CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is one of the skills to be achieve in English language learning. Writing is a form of verbalizing thoughts, feelings, and ideas. Writing as a productive skill plays an important role in communication since not all the language users can express their idea in speak way. The ability to write involves specific skills, such as: the use of punctuation, structure of sentence, vocabulary and organization of paragraph. 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. Messages, memories, and various aspects of daily life are written by visualizing ideas into a written form. According to Zemach and Rumisek (2005:7), in free writing, whatever comes to mind about the topic is written by students without interruption. The construction of writing must be approached with greater care, conciseness, and coherence to ensure clarity of meaning. The most challenging skill to learn and master is considered to be writing. The mastery of writing entails a diverse set of skills, encompassing sentence construction, vocabulary, punctuation, and paragraph organization. Furthermore, writing, as a component of communication in life, is deemed crucial to acquire. Additionally, writing is a process that actively conveys ideas through the arrangement and manipulation of symbols.

According to Nunan (2003:88), writing is a physical and a mental act. Physical act means the act of arranging words onto paper, whereas mental act means

the act of thinking about new ideas, expressing them, arranging them, and others. Based on Zemach and Islam (2005:5) explain that writing can be difficult because it is cause by two factors there are psychological problem and cognitive problem. Psychological problem is when we write something we are require to write on our own without any possibility of interaction or the benefit of feedback. Another factor is cognitive problem; we need to master written form of language such as; the use of grammar, punctuation, organizing idea, etc to make a good writing that can be understood well by the reader. Oshima & Hogue (2007:15) state that writing is never a one-step action; it is an ongoing creative act. The process of writing has roughly four steps. In the first step, you create ideas, in the second step, you organize the ideas, in the third step, you write a rough draft. In the final step, you polish your rough draft by editing it and making revisions. Furthermore, each step is very important so that students can improve their skills in making good paragraphs. Those steps are crucial for students so that they can practice and improve their writing skill. Furthermore, the students are able to learn how to make a good paragraph and how to develop their idea based on the criteria of paragraph with the process of writing.

Paragraph is a group of sentences about a single topic. Together the sentences of the paragraph explain the writer's main idea about the topic (Zemach and Rumisek, 2005:11). When the writer wants to write about a new main idea, he/she begins a new paragraph. A paragraph can give information, tell an opinion, explain or describe something, or even tell a short story. The sentence is arranged logically, so the reader can easily understand what the writer wants to say. The process of writing a good paragraph is important to follow by all students. If students can focus

on that, they must be write successfully. According to Zemach and Islam (2005: iv), paragraph writing is designed to help low - intermediate students analyze model paragraphs, find ideas for their writing, put their ideas into sentences, organize their sentence into paragraphs, review their paragraphs and revise their paragraphs so that they become even stronger. This process will not only develop students' paragraph writing skills, but will also encourage them to become independent and creative writers.

Based on primarily observation some students seventh-grade in SMPN 4 Sukawati seem have difficulties in making a good paragraph especially in generating and organizing their ideas in descriptive paragraph construction. In addition, students do not know how to arrange and elaborate the paragraph well, using the correct format and punctuation as well as mechanic. Because of those difficulties, the students' scores in writing paragraph are not good enough and they have less interest in writing. To help them, the teacher must provide the appropriate teaching strategy. If the teacher uses an appropriate strategy, then the students will success in writing especially writing a good paragraph. The teacher should know about an interesting strategy to make the students be more motivated. Therefore, the students will enjoy during the teaching and learning process in the class and they will feel that making a paragraph is not as hard as they thought.

Based on the interview with one of the teachers in SMPN 4 Sukawati, the teacher used a monotonous technique to teach writing. The teacher explained the material and showed examples, and then students were asked to make their own paragraphs based on the examples given. Sometimes students were asked to write a paragraph without guidance on how to construct a good paragraph. Moreover, the

process of writing was not given clear attention and was without considering the organization of the paragraph and other criteria. In addition, in writing paragraphs, especially descriptive paragraphs, they still had difficulties in generating and organizing the ideas into a good paragraph. The interaction between teachers and students was unilateral, lacking feedback from students, making the learning activities dull. This teaching method led students to become passive in learning, particularly in writing classes, where teachers solely explained textbook material, and students only listened. Consequently, students faced confusion and difficulty in developing ideas for creating paragraphs, resulting in a decline in student achievement.

The teacher still uses Teacher-Centered Learning as the focused in the learning teaching process. However, it is an old technique that must be changed because in the curriculum Merdeka, in learning must focus on Student-Centered Learning. It means that students must be more active than the teacher and always involve in the teaching and learning process. The teacher tends to ask students making a paragraph after explanation. In addition, the students are asked to listen carefully to the explanation and then make a paragraph based on what have explained by the teacher. It will make the students sometimes feel bored because the process of learning is not interesting since they are not being involve in the teaching and learning process. The technique use by the teacher in writing skills can make it difficult for students to express and express their ideas in writing. When students are not given opportunities to think creatively or participate in interactive learning, they may not develop critical and innovative thinking skills. Therefore, in the learning process the teacher's technique greatly influences the success and

increase of students in the learning process.

To solve the problem of the students, the researcher finds an interesting and effective teaching strategy to help them generating and organizing the idea into a good paragraph by sing roundtable technique. Roundtables technique can make students active and able to work together as a team. Roundtables technique are part of a cooperative learning strategy, and many studies have proven that this kind of technique can have a significant effect on improving students' writing achievement. McCafferty (2006: 43) explains that the circular table type cooperative model is a writing learning technique that applies learning by the way the teacher asks students to form groups of 4-5 people and form roundtables technique. after that the teacher gives books, pens and topics in each group. Students take turns writing from the left clockwise and participate in writing sentences on paper until they are finished. Ask the group to recheck the paragraph, then ask students to share their work in front of the class and choose a few of the students' works and check them together with the other students. Roundtables can help focus attention on students, besides that participation and interaction between students will be more intertwined, and also encourage all students to express ideas and opinions. Thus roundtables are an effective technique for improving students' writing skills so that students can express their ideas and creativity in written form, such as writing descriptive paragraphs.

The strength of the roundtable technique is that students become confident in the learning process. In addition, students who are clever and unable to work together in teams to help each other. Roundtable Technique has a positive effect on student achievement to get high scores. Students who use the round table technique

can be more active than students who do not use the round table technique and the result is that students get higher scores using the round table technique. In addition, by using the round table technique students can improve their writing skills. Each student can contribute their ideas to their team paragraphs. Besides that, students can also make students more confident to put their ideas into writing. Each student has an equal opportunity to contribute and contribute ideas to their team paragraphs. Therefore, students can help each other and work together in making a written product in one team and create a comfortable and pleasant classroom atmosphere.

Based on background of the study, the researcher tries to apply roundtable technique in teaching writing. The researcher considers roundtable technique is the appropriate teaching technique and media to improve students' writing skills. Through the circular table-type cooperative model, students are expected to be able to actively interact with their group mates. The circular table-type cooperative model is also a fun learning method because heterogeneous ideas or ideas combine so as to minimize difficulties in learning to write exposition texts. Thus, it is expected that students will more easily express their thoughts and feelings with the help of various ideas from their group mates. The implementation of the roundtable technique is expected to enable the students to construct paragraphs according to the prompt or sentences given collaboratively with the students' group work. In short, the researcher is highly motivated and interested in doing scientific research entitled "The Use of Roundtable Technique to Improve Writing Skill of the Seventh-Grade Students of SMPN 4 Sukawati in the Academic Year 2023/2024".

1.2 Research Problem

Formulating a research problem is important in conducting a research in order to make a specific discussion. Based on the background of the study, the students still have difficulties in generating and organization their ideas in constructing a descriptive paragraph. The students were not confident to express their idea in writing. Students also still confuse about what they will like to describe and increase in their paragraph. Finding a right strategy can be a good solution to solve the student's problem. Moreover, a strategy that use is expect to make their writing's ability improve. In addition, the research problem can be formulated as follows: Can writing skill of the seventh-grade students of SMPN 4 Sukawati in the academic year 2023/2024 be improved through Roundtable Technique?

1.3 Objective of the Study

The research objective is one of the important points that cannot be separate from the study. The research problem that has been previously formulate should be answer by conducting a scientific investigation. Every scientific has an objective to be the guidance in getting what is need. A scientific study is conduct to answer the research problem under study, which is formulate and determine previously. Therefore, this study is design to answer the research problem state before. Based on the research problem which has been explain above, the objective of this is to find out whether or not the writing skill of the seventh-grade students of SMPN 4 Sukawati in the academic year 2023/2024 can be improved through Roundtable.

1.4 Limitation of the Study

The importance of limiting this research is to avoid misunderstanding and misdirection. Therefore, this research is limited to the Use of the Round Table Technique to Improve the Writing Skills of Class Students of SMPN 4 Sukawati in the 2023/2024 Academic Year. In this study, researchers used the Merdeka curriculum which is in accordance with the curriculum use at SMPN 4 Sukawati. For researchers to know the curriculum apply in schools in order to produce learning modules and materials that suit the needs of researchers is very important. The material that will be taught is about definitions, structure and identifying descriptive paragraphs. The type of paragraph given to students is paragraph construction which describes people using the topics of people around them and favorite artists. In accordance with the curriculum use, research is focused on presenting and communicating students' ideas and experiences through simple and structured paragraphs using specific vocabulary and the structure of the researcher. Students must also be able to present simple sentences by identifying certain vocabulary related to descriptive paragraph.

Researchers will focus on Presenting and Communicating their ideas and experiences about their experiences through simple and structured paragraphs using specific vocabulary and simple sentence structures. Besides that, students can use written and visual text in descriptive paragraphs. The researcher focuses on students so they are able to identify specific vocabulary related to descriptive paragraphs. Researchers will focus on students' ability to interpret written paragraph relate to description. Besides that, so that students are able to adjust written paragraphs relate to descriptions with visuals appropriate. Furthermore, researchers focus on students

so that they are capable of writing skills in describing people and objects. Researchers also focus on students being able to use spoken, written and visual paragraph in English to interact and communicate in more diverse contexts and in formal and informal situations. In addition, the researcher also focused on teaching module, which was constructing a short and simple descriptive text in oral and written about person, thing, and place by paying attention to a social function, generic structure, and language features correctly and contextually. Thus, the present study would focus on improving the students writing skills, especially in writing descriptive text that describes a place and person related to the topic in vivid detail and consists of the generic structure of the descriptive text identification, description, and conclusion.

1.5 Significance of the Study

The present study will be concerned with The Use of Roundtable Technique to Improve Writing Skill of the Seventh-Grade Students of SMPN 4 Sukawati in the Academic Year 2023/2024. Besides, it may be useful for the teacher in the teaching and learning process, especially in improving the students' writing skills. In the present study, the result is highly expecting to provide meaningful significance of the research finding. In addition, the researcher expects to have more advantageous results for the teacher, students, and other researchers. The research of this study should be significant which is divided into theoretical and practical significance as follows.

Theoretically, the finding of present the study is expected to become theoretical supports of reference for the other researchers and also give more

empirical review in researching the effectiveness of implementing roundtable technique to improve writing skill. The findings of this research can be used to support and give more empirical evidence of the existing theories related to the implementation of roundtable technique. Moreover, this study can be used as an additional source for other researchers in conducting similar research, especially in teaching writing. In addition, the findings of the study also can enrich the existing data so the data can be varying with the latest data on implementing roundtable technique in teaching descriptive paragraphs as references or as an empirical review for the next researchers who will carry out similar research in the same area. Moreover, the present study also hopefully can support the references for other researchers in conducting a study. Besides that, for the study relate to teaching and learning of writing skill to obtain the better result; it can be use as the empirical review.

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

1.6 Definition of Key Term

The definition of key terms is very important to define, in order to make a better understanding of the present study briefly. Moreover, the definition of key terms are typical words used in this research and the research should give clear operational definition that are used in this present study. To avoid confusion, the researcher defines about the operational definition of writing skill and Roundtable Technique. The definitions of key terms are operationally defining as follows:

1. Writing Skill

   Writing skill in the present study is operationally define as the ability of the seventh-grade students of SMPN 4 Sukawati in academic year 2023/2024 to construct a short and simple descriptive paragraph that describes a thing and person vividly and the paragraph should consist of 6- 12 sentences and follow the generic structure of a descriptive paragraph such as identification, descriptions, and a conclusion

2. Roundtable

   The Roundtable Technique is operationally defined as a strategy used to improve the writing skills of class VII E students of SMPN 4 Sukawati by means of which the teacher gives a topic and a sheet of paper to each group consisting of 4-5 students. Students then write sentences and pass the paper clockwise so that each team mate can add sentences in turn. The group continues to rotate the paper and pen so that students take turns writing until they are finished. After the paragraphs on each paper are formed, each group is asked to check again.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

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

2.1.1 Writing Skill

Writing is one of the most important skills that the students in the learning process should master. Moreover, by writing, students can explore and convey their ideas in written work, such as paragraphs or texts, through writing skills. Then after finishing writing, read over what they have written and make changes and corrections. Therefore, writing is never a one-step action; it is a process that has several steps. According to Brown (2004:218), writing was primarily a convention for recording speech and reinforcing grammatical and lexical features of the

language. According to Oshima and Hogue (2007:2), Writing is a progressive activity, this means that when first writing something down, they have already been thinking about what the writer is going to say and how to say it. Even though there are differences in approach, the similarity that can be found in the views of Brown (2004) and Oshima and Hogue (2007) is that both recognize the important role of writing in conveying messages. Brown highlights the function of conventional writing as recording and strengthening grammatical features and vocabulary, while Oshima and Hogue emphasize that writing is a progressive activity that involves reflection before writing. Despite differences in focus, both appreciate the importance of writing as a means of communicating ideas in a way that is appropriate to the language context.

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

On the other hand, Manser (2006:15) states there are four stages in the writing process as; thinking and researching planning, writing, and revising. In this stage, the writers plan what they will write, but in planning, they plan what they

will write by deciding what will be expressed. Next, they read what they have written and check where it works and does not. The last is revising, where the writers make the changes that they consider to be necessary, and they produce the final version of their composition. Therefore, having a writing process will help writer break your writing tasks into manageable parts, making the work less intimidating. As a result, you're less likely to experience writer's block. It can also aid in reducing the anxiety and stress that comes with writing.

Hogue (2008:2) states first writing needs to have some ideas to write about. In this activity, the kind of writing which is done in the classroom was called academic writing because it was done in college classes. Taking notes is one way to gather ideas. The purpose of academic writing was to explain and give information about something to the teacher and classmates as the audience, academic writing requires certain skills including sentence structure, organization, and punctuation. Sentence structure in academic writing is related to how to arrange words in a sentence while organization relates to arranging ideas in the paragraph. Academic writing was the set of conventions we saw in a thesis or published paper in our disciplines, a definition that becomes more precise once you scrutinize examples of published writing in your target journal.

Hawthorne and Glenn (2011:9) state that writing remains a crucial skill in society and the people are expecting to be able to write well in a range of genres, for a variety of purposes, but there is evidence that supports a feeling of disquiet about the writing attainment of school. Writing is a skill, it is a recursive process that students can master with hard work. Students need to realize that if they want to become a good writer they must do practice and practice. Writing is a process of

discovery; it is done in a series of steps and cannot do all at once. Sometimes students cannot discover just what they want to write about until they explore their though in writing. It means that to get good writing with well practice they just need to put their ideas, thought and feelings written down on a paper.

According to Zemach and Rumisek (2005:3), when the students write, they did more than only put words together to make sentences. It means they should follow several steps to produce a piece of writing there were pre-writing drafting, reviewing, and revising, rewriting. In pre-writing, the students choose the topic, gather the idea, and organize the idea. In drafting, the students wrote the paragraph from start to finish. In reviewing and revising, the students review the structure and content. The student can exchange their paragraph with their friends. Furthermore, in writing, the students revise the structure and content proofread to check spelling, grammar, and diction, and made the final correction.

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

In relation with the statement above, the present study focus on Oshima and Houge's theory. Oshima and Houge's theories are often used in grading rubrics

because they present a powerful guide in the development of writing skills. In assessment rubrics, this theory provides a solid foundation for understanding writing teaching strategies and helps in designing appropriate assessment criteria. They also help in instilling key aspects such as idea development, organization, and quality of language in writing. Thus, the use of Oshima and Houge's theory in assessment rubrics provides a strong foundation for conveying the quality of student writing in a comprehensive and structured manner. In addition, the rationale behind prioritizing Oshima and Houge's theory in the present study lies in its widely acknowledged theoretical framework, which has proven to be influential in addressing the specific aspects relevant to the research topic. This choice is grounded in the desire to build upon a well-established foundation and contribute to the existing body of knowledge. Moreover, in writing process there are four steps in writing process. The first step is pre-writing: the students choose a topic and construct ideas. The second step is organizing the students organize their ideas into simple outline, then each student write a sentence based on the topic and pass the paper to the other students in their group. In writing they compose a draft using outline and finally in revising and editing they polish the written form and do some revising those steps were adopting for the sake of the study. Therefore, researchers must have a strong foundation for scoring rubric guidelines to assess students' writing results.

In conclusion, writing is an important part of communication which is very useful to communicate information and specific purposes from writers to readers. Regarding on the theories that have been mentioned, the researcher uses the theory of Oshima and Hogue (2007:15) which explains that writing is a creative text which

requires several steps in producing it. Four steps in writing process that should be followed in producing a good written text are prewriting, organizing, writing and revising and editing. These steps can be followed in making all type of texts. When the writers know and apply these steps, they will be easier to construct a written product. This theory is relevant with this present study since it is concerning about improving writing skill.

2.1.2 Descriptive Paragraph

Zemarch and Islam (2005:9) state that a paragraph is a group of sentences about a single topic which explains about the writer's main idea of a topic. A paragraph consists of six until twelve sentences long even it can be shorter or longer depending on the topic. Generally, one paragraph consists of three basic part, they are topic sentence, the supporting sentence, and the concluding sentence. The topic sentence is beginning of a paragraph usually puts as the first sentence. The supporting sentence support the idea in the topic sentence with detail explanation, reason and others. The paragraph ends with the concluding sentence which usually finishes the paragraph by repeating the main idea of the topic or just giving any comments about it.

Descriptive paragraph is a paragraph which expresses or describes the object in clear detail that the readers can easily imagine or visualize the object to be describe. Kane (2000:351) states that description is also about sensory experience, such as how something looks, sound, tastes. It means that the description in descriptive paragraph should be express in detail and vivid description even to have good description, and using sensory experience is important to create clear

description. A paragraph can give information, tell an opinion, explain something or tell a short story. The sentences should be described the topic logically in specific detail and explanations then it will make the readers can capture the meaning of the paragraph easily. In addition, descriptive paragraph is written with the senses since the paragraph will make the readers picture the object by using their senses too. Therefore, when the writers could arrange the paragraph appropriately and clearly, the readers will easily understand what the writer is going to tell the readers.

Moreover, Savage and Mayer (2005:2) state that typical paragraph begins with a topic sentence which introduce the topic. Then, supporting sentences support the ides in the topic sentences with explanations, reason and other details. The concluding sentences bring the paragraph to an end. Therefore, to make a paragraph it is need to express and organize the ideas and then set them in chronological order based on what kind of paragraph it is. There are many kind of paragraph writing. One of them is descriptive paragraph which describes a particular object such as: person, place, and thing.

According to Oshima and Hogue (2007:61), descriptive writing appeals to the same, so it tells how something looks, feels, smells, tastes, and or sounds. It means that the readers can visualize the object, place, or person in his or her mind easily. Descriptive paragraph is using simple present tense for the grammar and using adjectives in vocabulary. Descriptive paragraph has own generic structure as follows: identification, description and conclusion. In identification the object of the descriptive paragraph is introduce and identify, meanwhile description is a part of descriptive paragraph in which the object is describe in vivid details to help the reader visualize the object of the paragraph.

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. They also say a good description is a word picture; the reader can imagine the object, place, or person in his or her mind. A description usually follows a pattern of organization that we call spatial order. A good description is word picture and the reader can imagine the object, place or person in his or her mind. In addition, a descriptive paragraph, the more details the writer include, the more clearly the reader will imagine what the writers are describing. The details should appeal to five senses. Kane (2000: 7) states that description deals with perceptions— most commonly visual perceptions. Both perspectives acknowledge the intricate nature of descriptive writing but differ in their emphasis on either visual organization or sensory engagement. Kane places greater emphasis on visual organization to form significant patterns, while Oshima and Hogue place emphasis on holistic involvement of the five senses to create a richer descriptive experience.

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

A paragraph is a group of related statement that a writer develops about subject. The first sentence states the specific point, or idea, of the topic. The rest of the sentences in the paragraph support that point. That means descriptive paragraph has one topic to be discussed. Moreover, the other sentences in the descriptive paragraph called supporting sentence. It gives more information about topic, specific details and explanation. The last is conclusion as the closing of paragraph. It is about how the writer's feeling. Moreover, Savage and Mayer (2005 :33) state that generic structure of descriptive paragraph has descriptive organization as follows: a) introduction or identification is tells why the object or even of descriptive is important for the writer and telling about general structure of the paragraph. b) body paragraph or description is body paragraph that gives detail information about the object, physical appearance, characteristic and so on, c) conclusion in the conclusion given the writer's opinion or reviewing about the whole description of the text. The conclusion in normally gives the signal of the end paragraph and also the summarizing of the paragraph.

2.1.3 Roundtable

Every process needs a way to become successful in teaching and learning process especially in teaching writing. Choosing an appropriate technique is a must. The writing technique chosen in this present study is roundtable. According to Richards and Rodgers (2001:192), cooperative learning is a method of engaging pairs and small groups of learners in the classroom. This technique is one of cooperative learning technique expected to solve the problems faced by the subjects under study. In roundtable technique pupils write answer to a question and pass the

paper round the table for everyone to contribute. But, in the other hand, roundtable can be categorized as cooperative learning because it has same element such as; positive interdependence, individual accountability, equal participation and simultaneous interaction (Jolliffe, 2007:128).

Jolliffee (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 students and teachers 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 understanding. Students work in a team not only to get the information they need, but also, they learn social networks and teamwork skills.

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 to cooperate. It is the utilization of the psychological aspects of cooperation and competition for curricular transactions and students learning. There is a large cluster of cooperative learning models 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.

Cooperative learning is part of group of teaching and learning methods of instruction that has students working together in group, usually with the goal of completing a specific task. These methods can help the students develop leadership skills and the ability to work with others as a team. Arends and Kilcher (2010:306) state that Cooperative Learning is a teaching model or strategy that is characterized by cooperative task, goal, and structures, and requires students to be actively engaged in discussion, debate, tutoring, and teamwork. Moreover, roundtable strategy is a good strategy to make students' briefer to express their ideas and generated it with each other (Quinn, 2004). The roundtable technique is a type of learning in which allows students to work in groups or teams. In other words, it is not the group configuration which makes cooperative learning becomes distinctive, but the way of students and teacher work together. Before implementing the roundtable strategy, the teacher should make a group consisting of four until five students sit in their groups.

Kagan and Kagan (2009:4.2) state there are four basic elements in cooperative learning: those are positive interdependence, individual accountability, equal participation, and simultaneous interaction. Positive interdependence creates

mutual support among students, creates peer norms favoring achievement, and increases the frequency and quality peer tutoring. Therefore, the success of the group was on the performance of each group member. Individual accountability dramatically increases student's participation and motivation to achieve. Equal participation: students who otherwise will not participate or who will participate very little become engaged when we equalize participation. The last is simultaneous interaction. Simultaneous interaction is the amount of participation per student and our efficiency in teaching and managing the classroom is increased enormously when we use simultaneous rather than sequential structures.

Richards and Rodgers (2001: 198) state the roundtable is one technique in cooperative learning in which there will be one piece of paper for each group and every student in each group makes contributions. Next, they pass the paper and pen to the students of his or her left then each student makes a contribution in turn. Furthermore, there is another variation of roundtable named simultaneous roundtable. Based on Jolliffe (2007:128), roundtable is like round robin. Pupils write answer to a question and pass the paper round the table for everyone to contribute. But, in the other hand, roundtable can be categorized as cooperative learning because it has same elements such as, positive interdependence, individual accountability, equal participation, and simultaneous interaction. Besides, roundtable focuses on group work.

According to Kagan and Kagan (2009:156), roundtable where the students take turns generating written responses, solving problems, or making a contribution to a project. In roundtable, students take turns in their teams. The teacher provides a task to which there are multiple possible responses, and provides think time.

Students take turns passing a paper and pencil or a team project, each writing one answer or making a contribution. Based on Jolliffe (2007:128), roundtable is like round robin. Pupils write answers to a question and pass the paper round the table for everyone to contribute. Kagan and Kagan (2009:146) say that roundtable is highly recommended for improving team building, social skill knowledge building, thinking skill, and recommended for improving communication skill, procedure learning and processing info.

Teaching technique or strategies is required to make the teaching-learning process more innovative. To improve the students' writing skills in writing descriptive paragraph, in the present study, the researcher chooses a roundtable as the teaching technique. According to Olsen and Kagan in Richards and Rodgers (2014:251), the Roundtable technique is an approach that involves pairs and small groups of learners in the classroom. Roundtable technique is one of the strategies in cooperative learning that focuses on group work. Kagan and Kagan (2009:5.2) state that as the other cooperative learning strategies, roundtable technique also presents new challenges and requires new skills for teachers and students. Roundtable technique can make student easier to improve writing skill.

Furthermore, Jolliffee (2007:3) adds that to be truly Roundtable technique should consist of key elements that are particularly vital such as positive interdependence and individual accountability. Positive interdependence requires each pupil in a small group to contribute to the group's learning. Individual accountability means that each group member is accountable for competing for their work to develop a sense of personal responsibility to learn. Roundtable technique is one strategy to improve individual skills like team building, social skills, and

academic knowledge such as knowledge building and thinking skills. On the other hand, the roundtable technique is recommended to improve students' communication skills, procedure learning, and processing information.

Roundtable is a technique of cooperative learning which focuses on group work. Kagan and Kagan (2009:6.34) in his book highly recommend to use roundtable technique to improve interpersonal skill like teambuilding a social skill however, also academic skill like knowledge building and thinking skills. On the other hand, roundtable is also recommended to improve communication skill, procedure learning and processing info. In roundtable technique, the students take turns in generating written response, solving problem or making contribution to a project. Roundtable technique implementation steps in this study were adapted based on Kagan and Kagan (2009: 156) and modified as follows:

1. The teacher gives descriptive paragraph topics and gives students time to think

2. The first student writes the sentence and rotate the paper to his/her left student after the time signal.

3. The student then at one other sentence to previous sentence and rotate the paper to his/her left student after the time signal.

4. The teacher repeats the third steps until all group members get the opportunities to contribution.

5. The teacher asks group member to recheck their final project.

By using Roundtable technique, the students allow all students to work together each student experiencing the role of teacher and learner, and each student

modelling recognition of and respect for many different skills and learning styles. If teachers and students are uncomfortable with cooperative learning, it is often because they have adopted a particular technique without a firm understanding of the underlying principles and do not have sufficient support to implement creative, multilevel cooperative learning activities that allow students to participate at different levels, with differentiated goals and varying levels of support.

2.1.4   Assessing Writing

In writing, assessing students' skills is essential to point to carry out in the teaching and learning process. Assessment is the process of generating, gathering, recording, interpreting, using, and reporting evidence of learning individuals, group, or system which relies on some instruments. According to Brown (2004:4), assessment is an ongoing process that encompasses a much wider domain. By doing an assessment, the teacher knows how far the improvement of each student such as; skill and understanding of the learning material. On the other hand, the construct of writing assessment may be determined by the curriculum or theory. The success of writing is categorized at a range of different levels, and this level can initiate the level of the teaching and learning process.

Assessment is done to measure someone's ability of a certain thing. The ability that is going to be measured is involving knowledge, skill, and also students' behavior. In this case, the possessor does not only want to see whether some has improved their ability or not, but also to grow motivation in hope that someone will do something better after having an assessment. According to Huot (2002:59-60), assessing writing as that any possible connection between teaching and evaluating.

The students have focused primarily on the ways in which one's progress in writing is connected to one's grades or success in school. Therefore, assessment is a general term that includes all procedures used to collect information about students' learning.

Assessing students' skill is important to carried out during teaching and learning process. According to Nunan (2004:138), assessment is procedures for collecting the students' data. Assessment is an ongoing process that encompasses a much wider domain. By doing an assessment, teacher knows how far the improvement of the students' skill and their understanding of the material that have been taught by the teacher. The result of the assessment is used to inform and enhance students' learning process. Therefore, assessment have an important role in teaching and learning activities.

According to Brown (2004:4), assessment is a popular and sometimes misunderstanding term in current educational practice. In addition, assessment is an ongoing process that encompasses a much wider domain. Whenever the students respond the question, offer a comment or even try out a new word or structure, assessment of the students' performance is still prepared by the teachers. There, are two formative assessments: formative assessment which evaluates students in the process of "forming" their competencies and skill. The purpose of classroom assessment is for helping the students to continue that growth process and summative assessment which is an assessment when teachers are collecting information at the end of period of time, generally to report to others about the students' progress. The example of summative assessment is final test.

Combee et al. (2007:9) state assessment includes a board range of activities

and the teacher used tasks to evaluate students' progress on a daily basis. However, assessment is much more than test. Test may be constructed primarily as device to reinforce and to motivate the students or primarily as means of assessing the students' performance. Here, the items of the test must be carefully chosen because if the researcher make test, the test must appropriate with the test taker. When students are taking a writing test, the effect can be both increasing and decreasing students' ability in writing Evaluation includes the whole course or program and the information is collected from any references, including the learner. While assessment is related to the achievements of learners, testing is a part of assessment and it measure learner's achievement. Therefore, without doing test the researcher cannot assess the student.

Weigle (2002:1) says the best way to test people's writing ability is to get them to write. It means that a test of writing involves at least basic component; one or two writing task, or instructions that tell test takers producing. Pedagogically valid and reliable assessment can give a lot of informative feedback to English teacher. Moreover, Miller in Urquhart and Mclver (2005:27) states that assessment as gathering information to meet the particular needs of a student. Weigle (2002:57) states that in designing a writing test, in which one should define the ability we are interested in for a given test purpose. This, in turn, requires identifying the factors other than the ability we intend to test that may be engaged by the test task, so that we can attempt to control them to ensure that the inferences about language ability we make on the basis test result are valid.

Assessment is the process of generating, gathering, recording, interpreting, using, and reporting evidence of learning individuals, groups or systems, which

relies several instruments: a test. Because writing is a productive skill, it requires product in such written form. According to Marzano (2006,3) states that classroom assessment is a form of feedback to students regarding their progress, and it stands to reason that feedback will enhance learning. The construct of writing assessment may be determined by the curriculum or by theory. The students can succeed in writing genres at a range of different levels, and assessment is related to the gradual development of features of successful writing Besides, Coffin et al. (2003:2) state that assessment is often a major purpose for students writing. The students may be required to produce essays writing, written examinations, or laboratory reports whose main purpose is to demonstrate the student's mastery of disciplinary course content.

Assessment is very important to know analyses whether the students have mastered such a skill, in this case, writing skill. Therefore, related to this study, the assessment was only focused on assessing students writing skills in writing descriptive paragraphs. Then the product was assessed by using Oshima and Hogue's rubric which consist of format, punctuation and mechanics, content, organization, grammar, and sentence structure. Hyland (2003:212) states that assessment is not simply a matter of setting exams and giving grades. Scores and evaluative feedback contribute enormously to the learning of individual students and the development of an effective and responsive writing course. Without the information gained from assessment, it will be difficult to identify the gap between students' current and target performance and to help them progress.

2.2 Empirical Review

The empirical review was a review of previous research that was relevant to this study. The strategy of Roundtable in the teaching learning process for students was not only used in teaching writing, it was also used in teaching listening skills. In this case, the researcher reviewed two studies that had been conducted by other researchers and they explained an empirical review to support this study. Some relevant studies were summarized as follows:

The first study was conducted by Ndau (2019) entitled "Improving Writing Skill Through Roundtable of the Eight-Grade Students of SMPN 11 Denpasar in Academic Year 2018/2019". The purpose of the study was to find out whether or not writing skill of the seventh-grade students of SMPN 11 Denpasar in academic year 2018/2019 can be improved through the implementation of Roundtable as the technique. The result of this study showed that the students' writing skill improved after the implementing of Roundtable technique. Based on the tests given to the subjects, the results improved their achievement in writing a descriptive paragraph. The subject' scores are changing and showed improvement from pre-test to post-test. It can be seen that the subjects' scores increase in each cycle of the research, and the cycles enrich the research findings that were conducted by the researchers.

The strengths of this study were the researcher provided good related theories from experts to support the statements. Moreover, the scoring rubric used also was adapted from Oshima and Hogue (2007:196), which is very clear. Whereas, the researcher did not explain the steps Roundtable technique clearly in the lesson plan based on expert the theory. Additionally, it can increase students' misunderstanding

and cannot work cooperatively. Furthermore, it can create an inequality stage because each member might will not give a contribution with others. Thus, the students with high capability also might be the dominant in group whether than the students with a low capability in the class. Therefore, to improve the quality of this present study, the researcher will provide a clear of Roundtable technique steps according to Kagan and Kagan (2009) theory to provide clear instructions in implementing the Roundtable technique to improve the students' writing achievement.

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

The researcher had already provided well-related theories from many experts to support the statements and had put clear instructions of the roundtable technique. In addition, the scoring rubric used was adapted from Oshima and Hogue (2007:196), which was very clear and categorized as the study's strengths. However, the researcher only provided one topic choice in the post-test. This made students have difficulty in exploring ideas. Besides that, it was quite difficult for students to use their brainstorming in elaborating and developing topics

contextually. Regarding the weaknesses above, in this study, the researcher would provide 3 choices of topics at the time of the test to the subjects so that they could choose the topic they wanted and express their ideas about the topic by writing according to the instructions given in the post-test.