

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is one of main lessons that is required to be learned and mastered by Indonesian students. There are four language skills in English learning; they are listening, speaking, reading and writing. Writing is one of the skills that should be improved in function purposes such as writing message in e-mail, writing invitation on Facebook, or writing letters (Hawthorne and Glenn (2011). Writing is a cognitive activity by coding linguistics symbols into a media to communicate. 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 purpose and forms of writing which going write. The process refers to the act when the writers gather the ideas and make it until the text can be presented to the reader.

Writing is one of the productive skills which needs creativity of writers to deliver ideas. It is very worth; writing can be used as 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) state that writing is a means of extending and deepening students' knowledge; its acts as a tool for learning subject matter. This is related to the activities of messages, memories, and so on daily life which is done by visualizing our ideas to a written form. Then Zemach and Rumisek (2005) state that in free writing, students write whatever comes into their head about the topic without stopping. Writing must be constructed more carefully, concisely, and

coherently to ensure the meaning is clear. The students need to learn about the characteristics of good writing which going to write. Being able to write in English need both mastery of structure and organization. Therefore, 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.

In this study, the researcher focused on teaching writing at Junior High School. Writing at Junior High School focus on short functional texts and simple essay in daily life. It means that the students are expected to able to write short functional texts and simple essay, such as narrative, recount, descriptive, etc. (Depdiknas, 2006:). Teaching writing at junior high school is a process where teachers help students to convey information communicatively in written form. In teaching writing, teachers' creativity is really needed. They should be able to teach different text of writing by using different method and different media.

Based on the interview in SMP N 6 Denpasar in the academic year 2022/2023, most of the eighth-grade students have some writing's problems. They have less interest in writing activity because they did not understand why they are supposed to write. They do not have many ideas to write which makes them hard to make a paragraph even for a simple paragraph. Moreover, the eight-grade students have limited vocabulary, so they have difficulties in connecting appropriate dictions in their sentences. These problems make their writing unclear. Because the students have limited knowledge of grammar and vocabulary, they could not compose correct and meaningful sentences even in a short paragraph. They also did not know when they had to put punctuation correctly in every sentence. These kinds of difficulties make them do not attracted in writing class.

A simultaneous roundtable technique with pictures will be an interesting and challenging technique. It helps the students to brainstorm and write their ideas. For the researcher, the simultaneous roundtable technique catches their attention during the class. Thus, students are more active in communicating their idea to others in case of sharing their knowledge. As a result, they could be more focused on the learning process and they know how to construct a good paragraph. Furthermore, this technique also helps students to organize their thought before they develop them into the paragraph. Moreover, the teacher facilitated and guided the students to write a paragraph using simultaneous roundtable technique that made students learned in a happy atmosphere.

Therefore, to improve students' writing skills, the researcher was highly motivated to conduct the present study by applying simultaneous roundtable combined with picture-stimulated writing by conducting the research entitled "Improving Writing Skill through Simultaneous Roundtable Combined with Picture-Stimulated Writing of the Eighth Grade Students of SMP Negeri 6 Denpasar in Academic Year 2022/2023".

1.2 Research Problem

Based on the background of the research above, the research problem can be formulated as follows: can writing skill of the eighth grade students of SMP Negeri 6 Denpasar in academic year 2022/2023 be improved through simultaneous roundtable combined with picture-stimulated writing?

1.3 Objective of the Study

The objective of the study is designed to figure out whether or not writing skill of the eighth grade students of SMP Negeri 6 Denpasar in academic year 2022/2023 can be improved through simultaneous roundtable combined with picture-stimulated writing. The present study was based on the following related literatures: Writing Skill, Descriptive Paragraph, Simultaneous Roundtable Combined with Picture Stimulated Writing, and Assessing Writing. Furthermore, the general description will be elaborated briefly below.

1.4 Limitation of the Study

The writing skill discussion can be too broad and complex in a single coverage of the study. Therefore, the variables of the study should be limited in order to avoid overlapping discussion. The present study is only focused on the use of simultaneous roundtable with pictures to improve the writing skills of the eighth-grade students of SMP N 6 Denpasar in academic year 2022/2023. The 2013 curriculum was applied in this school; thus it was focused on the fourth main competency; trying, processing, and presenting everything in the concerned the main (using, explaining, stringing up, modifying, constructing) in the line with the material which had been learned at school and other sources that were theoretically the same.

1.5 Significant of the Study

The significances of this research were divided into two aspects, those were theoretically and practically. In this classroom action research is concerned with improving students' writing skills using a Simultaneous Roundtable strategy with pictures. It is expected to be beneficial in learning English, especially in writing skills. The finding of the present study is expected to get both theoretical and practical importance of the teaching and learning process.

Theoretically, the result of this research can be used as the reference for researchers who want to do research in improving students' skill in writing recount texts. From the results of this study, it will be useful to improve the application strategy of simultaneous roundtable strategy with pictures in improving the writing ability of eighth grade students of SMP N 6 Denpasar in the 2022/2023 academic year. Furthermore, it can be used as a reference for other researchers related to tell-show strategies with images used to improve students' writing skills.

Practically, this research gives insight and information that the use of the Picture and Picture Model can help the students in improving their writing skills such as to help them generate the ideas, choose the appropriate vocabularies and organize their ideas when they write their recount texts. In addition, the result of this research also can be used as a guidance and a valuable resource for enlarge the teachers' way to teach especially in teaching writing and make the English teaching and learning become more interesting and effective

The findings of the research are expected to be useful information and positive contribution to the English teacher and English learning and those who concern about language teaching process. It is also expected through simultaneous

roundtable combined with picture can increase students' writing skill at SMP N 6 Denpasar.

1.6 Definition of Key Terms

In the present study, the terms in scientific readers and definition does not give clear-cut clarification. The definition of the key terms is associated and it is very important to define to make a better understanding of the present study. To avoid misunderstanding concerning, the key terms, the terms in scientific research are too board and they sound complicated to the readers; furthermore, the definition of the key terms is used to make the readers have a profound understanding of the present study. The definition of key terms would describe the definition of writing skills simultaneous roundtable with picture to make a better understanding concerning this study, the definition are operationally defined as follows :

1. Writing skill

Writing skill is operationally defined as ability of the eighth-grade students of SMP N 6 Denpasar in the academic year 2022/2023 in writing a descriptive paragraph. The writing skill is a focused on writing 6-12 sentences of the descriptive paragraph which describe person and thing with complete generic structure: identification, description and conclusion.

2. Simultaneous Roundtable Combined with Picture

Simultaneous roundtable is operationally defined as the technique that is used to improve students' writing skill by giving a topic combined with picture to a group of 3-4 students. They look at the picture and start to think about the picture. After that, they write their ideas on their piece of paper. Students then pass their paper clockwise so each teammate can add to the prior sentences. After a paragraph in each paper has been formed, each group is asked to edit and revise their work into a paragraph.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is common in scientific contexts that theories tend to be more precisely defined. It supports a theory of the study. It reviews, introduce and describes the theory that explains why the research problem under study exists. This study is conducted based on some reviews from related literatures. The important point of review concerning the writing and simultaneous roundtable technique are described to support the study. The terms concerning the review include (1) writing skill, (2) descriptive paragraph, (3) teaching writing through simultaneous roundtable, (4) picture, (5) assessment of writing skills. The explanation of those points is briefly explained this chapter.

2.1.1 Conception of Writing

Writing is one of language skills that must be learnt by the students besides the other language skills. Most of people use writing skill every day such as in writing report, letter, diary, note, e-mail, job application and so on. Nevertheless, as a productive skill, writing skill has been recognized as a difficult subject by the students. The students require a lot of time when they will start putting their ideas, make sentences and compose the sentences into a paragraph.

Harmer (2004) states that in the context of education, it is also worth remembering that most exams, whether they are testing foreign language abilities or other skills, often rely on the students' writing proficiency in order to measure their knowledge. Furthermore, Zemach and Rumisek (2005) state that writing is a

very important part of your university study. You will write assignments that may range from one paragraph to several pages long, and will write answers on tests and exam that may be a few sentences long or a complete essay. This indicates that unconsciously, writing is a skill often done by everyone, especially by students such as making assignments, making notes or learning summary in notebook, answering brief essay test, writing a report and so on.

2.1.2 Conception of Writing Skill

Writing is an activity in which people share their ideas, feelings or thoughts, and information through a written form. It is also as the way of thinking, telling about people, remembering the facts and ideas. The ideas come from writers' own memories, imaginations, and insights. Graham and Perin (2007) state that writing is not just an option for young people but it is necessity. Writing becomes a primary needs in life because it is not only for academic purposes but also for entertaining; therefore, it is quite hard to produce a good writing without mastering it.

Ramet (2007) states that writing everyday will enable students to build up the discipline and commitment required to ensure that they can produce a complete manuscript in whatever genre they choose. Writing is not only about how to make good sentences or paragraphs but writing can show the characteristics of the writer. Moreover, Wallace et al. (2004) say that writing is the final product of several separate acts that are hugely challenging to learn simultaneously. Among these separable acts are note-taking, identifying a central idea, outlining, drafting, and editing.

To sum up, writing is an activity which supports the writers to express and analyze the information, ideas, feelings or thoughts into a meaningful written form which is acceptable in the English writing convention by using the appropriate generic structure and well built of organization. By writing, the writer can show their personality through words. Moreover, writing focuses on the 4 process rather than on the final product. The purpose is to help students see each stage as being important and to dedicate to each of them.

2.1.3 Descriptive Paragraph

A paragraph is a unit of writing that deals with a particular point or idea, consisting of one or more sentence. Oshima (1999) states that a paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. This idea is supported by Chyntia, “A Paragraph is a group of sentences that works together to develop a main idea. Paragraphs are organized differently depending on their purpose. It means that paragraph is composite of sentences that have main idea and supporting sentences to develop main idea. Good writing in English requires the ability to write good sentences and to organize them logically into paragraphs.

According to Wiyanto (2004), a paragraph is a group of interconnected sentences and together explain one central unit of the mind. The author strings together paragraph by paragraph for convey the whole point of thought easily, so that the author can systematically and logically arrange paragraphs, a number of supporting elements are needed, namely transitions, topic sentences, explanatory sentences and affirmation sentences. Although, not all paragraphs contains four elements, three elements or two elements only, even contains only one element.

Explanatory sentences and affirmation sentences. Zemach and Rumisek (2005) state that a descriptive paragraph explains how thing, place, or person looks or feels by using adjective. In addition, adjectives are words which tell how thing, place, or person looks, feels, tastes, sounds, smell and also describes how person feels. Most of descriptive paragraph's words are adjective words which are very helpful to explain something in vivid details. In line with that, Savage and Shafiei (2007) state that in the descriptive paragraph the writers use words that create an image and helps the readers to see, feel, touch, smell, or taste the topic that is describing.

According to Evans (2000), the generic structure of descriptive text is introduction, main body, and conclusion. Introduction or identification is telling about the general of the paragraph. The writers write some statements that is show about describing of the object in the whole paragraph. The main body or description explains about of the object, for instance, the physical appearance, hobby and characteristic it can be called description. The last one is conclusion of the paragraph. It can be a summary of the paragraph or the writers' comment about the object described. The conclusion of the paragraph is usually repeated the idea started from identification.

In this present study, the theory that is referred are Zemach and Rumisek's theory which state about the definition of descriptive paragraph which explains how thing, place, or person looks or feels by using adjectives words. Meanwhile, Evan's theory states about the generic structure of descriptive paragraph which lead the writers make a well-organized paragraph. There are three main points that should be considered in making descriptive paragraph, such as: identification, description,

and conclusion. It is relevant for the present study since it was concerning in improving writing skill about descriptive paragraph.

2.1.4 Simultaneous Roundtable

Simultaneous roundtable is a technique of cooperative learning which focuses on the group work. Students are divided into groups to work together to produce paragraphs or texts. This teaching technique is really helpful for both teacher and students. The students will be interested in learning especially working with a group that can motivate them in learning. According to Kagan and Kagan (2009), simultaneous roundtable also presents new challenges and requires new skills for teachers and students.

According to Kagan and Kagan (2009), in implementing simultaneous roundtable, there are six steps which are described as follows:

- 1) The teacher assigns a topic or question and provides think time.
- 2) All students in each group 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 clock wise.
- 5) Students continue, adding to what was already completed.
- 6) Students can do it continuously starting at the third step.

Simultaneous roundtable is recommended to improve students' ability in communication skill, procedure learning and processing information. Moreover, the combination of the picture can make them have clear imagination in writing a

descriptive paragraph. Harmer (2007) states that picture can also be used for creative language use, whether they are in a book or on cue cards, flashcard or wall picture. By using picture, the students can get imagination about what they are going to describe.

There are many kinds of pictures that can be used in teaching writing. One of them is picture-stimulated writing. According to McKay (2006), picture-stimulated writing provide a picture with some keywords that show the object such as person, animal, thing, place that were described. It can help students to develop their ideas about the picture that has been given.

Moreover, Turk (2003) adds that a stimulating a picture would arise the audience and improve their reception of quiet different messages. Students gather the information on the picture and keywords and arrange them into sentences and the focus would be only on the picture itself and the keywords. When teachers use this kind of pictures as a media in teaching, they have to make sure that the picture-stimulated can be described by students and it is familiar in their real life so it can motivate and make them interested to write.

It can be concluded that an appropriate teaching technique will be useful in teaching and learning process. Simultaneous roundtable combined with picture stimulated writing is one of appropriate teaching technique that can be used by the teacher to improve students' writing skill. This technique focuses on group work to produce the writings. Moreover, the combination of teaching media which support this technique is really important. Picture-stimulated writing is media that can be used to motivate students to write a good descriptive paragraph. This media provides a picture with some clue words. It makes students interested and it helps

them to get deeper imagination so students easily make a plan what is going to write and how to explain their thoughts into sentences by seeing the picture with the clue words.

2.1.5 Picture

In this present study, picture is chosen as media to help students in writing descriptive paragraph. Besides, picture is a media to communicate in every activity because it uses to transfer a message to students. Picture can stimulate students creatively, especially in writing. Pictures work in provoking students' imagination and creativity so that students can produce a good piece of writing. Brown (2004) states picture are displayed with the objective of focusing on familiar words whose spelling may be unpredictable. Moreover, Harmer (2001) states that picture is visual representation an image of something painted, drawn and photographed. Furthermore, when the students look at a picture, each student will have their own imagination inside the picture. Starting from that, the students will have an idea to write a paragraph by seeing the picture.

According to Harmer (2004) there are various ways to use picture as media to teach writing. Describing pictures, suspects and objects, writing a postcards, portraits and story tasks are some ways to use pictures as media in the teaching learning process of writing. In Picture gives some inspiration to students when they begin to write. Nunan (2004) states that many communication activities can be stimulated through the use of picture. Moreover, picture can be used as media in teaching learning process. Picture can be used as provides many benefits and gives the real impression to the students. Picture also use to get deeper imagination because it can give the meaning further than the immediate context.

According to Broughton et al. (2003) picture can convey the meaning beyond the immediate context. It can be concluded that picture can be used to stimulate students' creativity imagination and help to generate and develop their ideas in writing. Picture also helps students to arrange the paragraph, by seeing a picture and make the students feel easy to imagine what they should write in the paragraph itself. Therefore, the researcher considers a picture as a stimulus for a longer story or description can be used to elicit the students' skill in writing.

Picture gives great significance effect to the learning process to develop the ideas. There are the roles of picture; (1) picture can describe an objective way or respond to subjectively or interpreted. It can help students in creating a paragraph; (2) picture can motivate the students and make students more interested in learning writing; (3) picture may refer to response of questions, or as controlled; and (4) picture can stimulate students' idea and provide information to be referred in conversation, discussion and writing paragraph. It can be concluded that picture can be used to stimulate the students' imagination and helping them in developing their idea in writing.

2.1.6 Assessment of Writing

Writing assessment can be used for a variety of appropriate purposes, both inside the classroom and outside: providing assistance to students, awarding a grade, placing students in appropriate courses, allowing them to exit a course or sequence of courses, certifying proficiency, and evaluating programs— to name some of the more obvious. Given the high stakes nature of many of these assessment purposes, it is crucial that assessment practices be guided by sound principles to

insure that they are valid, fair, and appropriate to the context and purposes for which they designed. This position statement aims to provide that guidance.

Assessments of writing literacy should be designed and evaluated by well-informed current or future teachers of the students being assessed, for purposes clearly understood by all the participants; should elicit from student writers a variety of pieces, preferably over a substantial period of time; should encourage and reinforce good teaching practices; and should be solidly grounded in the latest research on language learning as well as accepted best assessment practices.

Brown (2004) states that classroom evaluation of learning is best served through analytic scoring, in which as many as six major elements of writing are scored, thus enabling learners to home in on weaknesses and to capitalize on strengths. In addition, analytic scoring of the assessment clearly assesses several aspects of writing or criteria rather than a single score. Directly giving a single score makes an assessor tend not to give attention to every aspect of the writing. However, there is a tendency to see the writing as a whole so that the score given is a way from the objective. It is better to give a score separately for each aspect. After each aspect is given a score separately, then the score of all aspects is accumulated to gain a single score of the writing.

Oshima and Hogue (2007) states the elements of the rubric for assessing writing paragraph are (a) format: the points which are assessed are title, tidiness, and margin of the paragraph; (b) punctuation and mechanics: the point which is assessed are punctuation and spelling; (c) content: the point which is assessed is the main idea of the paragraph; (d) organization: the point which is assessed is the

generic structure of descriptive paragraph; (e) grammar and sentence structures: the points which are assessed are the grammatical and sentence structure.

Regarding on those theories, in this present study, the focus is on the theory from Oshima and Hogue. The theory is about the elements of rubric for assessing writing which cover five elements, such as: format, punctuation and mechanics, content, organization, grammar and sentence structures. Those five elements of scoring rubrics are adapted for the score of the study and it is relevant for this present classroom action research.

2.2 Empirical Review

Empirical review is the review of the relevant study that has been conducted in which it reviews the previous studies that are relevant with the present study. To elaborate a deep understanding of the theories and the information is the main point of the empirical review. This means that the empirical review is a methodology of the previous research. The empirical review is also to review the study which had been done by the other researcher. In conducting this study, the researcher wants to improve the students writing skill thought Simultaneous Roundtable strategy with Picture. This study review two previous related studies as empirical review.

The first research was conducted by Safitri (2017) entitled “The Use of Simultaneous Roundtable to Improve Writing Skill of SMPN 9 Denpasar in Academic Year 2016/2017”. The objective of the study is to know whether or not writing skill of the eight-grade students of SMPN 9 Denpasar in the academic year 2016/2017 can be improved after being taught simultaneous roundtable. The result after implementing the strategy in two cycles, it revealed students’ writing skill

could be improved through simultaneous roundtable. It implied from the improvement of the mean score of pre-test and post-test.

The second research was done by Dasi (2018) entitled “Improving Writing Skill of the Eighth-Grade Students of SMPN 4 Mengwi in Academic Year 2017/2018 through roundtable”. The objective of study is to figure out whether or not the writing skill of the eighth grade students of SMPN 4 Mengwi can be improved by using roundtable techniques. After implementing the technique in two cycles, the result showed that students’ writing skill is improved through roundtable technique. It was shown from the improvement of the mean score of pre and post-test.

The strength of both studies was the scoring rubric. It is clear to score the subjects’ paragraph which is adapted from Oshima and Hogue (2007). It avoids misunderstanding in assessing students’ paragraphs. Thus, the students were successful to improve their writing skill by using simultaneous roundtable technique because the researchers explained the steps clearly, so it made the students focus in the teaching-learning process. However, the steps that were used by both researchers needed more combination to make the activities become more interesting. The combination that is meant here a media but that supported the teaching-learning technique. It exactly influences students’ quality of knowledge in the class. In this present study, the researcher combined Simultaneous Roundtable technique with picture. The researcher provides an interesting picture about the topic given for the teaching-learning process and the assessment. It greatly stimulates the students’ ideas which improve their writing qualities.