

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is one of the most important skills in language that must be mastered by every student. It is the same with other language skills, such as listening, reading, and speaking. Hawthorne and Glenn (2011:9) argue that writing is one of the four main skills in English that are important for students to learn. They are expected to be able to write well in various genres for various purposes. In addition, Graham (2008:4) states that to become effective writers, students need to know the knowledge of the characteristics of good writing as well as various purposes and forms of writing. In English, writing skills require good mastery of structure and organization for students. In writing texts, not only expressing and developing ideas but students also need to focus on writing the structure of the text using proper grammar, vocabulary and spelling.

According to Hyland (2003:xv), writing is the most important skill that second language students need to develop. Writing trains students to convey their ideas systematically, coherently, and concisely so that readers can understand the contents of paragraphs. Writing is not just writing what the author sees or feels on a piece of paper. Weigle (2002:17) states that writing is highly valued in an educational environment. This means that the abilities and skills possessed by students in language

can be seen from their writing abilities. In fact, from beginner to advanced, writing skills play a more important role than other skills. For example, elementary school students learn to write and recognize words and their forms, then at a higher level students have to write paragraphs, reports, dissertations, etc. Nunan (2003: 88) asserts that writing is both a process and a product; the process is often cyclical and the product is what the reader can see, such as sentences, paragraphs, essays, etc.

Based on the results of interviews conducted by the researchers with the English teacher MA Ruhul Amin Lamongan in the 2022/2023 academic year, not a few students at this school have difficulties in writing. Also many students found the same problems as their lack of vocabulary, poor understanding of grammar, and confusion in distinguishing the generic structure of descriptive paragraphs. They cannot develop their ideas by writing a paragraph. This makes their paragraphs unattractive to read. It also makes students less motivated to learn to write. To solve the problem above, the researcher believes that using the right and correct method is the best way to improve students' writing skills. There are several methods that can be used in teaching writing like Direct method, Communicative Method, Integrative Method, Thematic Method, Constructivist Method, Contextual Method.

Roundtable is a learning model that appoints each student in the group to participate in turn in forming a round table or sitting in a circle. Roundtables can help focus attention on students, besides that participation and interaction between students will be more intertwined, also encourage all students to express ideas and opinions, students learn critically and creatively (Wardana, et.al.,2022). Research which uses the

roundtable technique has been carried out a lot, there are at least 3 studies that the researcher noted.

The first research was conducted by Safitri (2017) with the title "Simultaneous Use of Roundtable to Improve Writing Skills of Grade VIII Students of SMPN 9 Denpasar Academic Year 2016/2017". This research succeeded in improving students' writing skills well. The second research was conducted by Satriani (2017) with the title "Using Roundtable to Improve Writing Skills of Class VIII Students of Saraswati 1 Middle School (SLUB) Denpasar, Academic Year 2016/2017". The results showed that the students' writing skills were increased satisfactorily after the students were given the round table strategy treatment. The third research was conducted by Sepianita Sri (2010) with the title "Increasing The Students' Writing Skills through the Roundtable Technique At The Second Year Student Of SMPN 1 Sinjai Tengah". Roundtable technique is effective and significant in increasing students' writing skills in terms of students' writing content and organization

Roundtable is one of the techniques or methods of writing that can make students well motivated in the learning process. According to Kagan (2009: 6.34), roundtable technique is a learning technique in which students take turns in their teams by generating their responses, solving problems, or contributing to a project. Students can work on writing assignments with their group mates. They can also easily express their ideas or opinions on which to make supporting sentences in paragraph how it is very important the statements and facts above, researchers are very challenged to use the round table method in conducting research on the development of students' writing skills at MA Ruhul Amin Lamongan for the 2022/2023 in academic year.

1.2 Research Problem

Based on the research background, the main problem of this research has been explained that the students of class X MA Ruhul Amin Lamongan in the academic year 2021/2022 have problems in terms of writing skills. Therefore, the research problem can be formulated as follows. Can roundtable technique improve the writing skills of students in class X MA Ruhul Amin Lamongan in the academic year 2022/2023?

1.3 Objective of the study

The purpose of this research is to find a research solution related to the research problem, which the researcher has formulated and determined beforehand. Based on the research problems above, this study was designed to determine whether or not the use of the roundtable technique can improve the writing skills of Class X MA Ruhul Amin Lamongan students for the 2022/2023 academic year.

1.4 Limitation of the Study

The roundtable techniques and writing skills are too broad to cover in a single-scope discussion. So, this study limits some terms. The researcher limits this research to the use of the round table technique in improving the writing skills of the tenth grade students of MA Ruhul Amin Lamongan in the 2022/2023 academic year. In this study, the researcher focuses on writing descriptive paragraphs about places and people based on contextual linguistic characteristics and social functions. After that, the assessment rubric focused on punctuation, mechanics, paragraph format, content, organization, as well as grammar and sentence structure.

1.5 Significance of the Study

This research was conducted to use the round table technique in improving students' ability to write descriptive paragraphs. There are benefits for teachers and students in the teaching and learning process using the round table technique. The results of this study are expected to provide the following theoretical and special interests.

Theoretically, the conclusions from this study that strengthen the theory of writing have been found, especially about how to write descriptive sections through the round table technique. The conclusion of this study also aims to enrich the literature on descriptive paragraph writing techniques for students and teachers. Therefore, English teachers and students must have sufficient theory on how to write paragraphs in English to be used as reference material in the teaching and learning process in the classroom.

Practically, the results of this study will be useful for students, teachers, and other researchers. For students, this discovery will improve their research skills and develop their creative ideas by writing descriptive sections through a fun and engaging technique known as the round table technique. In addition, for teachers, these findings also provide feedback and input for English teachers in teaching writing descriptive paragraphs using techniques that are fun and not boring for students. In addition, for other researchers who will conduct research on writing skills through the roundtable technique, this research can be used as a reference.

1.6 Definition of Key Term

There are a number of terms, which are defined operationally to avoid misunderstanding of this research. A definition of each term used together must be attached. There are several important terms used in this study which are explained as follows:

1. In this study, writing skills are operationally defined as the ability of class X students of MA Ruhul Amin Lamongan in the academic year 2022/2023 in writing descriptive paragraphs about places and people based on their general structure, such as; Identification, description, and conclusion.
2. In improving writing skills, the researcher uses the Roundtable technique for class X MA Ruhul Amin Lamongan students in the 2022/2023 in academic year by asking students to make teams, each team consists of four to five students then, they make a circle and the teacher provides paper, pen, and also determines the topic. One student makes a contribution and then passes the paper and pen to another student on his or her right side. The paper or pen literally surrounds the table until they finish their paragraph.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Overview

In this chapter, the researcher presents some theoretical evaluations of several theories related to the research. Therefore, it is used to support and build this research. This research is based on the following theoretical review which is described as follows: (1) writing skills, (2) roundtable technique, (3) descriptive paragraphs and, (4) writing assessment. Some of the points of view are as follows:

2.1.1 Writing Skill

One of the language skills is writing skill, which is very important skill. It can be used as a means of communication with other people. In addition, writing is not just taking a pen and writing words on paper. Writing is used in many areas of our lives that are very important to learn, such as writing makes our thinking and learning visible, develops our creativity and ability to explain our ideas to others clearly, and retains ideas and memories permanently. This research is supported by several theories from the views of experts from various sides regarding writing which are described below as relevant. According to Langan (2010:11), writing skills are skills that anyone can learn with practice. Writing is a skill; it is a recursive process that students can master with hard work. Students need to realize that if they want to be good writers they have to practice and practice. Students must realize that in order to write well, they must practice and practice.

Writing is an exploratory process, carried out in a series of steps and not all at once. Sometimes students can't find what they want to write about until they explore their thoughts in writing. In other words, to get a good essay and practice, students just need to put your ideas, thoughts, and feelings on a piece of paper. Hyland (2003:9) states that writing is a way of sharing personal meaning and writing courses emphasize the power of individuals to build their own views on a topic. Teachers see their role as simply giving students the space to feel themselves in a positive and supportive environment. Since writing is a developmental process, he tries to avoid imposing their views, offering models or suggesting answers to previous topics. Instead, it seeks to stimulate the author's ideas through pre-writing tasks, such as journaling and parallel texting. Since writing is an act of finding meaning, a willingness to participate in student statements is essential, and feedback is the primary means of initiating and guiding ideas.

On the other hand, Brown (2004:218) explains that writing is the exclusive domain of scribes and scholars in educational or religious institutions. It is possible that almost all human activities cannot be separated from writing activities. Oshima and Hogue (2007:15) state that writing is never a one-step act; it is a continuous creative act. When writers start writing, they think about what to say and how to say it. Then, after they have finished writing, they reread what they wrote and revise and edit. The writers write and revise and write and revise again until they are satisfied that the thematic writing expresses what they want to say.

In addition, Wallace et al. (2004:15) state that writing is the end product of several separate actions that are very challenging to study simultaneously. Among

these separable actions are taking notes, identifying the central idea, outlining, structuring, and editing. Writing should be done with an understanding of the past to inform and reveal what happened. In addition, it must be well organized to make the reader understand. However, Pollard (2008:51) states that writing focuses on the process rather than the final product. The goal is to help students see each step as important and make time for each step. In teaching writing, the teacher must consider a number of factors that affect the organization of writing such as; Identification, description, and conclusion. Graham and Perin (2007:3) state that writing well is not only an option for young people but a necessity.

Writing is the main need in life because it is not only for learning but also for entertainment; Therefore, to do an essay well without mastering it is quite difficult. On the other hand, Darwis (2011:69) suggests that writing as a language skill is a person's ability to express his ideas, feelings, and thoughts to other people or parties using written media. yourself and others. The habit of writing will hone and sharpen one's own ability in written language. Writing will help others in dealing with and solving problems similar to those faced by the writer. Writing is used as a bridge to establish international communication.

Writing aims to provide information about something, either in the form of facts, events, opinions, views and data to the reader. So that readers can get new insights and knowledge from the writing. Writing can reflect and introduce the author's personality because every writer has a different style of writing. Based on the relevant theories above, this study focuses more on Hyland's (2003:9) theory which states that students need space to develop their creative thinking skills by choosing appropriate

and meaningful words and sentences, so that students can master their writing skills through work. hard and continuous training; therefore, a writer who can compose a good essay can improve his written communication and help him to share his ideas, knowledge, feelings, and views with others.

2.1.2 Descriptive Paragraph

Descriptive paragraphs are paragraphs that describe places, things, and people. Furthermore, Suwarna (2012), defines a descriptive paragraph as a collection of paragraphs about a particular object or place. To get the data and collection of information, it takes experience and involves the five senses which include eyes, heart, ears, skin, and taste. In addition, Savage and Shafiei (2007:34) write descriptive paragraphs that describe people, places, or objects so that the reader can imagine it in his mind. In addition, Zemach and Rumisek (2005:25) state descriptive paragraphs that explain how someone or something looks or feels. According to Oshima and Hogue (2007:21), descriptive paragraphs appeal to the senses, so that they tell how something looks, feels, smells, tastes, and/or sounds.

Description is a text that describes a certain object or situation in a concise and precise manner. Another opinion says that the meaning of description is a rule of data processing efforts into something that can be stated clearly and precisely so that it can be understood by others who have not experienced it themselves. A description usually follows an organizational pattern called a spatial order. Descriptions usually follow an organizational pattern known as spatial order. Spatial planning is the arrangement of

things in space. When writing a descriptive paragraph, some general structure should be considered, such as identification, description, and conclusion. In identification, the writer identifies and introduces the subject.

In addition, this section is equipped with general sentences about objects, people, animals or places. The description is a part to strengthen the author's explanation that should describe, so that in this section, the reader can imagine the subject or object easily and feel the scene in which the paragraph is involved. Conclusion is the section where the author makes the main point of the section, but that is optional and may or may not be. Evans (2000:42) defines that a descriptive essay about a person should consist of the following structure: a) an introduction in which you provide general information about the person, saying when, where and how you first met them, b) the main body in where you describe their physical appearance, personal qualities, and hobbies or interests, c) conclusion where you write about your comments or your feelings about something you have described. Regarding the hypothesis, it can be concluded that descriptive paragraph is a type of text that describes a certain person, thing, place with clear details and has a general structure; define, explain and conclude (optional).

2.1.3 Roundtable Technique

Every process needs a way to be successful as well as in the teaching and learning process especially in teaching writing. Choosing the right method is also a must to make students motivated in writing skills. The writing technique or method

chosen in this research is roundtable. This roundtable technique is one of the cooperative learning techniques to solve problems faced by teachers. This roundtable technique focuses on group work or team work. Kagan and Kagan (2009:6.24) state that roundtables are used to improve interpersonal skills such as team building, social skills, and also academic skills such as building knowledge and thinking skills. In addition, Roundtables are also useful for improving communication skills, learning processes, and information processing. At round tables, students take turns giving written answers, solving problems, or contributing to a project.

In the teaching and learning process using a circular board, there are 4 processes based on Kagan and Kagan (2009:156) as follows:

1. The teacher gives an exercise with several possible answers and gives time to think.
2. The teacher asks students to form groups and each group consists of 6-7 students, including good, moderate and weak students.
3. Students take turns working on paper and pencil projects or in groups, with each student making a sentence or contributing clockwise or counterclockwise.
4. When writing time runs out, students and teachers discuss together.

In this study, the researcher focused on group work or team work that allows students to have good motivation in writing. Students are divided into four or five members in each group. The teacher raises the topic of people and places. Then, students take turns writing down their ideas on paper and passing the paper and pen to the right side until they finish the reading. Students then discuss with the teacher.

2.1.4 Writing Assessment

Assessment is done to measure students' ability to a certain thing. The abilities to be measured include students' knowledge, skills, and behavior. According to Cangelosi (1995: 21), assessment is a decision about value. Therefore, the next step after carrying out the measurement is assessment. Assessment is done after students answer a number of questions on the test. Then, students' answers are interpreted as scores. English teachers need to evaluate what has been taught to their students, so that they know the results of their students' writing skills. Brown (2004:4) argues that assessment is an ongoing process that covers a much larger area. Every time a student answers a question, makes a comment, or tries a new word or structure, the teacher subconsciously evaluates the student's performance.

In addition, Miller et al. (2009: 28) states that assessment is a general term that includes all procedures used to collect information about student learning (eg, assessment of learning or project performance, tests, etc.). paper and pencil) and provide students with valuable feedback on learning progress. On the other hand, Hyland (2003:212) argues that grades and assessment responses contribute greatly to individual student learning and the development of effective and responsive writing lessons. Therefore, an understanding of grading procedures is necessary to ensure that instruction has the desired impact and that students are assessed fairly. Without the information gleaned from the assessments, it will be difficult to identify gaps between students' current performance and goals and to help progress their development. Thus, assessment provides data and scores obtained by students to measure progress in

learning, identify problems, suggest instructional solutions, and evaluate course effectiveness.

Assessment refers to the various means used to collect information and data about a learner's language ability or achievement. Huot (2002:59-60), assessing writing is a possible link between teaching and evaluating. Students focused primarily on the ways in which one's progress in writing was related to one's grades or success in school. In this study, the researcher focused on assessing the ability of the tenth grade students of MA Ruhul Amin Lamongan in the 2022/2023 in academic year in compiling good and correct descriptive paragraphs. Students are given the task to make a descriptive paragraph with a predetermined topic. Next they collect the results of their assignments then the researcher analyzes and assigns scores to students' assignments using a rubric that includes several components, such as: format (5 points), punctuation and mechanics (5 points), content (20 points), organization (35 points), grammar and sentence structure (35 points). This rubric was adopted from Oshima and Hogue (2007:196).

2.2 Empirical Overview

Empirical is a review of previous researchers that are relevant to the research. In this section, the researcher reviews two studies that have been conducted that apply the round table technique.

The first research was conducted by Safitri (2017) with the title "Use of Simultaneous Round Tables to Improve Writing Skills for Class VIII Students of

SMPN 9 Denpasar in the 2016/2017 Academic Year". The purpose of this study was to determine whether the writing ability of eighth grade students of SMPN 9 Denpasar can be improved or not after being taught through simultaneous round table learning. This study succeeded in improving students' writing skills. The strength of this study is that the researcher used round table well measures based on Kagan and Kagan (2009). Through the round table, students' writing skills were really proven and showed that the problems of writing skills that had been faced by students could be solved through a round table. This research is effective in improving students' writing skills; In addition, students' ability in writing descriptive paragraphs is much better after being taught through roundtables. However, the assessment that the researcher uses is not clear because the rubric is made by himself.

The second research was conducted by Satriani (2017) with the title "Using a Round Table to Improve Writing Skills for Class VIII Students of SMP (SLUB) Saraswati 1 Denpasar Academic Year 2016/2017". This study aims to determine whether the writing ability of eighth grade students of SMP (SLUB) Saraswati 1 Denpasar can be improved through the Roundtable. The results showed that the students' writing skills improved satisfactorily after the students were given the round table strategy treatment. The strengths of this study were the assessment and the rubric that the researcher used was clear. The researcher stated the complete criteria of the test which was appropriate with the paragraph scoring rubric that the researcher adapted from Oshima and Huges (2007). They were format, punctuation and mechanics, content, organization, and grammar and structure.

As a summary, in this present study the researcher used the clear scoring rubric which could deeply measure the format, punctuation and mechanics, content, organization and grammar structure that is adapted from Oshima and Hogue (2007). The theory is used in the data analysis to avoid misunderstanding in scoring the answers of the students. Also, the researcher used the most recent book of the roundtable which has been adopted from Kagan and Kagan (2009). This book has clear steps of the roundtable technique to make clear understanding for the next research

