

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is classified as a productive skill in the context of language learning. It is one of fundamental language skills that students must learn. Writing is a complex process that requires brain activity to direct the flow of thoughts in order that students can deliver to the readers effectively. Moreover, writing is a thinking process to invent ideas, writers are required to think about how to express ideas in good writing and arrange them into statements and paragraphs clearly. Writers required figure out the content students can write and improve students writing skills. In addition, writing requires beyond arranging words; it additionally involves about expressing ideas, thoughts, and feelings.

Writing is a way of sharing personal meaning and writing courses that highlight individuals' power to build their opinion towards a topic (Hyland, 2003). It concludes that learning writing is important for students because it allows them to improve their language skills. Writing allows students to improve their creativity while developing their critical thinking skills. Students also learn how to deliver their individual thoughts, feelings, and opinions in a specific written form. In addition, Writing is functioned as a practice tool to assist students practice and work with the language they study (Harmer, 2007). Based on the interview with English teacher at SMP Dwijendra Denpasar in the academic year 2024/2025, most of the seventh-grade students had some writing problems. They did not have many ideas to write which make them hard to make a paragraph. Moreover, the seventh-grade

students had limited vocabulary, they got difficulties in creating the sentences. The problems can make them unable to writing.

Therefore, writing is a fundamental productive language skill, and students in learning a language, especially English. The use of the teaching technique in the teaching learning process is crucial. Teachers might use a technique allowing students to create an interesting and exciting class. Simultaneous Roundtable steps are the teacher assigns a topic or question and provides think time, All the students in the group respond, simultaneous writing, drawing, or building something with manipulatives, the teacher signals time, or students place thumbs up when done with the problem, students pass papers or projects one person clockwise, students continue, adding to what will complete, students continue and starting the step (Kagan and Kagan, 2009). In the present study, the researcher chose Simultaneous Roundtable combined with picture because it is a useful media to be use in teaching writing descriptive paragraph since it provides a focus of interest for the students. Using Simultaneous Roundtable technique with picture in this teaching can catch the student's attention by showing media. When the students have interest to the learning activity, they can explore their ideas and they can be able to start writing sentences by using their own words.

1.2 Research Problem

A research problem is a term used to describe the problem being studied. In order, make a specific discussion, it is necessary to formulate a research problem. According to the study's background, seventh - grade students at SMP Dwijendra Denpasar in the academic year 2024/2025 struggled with writing. The majority these issues are with organizing ideas into a unified and coherent paragraph with a

comprehensive paragraph structure. Therefore, teacher improved by employing an effective teaching technique and media. Hence, considering the background of the study, the research problem can be formulated as follows: can writing skill of the seventh-grade students of SMP Dwijendra Denpasar in academic year 2024/2025 can be improved through Simultaneous Roundtable combined with picture?

1.3 Objective of the Study

A scientific study should be conducted to answer the previously established research problem. The objective of the study is needed to be arrange by the researcher. Thus, the research was run properly and reach the goal. Based on the research problem which has been previously stated, the writing skill of the seventh-grade students of SMP Dwijendra Denpasar still need to be improved. Therefore, this study is conducted to find a solution to the research problem above. As a result, the objective of the present study is to find out if the writing skill of the seventh-grade students of SMP Dwijendra Denpasar in academic year 2024/2025 can be improved through Simultaneous Roundtable combined with picture.

1.4 Limitation of the Study

To prevent confusing discussion, it is critical to limit the study. In this study, SMP Dwijendra Denpasar applied Merdeka curriculum and follow the ATP (*Alur Tujuan Pembelajaran*) of the seventh - grade that obtain from the English teacher. The researcher mainly focuses on the three main competency and basic competency of the first semester that stated on the ATP (*Alur Tujuan Pembelajaran*). Three main competencies are trying, processing, and presenting applies to both concrete and abstract domains. This study is limited to the basic competency of creating a short and simple descriptive paragraph about a person in both spoken and written

form, taking consideration of social function, generic structure, and correct language features.

In addition, the present study is focus on the seventh -grade students of SMP Dwijendra Denpasar in academic year 2024/2025 in writing a descriptive paragraph which consists of 6 to 12 sentences. Besides, the descriptive paragraph consists of generic structure of descriptive paragraph such as: identification, descriptions, and conclusion. The topic is limited particularly about describing person. Furthermore, the scoring rubric that was used to score the paragraph is emphasized on format, content, punctuation, organization, and grammar and sentence structure.

1.5 Significance of the Study

The result of this study was expected to be useful for the students and English teacher both theoretically and practically. The findings of this study are expected to give theoretical as well as practical significance as follows:

Theoretically, the findings of this study are expected to be beneficial as theoretical evidence about the implementation theories based on the problem that be faced above. The results of this study can be used to support, contribute, and provide more empirical evidence for existing theories related to the application of simultaneous roundtables in teaching writing, particularly descriptive paragraphs. Simultaneous roundtables can be used to improve student's writing skills, and this study can be used as a resource for other researchers performing similar research, particularly in the context of teaching writing. Furthermore, the study's findings can expand existing research on the use of a simultaneous roundtable technique in teaching descriptive paragraph writing, in addition to serve as references or

empirical reviews for the next researcher which desires to do research in the same area.

Practically, the results of the present study are also expected to provide educational feedback for the teachers, students, and other researchers. Furthermore, they might use this technique to boost student's knowledge and motivation in writing. The study findings have the purpose to provide useful feedback on the writing skills of seventh - grade students at SMP Dwijendra Denpasar. It gives students motivation and encouragement to learn English and improve their writing skills. Finally, they know that writing is a crucial ability that allows them to express their ideas in written form. The researchers hope that this study is provide suggestions to improve their writing skills.

1.6 Definition of Key Term

The definition of the key term is important to be defined. It is used to gain an improved understanding of the topic that is briefly presented in this research. Moreover, the definition of key terms is typical words used in this research where in the researcher should give clear operational definitions used in the present study. It can be useful in avoiding confusion and misunderstanding of the readers. The key terms need to be stated clearly and briefly, and there are two key terms: writing skill and Simultaneous Roundtable combined with picture. Therefore, the researcher defined the key terms operationally. The operational definitions of the key terms that were used in the present research can be briefly elaborated as follows:

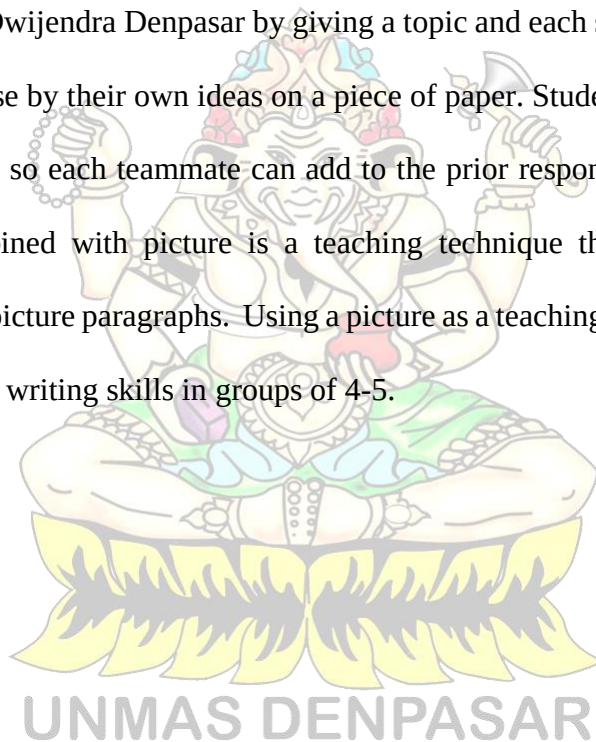
1.6.1 Writing Skill

Writing skill is operationally defined as the skill of the seventh -grade students of SMP Dwijendra Denpasar in constructing a short and simple descriptive

paragraph which describes a person. The paragraph should consist of 6 – 12 sentences of descriptive paragraph which describes person divided into three paragraphs and follow the generic structure of descriptive paragraph such as an identification, descriptions, and a conclusion.

1.6.2 Simultaneous Roundtable Combined with Picture

Simultaneous roundtable with pictures is operationally defined as the technique of cooperative learning which is as a technique used to improve student's writing in SMP Dwijendra Denpasar by giving a topic and each student in the team to write a response by their own ideas on a piece of paper. Students then pass their papers clockwise so each teammate can add to the prior responses. Simultaneous roundtable combined with picture is a teaching technique that combines both roundtables and picture paragraphs. Using a picture as a teaching medium, students can develop their writing skills in groups of 4-5.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The review of the theories is important to the researcher as the foundation of scientific research. Relevant theories must be used to give more evidence in this research. Furthermore, relevant theories that are required must be taken from some sources, mainly from experts, to support the present study. In this chapter, there are four related theoretical reviews, which are discussed as follows: writing skill, descriptive paragraph, Simultaneous Roundtable combined with picture, and assessing writing.

2.1.1 Writing Skill

Writing is a crucial form of communication in daily life. Writing is another skill that students need to develop when studying a language. Developing strong writing skill is important for students. Therefore, it not only benefits their grades but also prepares for a profession. Writers need content as well as the direction in producing a written text (Fulwiler, 2002). Therefore, teacher's role is important in teaching and guiding the students in developing their ability to write. The writing class should be made more creative, communicative, and enjoyable.

Writing helps students learn (Raimes, 2001). It means 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, using vocabulary choice appropriately, and making

sentence patterns orderly through writing. To sum up, the more students write, the better-written paragraph that they create.

Writing is not an instant action; it is an ongoing creative text (Renandya, 2002). Four steps need to be followed in constructing a well-written text. Firstly, it is called pre-writing step where the writer needs to choose a topic and collect the ideas. Secondly, it is called organizing step where the writer needs to organize the ideas into a simple outline. Thirdly, it is called a writing step where the writer just writes a rough draft using the outline that is previously made as a guide. The writer also needs to write the rough draft quickly without concerning grammar, spelling, or punctuation. The last step is called revising and editing.

Writing is not an easy product that the writer can do without any step; to make it easier the writer need to follow the step (Kane, 2000). The steps are pre-writing, planning, drafting, revising, and writing. Prewriting is the first step in the writing process, in this step the writer chooses a topic to start to write a paragraph. The second step is planning. Planning is to organize the ideas the learning generated by brainstorming in an outline or writing the topic sentence. The next step is drafting. Drafting is the basic step in writing a good paragraph. The last step is writing and revising in this stage can be done by the writers by doing three steps such as writing the first rough draft, revising content and organization, and proofreading the second draft. The final step in writing process, writers need to rework the written draft and finish them for publication and presentation.

Writing has four categories that capture the range of written production (Brown, 2004). Each category, as always, shows the skill area's uniqueness. The four categories are: imitative, intensive, responsive, and extensive. Imitative

requires learners to master the fundamental job of writing letters, words, punctuation, and very small sentences. Intensive learning focuses on the meaning and context, which are critical in creating the accurate and acceptable paragraph. In response, students learn how to connect phrases into paragraphs and construct a coherent sequence of two or three paragraphs. The extensive writing process involves numerous drafts to achieve the aim and organize ideas properly.

Writing is an essential form of communication in daily life, but it is particularly crucial in high school and college. Additionally, one of the most difficult skills to learn in a first or second language is writing. Writing is the process of thinking and inventing ideas (Nunan, 2003). It considers how to represent ideas effectively in writing and organizes them into clear statements and paragraph. It signifies that the students are expected to investigate the concepts and develop them into an appropriate paragraph. Furthermore, writing is both a mental and physical activity. It is the physical process of committing words or thoughts to some medium, such as an object, symbol, or mental image.

Students must continue to be trained as thinkers. The purpose of a descriptive paragraph is to describe a person's image, object, or location. The researcher expects that by conducting this research, students will be able to write good descriptive paragraphs using picture, and that when someone reads their writing, they will feel as if they are seeing the person described. Writing is an effective instrument for students to express their thoughts, feelings, and judgments about what they have read, seen, or experienced on paper (Brown, 2004). This statement is in accordance with the research indicators that this study were intended to improve writing skill descriptive paragraph of the seventh grade students of SMP

Dwijendra Denpasar in the academic year 2024/2025 through simultaneous roundtable combined with picture.

2.1.2 Descriptive Paragraph

A paragraph is a collection of related paragraphs written by a writer about a specific topic. The sentences in the paragraphs all express the author's core idea or most important topic. A paragraph can provide information, express an opinion, or even tell a story. To avoid reader confusion, the writer must organize all sentences properly when writing a paragraph. Furthermore, a descriptive paragraph is one that clearly reflects a person. The description in a descriptive paragraph provides information about the object being described. Hence, the readers can easily and clearly imagine the object clearly through ink on the paper.

The description is about the sensory experience of how something looks, sounds, or tastes (Kane, 2000). Description mostly about visual experience, but it also deals with other kinds of perception. Description can give imagination and feeling about something. In other words, it is critical to use a variety of sensory devices while explaining something. In producing a descriptive paragraph, an effective writer needs to use terms that appeal to the five senses, such as sight, taste, touch, hearing, and smell. The descriptions provide the readers with more detailed information. Furthermore, readers attempt to save and imagine the descriptions.

Spatial order is the arrangement of things in space (Oshima & Hogue, 2007). It means the writer should describe the object chronologically. It can be from top to bottom, far to near, or vice versa. When describing anything clearly, prepositional words of place or position can be employed as spatial order signals. Therefore, the

readers can easily understand the point. In constructing a good descriptive paragraph, following the generic structure of a descriptive paragraph is important.

A descriptive paragraph explains someone, something, or a place. The description presents information about the object being described to provide a clear picture; thus, readers can imagine the object clearly. A paragraph is a collection of sentences that develop around a topic. The first statement provides the main idea of the topic, and the following sentences support it. A paragraph contains a topic sentence that expresses the main idea directly to the readers. The other sentences in the paragraph, defined as supporting sentences, provide more information about the topic. They provide specific, detailed information and an explanation of the topic. In other words, it is a word that plays an important part in replacing the object. These words provide an important function in modifying sentences so that the reader can simultaneously various ways in which they can see, feel, hear, and taste what is stated in the paragraph.

Descriptive paragraphs contain generic structures including identification, description, and conclusion. A descriptive paragraph is about describing someone and should include an introduction, main body, and conclusion. An introduction in which the writer provides general information about a person is known as identification. Description refers to the main body of paragraph in which the author explains their physical appearance, traits, and activities. The conclusion is when the writer expresses their view about the person described. In this section, students should conclude the paragraph relates to each other, given the fact that each sentence is in descriptive paragraph.

2.1.3 Simultaneous Roundtable combined with Picture.

The other cooperative learning techniques, Simultaneous Roundtable also presents new challenges and requires new skills for teacher and students (Kagan and Kagan, 2009). Teacher should make sure that all the students take a part in their team and give their contribution by sharing their idea or thoughts. Teacher needs to make sure that all students work together within their group and can run the activity well. Students was learned values such as trusting each other and how to work together also to solve any conflict and problem in team decision. There are six steps in implementing simultaneous; 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 (Kagan and Kagan, 2009)

Pictures can be employed for creative language, whether in books, cue cards, flashcards, or on the wall (Harmer, 2007). Using pictures, students can develop their ideas about what they are. Pictures are used to highlight familiar terms with unexpected spelling (Brown, 2004). Furthermore, pictures can be used as a teaching media. A picture can be use because it provides benefits and gives students a realistic impression. Using pictures can stimulate deeper imagination by expressing meaning over the context.

Appropriate teaching techniques can improve teaching and learning success. Using a simultaneous roundtable combined with picture is an effective

instructional technique for improving student's writing skill. This technique focuses work together to create writings. Additionally, it is crucial to use a variety of teaching materials to support with this technique. Picture-stimulated writing motivates students to generate descriptive paragraphs. This media includes a picture and some clue words. Picture with signal words engages students and helps them develop their imagination, allowing them to arrange their writing and express their ideas in sentences.

In this study, the researcher combines the simultaneous roundtable technique with picture to make the class more engaging and enjoyable. The picture is a media for communication in all activities because it is used to express a message to other people. A picture is a common thing that people may find anywhere, including the street, school, and public places. Thus, picture can be used as a media to communicate in any activity because they are engaging and motivate people's ideas. The picture helps students in arranging the paragraph by stimulating their brain, allowing them to develop their imagination while creating their own paragraph. As a result, the researcher views a picture as a stimulus for a longer story or description that can be used to elicit students' writing abilities.

Therefore, the researcher views a picture as a stimulus for a larger story or description that can be used to elicit students' writing abilities. A stimulating picture could capture the audience's interest and help their understanding of a quite different message. Furthermore, it can help anyone, especially students who are already learning to write, in developing their writing ideas more creatively. Many communicative acts can be stimulated by a mind picture (Nunan, 2003). Therefore, the picture will serve as an inspiration for the students and provide them with

numerous benefits or impressions when writing a descriptive paragraph. In this present study, the researcher used pictures as a media and provides pictures about person to improve writing skill of the seventh-grade students of SMP Dwijendra Denpasar in the academic year 2024/2025.

2.1.4 Assessing Writing

Assessing student skills is critical during the teaching and learning process. Assessment is procedure for collecting student's data (Nunan, 2003). Furthermore, as what has been stated by (Brown, 2004), assessment is an ongoing process that encompasses a much wider domain. By doing an assessment, the teacher knows how far the improvement of the student's skill and understanding of the material taught by the teacher. Assessment is the process of evaluating learner's achievement in learning. The assessment result is used to inform and enhance student's learning process and the teaching course itself. Therefore, assessment has an important role in teaching and learning activities, including in teaching descriptive paragraph writing.

Based on the context of the paper, assessment involves the means of obtaining information about student's ability, knowledge, understanding, attainment, or attitude (Renandya, 2002). Assessment places the needs of the students at the center of the teacher's planning. For instance, an assignment of writing would help assess student's writing skill and understand the assignment. Furthermore, assessment is also helpful in motivating the students since they would know how they perceive the learning would affect them. The assessment also provides various information that the students need to know. It is also hoped that

the students would be more motivated and active after using the result of the assessment as self-reflection in the teaching-learning process.

In conclusion, assessment is important to be administered by the teacher to know students' achievement and understanding of the material. In the present study, a paragraph construction task is given to the students to know whether student's writing skill is improved. Regarding the theories that have been mentioned, the researcher uses the theory from (Oshima & Hogue, 2007), which explains the scoring rubric elements for assessing writing descriptive paragraph. They are format, punctuation and mechanics, content, organization, and grammar and sentence structure. These five elements are adapted to be used for scoring student's descriptive paragraph so that it could yield much more objective scores.

2.2 Empirical Review

The empirical review is the review for showing relevant research related to the present study. Some information and theories from previous research that are still currently available can be obtained through an empirical review. It can also be used as reference in conducting the present study in the same field since it gives a preview of the result of the study that is fairly the same as what is going to be conducted. The empirical review can be used to consider the present study could be as successful as the relevant studies. In the present study, the researcher wants to improve students' writing skill through Simultaneous Roundtable combined with picture. Some studies have been conducted related to the present study. In this part, there are two relevant studies that are summarized and discussed briefly as follows:

The first similar study was conducted by Parwati (2021) entitled "Improving Writing Skill Through Simultaneous Roundtable with Picture of The Eight Grade

Students of SMP Negeri 3 Mengwi in The Academic Year 2020/2021". The objective of this study was to find out whether writing skill of the Eight Grade student of SMP Negeri 3 Mengwi can be improved through Simultaneous Roundtable. Simultaneous Roundtable is one of many techniques that can be uses in the classroom to help students improve their writing skills. Based on the tests given to the subjects, the results showed that there was an improvement of the subject's achievement in writing a descriptive paragraph It seen that the subject's scores increased in each cycle of the research.

The second similar research was conducted by Tari (2023) entitled "Improving Writing Skill of The Eighth-Grade Students of SMPN 6 Denpasar in Academic Year 2022/2023 Through Simultaneous Roundtable Combined with Picture" The objective of the study is to know whether writing skill of the eight-grade students of SMPN 6 Denpasar in the academic year 2022/2023 can be improved after being taught simultaneous roundtable. The results of implementing the technique in two cycles shown that simultaneous roundtables could be improve students writing skills. The mean score improved between pre-test and post-test.

The main strength of both investigations is scoring rubric. It is easy to rate the subject's paragraph, which is adopted from (Oshima & Hogue, 2007). It prevents misunderstandings when assessing student's paragraphs. Thus, the students can be able to enhance their writing skills using the simultaneous roundtable technique since the researchers thoroughly defined the stages, allowing the students to focus on the teaching-learning process. However, the methods taken by both researchers required additional combination to make the activities seem more interesting. The combination refers to a media that supports the teaching-

learning process. It has a direct impact on the quality of knowledge students acquire in class. In the present study, the researcher combined the Simultaneous Roundtable technique with pictures. The researcher presents an interesting picture of the topic assigned for the teaching-learning process and assessment. It encourages student's ideas and improves their writing ability.

