

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In English, there are four language skills: listening, speaking, reading and writing. The students must master the four of language skills so they can use English actively and also passively. In fact, almost every aspect of everyday life for common people is carried out orally but all should be supported by written from (Brown, 2004:218). Writing is an activity that is used to express one's thoughts, ideas, and feelings in written language. In addition, writing is an activity to express thoughts and feelings in written form which is expected to be understood by the readers, and it serves as an indirect means of communication. Thus, it could be emphasized that the notion of writing is a person's activity to convey ideas to the readers in written language so that it can be understood.

Graham and Perin (2007:9) state that writing is a means of extending and deepening students' knowledge; it acts as a tool for learning subject matter. Writing as a part of the language skills beside listening, speaking and reading must be taught maximally by the teachers to the students. Writing is never a one-step action; it is an ongoing creative act. When first write something, you have already been thinking about what to say and how to say it (Oshima and Hogue, 2007:15). It is not easy to teach the students how to write because it involves many components such as structure, vocabulary, grammar, punctuation and spelling. To write a good paragraph needs various components so that an article or writing can be read well and can be understood by the readers.

According to Ramet (2007:1) writing something anything, every day will enable people to build up the discipline and commitment required to ensure that

people can produce a complete manuscript in whatever genre they choose. Writing is one of the most important things that can be done everywhere. Good writing skills play an important role in success, such as assignments at school, writing reports, proposals, or thesis. In the seventh-grade syllabus, writing helps students to learn how to write in various genres. Because of that, in 2013 Curriculum, there are several genres that are presented. Many types of the texts are taught to the junior high school. One of them is descriptive paragraph.

Writing is important in daily life and also in social life, like in education and business aspect, for example when writing letter or application letter. Writing also gives some other benefits. Besides being a means of communication, writing can also create jobs. In beginning, writing it just an activity to express our ideas, opinions or feelings in the form of written text. Writing can also become a hobby to spend the time, but finally in modern life, people can get money from doing their writing for example a journalist, novelist or scrip writer. Writing a historical novel or a book set in another part of the world, or in a specialized field, can never become the person who gets all the details right (Wolff, 2007:13).

Zemach and Islam (2005) mention that writing is an important form of communication in day-to-day life. It is especially important in junior high school and college. Therefore, writing needs to be assessed to distinguish whether the writing is good or not. Although writing is very important, it is a difficult subject especially for students. The reason is because writing is a mixture of idea, vocabulary and also grammar. According to Broughton et al. (2003:117), there should be a program to develop writing skill which works at all the way through educational system. It means that teachers need to choose and apply an appropriate technique that can improve students' writing skill.

In teaching and learning activities, students need to be supported by relevant things to improve their capability in achieving the objectives of the learning. Media can make the materials more understandable, and it can also create more interesting learning activities so that teachers' creativity is encouraged in providing various methods in their teaching and learning. There are many media that can be used by teachers in teaching and learning process. One of the media that can be used is picture. With picture, it is expected that learning to write is more effective and students can easily describe their ideas or imagination into literary works and can produce good writing. Picture that has a clear visual is expected to be used as effective media and in accordance with teaching writing in the classroom. In addition, pictures do not require a long time, so learning time can be adjusted to the allocation of time in learning. Therefore, the researcher conducted a study to examine the use of picture as a medium for learning writing with the title "The Use of simultaneous roundtable combined with picture to Improve Writing Skills of Descriptive Paragraph".

Based on the interviews with the teacher of SMPN 2 Kuta, the researcher found problem raised from technique that the teacher implemented during the teaching learning process in the class. The teacher who taught in the class used inappropriate with the students' ability. In this technique, the teacher gave the students questions which were related to the topic, asked them to think and answer about questions and next the teacher only mentioned the material without example and asked the students to do the discussion only with their seatmate and also think individually about the material and next the teacher asked the students to write the paragraph by themselves. Writing the paragraph was based on the material in which the students were not taught how to write descriptive paragraph clearly.

The technique that the teacher used made the students difficult to express their ideas because they only did the discussion with the same person only or with their seatmate in every learning process and also make the students confused in making the paragraph. When the students felt difficult to express their ideas, they got stuck in writing. If students got stuck in writing, they could not continue to the next step and developed their ideas. On the other hand, they did not know how to write a descriptive paragraph and use correct grammar. It can be seen from their difficulty in writing descriptive paragraph, and they look confused and unconfident. According to their achievements, most of them were still far from the required standard which means they must improve to get better achievement.

Kagan and Kagan (2009:6.24) offer Simultaneous Roundtable as one of the cooperative learning techniques which focuses on group work. Simultaneous roundtable is operationally defined as teaching techniques in which the teacher gives the main topic, and each student in the team writes responses based on, and they will continue writing until they finish the paragraph. After the teacher gives the signal, students then turn their paper in a clockwise direction so that each team member can add to previous response. The students must rotate the paper clockwise until the problem is solved and then the teacher and students have a discussion together. In addition, in this study, it is expected that the simultaneous roundtable can solve the problems faced in writing descriptive paragraphs.

Simultaneous roundtable technique can promote team building skills and writing skills in a way that is fun, challenging and interesting for students. Related to the problems faced by students, simultaneous roundtable is expected for students to construct paragraphs in accordance with the prompts or sentences provided collaboratively with student group work. This helps them to produce

their ideas in writing or build paragraphs. Students must do a discussion with their group about how to make good paragraphs. Students will not feel bored when they learn to write good descriptive paragraphs. When students do not feel bored, every student will be active in the writing process.

Based on the background above, the students still had difficulties in writing paragraph, especially descriptive paragraph. They did not know how to write a descriptive paragraph. On the other hand, descriptive paragraph was one of important genres paragraphs that should be taught to students. Thus, the researcher was eager to find out thier descriptive paragraph writing ability. With those considerations, the researcher then conducted a research entitled “The Use of Simultaneous Roundtable Combined with Picture to Improve Writing Skill of the Seventh-grade Students of SMPN 2 Kuta in Academic Year 2019/2020”.

1.2 Research Problem

Based on the explanation of the research background above, students should develop their writing ability to get a better achievement; to avoid remedial and meet the standard of minimum achievement. Writing skill is a very important skill which has to be mastered by students because through writing students are able to become a creative thinking person and get a various information to increase their knowledge. According to the problem faced by the seventh-grade students of SMPN 2 Kuta in academic year 2019/2020, they need to improve their writing skill. The researcher formulates the research problem as follows: can writing skill of the seventh-grade students of SMPN 2 Kuta in academic year 2019/2020 be improved by applying simultaneous roundtable combined with picture?

1.3 Objective of the Study

In order to make the present study has clear direction. Every scientific writing needs an objective. In order to make this research has clear direction, certainly it needs to declare an objective of the present research. Based on the research problem, a scientific study was conducted in order to answer the research problem under study which was previously formulated and determined. Therefore, this study was designed to answer the research problem which had been stated before. Based on background above, the objective of study was to know whether or not writing skill of the seventh-grade students of SMPN 2 Kuta in academic year 2019/2020 can be improved through simultaneous roundtable combined with picture.

1.4 Limitation of the Study

In this research, the researcher would like to limit the scope of the study. Based on in the identification of the problem, there are many problems to be solved. Therefore, this study is limited to writing descriptive paragraph. In the present study, the researcher focuses on the fourth main competency in 2013 curriculum which is processing, reasoning, and presenting in the form of concrete and abstract domain concerned.

In this study, the research is also limited based on the basic competency (4.5) was constructing a short and simple descriptive paragraph about animal, thing or person place in spoken and written form based on the social function, generic structure, and language features which are correct and contextual. The research is focused on the seventh-grade students of SMPN 2 Kuta in academic year 2019/2020 in writing descriptive paragraph which consisted of 6 to 12

sentences. Besides, it has generic structure of descriptive paragraph such as: identification, descriptions, and conclusion. The topic is limited particularly about describing animal and thing.

1.5 Significance of the Study

All researchers expect that the results of scientific studies have great theoretical and practical importance for those who concerned with the subject matters. This study is concerned on the implementation of simultaneous roundtable combined with picture in order to improve writing skill of the seventh-grade students of SMPN 2 Kuta in academic year 2019/2020. Similarly, the findings of the study are to be beneficial in teaching descriptive paragraph through simultaneous roundtable combined with picture as a part of teaching strategies. The present study is expected to provide both theoretical as well as practical significance.

Theoretically, this research finding is expected to be a reference or study guide and support for further research and also used as a reference in making a research so that it can increase knowledge in conducting the same research. In addition, the findings of this study are expected to support existing researches on the use of simultaneous roundtable combined with picture in teaching and learning of descriptive paragraph and theories about working principles and knowledge of English in teaching. In particular, this research can be used as a reference in conducting the same research to get better results and can improve students' ability in writing a good descriptive paragraph.

Practically, this study gives more advantages to teachers, students and other researchers. For the teachers, this research is expected can be used as a

consideration in selecting the appropriate method or ways in teaching learning process for junior high school especially to improve students' writing skills. Besides, it can be used to vary such activities of writing that support and motivate their students. Students feel interesting in writing a descriptive paragraph because simultaneous roundtables is supported by picture and that can make them enjoy in following the lessons and they can share their ideas with the other students in their group and help their friend in expressing the ideas. For the other researchers, the findings of this research can be used as one of the references in conducting research in English language teaching, especially in the implementation of simultaneous roundtable combined with picture in teaching and learning process.

1.6 Definition of Key Term

The title of the present study was “The Use of Simultaneous Roundtable Combined with Picture to Improve Writing Skill of the Seventh-grade Students of SMPN 2 Kuta in Academic Year 2019/2020” to avoid misunderstanding on the part of readers, the researcher states of definition of key terms used including writing skills and simultaneous roundtable combined with picture. Thus, those terms are necessary to be clarified clearly in order to make better understanding. Two of the terms used in this study are clearly defined as follows:

1. Writing Skill

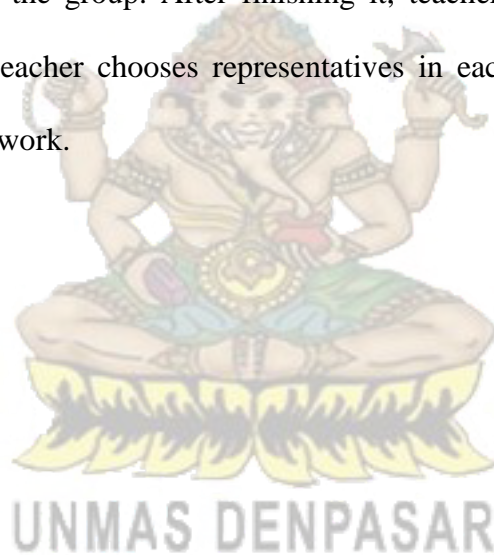
In the present study, writing skill is operationally defined as the ability of the seventh-grade students of SMPN 2 Kuta in writing a descriptive paragraph which describes about animal and thing. Moreover, it should consist of 6-12 sentences based on its generic structure, such as: identification, descriptions and conclusion.

2. Simultaneous Roundtable combined with picture

Simultaneous Roundtable combined with picture is defined as a teaching technique which is combined with picture that is used in the present study.

The technique that is applied consists of some steps as follows. Teacher asks students to make group of 4 or 5 students and sitting in a round position. Each group prepares a piece of paper and a pen. Teacher shows a picture to the students, and they write sentences based on the picture.

Teacher asks them passing their paper in a clockwise direction to other students in the group. After finishing it, teacher and students discuss it together. Teacher chooses representatives in each group as volunteer to share their work.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The theoretical review is about related theories which are used in this research. Therefore, the researcher uses relevant theories to give more evidence in this research. Besides, the relevant theories which are taken from some sources to support the underlying theories are concisely conducted on the ground of theoretical bases. They are constructed and expected to give practical significance and empirical evidence. In this chapter, the researcher describes some theoretical reviews that are related and necessary with this research, such as writing skill, simultaneous roundtable combined with picture, descriptive paragraph, and assessing writing.

2.1.1 Writing Skill

Writing is a form of communication that allows students to put their feelings and ideas on piece of paper, to organize their knowledge and belief into convincing arguments, and to convey meaning through a well-constructed text. Writing is also a way of thinking, telling about people, remembering the facts and ideas. The ideas come from people's own memories, imaginations, and insights, aspects, of the self uniquely one's own. Writing is an activity expressing one's thoughts ideas, and feelings in written language. In another sense, writing is an activity to express thoughts and feelings in written form which is expected to be understood by the readers and it serves as an indirect means of communication.

People can emphasize that the notion of writing is a person's activity to convey ideas to the readers in written language so that it can be understood by the

readers. In its most advanced form, written expression can be as vivid as work of art. As children learn the steps of writing, and as they build new skills upon old, writing evolves from the first simple sentences to elaborate stories and essays. Spelling, vocabulary, grammar, and organization come together and grow together to help the students demonstrate more advanced writing skill each year.

Writing as an important form of communication in day to day life, but it is especially important in the schools and colleges. For school and college, developing strong writing skills not only helps their school but also prepares them for their academic and professional futures. Writing is to see it as marks on a page or a screen, a coherent arrangement of words, clauses, and sentences, structures according to a system of rules (Hyland, 2003:4). This process can deepen students critical thinking skills, challenge their assumption and strengthen their overall writing. In addition, writing skill is skill which lets the students explore and convey their ideas in the form of written work, such as: text or paragraph.

According to Hyland (2003:9), writing is a way of sharing personal meanings and writing courses emphasize the power of individual to construct the view on a topic. Teachers see their role as simply to provide the students with the space to make their meanings within a positive and a cooperative environment. Furthermore, writing is defined as a complex process that requires a range of skills and tasks. In writing process, the writers have to know how to construct a well-organized writing. In other words, writing is the way in keeping the ideas for the purpose when they are writing and addressing to a large community. In addition, writing is the process of thinking to invent ideas.

According to Kane (2000:34), the writers should follow the following steps to make a good writing, such as: pre-writing, planning, drafting, revising,

and writing. Pre-writing is the first stage in the writing process. In this step, the writers choose a topic to write a paragraph. In addition, planning (outlining) is to organize the ideas that the writers generate by brainstorming in an outline. Then there are two steps in planning; they are constructing outlining and writing the topic sentence. The next stage is drafting, and this is the basic step in writing good paragraphs. Writing and revising the draft are done by the writers by doing three steps such as: writing the first rough draft, revising content and organization, and proofreading the second draft. Writing the final copy to hand is the last stage in writing. As the final step in writing process, the writers have to rework the written drafts and polish them for the publication and presentation.

Furthermore, Harmer (2004:4) states that the process of writing has four main elements, such as: planning, drafting, editing (reflecting and revising), and final version. In planning, the writers have to think about three main issues: purpose, audience, and content structure. In drafting, the writers write down the plans or ideas into a sequence and provide the readers to understand about the meaning of these ideas. In editing (reflecting and revising), the writers are often helped by other readers or editors who comment and make suggestions or appropriate revision. In final version, the writers have edited their draft, making changes they consider to be necessary, and they produce their final version.

Brown (2004:220) states that writing has four categories that capture the range of written production that should be considered. Each category resembles the categories defined for the other three skills, but these categories as always reflect the uniqueness of the skill area. The four categories are imitative, intensive, responsive, and extensive. In imitative, the learners have to attain skills in the fundamental, basic task of writing letters, words, punctuation, and very brief

sentences. In intensive, the writers focus on the meaning and context which are the point to create the correct and appropriate paragraph. In responsive, the writers learn how to connect sentences into paragraph and create a logical connected sequence of two or three paragraphs. In extensive, the writers focus on achieving a purpose, organizing and developing ideas logically; as a result, the final product is engaging in the process of multiple drafts.

Regarding on those theories, in this study, the focus is on the theory from Harmer (2004). Writing is an activity which supports the writers to express and analyze their own. It is about the process of writing which has four main elements. The elements are planning, drafting, editing (reflecting and revising), and final version. All those elements are required to make a good writing and it is relevant for the present study since it was concerning in improving writing skill. In addition, writing is a productive skill where people apply their words and phrases which they use into written form so that they can share their ideas.

2.1.2 Simultaneous Roundtable Combined with Picture

Jolliff (2007:6) states that cooperative learning is one of the most heavily researched areas of education. Cooperative learning is a type of learning which allows students to work in groups or teams. In the other words, it is not the group configuration which makes cooperative learning becomes distinctive, but the way of students and teacher work together. Studies have shown three main categories of advantages: achievement, interpersonal relationships, and psychological health and social competence. The effectiveness of cooperative learning in a group is determined by the extent to which the interaction enables each member of 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 skills.

According to Richards and Rodgers (2001:196), there are 3 factors involved in setting up groups include: (1) Deciding on the size of the group: this will depend on the task they have to carry out, the age of the learners, and time limit for the lesson. Typical group size is from two to four. (2) In assessing students' group: groups could be chosen by the teacher, can be randomly or chosen by the students, although chosen by the teacher is recommended as the usual mode so as to create groups that are heterogeneous on such variables as pass achievement, ethnicity, or sex. (3) Students' roles in group: each group members have specific role to play in a group, such as noise monitor, turn-taker-monitor, recorder, or summarizer.

Cooperative learning has positive benefits when it is applied in the classroom. Some of the advantages include: teaching students to believe in the teacher, the ability to think, find information from other sources and learn from other students; encourage students to verbally express their ideas and compare with their friends' ideas; and helps students learn to respect smart students and weak of the students also accepting the difference are important. According to Machpherson (2007:1), 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.

Furthermore, Mandal (2009:96) mentions that cooperative learning is an instructional strategy based on the human instinct of cooperation. It is the utilization of the psychological aspects of cooperation and competition for curricular transaction and students learning. There is a large cluster of cooperative

learning model aimed at cognitive development. Sometimes cooperative learning was directed at both the social and the cognitive side of human development. There is yet a third, more comprehensive perspective, one that was not necessarily in contrast to the social and the cognitive aims of cooperative learning.

Simultaneous roundtable is a technique of cooperative learning (Kagan and Kagan, 2009). This focuses on a group work. In the other words, it is to improve communication skill, procedure and processing info. Simultaneous roundtable is one technique from cooperative language learning. This strategy is focusing on group works which used to improve communication skill procedure learning and processing information. The process of simultaneous roundtable is each student in team write a respond about a paragraph that given by their friend in a piece of paper, when the teacher gives the signal the students have to switch their paper clockwise. Each teammate could add sentences to the prior responses.

Picture as media is visual media that can only be seen, but it does not contain sound or audio elements. In other words, picture is a media that can be realized visually into 2 (two) dimensions as an outpouring or diverse though such as portraits, slides, paintings, films, strips, projector opaque and so on. Picture is a model using tools or pictures to explain the material or facilitate students to learn actively. By using aids or picture, students are expected to be able to take lessons with good focus and in pleasant conditions. Thus, message delivered can be well received and can be received in the heart. For that reason, picture is an impactful media in teaching and learning process. In this research, simultaneous roundtable is combined with picture to improve writing skill of descriptive paragraph.

The combination of simultaneous roundtable and picture provides writing class which is easier to understand about the topic given by the teacher and it also

can improve students' ability to make paragraphs and express ideas. The students in the team write paragraphs that is given by their friends on a piece of paper and each student in a team write a response on their own piece of paper. They then pass their paper clockwise so each teammate can add to the prior responses. Kagan and Kagan (2009:6.24) in their book highly recommend to use simultaneous roundtable in improving interpersonal skill like team building and social skill and academic skill like knowledge building and thinking skills. Furthermore, simultaneous roundtable has many steps is modified from Kagan and Kagan (2009) in which they are described as follows:

1. Teacher asks students to make group consisting of 4 or 5 of students and sitting in a round position.
2. Each group prepares a piece of paper and a pen.
3. Teacher shows a picture to the students.
4. Students write sentences based on the picture.
5. Teacher asks students passing their paper in a clockwise direction to other students of his/her on the group.
6. After finishing, teacher and students discuss it together. Teacher chooses representatives in each group as volunteer to share their work.

2.1.3 Descriptive Paragraph

Paragraphs are collections of sentences that usually have one main idea and the way of writing is protruding into the inside or using a new line. A paragraph usually consists of thoughts, ideas, or main ideas that are supported by supporting sentences. Non-fiction paragraphs usually start with the general and move more specifically so that it can bring up an argument or point of view. Each

paragraph starts from what came before and stops to continue. Paragraph is also a part that comes from an essay consisting of a number of sentences, and the contents of which reveal the unit of information or sentence with the main mind as its control and explanatory mind as its supporter.

Paragraph consist of several types, starting from the type of paragraph based on its function and also the laying of the main ideas of an article. Paragraph also have terms, functions characteristics and elements. Zemach and Islam (2005:21) state that when the writer describes a place it can be developed by adding descriptive details and information that tell how a place looks, sounds, smells or feels. The function of a paragraph is to express a written idea by giving the form of a thought and also a feeling into a series of sentences that are arranged logically in a unity into a good paragraph.

Furthermore, Zemach and Islam (2005:9) state a paragraph is a group of about 6-12 sentences about one topic. Every sentence in as strong paragraph is about the same topic. All of the sentences explain the writer's main idea (most important idea) about that topic. There are many kinds of paragraph writing which are divided depend on its purpose. Descriptive paragraph is one of them which aims to describe person, place or thing in detail. In addition, to make a paragraph it is needed to express and organize the ideas and set them in chronological order based on what kind of paragraph it is. A descriptive paragraph is a collection of multiple sentences to convey a distinct message of a single person, place or thing. It begins with a descriptive sentence that clearly states the topic that will be rolled out in the following sentences.

A descriptive paragraph is organized with generic structure of identification in the first paragraph to introduction that is exactly going to be

described. After stating the identification, as descriptive paragraph shows the description of the object. Paragraph of description may contain part or physical characteristic, value or equality, usage or function. Folse et al. (2010:135) state that a descriptive paragraph describes how something or someone looks or feels. It gives an impression of something. If, for example, the writer only wants to explain to someone what a samovar is, the writer could write a definition paragraph because a definition paragraph does not include how the writer feels. In other words, it can be said that in making a great descriptive paragraph, a writer needs to know how to use the words related to five senses properly. Descriptive paragraph uses words that appeal to some or all the five senses: sight, taste, touch, hearing and smell.

Furthermore, Oshima and Hogue (2007:61) state that descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind. When describing something looks like or how it feels. In addition, writing influences the readers to write some descriptions about anything because description is one of the most common purposes of language. Zemach and Rumisek (2005:25) state that a descriptive paragraph explains how someone or something looks or feels. In writing descriptive paragraph, the writer uses adjectives to the readers how thing looks, feels, tastes, sounds, or smells while preposition is used in writing descriptive paragraph.

In conclusion, a descriptive paragraph has a generic structure that consists of identification, description and conclusion. Evans (2000:11) states that the generic structure of descriptive text is introduction, main body, and conclusion. First, identification usually introduces in general about the topic that will be

explained in the paragraph. Second, description is the part where the author explains in detail about the topics that have been introduced in the previous paragraph. Third, conclusion is usually a paragraph to end a paragraph that is made before. In writing a descriptive paragraph, the writer gives readers a picture in words; furthermore, it should be vividly explained and it can appeal to the readers' sense; thus, the readers are able to imagine it easily.

2.1.4 Assessing Writing

Assessment is done to measure the process of collecting information about a given object of interest according to procedure that is systematic substantively ground. Brown (2004:4) states that assessment is an ongoing process encompassing a much wider domain. Assessment is the process of generating, gathering, recording, interpreting, using and reporting evidence of learning individual groups of systems, which relies upon a number of instruments of test. Assessment is very important to do by the teachers in the classroom to know the students' achievement toward the material. 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.

There are two classroom assessments: formative assessment which evaluates students in the process of "forming" their competencies and skills. A product or an outcome of this process such as test score or a verbal description also refers to as an assessment (Bachman, 2004:7). Moreover, every subject in teaching learning process needs to be assessed including English subject to know the students' achievement in writing especially in descriptive paragraph. In addition, assessment is important and it must be done to know the subjects'

ability. Teacher will notice students overall writing improvement by giving regular writing assessment. Teachers are constantly assessing but the primary purpose is to inform better teaching and more efficient learning.

Alderson and Bachman (2002:2) write that test of writing involves at least two basic components: one or more writing tasks that tell test takers what to write and a means of evaluating the writing samples that test takers produce. Therefore, assessing students' writing ability is a crucial consideration. Assessing writing is giving score and feedback about student's work in written form in order to know the achievement of their writing ability. When the teaching and learning process is in progress or has been done, teacher is required to assess the students. It is very important for the teacher because it can measure how their competency during and after the teaching and learning process.

People may think that testing and assessing as synonymous terms, but they are actually defined in different term. Fulcher and Davidson (2007) state that testing and assessment are part of modern life. Tests play a fundamental and controversial role in allowing access to the limited resources and opportunities that the world provides. Testing is more than a technical activity; it is also an ethical enterprise. However, assessment is an ongoing process that encompasses a much wider domain (Brown, 2004). 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.

English teachers need to assess what they have already taught to their students so that they will know to what extent is the students' achievement in writing. Miller et al. (2009:28) state that assessment is a general term that includes the full range procedures used to gain information about student learning (ratings

of performance or project, paper-and-pencil test) and the formation of value judgments concerning learning progress. Whenever students ask questions or add comments in the classroom: their activeness can be considered as assessment. It means assessment starts at the beginning of the lesson until the end of the lesson.

According to McCulloch (2007:2), assessment is one of the most significant areas of an educational system. It defines what students take to be important, how they spend much of their academic time and in many ways how they value themselves. It means students can assess themselves from what they have got and what positive things that significantly change themselves after they learnt. The focus is on the students' learning and the outcomes of teaching. Here assessment may become one part of an evaluation. Assessment has purpose to make learning process and instruction process better for the next learning process.

According to Black and Wiliam in McKay (2006:140), classroom assessment or teacher assessment refers to assessment carried out by teachers in the classroom. It may be formative when teachers are collecting information about children's strengths and weaknesses in order to provide feedback to learners and to make further decisions about teaching. In addition, assessment is a process of evaluation or estimation of the nature, quality, or ability of the students. Brown (2004:4) states that assessment is done whenever students give response to the teacher' questions, comment or try out new grammars or words and in subconsciously the teacher will assess the students' performance.

2.2 Empirical Review

Empirical review is a review of the results of relevant researches, and it serves to review previous research relevant to this study. Empirical review is the

way to get the information and theories about the previous researches that could be still currently available. To elaborate a deep understanding of the theories and information could be the main point of the empirical review. This means that the empirical review is to review the study which is done by the researchers. Relevant studies relate to improving students' writing skills through simultaneous roundtable combined with picture has been done by other researchers in the past. There were two studies that were relevant to this study as follows:

The first similar study was conducted by Manugandi in 2018 entitled "The Use of Simultaneous Roundtable to Improve Writing Skill of the Eighth Grade Students of SMPN 7 Denpasar in Academic year 2017/2018." The purpose of this research was to find out whether the writing skills of the eighth grade students of SMPN 7 Denpasar can or not be upgraded through simultaneous roundtable. The results of the study showed that students' writing skills increased significantly after students were taught simultaneous roundtable. Students were more active in following the lessons because the use of simultaneous roundtable technique made students quickly understand in making descriptive paragraphs.

The second similar study was conducted by Safitri in 2017 entitled "The Use of Simultaneous Roundtable to Improve Writing Skill of the Eighth Grade Students of SMPN 9 Denpasar in Academic year 2016/2017." The purpose of this learning was to find out whether the writing skills of the eighth grade students of SMPN 9 Denpasar can be upgraded through simultaneous roundtable. That learning successfully increased and motivated students in writing especially build good and well-organized descriptive paragraph and students can also work together in making a descriptive paragraph. In following the lesson, students can also develop their mind in writing their ideas in making good descriptive.

The previous researchers both Manugandi (2018) and Safitri (2016) were successful in improving the students' writing skill by using simultaneous roundtable technique. The students were able to get the score more than the minimum passing grade in that school from cycle I and cycle II after they had been taught by using simultaneous roundtable. However, both of the previous researchers only focused in applying simultaneous roundtable technique without using a learning media in their teaching and learning process to support the technique. In this study, the researcher applied simultaneous roundtable by combining it with picture so that it can provide the students a more visualized and effective learning process. It is more effective than only giving the students a topic without seeing the real thing based on the topic. The students do not need to imagine about the topic that have to write, they can see the real thing and write it down into a descriptive paragraph. The students are easy in understanding descriptive paragraph because it could increase students' writing.

