

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is one of four skills that must be learned in language to express ideas in written form. According to Harmer (2002), writing is a way to produce language and express ideas, feelings, and opinions. Harmer (2001) also mentions that writing involves planning what we are going to write. Besides that, to communicate effectively, people must constantly adjust their speech to suit their purpose and audience. This same idea is true for writing. When writing for others, it is crucial to know both the purpose of writing and the audience who will be reading the work. The ability to adjust writing to suit the purpose and audience serves well not only in the classroom but also in the workplace and beyond (Langan, 2008). Students do brainstorming to express ideas, feelings, and opinions when writing. The imagination in mind, as well as the creatives of students, can be known based on writing.

Writing requires a process to make good work. Writing requires an appropriate and wise arrangement of words which involves various stages. Based on Harmer (2004), there are four main elements in the writing process. Those are planning, drafting, editing (editing and revising), and final version. In the planning process, the students have to decide the purpose of writing, think about language styles, and consider the content. Drafting is the first version of a piece of writing. The students should be given time to focus on the development of ideas and the organization of those

ideas. Editing is reading again what they have written as a draft to check their writing if there are mistakes. If there are any mistakes, the students revise it. By doing it, the mistakes can be minimized. The last stage is the final version. After all of the processes are done, the students make the final version. The final version should be different from the draft because of editing the mistakes in the draft. After the final version is already done, students can give the result to the readers to read the result of writing.

Paragraph is a group of related sentences that are developed by a writer about a subject. A paragraph can give information, opinion, or even tell a short story. The insightful perspectives shared by Zemach and Islam (2005) state that a paragraph is a group of about six to twelve sentences about one topic. In other words, all of the sentences explain the writer's main idea or most important idea. In constructing a paragraph by skillfully arranging sentences, the writer tries to prevent potential confusion that could hinder the reader's understanding and enjoyment of the text. In essence, well-structured paragraphs act as a channel through which writers can effectively share their thoughts, ideas, and stories that engage readers.

Moreover, a well-arranged paragraph delivers the writer's point to the reader easily. As stated by Zemach and Rumisek (2005), descriptive paragraph is a paragraph that explains how someone or something looks or feels by using adjectives. Moreover, adjectives are words that tell us how things look, feel, taste, sound, or smell. Adjective words are very helpful to be used in descriptive paragraphs since they can explain the object in such vivid detail. In line with that, Kane (2000) states that description is about the sensory experience of how things, persons, or places look, sound, or taste. It means using kinds of sensory is important in describing something. Thus, the readers can

easily imagine the object being described by the writer. The paragraph becomes a vehicle for shared experiences, facilitating a profound interaction between the creative mind of the writer and the receptive minds of the readers.

In learning to write at school, the students were trained to produce words and express ideas, feelings, and opinions. In addition, Oshima & Hogue (2007) stated that Pair and group collaboration are appropriate for prewriting and editing work; however, writing is essentially an individual task even when done in class. This means that for students to be able to write and express opinions about the material provided in the writing class well, writing practices must be collaborated with study groups. Thus, teaching writing is a way of teaching English to students to produce descriptive paragraphs through picture. In addition, teaching writing is about how to arrange ideas in a meaningful and logical order. Therefore, teaching writing should be focused on allowing students to write and express their English opinions rather than emphasizing based on the final product.

In this study, there were problems faced by students in learning to write, especially in writing a paragraph. They difficult to come up with good words for short descriptive paragraphs. They also need guidance to create a good paragraph. The students cannot organize the ideas into great structured paragraphs. On the other hand, students are not enthusiastic about learning to write. The result, students' writing experiences do not reach the minimum passing grade. Based on that situation, creativity, and passion are needed to improve their writing skills.

Based on an interview with one of the teachers at SMP TP 45, the teacher explains the material and shows examples. Sometimes, students are asked to write a

paragraph. In writing paragraphs, they still have difficulty in generating and organizing ideas into well-written paragraphs. It shows that the students have difficulty in making good descriptive paragraphs. They should be taught how to write well-organized paragraphs. Teachers should focus on student-centered learning. The students must be more active than teachers and always involved in the teaching and learning process. Teachers ask students to write paragraphs after explanations. In addition, the teaching technique in the class especially group work is needed to improve writing skill in group.

By using appropriate techniques, which involve mastering writing skills, honing skills, and applying knowledge effectively, individuals can improve their writing performance to greater levels and results. One technique that is suitable for teaching writing, especially in descriptive paragraphs is the simultaneous roundtable. According to Kagan and Kagan (2009), simultaneous roundtable technique is a technique to facilitate writing and also to make students develop ideas and help friends solve problems together in groups so that the product produced is better than the previous results. Before students make descriptive paragraphs based on picture, the teacher explains and manages the situation, then the teacher assigns a picture and gives them time to think, and each student in the group gives a written response simultaneously. Next, the teacher gives time when the time is up, or students can also give a thumbs up when they have finished working, students then hand the paper to their friend beside him clockwise, students continue adding to what was already completed. The activity of giving a sign, handing the paper to the friend next to it, and adding the response or answer is repeated until the paper is filled in by all students in the group or each student contributes to all the paper that is done.

In the process of teaching and learning through implementation technique simultaneous roundtable researcher prepared picture. For example, the teacher gives a picture of a room where in the room there are various kinds of devices in their proper place, such as a book on a table, the chairs next to the lamp, a cat below the table, and so on. In addition, it can encourage students to create their thoughts to determine the best possible picture situation because of the freedom given to them to write themselves and must be based on picture. Therefore, it can also allow them to be forthright in giving their opinions and the teacher did not ask students to only write what they see in plain sight, they may add opinions and ideas based on the picture that was given by their teacher. In addition, teaching writing through a simultaneous roundtable makes students more active during class. This is a very good technique to apply in class because students are the ones who contribute more. In conclusion, by using the simultaneous roundtable, it is expected that the problems faced by students can be solved.

Based on the background of the study, the researcher tries to apply simultaneous roundtable combined with picture in teaching writing. The researcher considers simultaneous roundtable combined with picture as the appropriate teaching technique and media to improve students writing skill in descriptive paragraph. By using simultaneous roundtable combined with picture, the teacher can catch students' attention and motivate them to learn the material. It can also stimulate them and help the students to get a better understanding by observing the picture. When the students already understand the material, they can produce a better writing composition. According to the statement above, the researcher is highly interested in conducting

research entitled "Improving Writing Skill of the Seventh-Grade Students of SMP TP 45 Denpasar in The Academic Year 2023/2024 Through Simultaneous Roundtable Combined With Picture".

1.2 Research Problem

Based on the background of the study, the students still have difficulties in generating and organizing their ideas in constructing a descriptive paragraph. They are also still confused about what they would like to describe in their paragraph. Finding the right technique can be a good solution to solve the student's problem. Moreover, a technique that is used is expected to improve their writing ability improved. Simultaneous Roundtable combined with Picture is a technique that can be used to improve the student's writing ability in addition, the research problem can be formulated as follows: can the writing skill of the seventh-grade students of SMP TP 45 Denpasar in the academic year 2023/2024 be improved through Simultaneous Roundtable Combined with Picture?

1.3 Objective

The research is conducted to solve the problem faced by the students in writing by applying appropriate strategies. There are so many different techniques to improve the students' achievement in writing. To make this study have direction, it needs to declare an objective to be achieved. Based on the problem of the study, the students still have difficulties in generating and organizing their ideas in constructing a good

descriptive paragraph. This present study is conducted to answer the research question. Thus, the main objective of this study is to find out whether or not the writing skill of the seventh-grade students of SMP TP 45 Denpasar in the academic year 2023/2024 can be improved through Simultaneous roundtable combined with picture.

1.4 Limitation of the Study

Discussion of writing skill was considered very broad and complex in the scope of research, and in this case researcher had limited time to conduct studies. Therefore, to focus on specific areas of writing skill and to avoid misunderstanding and misleading in conducting classroom action research, research must be limited. This study was limited to improving the writing skill of seventh-grade students of SMP TP 45 Denpasar in the academic year 2023/2024 through simultaneous roundtable combined with picture.

As the Merdeka curriculum has been implemented since 2022 at SMP TP 45 Denpasar in the seventh-grade English teaching module, especially in writing skill, this research focused on one purpose of study which mentions producing descriptive texts, procedures, and short messages orally and in writing and multimodal. In this study, the researcher focused on making descriptive paragraphs about things. Students were given instructions to make paragraphs about things according to the picture provided by the researcher. The descriptive paragraph should be completed with an identification, descriptions, and a conclusion. In addition, to scoring the text that has been produced, the researcher used scoring rubric use criteria by Oshima and Hogue

(2007), assessment criteria, which focus on format, punctuation and mechanics, content, organization, and grammar, and sentence structure.

1.5 Significance of the study

The significance of this study is the point that makes the study valuable for other needs. This research is related to improving the ability to write descriptive paragraph with simultaneous roundtable technique. The findings of this study are expected to provide information and feedback to English teacher from SMP TP 45 Denpasar. The results of this study inform the success and failures of teacher in teaching writing descriptive paragraph. In addition, the results of this study were expected to be useful for students and English teacher both theoretically and practically. This research was also expected to be a guideline and reference for subsequent researchers as a comparative study and application of learning.

Theoretically, this study can be used to provide evidence of implementation theory based on the problems faced above that improve writing skill through a simultaneous roundtable combined with picture. Furthermore, these findings can be useful as theoretical evidence about improving students' writing skill through simultaneous roundtable. In addition, the results are expected to enrich the theory and be used as a reference for future studies related to the simultaneous roundtable in teaching writing. In addition, the findings are used as empirical evidence that provides information to other researchers and strengthens contributions. These findings reveal

further research on foreign languages and are expected to be used as the basis for conducting similar studies in the area.

Practically, the findings of this study were expected to be useful for English teachers, students, and other researchers. For English teachers, this technique can make a useful contribution to teaching writing because teacher can modify this technique with other techniques and also broaden their knowledge to be creative in applying techniques to improve student learning achievement. Furthermore, the teacher can implement strategies to increase student knowledge and make the atmosphere of the learning process more active and interesting. For students, the results of this study are expected to solve students' problems in learning to write and also improve their writing skill to gain their confidence in writing English. Finally, for the other researchers, the research findings are expected to be used to add simultaneous roundtable references and also to find weaknesses to enhance further research.

1.6. Definition of Key Term

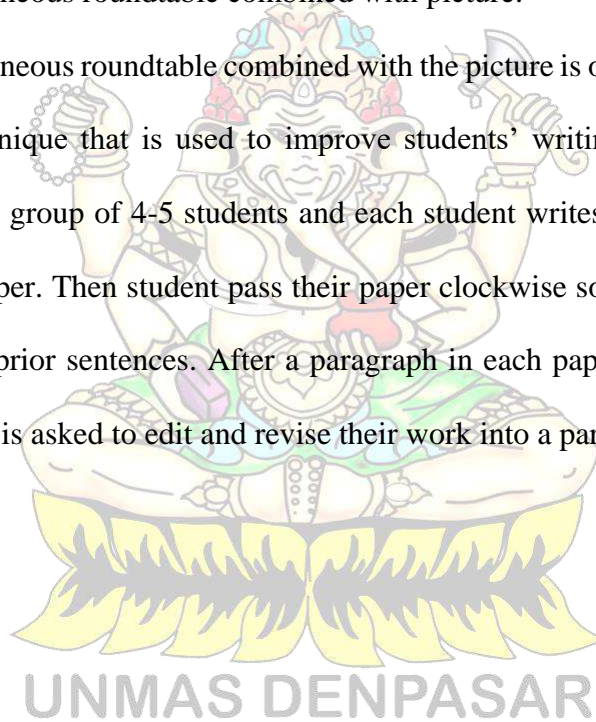
The definition of the key term is very important to define, to make a better understanding of the present study briefly. Moreover, the definition of key terms is typical words used in this research and the research should give a clear operational definition that is used in this present study. To avoid confusion, the researcher defines the operational definition of writing skill and simultaneous roundtable combined with picture. The definitions of key terms are operationally defined as follows:

1. Writing skill

Writing skill is operationally defined as the ability of the seventh-grade students of SMP TP 45 Denpasar in the academic year 2023/2024 to write a descriptive paragraph that describes about thing and person in vivid detail which consists of identification, description, and conclusion.

2. Simultaneous roundtable combined with picture.

Simultaneous roundtable combined with the picture is operationally defined as the technique that is used to improve students' writing skill by giving a picture to a group of 4-5 students and each student writes a sentence on their piece of paper. Then student pass their paper clockwise so each teammate can add to the prior sentences. After a paragraph in each paper has been formed, each group is asked to edit and revise their work into a paragraph.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

A theoretical review is a review of some theories related to the study. to conduct the scientific study, it must be based on theoretical. In addition, it is also of concern to the concept and theories which were used as a standard in every research. To support the understanding of the problem formulated, some theories are reviewed related to the concept of writing skill and the strategy that is used. The researcher describes some important points from related literature to support the study. The present study is based on the following theoretical framework: (1) Writing Skill, (2) Descriptive Paragraph, (3) Simultaneous Roundtable combined with picture, and (4) Assessment of Writing. Those are explained as follows:

2.1.1 Writing Skill UNMAS DENPASAR

Writing is an important form of communication in daily life. Writing is also one of the skills that have to be mastered by the students in learning a language. Developing strong writing skill is very important for students. Since it not only helps their grades but also prepares them for a professional future. This process can deepen students' critical thinking and knowledge. Moreover, students can explore and convey their ideas in the form of written work, such as paragraphs or texts, through writing skills.

However, Writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never a one-step action; it is a process that has several steps. (Oshima, A., Hogue, A and Longman W, 1996). The difficulty lies not only in generating and organizing ideas but also in translating the ideas into a readable text. In addition, writing skills are also influenced by students' creativity in thinking and composing words and ideas.

The reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style, and most importantly writing as a skill in its own right (Harmer, 2002). According to Harmer (2004), writing encourages students to focus on accurate language use because they think as they write, it may provoke well development as they resolve problems that writing puts in their minds. Writing is often used as a means of reinforcing language that has been taught. They use writing skills to make notes about what they have learned while the learning process happens. Writing is frequently useful as preparation for some other activity. Writing can be used as an integral part of a larger activity where the focus is on something else such as language practice, acting out, or speaking. Writing is also used in questionnaire-type of face questionnaire tet. In the examination activity, writing is important to students who are asked for their answers in written form.

Writing gives some benefits for writers, based on Tarigan (1994) the purpose of writing such as assignment purpose, altruistic purpose, persuasive purpose, information purpose, self-expressive purpose, creative purpose, and problem-solving

purpose. Assignment purpose refers to the writers that start writing when someone asks writers to write about something. Therefore, the idea which was written by the writers does not come from the writers themselves. The altruistic purpose is to entertain the readers and to remove the readers' sadness with the writer's work. Persuasive purpose has the purpose of convincing the readers about the true opinion presented. Information purpose the purpose of writing is to give information, and explanation to the readers. Self-expressive purpose refers to introducing the writer to the readers. Creative purpose, For this purpose, the writing has to achieve artistic value, the value of art. Last is problem-solving purpose which refers to writing that is used to solve problems faced by the writer. Writers want to explain and observe their thoughts and ideas to be understood and accepted by the readers.

Writing is a complex process, and most of the research literature recognizes the difficulty it poses for students. It seems reasonable to expect, then, that the teaching of writing is complex as well (Urquhart, V. and McIver, M, 2005). Mastering some numbers of language areas itself is already difficult, plus writers need to think and outline their ideas. Writers need content as well as direction in producing a written text (Fulwiler, 2002). Therefore, the teacher's role is very important in teaching and guiding the students in developing their ability to write. Writing classes should be made more creative, communicative, and enjoyable. To influence the students to be interested in learning and improving their writing ability, teachers need to motivate the students and not set all activities into formal assessment. Moreover, teachers can set writing topics into something valuable to the students, which can be said to contextualize topics.

Students must have ideas of what they are going to write. Even though they are just taking notes during the class, they need to think hard before writing it on their notebooks. Students understand better in learning when they write. In addition, writing is a powerful instrument for students since it is used to express their thoughts, feelings, and judgments based on what they have read, seen, or experienced. Writing helps students in developing their memory and delivering what they think about. Moreover, students can practice writing spelling correctly, use vocabulary choices appropriately, and make sentence patterns orderly through writing. The more students write the better written text they make. In contrast, recent assumptions reflect teachers beginning to understand writing as both an intellectual activity and a method of learning and instruction (Urquhart, V. and McIver, M, 2005).

There are direct and indirect references to these assumptions. Writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages. Students should learn strategies for invention and discovery, and teachers should help students generate content and discover purpose. Audience, purpose, and occasion define all types of writing. Effective writing fulfills the writer's intention and meets the audience's needs. All teachers can use writing to improve content learning (Urquhart, V. and McIver, M, 2005). Writing, which is categorized as an output skill, must be mastered by all grade students. As stated by Nunan (2003:88), writing is both a process and a product. The writer has to do some process of producing the written product. Imagining what to write, organizing the idea, making drafts, editing the text, and reading again. Writing is not only about composing alphabets into words, or sentences into paragraphs. It is about representing

what the writer thinks. Therefore, the writers put all of their ideas, opinions, and feelings into written form. The process of writing is very complex. Writing is about patience since it needs a lot of revisions. Thus, writing is not an easy thing to do for all people, especially students.

Writing is not an instant action, it is an ongoing creative text (Oshima and Hogue, 2007). Four steps need to be followed in constructing a good written text. Firstly, it is called the prewriting step. In this step, the writer needs to choose a topic and collect ideas to explain the topic. Secondly, it is called the organizing step. In this step of the writing process, the writer needs to organize the ideas into a simple outline. Thirdly, it is called the writing step. The writer just writes a rough draft by using the outline that was previously made as a guide. In addition, the writer needs to write the rough draft quickly without concern about grammar, spelling, or punctuation. Just write the ideas down on the paper and add some ideas that were not written on the previous outline. The last step is called revising and editing. Polishing the text that has been written must be done by the writer. The writer should focus on revising the text content and organization, then editing the grammar, punctuation, and mechanic parts. A good written text can be successfully obtained if the writer makes revisions and edits in their writing.

In a nutshell, writing is an important part of communication which is very useful to communicate information and specific purposes from writers to readers. Regarding the theories that have been mentioned, the researcher uses the theory of Oshima and Hogue (2007) which explains that writing is a creative text that requires several steps to produce it. Four steps in the writing process that should be followed in producing a

good written text are prewriting, organizing, writing revising, and editing. These steps can be followed in making all types of texts. When the writers know and apply these steps, it will be easier to construct a written product. This theory is relevant to this present study since it is concerned with improving writing skills.

2.1.3 Descriptive Paragraph

A descriptive paragraph is a paragraph that contains the description of an object, which is an animal, place, person, thing, etc. The purpose of a descriptive paragraph is to describe or describe a special object. The characteristics possessed by descriptive paragraphs are that the paragraph contains descriptions that focus on only one object. The sentences should explain the topic logically in specific detail and explanations. Usually, the description is a detailed example, a descriptive paragraph about animals. The paragraph can contain various information about physical descriptions, food, habitat, origin, breeding, and unique facts about these animals. Another characteristic of a descriptive paragraph is using the simple present tense to describe the object vividly.

A descriptive paragraph is a group of related sentences about a single topic. A good paragraph consists of a topic sentence, supporting sentence, and concluding sentence (Hogue, 2008) and should maintain a consistent flow. Students must learn and practice the art of putting words together in well-formed sentences, paragraphs, and texts. There are some kinds of paragraphs in writing. One of the paragraphs is descriptive, which aims to describe a person, place, or thing. The paragraph structure

is divided into three parts. The first part is identification, the second part is a description, and the last part is a conclusion. Identification contains the topic of what object was to be discussed. At the same time, the description contains a description of an object regarding the details of the object, such as the physical state of the object, its origin to other unique facts.

A descriptive paragraph has a generic structure that consists of identification, description, and conclusion. Identification of descriptive paragraph names the topic which shows what was being discussed in the whole paragraph. Descriptions are the supporting sentences that give vivid detail to describe the topic. In addition, Oshima and Hogue (2007) explain that supporting sentences of a descriptive paragraph provide the details that prove the truth of your topic sentences and make the writing rich and interesting. The conclusion is a part of the paragraph that summarizes the topic stated in the identification and description. Hogue (2008) states that the conclusion of the description may repeat the idea expressed in the identification.

Based on Kane (2005), description is about sensory experience, which tells about how an object looks, sounds, or tastes. In a descriptive paragraph, writers use an adjective to tell the readers how the thing looks, feels, tastes, sounds, or smells, while preposition is used in writing a descriptive paragraph. The writers must observe and record specific details that appeal to the readers' senses (sight, hearing, taste, smell, and touch). A descriptive paragraph develops an image by using precise sensory words and phrases. The goal is to make it easier for readers to imagine things, animals, or people from the characteristics that the author has conveyed in the paragraph to make it easy to understand.

According to Zemach and Rumisek (2005), a descriptive paragraph explains how someone or something looks or feels. Furthermore, the central problem is to arrange what is seen into a significant pattern. Langan (2008) adds that when describing a person or a place writers give the readers a picture words a good description is a word picture, meaning that the readers can imagine the person, thing, and animal in their mind. In addition, to make it easier where to write paragraphs, the picture is intended so that the author can accurately write the physical characteristics of a thing, animal, or person, so it is easy for readers to understand what is being written by the writers.

Letters can be combined into a word. Words can be combined into a sentence. Sentences can be combined into a paragraph. Finally, paragraphs can be combined into an essay (Folse et al., 2010). Furthermore, Zemach and Islam (2005:9) state that a paragraph can give information, tell an opinion, explain something, or even tell a short story. The sentences are arranged logically, so the readers can easily understand what the writers want to say. In this case, the writer can tell the readers about the writer's critical thinking on something. In addition, to make a good paragraph, it is necessary to express and organize the ideas and set them in chronological order based on what kind of paragraph it is.

There are several kinds of paragraph writing; one of them is descriptive. Folse et al. (2010) stated that a descriptive paragraph describes how something or someone looks or feels. It gives an impression of something that creates a sensory image in the reader's mind. A well-descriptive paragraph uses words that appeal to some or all the five senses: sight, taste, touch, hearing, and smell. 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 the five senses properly. In addition, it makes it easier for writers to write paragraphs. The image is intended so that the author can accurately write the physical characteristics of a thing, animal, or person so that it is a way for readers to understand what is being described. Writing descriptive should be done by providing vivid detailed descriptions to make the readers imagine

In addition, Oshima and Hogue (2007) define that a descriptive paragraph 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 their mind. A description usually follows a pattern of organization which is called spatial order. Spatial order is the arrangement of things in space. It helps the readers understand the object, person, animal, and thing better than before learning to write descriptive paragraphs. In addition, the descriptive paragraph also aims to make readers understand what is described in the paragraph to the smallest detail. Thus, the readers no longer need to ask because the author of the paragraph has written the ideas in stunning detail.

Furthermore, Savage and Mayer (2005) state that descriptive writing uses words to build images for the readers. They added that the organization of descriptive text consists of an introduction, body paragraphs, and a conclusion. In the introduction, writers give the audience brief details about what is described; in body paragraphs, writers write the details, and in conclusion, writers signal the end of the text. In addition, the format Savage and Mayer insist has a close definition to what is widely used in Indonesia in which a descriptive paragraph consists of identification, description, and conclusion. In identification, the writers generally state or identify the

object they want to describe or introduce to the readers. Body paragraph in this part, the writers develop the descriptions and make them as detailed as possible to make the readers easily picture the object they are trying to describe. The conclusion is the last step after finishing the description. A good conclusion can remind the readers of the writer's important points in the paragraph.

In a nutshell, a descriptive paragraph is a paragraph that explains how a thing looks, tastes, sounds, feels, and smells. Regarding the theories that have been mentioned, the researcher uses the theory of Hogue (2008) which explains a good paragraph consists of a topic sentence, supporting sentence, and concluding sentence and should maintain a consistent flow. Students must learn and practice the art of putting words together in well-formed sentences, paragraphs, and texts. There are some kinds of paragraphs in writing. One of the paragraphs is descriptive, which aims to describe a person, place, or thing. The paragraph structure is divided into three parts. The first part is identification, the second part is a description, and the last part is a conclusion. Identification contains the topic of what object was to be discussed. At the same time, the description contains a description of an object regarding the details of the object, such as the physical state of the object, its origin to other unique facts. This theory is relevant to this present study since it concerns how to make descriptive paragraphs correctly.

2.1.4 Simultaneous Roundtable Combined with Picture

According to Richards and Rodgers (2001:192), cooperative learning is an approach that involves pairs and small groups of learners in the classroom. In cooperative learning, group activities are the major mode of learning. Group activities are carefully planned to maximize students' interaction and to facilitate students' contributions to each other learning. It also can be used in collaboration with other teaching methods and approaches. Furthermore, they add that cooperative learning aims to foster cooperation rather than competition to develop communicative competence through socially structured interactive activities. As language learning allows students to work in small groups, many techniques include applying cooperative learning. One of them is a simultaneous roundtable.

Simultaneous roundtable is a cooperative learning technique that allows students to work in small groups or pairs to actively engage in the learning process and improve their understanding of the content (Kagan and Kagan, 2009). Each team member is responsible not only for their learning but also for helping teammates learn. The simultaneous roundtable technique is one cooperative learning part where each student writes a response on their piece of paper in teams. Students then pass their papers clockwise so each teammate can add to the prior responses. Simultaneous roundtable helped the teachers improve the student's writing scores, and the students can make descriptive paragraphs properly and correctly.

Based on Kagan and Kagan (2009), one of the techniques in cooperative learning that can be applied to the planning process is roundtable brainstorming. It also

can be applied in a while writing stage. Based on Muhammad and Hollie (2011), the students form a group, and each sits around the table. Then they were given a single sheet by their teacher. That single sheet contains a single question related to the topic of writing. Every group member should share their ideas by writing them on that sheet. After that, they deliver to the person next to him. The person should write their ideas too. This activity ended if all group members had shared their ideas. Those ideas helped the students arrange the text. By collecting the ideas in a group, the students did not get confused about what they should write because they already had some ideas as references to write. They also can prepare to make it in a good organization to make it interesting.

Simultaneous roundtable ensures equal participation among group members and exposes students to multiple viewpoints and ideas. By having students write their ideas as opposed to speaking them, simultaneous roundtable helps students focus their attention, gives them quiet time to think about their responses, and provides an accumulative record. In simultaneous roundtable, students could build upon each other's contributions. It encourages students to adjust their writing (in areas like content, conventions, style, and vocabulary) as they respond and react to the comments of the researcher that preceded them (Barkley, 2005). Simultaneous roundtable provides an interesting experience for the students.

According to Nunan (2003), students learn best when visual reinforcement, pictures, etc., make the learning environment more pleasant and relaxed and encourage students to concentrate. In this case, the teacher can use the media as a t-chart according to the topic to facilitate students in writing a descriptive paragraph. The picture is one

medium that helps students to write ideas. Students can directly see what they are describing using visual media such as picture. It is appropriate to combine simultaneous roundtable with a picture as a media of communication because their characteristics support more enjoyable learning, McKay (2006) states the pictures used should be familiar to students' daily lives to stimulate them during the writing process. Pictures also give some inspiration to students when writing begins to make it easier.

Harmer (2007) states that pictures can provide stimulation for writing-habit activities. Students can describe a picture and write the descriptions based on the picture given. It stimulated their brain to think fast about what they were describing. Teachers have always used pictures or graphics to draw, taken from books, newspapers, and magazines or photographs, to facilitate learning. A picture can be a flashcard, large wall picture, cue card, photograph, or illustration. Some teachers also use projected slides and images from an overhead projector or sometimes draw on the board. The existence of pictures as media in writing descriptive paragraphs makes the students immediately see and think quickly without putting the picture in their minds. In addition, they construct their writing easily as media stimulates them (Harmer, 2007).

Simultaneous roundtable combined with picture is a technique of cooperative learning that focuses on group work. Simultaneous roundtable combined with picture also presents new challenges and requires new skill for the teachers and students. Teachers need to ensure all students maximally participate and work together toward the team's goals. Students should learn to trust each other, work together, resolve conflicts, and make team decisions. Therefore, it is highly recommended to be applied in the classroom. Using a simultaneous roundtable combined with a picture and

following the steps, the students construct a well-arranged and good descriptive paragraph. The steps of applying simultaneous roundtable combined with picture were carefully adapted from Kagan and Kagan (2009). There are six steps in simultaneous roundtable, which are described as follows:

1. The teacher divides students into 4-5 people in one group
2. The teacher gives a picture to each group and provides think time.
2. All four students respond then simultaneously writing.
3. The teacher signals time or students place thumbs up when done with the project.
4. Students pass papers or projects one person clockwise.
5. Students continue, adding to what was already completed.
6. Continue, starting at step 3 until get a descriptive paragraph consisting of 6-12 sentences.

Simultaneous roundtable combined with picture is a combination of learning techniques and media in improving the writing skill of the seventh-grade students of SMP TP 45 Denpasar in academic 2023/2024. Previous students are divided into groups consisting of 4 to 6 students and each group is given or shown a picture, then they begin to describe the picture in a descriptive paragraph. It is expected that the combination of learning techniques and picture media can improve students' writing skill, especially in writing descriptive paragraph. And also the improvement of students' writing skill can support the success of this research. So this research is

considered successful if the subject can achieve the minimum passing grade value that has been set by the school.

2.1.5 Writing Assessment

The teacher noticed students' overall writing skills improvement by giving regular writing assignments to the students. However, the most time-intensive part of teaching writing is assessments (Urquhart and Mcleaver, 2005). One of the most important aspects of teaching is evaluating the student's ability after the learning process. One of them is assessing the students' writing ability. Assessing writing is done by giving scores and feedback about students' work in written form to know their achievements. The assessments are various ways to collect information on the learners' language ability or achievement. The success of writing is categorized at a range of different levels, and it could initiate the level of teaching and learning process, especially in writing.

In assessing writing, the scores and feedback about students' work are in the form of writing used to know the achievements of students' writing ability. Hyland (2003) stated that assessment refers to various ways to collect information on a learner's language ability or achievement. It is an umbrella term for students in learning descriptive paragraph writing. Furthermore, it is crucial to tell the students the assessment criteria that the teacher uses to make the students prepare themselves and work their best to get a maximum assessment. Therefore, while the former gives feedback motivation into instruction, the latter provides information on either

individual accomplishment. There were five reasons for evaluating learners: placement, diagnostic, achievement, performance, and proficiency.

Brown (2004) stated that assessment is an ongoing process encompassing a much wider domain. Whenever students respond to a question and then try a new word or structure, the teacher subconsciously assesses the students' performance. Moreover, assessment is a general term that includes the full range of procedures used to gain information about the students learning and formulation of value judgment concerning the learning process. There are two classroom assessments such as formative assessment and summative assessment. Formative assessment means evaluating students in forming their competencies and skill to help them continue that growth process. Summative assessment is an assessment carried out at the end of each unit of time which is intended to determine the extent to which students have been able to move from one learning unit to the next.

Miller et al. (2009:139) state that classroom tests and assessments play a central role in evaluating student learning. They provide relevant measures of many important learning outcomes and indirect evidence concerning others. They make expected learning outcomes explicit to students and parents and show what types of performances are valued. However, the validity of the information they provide depends on the care that goes into planning and preparing tests and assessments. The main of classroom testing and assessment is to obtain valid, reliable, and useful information concerning student achievement. Then, the required data should be calculated by the researcher to ensure the data is valid.

In assessing writing, the teacher focuses on the content and form of the writing: the language used, the text structure, the construction of argument, grammar, and punctuation. Commonly, the student's writing ability assessment is done only based on the topic or material. The teacher suggested assessing all parts: and skills entailed in writing, especially descriptive paragraphs. Barkaoui (2004) argues that designing and implementing a writing assessment in an interactive process should consider scoring procedures from the beginning. In the present study, the teacher uses a paragraph construction test to measure their achievement in writing descriptive paragraphs. On the other hand, assessing writing is virtually always integrated with another skill (Brown, H.D and Abeywikrama, P, 2018).

According to McCulloch (2007), 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 how they evaluate themselves. Students can assess themselves from what they have and positive things that significantly change them after learning. The focus is on the student's learning and the outcomes of teaching. Here, the assessment may become one part of an evaluation. The assessment aims to improve the instruction process for the next learning process. It means the students hoped that after writing descriptive paragraphs, they would be expected to understand how to write them properly. In the present study, the researcher focused on assessing students' ability to compose a good descriptive paragraph. The students were asked to make a descriptive paragraph. The students were asked to make a descriptive paragraph based on the topic that had already been given, and they had to submit their work. The researcher analyzed and gave a score for students' work using a rubric adapted from

Oshima and Hogue (2007). This scoring rubric included some components, such as format, punctuation, mechanics, content, and organization. Grammar, and sentence structure. It aims to ensure the students write descriptive paragraphs properly, so they do not need to hesitate by showing the results of the paragraphs they have made during their teaching and learning.

In the present research, the researcher focuses on assessing students' skills in writing descriptive paragraphs. The researcher needs to test the students to score them. Therefore, the researcher used the paragraph construction test that was given to students by the researcher to know whether or not they improved students' writing skills. It consists of some pictures that the students could choose. The scores were given based on the scoring rubric, which consists of writing criteria. The scoring rubric criteria are format, punctuation and mechanics, content and organization, grammar, and sentence structure. The researcher used a scoring rubric which was carefully adapted from Oshima and Hogue (2007).

2.2 Empirical Review

An empirical review is a way to get the information and theories about the previous researcher relevant to the present study. The relevant studies deal with improving students' writing skills through simultaneous roundtable combined wide picture, which other researchers in the past had conducted. Furthermore, the empirical reviews state that observation and measurement drive knowledge from experience. The purpose is to support that the present study would be as successful as the relevant study

used in empirical reviews. The researcher used two previous studies, which will be conducted in the present study. In addition, it was also used to consider whether the present study could be as successful as the relevant studies. The related studies would be used as empirical reviews as follows

The first research was conducted by Sugiantari (2019) entitled “Improving Writing Skill of The Eighth Grade Students of SMPN 2 Denpasar in Academic Year 2018/2019 Through Simultaneous Roundtable”. The objective of the study is to know whether or not the writing skill of the eighth-grade students of SMP Negeri 2 Denpasar in the academic year 2018/2019 can be improved after being taught simultaneous roundtable combined with picture. Based on the test given to the subject, the results show that there is an increase in subject achievement in writing descriptive paragraphs. It can be seen that the value of the subjects increased in each research cycle. So, after giving the simultaneous roundtable combined with picture treatment, the subject’s writing skills increased significantly.

The second research was conducted By Sumaharini (2019) entitled "Improving Writing Skill of the Eighth Grade Students of SMPN 3 Sukawati in Academic Year 2018/2019 Through Simultaneous Roundtable”. The objective of the study is to know whether or not the writing skill of the eighth-grade students of SMPN 3 Sukawati in the academic year 2018/2019 can be improved after being taught simultaneous roundtable. The purpose of the study was to find out whether or not the writing skill of the tenth-grade students of SMPN 3 Sukawati in the academic year 2022/2023 can be improved through the implementation of simultaneous roundtable combined with

picture. The result of this study showed that students' writing skill improved after the implementation of simultaneous technique combined with picture. The subjects' scores changed and showed improvement from the pre-test to the post-test. In addition, the subjects can write a descriptive text under her guidance which affects their achievement.

The researcher above gained the same results in which the findings showed that after conducting two cycles, there were constant improvements after the researcher applied simultaneous roundtable, and the students had positive responses. However, there were not only strengths but also a weakness. The researchers did not use media such as pictures. As a result, there was no media, such as pictures prepared by the researchers made it difficult for students to apply this teaching technique. Because they need visualization to make it easier for students to describe something such as observing the object's appearance. Students' imagination can inspire creativity by developing unique and interesting stories and expressing their ideas more freely by using picture. In addition, understanding concepts is also greatly assisted by the presence of pictures, students can enrich students vocabulary so that they develop better descriptive abilities in writing and of course support Visual-Spatial development by seeing and understanding images which have a positive effect on their ability to compose and organize ideas in writing. In connection with the weaknesses above, this study used image as the media so that students could practice using the simultaneous roundtable technique with picture. This improves students' writing skills, especially in building descriptive paragraphs that are varied and by the writing context.