skill more enjoyable, fun, challenging, and engaging. The implementation of roundtable is expected to enable the students to construct paragraphs according to the prompt or sentences given collaboratively with the students' group work. In short, the researcher is highly motivated and interested in doing scientific research entitled "Improving Writing Skill of the Eighth-Grade Students of SMPN 1 Kuta Utara in Academic Year 2021/2022 Through Roundtable combined with Picture".

1.2 Research Problem

Based on the explanation above, students' interest has begun to decline over time, especially in writing, not only in junior high schools, but also in the previous level. In other words, students in junior high schools who lose interest in learning will experience considerable obstacles to completing education at this level. Thus, students' interest as one of the main keys to learning success can be

increased using the roundtable. As a result, the research problem of the present research can be formulated in the form of a question as follows: can writing skill of the eighth-grade students of SMPN 1 Kuta Utara in academic year 2021/2022 be improved through roundtable combined with picture?

1.3 Objective of the Study

The research objective is one of the important points that cannot be separated from the study. The research problem that has been previously formulated should be answered by conducting a scientific investigation. Every scientific has an objective to be the guidance in getting what is needed. 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 research problem which has been explained above, this study aims to determine whether or not writing skill of the eighth-grade students of SMPN 1 Kuta Utara in academic year 2021/2022 can be improved through roundtable combined with picture.

1.4 Limitation of the Study

The importance of limiting this study is to avoid misunderstanding and misleading. Therefore, the present study is limited on improving writing skill of the eighth-grade students of SMPN 1 Kuta Utara in academic year 2021/2022 through roundtable combined with picture. The researcher needs to know the curriculum and the syllabus applied in the school to produce a lesson plan and prepare learning material for data collection. In the present study, SMPN 1 Kuta Utara applied the 2013 “K13” curriculum and according to the syllabus of the eighth grade that was obtained from the English teacher, the researcher mainly

focused on the first semester, especially in the fourth main competency and basic competency that have been clearly stated on the syllabus.

The fourth main competency was focused on showing reasoning skills, cultivating, and presenting effectively, creatively, productively, critically, independently, communicatively the realm of abstract related to development based on what is learned in school. The researcher also focused on the fourth basic competency (4.6) about constructing very short and simple spoken and written transactional and interaction texts about a person, thing, and place by paying attention to a social function, text structure, and language features correctly and contextually. In the present study, the researcher focused on writing a short and simple descriptive text that vividly describes thing and person based on language features. Besides, the descriptive paragraph should have a complete generic structure: an identification, descriptions, and a conclusion.

1.5 Significance of the Study

The present study would be concerned with implementing a roundtable combined with picture to improve the writing skill of the eighth-grade students of SMPN 1 Kuta Utara in academic year 2021/2022. Besides, it may be useful for the teacher in the teaching and learning process, especially in improving the students' writing skills. In the present study, the result is highly expected to provide meaningful significance of the research finding. The significance of the present research findings is expected to contribute to the teaching and learning process. In addition, the researcher is expected to have more advantages result for the teacher, students and other researchers. The research of this study should be significant which is divided into theoretical and practical significance as follows.

Theoretically, the findings of this research can be used to support and give more empirical evidence of the existing theories related to the implementation of roundtable technique combined with picture. Moreover, this study can be used as an additional source for other researchers in conducting similar research, especially in teaching writing. In addition, the findings of the study also can enrich the existing data so the data can be varied with the latest data on implementing roundtable technique combined with picture in teaching descriptive paragraphs as references or as an empirical review for the next researchers who would carry out similar research in the same area.

Practically, the present study results are expected to provide educational feedback not only for the teachers but also for students and other researchers. For the teachers, this research is hoped to enrich their technique in the teaching learning process to This study's results are expected to be used as a reference in using roundtable as a technique and picture as media in teaching writing. For the students, the research findings are expected to increase their motivation and interest in the learning process, especially in writing. It is also expected to improve writing, and this method can encourage students to write a sentence based on their words. For the other researchers, the research findings can be used as references and empirical reviews to make a better study for future research.

1.6 Definition of Key Term

The definition of the key term is very important. It can be used to make a better understanding of the topic that is discussed in the present study briefly. Moreover, the definition of key terms is typical words used in this research in which the researcher should give clear operational definitions in the present study.

The title of the present study was “Improving Writing Skill of the Eighth-grade Students of SMPN 1 Kuta Utara in Academic Year 2021/2022 through Roundtable Combined with Picture.” The researcher would like to clarify and explain the terms used in the present research to avoid incorrect interpretations and readers’ misunderstanding of this research title. There were two key terms that need to be operationally defined as the following.

1. Writing Skill

Writing skill in the present study is operationally defined as the ability of the eighth-grade students of SMPN 1 Kuta Utara in academic year 2021/2022 in constructing a short and simple descriptive paragraph that describes a thing and person vividly and the paragraph should consist of 6-12 sentences and follow the generic structure of a descriptive paragraph such as an identification, descriptions, and a conclusion.

2. Roundtable Combined with Picture

Roundtable combined with picture is a combination between roundtable as a teaching technique and a picture as teaching media that would be used to improve the writing skill of the eighth-grade students of SMPN 1 Kuta Utara in which the students are grouped and then teacher provides picture that would be described by the students, students take turns generating written responses by passing a paper and pencil or a team project, one student contributes and then passes the paper and pen to the student on their left, and groups recheck the paragraph and share it with the other students.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The theory is a set of assumptions, propositions, and definitions needed to guide this scientific study. On the other hand, the theoretical review is some theories related to the study based on some experts. In this chapter, the conception that the researcher should use to make a good concept of the study and avoid misunderstanding the theoretical review helps the researcher establish what theories they use in the study. The researcher states some definitions and explanations from the experts who can support the present research. The present research is based on the following theoretical review: writing skill, descriptive paragraph, roundtable combined with picture, assessing writing.

2.1.1 Writing Skill

Writing is one of the most important skills that the students in the learning process should master. Moreover, by writing, students can explore and convey their ideas in written work, such as paragraphs or texts, through writing skills. According to Brown (2004:218), writing was primarily a convention for recording speech and reinforcing grammatical and lexical features of the language. On the other hand, Manser (2006:14) states there are four stages in the writing process as; thinking and researching. In this stage, the writers plan what they will write, but in planning, they plan what they will write by deciding what will be expressed. Next, they read what they have written and check where it works and does not. The last is revising, where the writers make the changes that they consider to be necessary, and they produce their final version of their composition.

Writing is a complex process besides transferring ideas into written especially in a foreign language. To compose a piece of writing requires linguistic knowledge, vocabulary choice, syntactic pattern, cohesive devices that is part of the building block of texts (Hyland, 2003:3). In other words, to write well, it is needed good language skills and broad knowledge on a certain subject to be written about. In addition, Zemach and Rumisek (2005:3) argue that to write well is more than just putting words together in made-up sentences. Yet it needs more complicated steps to produce a good piece of writing. Each expert might argue differently on the steps of writing during the learning process.

As a productive skill, English writing has widely been viewed and recognized as a challenging subject and considered the most difficult language skill by most students. Writing is categorized as difficult because it is more complex than other language skills. Students often take a few minutes to start expressing their ideas through writing on a piece of paper. Teachers need to motivate them and not set all activities into the formal assessment to improve their writing ability. Richards and Renandya (2002:303) state that the difficulty lies in generating and organizing ideas using appropriate vocabulary, sentence, and paragraph organization and translating these ideas into a readable text.

Furthermore, Oshima and Hogue (2007:15) state that there are four fundamental steps in writing: creating ideas, organizing the ideas, writing a rough draft, and polishing the rough draft by editing it and making revisions. Writing takes a lot of imagination in which one writer to the others has a different point of view for a particular subject. The result of what is written is highly influenced by the writers' background knowledge and linguistics competence. In addition, the background knowledge of a subject, and supported by adequate linguistics

acquisition, will likely have more ideas and obsession to elaborate a certain idea; thus, the flow of the idea might seem to go more natural. In other words, background knowledge of the subject is one of the important points in writing. Besides, there are many other things that should be considered in writing, such as grammar, words in use, and also punctuation.

Writing is one of the productive skills that should be learned by the subjects regularly, especially in processing a good paragraph based on the structure. According to Hyland (2003:3), to compose a piece of writing requires linguistic knowledge, vocabulary choice, syntactic pattern, cohesive devices that is part of the building block of texts. Furthermore, writing needs to state the opinion or create a report at work in daily life. Writing skill also becomes hard to be mastered by students since many aspects should be noted in writing. Those are the selection of vocabulary, sentence structure, spelling, punctuation, and composition of the sentence, including unity and coherence. These parts are important consideration when the writers want to produce a good writing.

In addition, Oshima and Hogue (2007:34) state that freewriting is a technique in which the students write without stopping on a topic for a scientific amount of time. It means they only have to write down sentences without worrying about whether the sentences are correct or not because the main goal in freewriting is to keep the pencil moving across the paper. Compared to the other three skills, writing is considered the most difficult skill to be master. On the other hand, writing is also a transmission process of an idea addressed via a text. A piece of writing has been defined in various ways, including reoccurring phrases such as thinking process, stylistic choice, grammatical correctness, theoretical arrangement, and creativity. To make effective use of writing as an effective

means of communication, the writer should make writing that consists of well unified and coherent sentences and paragraphs.

In conclusion, writing can be categorized as part of communication, which helps communicate information and specific purposes from writers to readers or from teacher to students. Raimes (2001:3) states that writing helps students learn. By developing writing skills, students help themselves increase their grades besides understanding or improving their writing skills. In addition, writing is a creative text which requires several steps in producing. Four stages in the writing process that should be followed in creating a well-written text are pre-writing, organizing, writing, revising, and editing. These steps can be observed in making all types of texts. When all the steps can be applied appropriately, it will be easier to construct a well-written product and comfortable and interesting to readers.

2.1.2 Descriptive Paragraph

Text can be described as a group of related paragraphs developed by a writer about a topic. One paragraph consists of six to twelve sentences long. It can be shorter or longer depending on the topic. According to Savage and Mayer (2005:28), descriptive writing uses words to build images for the readers. The images come from sights, sounds, smells, tastes, or feelings. In general, one paragraph consists of three basic parts: topic sentences, supporting sentences, and concluding sentences. The topic sentence is the beginning part of the paragraph that is usually put in the first sentence. The supporting sentence usually supports the idea in the topic sentence with a detailed explanation, reason, and others. It is concluding sentences that usually finish the paragraph by repeating the main idea. These parts are important when genre paragraphs are composed.

A descriptive paragraph is used to express or describe the object in clear detail that the reader can imagine to the object that will be described. The structure is divided into three stages: introduction, main body, and conclusion (Evans, 2000:11). Identification tells about general structure in the paragraph in there, and the writer writes some statements that show the object to be described. The main body or description talks about the descriptions of the object, physical appearance, characteristics, etc. The last is a conclusion, which can summarize the paragraph or the writer's comment about the object. Based on Oshima and Hogue (2007:61), a description usually follows an organizational pattern in the form of spatial order. Spatial order is the arrangement of things in space. It means writers should describe something specific from the bottom to the top, far to near.

Furthermore, Kane (2000:351) states that description is about sensory experience how something looks, sounds and tastes. Mostly it is about visual experience, but the description also deals with other kinds of perception. Description can give imagination and feel about something. Therefore, using kind of sensory is very important in describing something. In addition, the readers will get more vivid information based on the descriptions. The reader will try to save and imagine the description that will be read. Thus, they can easily imagine how the thing, place, or person looks on their mind. On the other hand, writing the details can be very tough since writers should put themselves as readers too in order to know whether the details are clear or vague.

A good descriptive paragraph will follow each generic structure of the text. According to Savage and Mayer (2005:33), there are three main points that should be considered in organizing a descriptive paragraph. The first one is an introduction, which tells the general statement of the topic. The second one is

body paragraph, which gives a vivid explanation of the topic. The description can be about the physical appearance, personality of the subject, or the uniqueness of the object or subject. The last is the conclusion, which tells the writer's final opinion about the description. In the conclusion part, the writer will conclude the text or restate the identification with different words.

In addition, while studying a language will inevitably experience the situation in which they have to describe such as person, place, or thing. It can be a short or long description with a few or several specific details. It also can be conveyed through oral or written form. All these experiences are mostly done unconsciously. And more often, the way it is delivered has no identical rules to follow. Instead, it is just composed following the flow of ideas. Its aim is often only to keep the communication going, rather than being critical in formats and aspects of effective description. These impressions should be sharply presented; therefore, they can provide word pictures in readers' minds (Hogue, 2008:95).

Furthermore, Oshima and Hogue (2007:61) state that a good description is a word picture; the reader can imagine the object, place, or person in their mind. Thus, specific details should be sufficiently elaborated to create images in readers' minds. Kane (2000:351) defines that description deals with visual experience and perception over the object; thus, it aims at giving an explanation of how the object looks, sounds, and tastes which aim at giving a clear picture; hence, readers can imagine the object very clearly through ink on the paper. In other words, it is words that play a central role in replacing the object. Hence, describing something can make the reader feel clear what the writer is conveying.

In conclusion, according to Zemach and Rumisek (2005:25), a descriptive explains how something is done and someone looks or feels to what he or she is

reading. Based on the theories, it can be concluded that descriptive text describes something vividly regarding a person, thing, or animal. Moreover, in constructing a good descriptive text or paragraph, the writer should follow three parts of the descriptive text as; (1) introduction, in introduction writers, should introduce descriptions, provide background, and tells statement why the object or event is important to the writer; (2) body paragraph, gives a vivid explanation of the topic about the physical appearance, personality of the subject, or the uniqueness that the object or subject has; (3) conclusion, final opinion about description.

2.1.3 Roundtable Combined with Picture

Teaching technique or strategies is required to make the teaching-learning process more innovative. To improve the students' writing skills in writing descriptive paragraph, in the present study, the researcher chooses a roundtable combined with a picture as the teaching technique. Roundtable technique is one of the strategies in cooperative learning that focuses on group work. Kagan and Kagan (2009:5.2) state that as the other cooperative learning strategies, roundtable technique also presents new challenges and requires new skills for teachers and students. Teachers should make all the students participate in their team and contribute 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 Strategy 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 strategy is a good strategy to make students briefer to express themselves to express their ideas and generate them. Before implementing the roundtable strategy, the teacher asked the students to make a group of three until four 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, Jolliff (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 group's learning. Individual accountability means that each group member is accountable for competing for their work to develop a sense of personal responsibility to learn. Roundtable technique is one strategy to improve individual skills like team building, social skills, and academic knowledge such as knowledge 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 an 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 in implementing roundtable technique in the teaching-learning process. First, students take turns contributing to the group in a written form. Second, one student contributes and then passes the paper and pen that have already provided to the student on their left. The paper or pen goes 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 skills (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 the 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, pictures can bring the outside world into the classroom in a vividly concrete way, so the picture is a valuable resource as it provides: (a) shared experience in the classroom, (b) a need for a common language, (c) a variety of tasks, (d) a focus of interest for students (Raimes, 2001:28).

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 helps students to extend their further understanding.

In the present study, the researcher used roundtable combined with picture in teaching descriptive paragraphs at SMPN 1 Kuta Utara, especially in the eighth-grade students of F 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 Richards and Rodgers (2001:198), the roundtable technique is an approach that involves pairs and small groups of learners in the classroom. The steps of implementing the roundtable combined with picture in the present research are elaborated as follows:

1. The teacher provides a picture that would be described by the students.
2. Students take turns generating written responses by passing a paper and pencil or a team project
3. One student contributes and then passes the paper and pen to the student on their left
4. The groups recheck the paragraph and share it with the other students.

2.1.4 Assessing Writing

In writing, assessing students' skills is essential to point to carry out in the teaching and learning process. Assessment is the process of generating, gathering, recording, interpreting, using, and reporting evidence of learning individuals, group, or system which relies on some instruments. According to Brown (2004:4), assessment is an ongoing process that encompasses a much wider domain. By

doing an assessment, the teacher knows how far the improvement of each student such as; skill and understanding of the learning material. On the other hand, the construct of writing assessment may be determined by the curriculum or theory. The success of writing is categorized at a range of different levels, and this level could initiate the level of the teaching and learning process.

In assessing writing, the scores and feedback about students' work are in the form of writing used to know the achievements of students' writing ability. Hyland (2003:212) states that teachers often regard assessment as an unwelcome task that can potentially undermine the relationship they have created with their students and the confidence they have gained in their writing. Furthermore, evaluating students' performance is a crucial aspect of teaching, a formative process closely linked to the planning, design, and teaching strategy examined in earlier chapters and to issues of the teacher response because assessing students is the most important part that teacher should do during the teaching-learning process especially writing a descriptive paragraph.

The first point to devising an assessment strategy is useful for identifying the teachers' purpose in assessing students' writing. The purpose of assessing students' writing skills is to provide the students with the correct concept and encourage them to write better writing. Besides, assessment has another purpose: to indicate how effective the technique is to students when they express their ideas or feelings based on knowledge and understanding in writing (Coffin et al., 2003:75). According to Brown (2004:6), there are two aims of assessment such as formative and summative assessment. Formative assessment means evaluating students in the process of forming their competences and skill to help them to continue that growth process. It is very important in learning.

There are many purposes that teacher needs to know before administering the assessment, which is crucial in the teaching-learning process. According to Coffin et al. (2003:75), the purposes of administering assessment of their writing are divided into several parts, such as; (a) providing evidence of their knowledge and understanding; (b) providing evidence of their ability to apply knowledge and understanding; (c) indicating how effectively students can express their knowledge and understanding in writing; (d) helping students learn or consolidate their learning; providing feedback on their works; motivating students; providing a diagnostic assessment of their writing; (e) helping teachers in evaluating their teaching; (f) helping students to evaluate their learning.

To construct a good writing assessment, teachers should know the types of writing appropriate to students' capability. Furthermore, four types of writing performances can be used to assess the students' writing: imitative, intensive, responsive, and extensive (Brown, 2004:220). Imitative writing is the task in which the learners must attain the fundamental basic task of writing letters, words and punctuation, and brief sentences. Intensive writing requires the learners to produce the appropriate dictions, collocations and idioms, and correct grammatical features in certain lengths. Responsive writing involves the learners making up connected sentences until composing paragraphs. Furthermore, extensive writing requires the learners to compose essays or reports.

In conducting writing assessments, the teacher should have clear pedagogic goals that can directly influence teaching while informing teachers of their effectiveness and the impact of their courses (Hyland, 2003:214). It is clear that writing assessment is very important to be administered; however, teachers found assessing students' writing skills remains problematic. Teachers often

include subjective judgments in assessing writing. Thus, it is important to find the best way to effectively score the students' writing skills and focus on the important writing assessment areas. Oshima and Hogue (2007:196) argue the scoring rubric elements for assessing writing text: format, punctuation and mechanics, content, organization, and grammar and sentence structure. Teachers can make the writing assessment more objective by using a scoring rubric.

According to Brown (2004:221), the assessment of more common genres may include some criteria such as expected conventions for each writing, convey purpose, goal, or main idea, the use of effective writing strategies, syntactic variety demonstration, and rhetorical fluency. Based on the theories, it concluded that assessment is an important part of the success of the learning, especially in evaluating students' progress in students' achievement. In the present study, paragraph construction is one of the appropriate tests is given to know the improvement of students by scoring rubric that will be provided. Based on Oshima and Hogue (2007:196), scoring rubric elements for assessing writing text; format, punctuation and mechanics, content, organization, and grammar and sentence structure. By appropriate scoring rubric, the teacher can assess the students' writing skill more objectively according to each element specified.

In conclusion, assessment is one of the important parts in the teaching-learning process to be administered, and assessment was used to know students' achievement and understanding of the material. In the present study, to measure the improvement of students' writing skills, the paragraph construction task is one of the great choices given to know whether students' writing skills are improved. According to Brown (2004:235), the art of imitating what one reads can be interpreted as writing you read an effective paragraph then analyzing the elements

of its success and imitating it. Regarding the theories that have been mentioned, the researcher uses the theory from Oshima and Hogue (2007:196), which explains the scoring rubric elements for assessing writing descriptive paragraphs. They are format, punctuation and mechanics, content, organization, and grammar and sentence structure where it could yield much more objective scores.

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. It can also be used as reference in conducting the present study in the same field since it gives a preview of the result of the study that is fairly the same as what is going to be conducted. The purpose is to support the present study by considering the result and considering 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 students' writing skills through roundtable combined with picture. There were two relevant pieces of research that have already been done by other researchers as the following elaboration.

The first study was conducted by Adelina (2017) entitled "The Use of Roundtable Technique to Improve Students' Writing Skill of Narrative Text at Eleventh Grade in Senior High School 1 South Polongbangkeng". The objective of this study was to find out whether writing skills of the eleventh-grade student of Senior High School 1 South Polongbangkeng can be improved through roundtable. Roundtable is one of the techniques that can be used in teaching to improve their writing skills. Based on the tests given to the subjects, the results improved their achievement in writing a descriptive paragraph. It can be seen that

the subjects' scores increased in each cycle of the research, and the cycles enrich the research findings that were conducted by the researchers.

The researcher already provided well-related theories from many experts to support the statements and put clear instructions on how to do the technique step by step in the study that categorized as the study's strengths. However, the assessment rubric of the technique in the lesson plan not too specific. The researcher only showed several categories in assessing writing in the scoring rubric, making the scoring rubric not too objective. Concerning the weakness above, in the present study, the researcher used the scoring rubric adapted from Oshima and Hogue (2007:196) to get the objective results of students' improvements. By the specific categories of the assessment, it helps the teacher to assess the students' results very clear, and in the present study researcher combined the technique with picture to give a good stimulus to the students.

The second study was conducted by Adnyana (2020) entitled "Implementing Roundtable Technique with Picture to Improve Writing Skill of The Eighth-Grade Students of SMPN 1 Kuta Utara in academic year 2019/2020". The purpose of the study was to determine whether or not the writing skill of the eighth-grade students of SMPN 1 Kuta Utara in academic year 2019/2020 can be improved through the implementation of the Roundtable technique. The result of this study showed that students' writing skills improved after the implementation of roundtable technique. The subjects' scores were changing and showed improvement from pre-test to post-tests after the cyclical processes.

The researcher already provided well-related theories from many experts to support the statements and put the clear instruction of roundtable technique. In addition, the scoring rubric used was adapted from Oshima and Hogue

(2007:196), which was very clear which categorized as the study's strengths. However, the researcher only provided one option of the topic in the post-test. It made the students have difficulties in exploring the ideas. Concerning the weakness above, in the present study, the researcher provided two options to the subjects so they can choose one of the topics they wanted and express their ideas of the topic by writing according to the instructions given in the post-test.

