

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the Study**

English is taught at school so that students can master the four skills: listening, speaking, reading, and writing. Writing is one of four English skills which need attention because writing skill is quite difficult to be learned. Writing activity is an inseparable activity in the learning process experienced by students in studying. Therefore, teaching skills in schools is a means to train and make students creative in writing. Writing skill is one of the skills languages that students must have. Through writing activities, students can express all ideas and feelings through a piece of writing. Writing is needed because writing activities can develop oral and written communication skills. What is required in writing is knowledge of letters and being able to assemble them into a word or sentence that has meaning. Writing skills are considered the most difficult skills to learn. This is because writing skills require other skills, such as listening, speaking, and reading. So, writing skills need an ongoing activity.

Zemach and Islam (2005:1) state writing is one of the most difficult skills to master in both first and second language. That is because when we write, there are many stages what you must do: brainstorming, freelance writing, manuscript review, finalization, and publication (optional). In writing, problems that are often faced by students develop the brain translates ideas and concepts into written form. Brown (2004:218) states that the ability to write becomes an indispensable skill in global

community. It means, writing skills must be learned by every student. Taylor (2009:17) states that to write well, the writers need progressively to learn about themselves and how their mind works and about the ways in which they attain the knowledge. To write well, students must know how to construct paragraphs. Beginner students who want to know their writing skills should write freely. If students start writing about what they know, it was interesting for them learn to write.

Brown (2004:226) states a good deal of writing at this level is display writing, as opposed to real writing students, producing language to display their competence in grammar, vocabulary, or sentence formation, and not necessarily to convey meaning for an authentic purpose. When students write their writing forms, they must have several goals to consider their ideas. In addition, students cannot understand the rules of writing which are very important for writing good paragraphs. Graham and Perin (2007:9) state that writing is a means of extending and deepening students' knowledge; it acts as a tool for learning subject matter. Writing as a part of the language skills beside listening, speaking, and reading must be taught maximally by the teachers to the students. Hawthorne and Glenn (2011:9) state that writing is one of four major skills in English that important to be studied by the students. They are expected to write as good as possible in a range of genres for variety of purposes. Writing in English requires a good command of both structure and composition. Therefore, students should master the basic elements of writing. Grammar must be mastered. That is, students must be able to form grammatically correct sentences.

According to Harmer (2004:3) states that writing is not spoken languages which can be naturally acquired as human growing up, but the ability of writing must be learnt and taught. Murray (2005:3) states that what students learned about writing at school ought to criticize that in any way as a sufficient preparation for all the writing through their professional lives. Most of the students consider that writing is the hardest skill to master because the ability to write in foreign language is more complicated than the other ability. Teaching students how to write is difficult because writing involves many elements such as structure, vocabulary, grammar, punctuation, and spelling. Initially, writing was just an activity to express our ideas, opinions, or feelings in the form of written text. Writing can also be a hobby to fill up your spare time, but in modern life, writing can be a money-making job, just like a journalist, a novelist, and a playwright. Furthermore, (Graham, 2008:4) argues that to become an effective writer, the students need to acquire the knowledge about the characteristics of good writing itself as well as the different purposes and forms of writing which is going to write. In addition, the importance of writing is that students must be equipped with good writing skills and student writing must meet the criteria for good writing.

Writing is crucial in daily life as well as in social interactions, such as in commercial and educational contexts when drafting a cover letter or an application letter. Additionally, writing has other advantages. Writing can not only facilitate communication but also lead to job creation. Writing was first only a way for us to convey our thoughts, beliefs, or emotions in written form. Writing can also become a hobby to pass the time, however in today's world, people can get money from it by

working as a journalist, novelist, or script writer, for example. Writing a historical novel or a book set in another part of the world, or in a specialized field, can never become the person who gets all the details right (Wolff, 2007:13). Writing historical novels requires a balance of research and creativity, and while they often include real figures and events, the genre offers novelists many opportunities to tell completely unique stories.

Zemach and Islam (2005) mention that writing is an important form of communication in day-to-day life. This is especially important in high school and college. Therefore, the writing must be evaluated to distinguish whether the writing is good or not. Although writing is very important, it is a difficult subject, especially for students. Writing is a combination of ideas, vocabulary, and grammar. According to Broughton et al. (2003:117), there should be a program to develop writing skill which works at all the way through educational system. In other words, teachers must choose and use appropriate strategies can improve students' writing skills.

Based on the interviews with the teachers who teach English of VII E class at SMP N 3 Ubud, the English teacher said that seventh-grade students had difficulty writing, and students also lacked interest in writing, especially in writing descriptive paragraphs. When the teacher asked them to write descriptive paragraphs, they wrote the same paragraphs as the teacher's example. It turns out that when writing descriptive paragraphs, they were still confused about having to form their own thoughts and when writing sentences, the simple present tense is used to write descriptive paragraphs. Then they have problems with structure and grammar, spelling, punctuation, and lack of

vocabulary, which arise when the teacher asks them to form sentences or paragraphs and they do not understand the meaning of the sentences or paragraphs.

Based on the explanation above, the researcher uses simultaneous roundtables to teach writing skills. Simultaneous roundtable is one of the cooperative learning techniques. According to Kagan and Kagan (2009:6.24) offer Simultaneous Roundtable as one of the cooperative learning techniques which focuses on group work. Simultaneous roundtable is operationally defined as a teaching technique in which the teacher give student the main topic and each student in the group writes and give their idea about the topic, and they continue to write until they have completed the task into paragraphs. After the teacher gives the signal, the children rotate their paper clockwise so that each team member adds to the previous answer. Students rotate the paper clockwise until the problem is solved, then the teacher and students discuss. In addition, in this study, it is hoped that the simultaneous roundtable can solve the problems encountered when writing descriptive paragraph. Simultaneous roundtable techniques can also foster writing and team building skills in a way that is fun, challenging, and engaging for students. Regarding the problems faced by the students, a concurrent simultaneous roundtable is expected for students to construct passages according to the prompts or sentences provided with the collaboration of students working in groups. This helps them generate their ideas in writing or construct paragraphs. Students should have a discussion with their group about how to make good paragraph, and each student was active in the writing process.



Writing becomes easier if teachers can apply the right strategy to help students become good writer. Simultaneous roundtable is strategy alternatives that used in teaching writing of junior high school. Simultaneous roundtable can be motivating students to work in groups, furthermore it can help students to set their minds before them develop it into a paragraph. The strategy of simultaneous roundtable can encourage team building skills and writing skills in fun, entertaining, challenging, and engaging ways. In relation to the problems faced by students, in simultaneous roundtable assumed that students could make paragraphs together with student group work according to the instructions or sentences given. This helps them implement their ideas by writing and composing paragraphs. Students must discuss with their groups how to make good paragraphs. Students don't feel bored when learning to write descriptive paragraphs. It has been observed that students remain engaged and interested when learning how to write descriptive paragraphs. Active participation from each student is observed when boredom is eliminated. To enhance and improve students' writing skills, pictures are utilized as a support in the teaching and learning process. Pictures can also be used as a means of eliminating boredom and conveying something interesting information from the sender to the recipient that can attract thoughts, feelings, attention, and care. It means the media can develop relationships between teachers and students in the teaching and learning process.

Nunan (2003:58) states that many communication activities can be stimulated through the use of pictures. In addition, the image series provides several inspirations for students when they start writing. Harmer (2007:182) states that picture can be used

to create a situation or context in the classroom. Picture can be used to stimulate students' creative imaginations and help generate and develop their ideas in writing. Picture also help students compose paragraphs, by looking the pictures the students feel easy to imagine for themselves that they should write in paragraphs The researcher considers pictures as a stimulus so that longer stories or descriptions can be used to awaken students' writing skills. Therefore, the writer combines pictures as media in applying the simultaneous roundtable strategy so that students' English learning is more fun and easier, especially in terms of their writing skills.

In teaching and learning activities, students need to be supported by relevant factors to improve their ability to achieve learning objectives. Media can make material easier to understand and can also create more interesting learning activities to encourage teacher creativity by providing a variety of learning methods. Teachers can use various media in the teaching and learning process. One of the media that can be used is a picture. With pictures, it is hoped that learning to write were more effective and students can easily translate their ideas or imagination into making good writing. Visually clear picture should be used as an effective and appropriate medium for teaching writing in the classroom. In addition, picture does not take much time, so the training time can be adjusted according to the time allotted for training. Therefore, the researcher conducted research on the use of picture as a medium of learning writing.

Based on the explanation about the problem above, that students still have difficulty writing paragraphs, especially descriptive paragraphs, and students do not have an interest in writing. Students do not know how to write a good paragraph.

Simultaneous roundtable strategy is a creative way to improve students' writing skills. In short, the researcher is highly motivated to figure out whether simultaneous roundtable with picture could be used to improve the students' writing skill of the Seventh-Grade Students of SMP N 3 Ubud in the Academic Year 2023/2024.”

## **1.2 Research Problem**

Based on the background above, the main problem of this study has been explained that seventh-grade students have a low ability in writing. Therefore, the researcher should apply another technique to increase the student's writing skills; the problem can be formulated as follows: can the writing skill of the seventh-grade students of SMP 3 Ubud in the academic year 2023/2024 be improved by simultaneous roundtable combined with picture?

## **1.3 Objective of the Study**

For this research to be successful, the research objectives must be explained. All scientific work must be objective so that it can be used as a guide to achieve what is needed. Scientific studies are carried out to answer and find solutions to research problems that were previously proposed, researchers need to take specific actions to deal with students' writing problems by combining fun techniques and research objectives to implement the plans to be achieved. This present study was conducted to know whether the writing skill of the seventh-grade students of SMP 3 Ubud in the academic year 2023/2024 be improved by using simultaneous roundtable combined with picture.



#### **1.4 Limitation of the Study**

In this research, the researcher wants to limit the scope of the research. Based on problem identification, there are many problems that must be solved. Therefore, this research is limited to writing descriptive paragraphs. Discussion of writing skills can become too broad and complex in a learning environment. The study mainly be focused on the improving writing skills of the seventh-grade students of SMP N 3 Ubud through simultaneous roundtable combined with picture in the academic year 2023/2024 which focuses on constructing descriptive paragraph. This school implemented the Merdeka curriculum, so the learning material that used to teach students is based on the Merdeka curriculum and teaching modules for seventh-grade students of SMP N 3 Ubud. In this research, the researcher would like to limit the scope of the study.

In this study, the researcher was focus on chapter 1 unit 3, is about describing people. Writing skills that were improved are limited to writing descriptive paragraphs that describe people. It also consists of generic structures such as: identification, descriptions, and conclusion. The research is focused on the seventh-grade students of SMPN 3 Ubud in the academic year 2023/2024 in writing descriptive paragraph which consisted of 6 to 12 sentences. Furthermore, the scoring rubric used to assess paragraphs emphasizes format, punctuation and mechanics, content, organization, and grammar and sentence structure.

#### **1.5 Significance of the Study**

All researchers expect the results of scientific studies of theoretical and practical importance to those involved in these topics. This study is concerned on the

implementation of simultaneous roundtable combined with picture to improve writing skill of the seventh-grade students of SMP N 3 Ubud in academic year 2023/2024. Similarly, the results of the study would be beneficial for teaching a descriptive passage through group discussion while incorporating a visual as part of the teaching strategy. Current research should provide both theoretical and practical implications.

Theoretically, this research findings of this study are expected to support existing research on the use of simultaneous roundtable combined with picture in teaching and learning of descriptive paragraph and theories about working principles and knowledge of English in teaching. In Addition, the findings of this study are expected to give more empirical and approvable evidence in investigating the effectiveness of applying simultaneous roundtable combined with picture in improving writing skill of the seventh-grade students of SMP N 3 Ubud in the academic year 2023/2024. Some information and theories provide in this study can be taken to enrich the reference.

Practically, this research provides more benefits for teachers, students, and other researchers. For teachers, it is hoped that this research can be used as a consideration in choosing the right method or method in the teaching and learning process in junior high schools, especially to improve students' writing skills. In addition, it can be used to vary writing activities that support and motivate their students. Students feel interested in writing a descriptive paragraph because Simultaneous Roundtables activities are supported by pictures, and this can make them happy in following the lesson and they can share ideas with other students in their groups and help their friends in expressing ideas. For other researchers, the findings of

this study can be used as a reference in conducting research in teaching English, especially the application of round tables combined with pictures in the teaching and learning process.

### **1.6 Definition of Key Term**

In research, defining the fundamental idea is essential. The researcher must provide an operational explanation of each term utilized in the current investigation to prevent misinterpretation and to provide a clear grasp of the issue that was further examined in the study. The researcher believed it crucial to identify the essential terms utilized in this study to prevent readers' misunderstanding and confusion. There are two key term that need to be clearly and briefly to clarify then provide clear insight about the definition of writing skill Simultaneous Roundtable Combined with Picture. Those key terms are defined in operational definition as follow:

#### **a. Writing skill**

Writing skill is operationally defined as the skill of the seventh-grade students of SMP N 3 Ubud in the academic year 2023/2024 in writing a descriptive paragraph about person which consists of 6-12 sentences, and it has generic structure: identification, description, and conclusion.

#### **b. Simultaneous Roundtable Combined with Picture**

Simultaneous Roundtable combined with picture is defined as a teaching technique that is combined with picture about Indonesian actors and actress that is used in the present study. Simultaneous Roundtable is cooperative learning technique that focus on teamwork. Students are divided into groups to work together on produce paragraphs.

This teaching technique is helpful for teacher and student. The technique that is applied consists of some steps as follows. Teacher asks students to make group of 4 or 5 students and sitting in a round position. Each group prepares a piece of paper and a pen. Teacher shows a picture to the students, and they write sentences based on the picture. Teacher asks them to pass their paper in a clockwise direction to other students in the group. After finishing it, teacher and students discuss it together. Teacher chooses representatives in each group as volunteer to share their work.



## **CHAPTER II**

### **THEORETICAL AND EMPIRICAL REVIEW**

#### **2.1 Theoretical Review**

The theoretical review discusses related theories that are applied to this study. To provide more evidence for this claim, the researcher applies relevant theories. Additionally, the relevant theories that are drawn from many sources and used to support the underlying ideas are succinctly conducted based on theoretical foundations. They are created with the expectation that they were provide real-world relevance and evidence. In this chapter, the researcher describes some theoretical reviews that are related and necessary with this research, such as writing skill, simultaneous roundtable combined with picture, descriptive paragraph, and assessing writing.

##### **2.1.1 Writing Skill**

Writing is a form of communication that allows students to put their feelings and thoughts on paper, organize their knowledge and beliefs into convincing arguments, and convey meaning through well-written text. Writing is also a way of thinking, telling stories about people and memorizing facts and thoughts. Ideas emerge from people's own memories, imaginations, and awareness, from a perspective about themselves that is unique to them. Writing is an activity of expressing thoughts, ideas, and feelings in written language. In other words, writing is an act of expressing thoughts and feelings in writing, intended for readers to understand them, and serves as a means of indirect communication.



Writing is a productive skill that helps students put their thoughts or ideas on paper. Writing is also a way of thinking, a way of talking about people and remembering facts and ideas. Ideas come from your own memories, imaginations, and perceptions - aspects of yourself. Writing is the activity of expressing one's thoughts, ideas, and feelings in written form. In another sense, writing is the activity of expressing thoughts and feelings in writing with the hope that it was understood by the readers, acting as an indirect means of communication. Writing as an important form of communication in day-to-day life, but it is especially important in the schools and colleges. For school and college, developing strong writing skills not only helps their school but also prepares them for their academic and professional futures.

Hyland (2003:4) states writing is to see it as marks on a page or a screen, a coherent arrangement of words, clauses, and sentences, structures according to a system of rules. This process can expand critical thinking skills in students, challenge their assumptions and strengthen their overall writing. In addition, writing skills are skills that allow students to explore and convey their ideas in the form of written works, such as: text or paragraphs. developing strong writing skills not only helps their schooling but also prepares them for their academic and professional futures. as they build new skills on top of old ones, writing progresses from the first simple sentences to develop stories and essays. Spelling, vocabulary, grammar, and organization come together and grow together to help students demonstrate more advanced writing skills each year.

Writing is one of the most important skills and activities in which people communicate information in written form. Students share their ideas, feelings and thoughts and write them down on paper. According to Brown (2004:218), writing is a skill that is the exclusive domain of scribes and scholars in educational or religious institution. It can be said that almost all human activities cannot be separated from writing activities. Richards and Schmidt (2002:97) add that writing as an activity which is intended to increase a person's skills or effectiveness as writer. Students are trained as writer to produce a written work. Broughton et al. (2003:116), states writing is an activity which engages people both private and public. It is private because the act of composition is inherently solitary, but it is public because most of the writing is for the audience. The writing process is less flexible than speaking to resources and there is no direct communication between writer and audience; moreover, the process itself is less spontaneous. It takes a thought process. However, written products are more permanent because they are in written form.

Based on Hogue (2008:2), every kind of writing has a particular purpose and audience. The purpose of academic writing is to explain or give information about something. Academic writing requires certain skills. These skills include sentence structure (how words are arranged within sentences), composition (how ideas are arranged within paragraphs), and of course grammar and punctuation. Hawthorne and Glenn (2011:11) say that the students' own interest, backgrounds and goals are important to acknowledge and include in writing. Therefore, students can improve their academic writing. According to Wallace et al. (2004:15), writing is the final product of

several separate acts that are hugely challenging to learn simultaneously. These separable acts include note-taking, identifying a central idea, sketching, designing, and editing. In order to communicate and express what happened, we need to understand the past before writing. Additionally, it should be well-structured so that it is easy for the reader to understand.

Harmer (2007:326) designs a wheel that shows the process of writing are planning, drafting, editing and final version. The pupils jot down their ideas as they plan. They should arrange the thoughts into an outline before beginning to write. They revise what they have already written when editing. They should double-check their work in the final edition till they are satisfied. Writing is viewed as a recursive process in the classroom since it involves all four of those stages. It has a cycle that ties the stages together. It can be viewed as a process wheel that demonstrates the possible directions that writers might choose to go in while they are writing. English writing has long been regarded and acknowledged as a tough topic and by most students as the most challenging of the language abilities. Richards and Renandya (2002:303) state that the difficulty lies on how to generate and organize ideas using an appropriate choice of vocabulary, sentence, and paragraph organization, and translate these ideas into a readable text.

Writing is to see it as marks on a page or a screen, a coherent arrangement of words, clauses, and sentences, structures according to a system of rules (Hyland, 2003:4). This process deepens students' critical thinking skills, allows them to question their own assumptions, and strengthens their writing. Additionally, writing is a skill

that allows students to explore and communicate their ideas through writings such as: text or paragraph. According to Hyland (2003:9), writing is a way of sharing personal meanings and writing courses emphasize the power of individual to construct the view on a topic. Teachers simply see their job as giving students a space to express their meaning in a positive and supportive environment. Furthermore, writing is defined as a complex process requiring various skills and tasks. In the writing process, writers need to know how to construct well-organized writing. In other words, writing is the ability to keep your ideas purposeful as you write them and disseminate them to a larger community. Moreover, writing is a thought process for generating ideas.

Based on Brown (2001:334), writing is like swimming rather than walking as speaking which is learnt universally. To write, a writer must continue to learn to write. Learners need a thought process when writing ideas and may encounter mental blocks that hinder writing progress. The writing progress and the final product should be balance; therefore, to have a good writing product, writer should follow some steps such as pre-writing, drafting, revising and editing. According to Kane (2000:34), the writers should follow the following steps to make a good writing, such as: pre-writing, planning, drafting, revising, and writing. In pre-writing, the writer chooses a topic to write paragraphs on. Then there are two steps in planning; they are building an outline and writing a topic sentence. The next stage is drafting, and this is the basic step in writing good paragraphs. The writing and revision of the draft was carried out by the author in three steps: writing the first rough draft, revising the content and organization, and correcting the second draft. Writing the final copy to hand is the final stage in

writing.

McDonald and McDonald (2002:7) add writing is usefully described as a process which shows continuous change in time like growth in organic nature. As ideas become words and those words become written down, several things take place at various stages. The writing process is divided at the point where the "writing idea" is ready for the words and the page: everything before is called "pre- writing" everything after "writing" and "re-writing". Furthermore, Oshima and Hogue (2007:15) explain that there are five steps in writing process such as: prewriting, organizing, drafting, polishing, and writing the final copy. Those steps learnt universally. To be able to write, it is imperative to interrupt the writing process. The writing process is necessary to practice students' writing ability.

In summary, writing is the activity of exchanging information, ideas, feelings, or thoughts about the written work by going through three different stages known as prescribing, writing, and rewriting. By writing, the writer can show their personality through words. The aim is to ensure that students perceive each phase as important and spend time in each phase. When writing, teachers must consider the student's age, interests, and level. Additionally, you should also pay attention to the purpose of your writing and your audience. Therefore, to improve students' writing ability, teachers need to learn and teach it properly. Moreover, writing focuses on the 4 process rather than on the final product. The purpose is to help students see each stage as being important and to dedicate to each of them.



### **2.1.2 Simultaneous Roundtable with Picture**

Cooperative learning is a type of learning which allows students to work in groups or teams. In the other words, it is not the group configuration which makes cooperative learning becomes distinctive, but the way of students and teacher work together. Cooperative learning has positive benefits when it is applied in the classroom. Some of the advantages include teaching students to believe in the teacher, the ability to think, find information from other sources and learn from other students; encourage students to verbally express their ideas and compare with their friends' ideas; and helps students learn to respect smart students and weak of the students also accepting the difference are important.

According to Machpherson (2007:1), cooperative learning is part of a group of teaching/learning techniques where students interact with each other to acquire and practice the elements of a subject matter and to meet common learning goals. Furthermore, Mandal (2009:96) mentions that cooperative learning is an instructional strategy based on the human instinct of cooperation. It is the utilization of the psychological aspects of cooperation and competition for curricular transaction and students learning. There is a large cluster of cooperative learning model aimed at cognitive development. Sometimes cooperative learning was directed at both the social and the cognitive side of human development. There is yet a third, more comprehensive perspective, one that is not necessarily in contrast to the social and cognitive aims of cooperative learning.

Simultaneous roundtable is one technique from cooperative language learning.

Simultaneous roundtable is a technique of cooperative learning which focuses on the group work. In the other words, it is to improve communication skill, procedure, and processing info. The process of simultaneous roundtable is each student in team write a respond about a paragraph that given by their friend in a piece of paper, when the teacher gives the signal, the students must switch their paper clockwise. Each teammate could add sentences to the prior responses. This teaching technique is helpful for both teacher and students. The students were interested in learning especially working with a group that could motivate them. According to Kagan and Kagan (2009:5.2), simultaneous roundtable also presents new challenges and requires new skills for teachers and students.

According to Kagan and Kagan (2009:6.24), in implementing simultaneous roundtable, there are six steps which are described as follows:

1. The teacher assigns a topic or question and provides think time.
2. All students in each group respond, simultaneously writing, drawing, or building something with manipulative.
3. The teacher signals time, or students place thumbs up when done with the problem.
4. Students pass papers or projects one person clockwise.
5. Students continue, adding to what was already completed.
6. Students can do it continuously starting at the third step.

Simultaneous roundtable is recommended to improve students' ability in skill, procedure learning and processing information. According to Kagan and Kagan

(2009:6.24) also add that it is highly recommended to use simultaneous roundtable to improve interpersonal skill like teambuilding and social skill, however, also academic knowledge like knowledge building and thinking skills. On the other hand, simultaneous roundtable strategies are recommended to improve students' communication skills, learning processes, and information processing. Moreover, the combination of the picture can make them have clear imagination in writing a descriptive paragraph. Based on Harmer (2007) states that picture can also be used for creative language use, whether they are in a book or on cue cards, flashcard, or wall picture. By using picture, the students can get imagination about what they are going to describe. Pictures can help students come up ideas when writing or compiling paragraphs. Students must discuss with their groups how to write good paragraphs and each student must be active in the writing process.

Picture as media are visual media that can only be seen, but do not contain sound or audio elements. In other words, Picture is a model that uses tools or pictures to explain material or facilitate students to learn actively. Based on Broughton et al. (2003:25) write that picture can convey meaning beyond the immediate context. It can be concluded that pictures can be used to stimulate students' creative imagination and help them shape and develop their ideas. Pictures help students write paragraphs by looking at pictures and stimulate their brains so students can use their imaginations to write their own paragraphs. By using pictures, students are expected to be able to follow the lessons with good focus and in pleasant conditions. Thus, the message conveyed can be well received and accepted in the heart. Therefore, pictures are influential media

in the teaching and learning process. In this study, simultaneous roundtables were combined with pictures to improve skills in writing descriptive paragraphs.

There are many kinds of pictures that can be used in teaching writing. One of them is picture-stimulated writing. According to McKay (2006:260), picture-stimulated writing provides a picture with some keywords that show the object such as person, animal, thing, place that were described. It can help students to develop their ideas about the picture that has been given. Turk (2003:75) adds that a stimulating a picture would arise the audience and improve their reception of quiet different messages. The attention is solely on the picture itself and the keywords as students gather the data on the image and arrange it into sentences. When teachers employ this type of imagery as a teaching tool, they must ensure that the image stimulated can be expressed by students and is known to them in their everyday lives to inspire and pique their interest in writing.

The combination of simultaneous roundtable and picture provides writing class which is easier to understand about the topic given by the teacher and it also can improve students' ability to make paragraphs and express ideas. The students in the team write paragraphs that is given by their friends on a piece of paper and each student in a team write a response on their own piece of paper. They then pass their paper clockwise so each teammate can add to the prior responses. It can be concluded that an appropriate teaching technique is useful in the teaching and learning process. Simultaneous roundtable combined with picture is one of appropriate teaching technique that can be used by the teacher to improve students' writing skill. This

technique focuses on group work to produce the writings. Moreover, the combination of teaching media which support this technique is important. Picture is media that can be used to motivate students to write a good descriptive paragraph.

It can be concluded that appropriate teaching techniques were be beneficial in the teaching and learning process. Simultaneous roundtable combined with pictures is one of the relevant teaching strategies that teachers can use to improve their students' writing skills. This technique supports teamwork to create text. In addition, the incorporation of these technical support learning aids is essential. Pictures are media that can be used to encourage students to write good descriptive texts. By using the media, students got an idea of what they would write. It sustains students' interest and helps them deepen their imagination so that they can easily plan what to write and how to explain their thoughts in sentences by looking at pictures. In addition, students also felt happier and more enthusiastic when learning how to write descriptive paragraphs.

### **2.1.3 Descriptive Paragraph**

Paragraphs are a collection of sentences that usually have one main idea and the way of writing is indented or using new lines. A paragraph usually consists of main thoughts, ideas or ideas supported by supporting sentences. Nonfiction paragraphs usually start with the general and move on to be more specific so that they can bring up arguments or points of view. Each paragraph starts from what came before and stops to continue. Paragraphs are also part of an essay consisting of several sentences, the contents of which express a unit of information or a sentence with the main idea as the organizer and the explanatory thought as the support.



Paragraphs consist of several types, starting from the type of paragraph based on its function and the placement of the main idea of an article. Paragraphs also have terms, function characteristics, and elements. According to Zemach and Islam (2005:9), a paragraph is a group of about 6-12 sentences about one topic. Every sentence describes the author's main idea (most important idea) about the topic. There are many ways to write paragraphs, and they are divided according to their purpose. Description paragraphs are paragraphs intended to describe people, places, or things in detail. Also, to create a paragraph, the students need to express their ideas and put them in chronological order according to the type of paragraph. The function of a paragraph is to express written ideas by providing forms of thought and feelings into a series of sentences that are arranged logically in one unit to form a good paragraph.

A descriptive paragraph is a paragraph that takes something and makes it real to the reader. Writing descriptive paragraphs is one of the skills that students need to learn in addition to many types of texts. A good description is a word picture; the reader can imagine an object, place or person in his mind. The description usually follows the organizational model. The dominant idea should leave a general impression of the place being described. Descriptive paragraph is the text which expresses or describes place, thing and person that appeal the reader's senses (sight, hear, taste, smell, and touch) in such vivid detail that the readers can easily visualize the described place, thing and person, or can feel that they involve in the experience.

Furthermore Folse et al. (2010:154) state that descriptive paragraph describes how something, or someone looks or feels. It gives an impression of something.

Oshima and Hogue (2007:61) state that descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; Readers can imagine objects, places, or people in their minds. When describing something like or how it feels. In addition, writing influences the reader to write a description of anything because description is one of the most common purposes of language. Zemach and Rumisek (2005:25) state that a descriptive paragraph explains how thing, place, or person looks or feels by using adjective. In addition, adjectives are words which tell how thing, place, or person looks, feels, tastes, sounds, smell and describes how person feels. Most of descriptive paragraph's words are adjective words which are very helpful to explain something in vivid details.

Descriptive paragraph is one of the numerous types of text that students need to learn how to write. Oshima and Hongue (2007:61) write that a good descriptive is a word picture; the readers can imagine the object, place, or person in their mind. The main purpose is to create an image in readers' minds. Humans perceive the surrounding language through five senses: sight, hearing, taste, smell, and touch. According to Evans (2000), the generic structure of descriptive paragraph is introduction, main body, and conclusion. Introduction or identification is telling about the general of the paragraph. The writers write some statements that is show about describing of the object in the whole paragraph. The main body or description explains about of the object, for instance, the physical appearance, hobby, and characteristic it can be called description. The last one is conclusion of the paragraph. It can be a summary of the paragraph or the writers' comment about the object described. The conclusion of the

paragraph is usually repeated the idea started from identification.

In writing descriptive paragraph, Savage and Shafici (2007: 34) state that the topic sentence introduces the item that the writer was to describe. It may also contain the author's general feelings and opinions. In addition, accompanying text provides background and detailed information about the topic. These details describe how an object looks, smells, feels, and tastes. The paragraph then ends with a concluding sentence restating the idea using another word. In the explanatory paragraph, the conclusion is optional. This means that the last sentence may or may not be inserted. However, everything an author writes should be relevant or related to the topic.

To write a clear descriptive paragraph, the writer needs to develop their skills. Zemach and Rumisek (2005:25) state that a descriptive paragraph explains how someone, or something looks or feels. When writing descriptive paragraphs, writers use adjectives to tell readers how something looks, feels, tasted, heard or smelled, whereas prepositions are used to describe how something looks. Branan (2010:309) states that in order to develop skill in describing things, there are five things that can help them create more vivid descriptions: (1) using specific language: word could be either relatively general or relatively specific; (2) using five senses; when the writers describe, they could create vivid images by using specific words; (3) creating a dominant impression: the writers bring the specific words, sensory details, thoughts, and feelings together to form a dominant impression; (4) organizing details spatially: an effective way to arrange the detail of descriptive paragraph is spatially or from one point in space to another, (5) using space and time transitions: linking sentences with

connectors, such as repeated word, synonyms and transitions is essential.

In summary, descriptive paragraphs have a generic structure consisting of identification, description and conclusion. First, identification usually introduces in general the topic to be raised and explained in the paragraph. Second, the description is the part where the writer explains in detail about the topic introduced in the previous paragraph. Third, the conclusion is usually a paragraph to end a paragraph that was made before. A descriptive paragraph is a paragraph that describes how something looks, tastes, sounds, feels, or smells. This consists of his 6-12 sentences and should deal with identifying, explaining, and concluding. When writing descriptive text, the author uses words to convey an image to the reader. Moreover, it should be clearly explained and appeal to the reader. Therefore, the reader can easily imagine it. Additionally, the descriptive text should be written in spatial order. This means that things are arranged in space.

#### **2.1.4 Assessing Writing**

Assessment is a systematic basis for making inferences about student learning and development. It is the process of defining, selecting, planning, collecting, analyzing, interpreting, and using the information to promote student learning and development. Writing assessments should be designed and evaluated by well-informed teachers who are either current or future of the students being assessed, for purposes that are clearly understood by all participants; must obtain from student authors a variety of works, preferably over a substantial period of time; should encourage and reinforce good teaching practice; and should be based on the latest research on

language learning as well as accepted best assessment practices. Assessment is very important in learning activities. An English teacher should evaluate what he has evaluated about his students so that they know to what extent the students have achieved the pre-formulated teaching objective by writing descriptive paragraphs.

Brown (2004:4) states that assessment is an ongoing process encompassing a much wider domain. Assessment is the process of generating, gathering, recording, interpreting, using, and reporting evidence of learning individual groups of systems, which relies upon a number of instruments of test. English teacher needs give assessment to be done because they know to what extent the students have achieved the materials. Whenever a student responds to a question, offer a comment, or tries out a new word or structure, the teacher subconsciously assesses the students' performance. The teachers' use of assessments in the classroom is crucial for determining the students' mastery of the subject matter. The teacher unconsciously evaluates the pupils' performance each time they react to a question, make a comment, or try out a new term or structure.

There are two class assessments, namely formative assessment which assesses students in the process of "forming" their competencies and skills. A product or an outcome of this process such as test score or a verbal description also refers to as an assessment (Bachman, 2004:7). In addition, it is necessary to carry out an assessment of each subject in the teaching and learning process, including English, to determine students' writing abilities, especially writing descriptive paragraphs. In addition, assessment is important and must be carried out to determine the capacity of the subject. Teachers saw an overall improvement in students' writing by providing regular



writing assessments. Teachers continually evaluate, but the goal is to provide information about better teaching and more effective learning.

McCulloch (2007:4) states the most significant tension in assessment seems to lie between assessments for the purpose of establishing level of achievement. It defines what is important to students, how they spend much of their academic time, and how students evaluate themselves in different ways. This means that students can evaluate themselves based on what they have and the positive things that make a big difference after learning. We focus on student learning and classroom outcomes. Here the evaluation can be part of the evaluation. The purpose of assessment is to diagnose the student's current level of knowledge and ability, to monitor the program against learning objectives to support the teaching program, and to collect data to assess the student's final level of learning. may be to provide.

According to Black and Wiliam in McKay (2006:140), classroom assessment or teacher assessment refers to assessment carried out by teachers in the classroom. Collecting information about children's strengths and weaknesses can be formative for teachers to provide feedback to learners and to make further decisions about teaching. Brown (2004:4) states that assessment is done whenever students give response to the teacher' questions, comment or try out new grammars or words and in subconsciously the teacher will assess the students' performance. There are four types of writing performance there are imitative, intensive, responsive, extensive, Brown (2004). To imitate to produce written language, the learner must acquire skills in the

basic tasks of writing letters, words, punctuation marks, and very short sentences.

Intensive writing is the skill of creating context-appropriate vocabulary, phrases and idioms and analyzing grammatical features according to long sentences.

Responsiveness is an assessment task that requires students to appear at a limited speech level, use sentences in one paragraph, and make a sequence of two or three paragraphs that contain logic. Extensive writing involves managing all writing processes and strategies that work for all intents and purposes.

According to Arends and Kilcher (2010:134), assessment is the process of gathering information, both formally and informally, about the understanding of student and skill and about the instructional process of teacher. In this case, assessment can be used to improve teaching and learning methods, to motivate and guide active students in the classroom. This means that assessment benefits both students and teachers, especially as students know their abilities and teachers know their effectiveness in teaching. In addition, Alderson and Bachman (2002:2) state that test writing involves at least two basic components: one or more writing task, or instructions that tell test takers what to write, and means of evaluating the writing samples that test takers produce. English teacher should assess what they have already taught to their students so know to what extent the students have achieved the previously formulated instructional objectives. Moreover, the items of the test must be carefully chosen.

Assessment should be done by English teachers because they find out how well the students have achieved the material. Students also need to know how their writing

was be graded. Toolan (2009:149) states that assessment for writing after learning processes are pupils' writing is often organized, imaginative and clear. The main features of different forms of writing are used correctly, begin to adapt to different forms of writing are used correctly, begin to adapt to different readers. Sentence sequences develop ideas logically and words are selected for variety and interest. The basic grammatical structure of sentences is generally correct. Spelling is generally correct, including polysyllabic words. Punctuation marks to mark sentences (periods, capitalization, question marks) are used appropriately. In fact, writing is a difficult skill to assess because it uses the teacher's subjective assessment. In this case, to increase the objectivity of the assessment, the teacher must also assess student work by giving multiple points because it is more valuable than giving one point.

In this study, the authors consider it necessary to evaluate students' writing skills by taking a test. The researcher uses a paragraph construction test to measure the achievement in writing descriptive paragraph. In addition, students are asked to write a descriptive paragraph containing a general structure, such as identification, description, and conclusion. Brown (2004:243) states that classroom evaluation of learning is best served through analytic scoring. In analytic scoring, manuscripts are graded based on several aspects of writing or criteria rather than being given a single score. The test results were be evaluated strictly using the recommended rubric. According to Oshima and Hogue (2007:190), the elements of the rubric are (a) format: the points which are assessed are title, tidiness, and margin of the paragraph; (b) punctuation and spelling; (c) content: the point which is assessed is the main idea of

the paragraph; (d) organization: the point which is assessed is the generic structure of descriptive paragraph; (e) Grammar and sentence structures: the points which are assessed at the grammatical and sentence structure.

In conclusion, assessment is very important to be carried out by the teacher in the classroom to find out the teaching and learning process achieved by the students. In addition, in this study the assessment was carried out in the usual way, namely by conducting tests. In addition, an assessment was given based on a ranking grid consisting of written criteria. In this study rubrics were used for writing assignments to provide an effective means of assessing certain types of student performance to enable consistent assessment of student performance, and to provide students with information on how to improve their work. The term rubric means a collection organized to provide a score. The rubric also allows knowing the components assessed by students in their work. A typical rubric state all of the dimensions being assessed, contains a scale, and helps the rater place the assigned work correctly on the scale.

## **2.2 Empirical Review**

Empirical review is the review of the relevant study that has been conducted in which it reviews the previous studies that are relevant with the present study. Empirical review is the way to get the information and theories about the previous research that could be still currently available. In this study, the researcher wants to improve the students' writing skill through Simultaneous Roundtable technique with picture. In the simultaneous roundtable technique, the students worked in groups so they could discuss with their partner and then combine it based on their own. To elaborate a deep

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

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

The second similar study was conducted by Megiantara in 2022 entitled "The Use of Simultaneous Roundtable Combined to Improve Writing Skill of the Eighth - Grade Students of SMPN 1 Blahbatuh in Academic year 2021/2022." The purpose of this learning was to find out whether the writing skills of the eighth-grade students of SMPN 1 Blahbatuh can be improved through Simultaneous Roundtable. That learning successfully increased and motivated students in writing especially build good and well-organized descriptive paragraph and students can also work together in making a descriptive paragraph. In following the lesson, students can also develop their mind in



writing their ideas in making good descriptive.

The previous researchers both Manugandi (2018) and Megiantara (2022) were successful in improving the students' writing skill by using simultaneous roundtable technique. The students were able to get the score more than the minimum passing grade in that school from cycle I and cycle II after they had been taught by using simultaneous roundtable. However, both previous researchers only focused in applying simultaneous roundtable technique without using a learning media in their teaching and learning process to support the technique. In this study, the researcher applied simultaneous roundtable by combining it with picture so that it can provide the students a more visualized and effective learning process. The combination that is meant here a media but that supported the teaching-learning technique. It exactly influences students' quality of knowledge in the class. It is more effective than only giving the students a topic without seeing the real thing based on the topic. The students do not need to imagine about the topic that have to write, they can see the real thing and write it down into a descriptive paragraph. It greatly stimulates the students' ideas which improve their writing's qualities. The students are easy in understanding descriptive paragraph because it could increase students' writing.