

CHAPTER I INTRODUCTION

1.1 Background of the Study

Writing ability is one of the four most important skills, especially when writing English. After the mother tongue, English is the foreign language that students learn. Each student has different skills, in English, students who are able to speak English fluently do not necessarily have the same writing skills. Writing is an important skill, especially English skills, the ability to write will also improve students' thinking abilities, because every student's writing is a development of their ideas, apart from that, the ability to write will also make it easier for students to know the truth of what they read and students can easily write English readings and sentences correctly. Because writing ability is very important to improve students' skills, this ability is also the most difficult skill to master. Students must understand well and also develop their ideas.

English is a basic skill that everyone must have. Having English can make it easier to communicate with foreigners and of course can be a provision for becoming an English teacher. There are four factors of language skills in learning English, namely: listening, speaking, reading and writing. One aspect that deserves improvement is writing. states that to become effective writers, students need to know the characteristics of good writing and the different purposes and forms of the writing they write. Process refers to the action when the writer gathers ideas and writes a text that can be presented to the reader. Thus writing is important to learn as early as possible because by mastering writing skill students can express their ideas.

Writing is a productive skill that requires the writer's creativity to convey ideas. This is very useful; writing can be an integral part of a larger activity that focuses on something else, such as language practice, speaking, and reading. Graham & Perin (2007:9) state that writing broadens and deepens students' knowledge; it acts as a tool for learning the subject matter. This relates to writing messages, memories, and so on in everyday life which is done by visualizing our ideas in written form. Then Zemach & Rumisek (2005:7) stated that in free writing, students write whatever comes to their heads about a topic without stopping.

Writing must be constructed more carefully, concisely and coherently so that the meaning is clear.

In addition, Hawthorne & Glenn (2011:9) state that writing is one of the four main skills in English that is important for students to learn. They are expected to be able to write as well as possible in various genres for various purposes. Graham (2008:4) further states that to become an effective writer, students need to gain knowledge about the characteristics of good writing itself as well as the various purposes and forms of writing. to be written. Being able to write in English requires a good mastery of structure and organization. Therefore, students must master the basic components of writing because it very important aspect in writing for mastering writing skill. They must know grammar to make grammatically correct sentences.

Based on researchers' interviews with English teachers at SMPN 5 Mengwi , it was found that seventh grade students aced difficulties in writing, especially in writing descriptive paragraphs. Most students have difficulty in elaborating and developing good paragraph ideas. This happens because students lack experience in how to explore ideas and elaborate these ideas in written form. Apart from that, students also do not know how to write complete and coherent texts or paragraphs based on correct sentence structure. In addition, because they have difficulty in accepting concept writing skills in accordance with the construction of a good written product. Then it arises because the facilitator cannot provide appropriate teaching strategies or techniques to students. Additionally, misspellings of words are often mistakes. Therefore, students are less interested in practicing their writing skills.

Many aspects can influence improving students' skills. One of them is the teacher's teaching technique. Based on the results of researchers' observations with Class VII English teachers at SMPN 5 Mengwi, it was found that seventh grade students faced difficulties in writing, especially in writing descriptive paragraphs. One of them is the teacher's teaching techniques and the learning process which is too monotonous which can make students often feel bored when it comes to writing. From the observation results it was also found that the teacher used inappropriate teaching techniques in teaching writing. Teachers use monotonous techniques and

only focus on the teacher's explanation in front of the class without giving students the opportunity to ask questions and express their ideas.

This teaching technique only focuses on the teacher as a learning resource domain. Students cannot experience new learning outcomes to support their needs, especially in practicing their writing skills. Most students have difficulty developing good paragraph ideas. This happens because students lack experience in how to explore ideas and elaborate these ideas in written form. Students also do not know how to write complete and coherent texts or paragraphs based on correct sentence structure. Students rarely experience variations in the learning process during the learning process, this is one of the factors that must be developed in research. Therefore, students' interest in practicing their writing skills is less effective. students become less active and passive during the teaching process. The learning situation is not as enjoyable as students expect. Therefore, such teaching tends to cause students to easily forget learning material, which has an impact on their learning achievement.

Teachers should pay attention to the characteristics of the techniques they choose in teaching and learning. There are many techniques that can be applied in teaching writing. Considering the problems above, researchers are interested in conducting research aimed at improving writing skill achievement by applying the Roundtable. Roundtable is a group work strategy that students work in groups cooperatively. Olsen & Kagan in Richards & Rodgers (2014:252) define cooperative learning as a learning approach where students work in groups to complete tasks together. In roundtable, the teacher will divide the students into several teams containing 4-5 people and forming a circle. Then the teacher provides a discussion topic and gives time to think and gives students blank sheets. Apart from that, each student begins to describe the topics regarding descriptive text, by describe the topic on the blank paper in turns clockwise. Finally, they summarize about descriptive text in the right content, understand about the content and correctly writing.

Roundtable makes them work together. This strategy also makes it easier for students to write because they can share ideas and combine them with their friends. They can revise it together, so that their writing does not have many errors. The power of the round table technique is that it improves team building skills and

creates a fun learning atmosphere. Roundtable expects students to interact with others on their work teams. Regarding the problems faced by students, the Roundtable expects students to be able to compose paragraphs according to prompts or those given collaboratively with student group work sentences. This helps them generate their ideas in writing or composing paragraphs. Students discuss with their groups how to make a good paragraph. Students will not feel bored when learning to write descriptive paragraphs. Students who are not bored will be active in the writing process. Roundtables can also be used to motivate and help students compose good paragraphs.

From all the statement above, in the conclusion writing skills are needed and significant element of the main skill. Based on this background, students have difficulty writing paragraphs, especially descriptive paragraphs. They do not know how to write a good paragraph. Implementing Roundtables is a creative way to improve students' writing skills. Previous research also used the roundtable technique because it was considered effective in helping students who had difficulty writing descriptive paragraphs. In conclusion, the researcher is very interested in conducting scientific research entitled "Improving Writing Skill of the Seventh-grade Students of SMPN 5 Mengwi in the Academic Year 2024/2025 through Roundtable."

1.2 Research Problem

Based on the conditions usually happen there were some issues with the students at SMPN 5 Mengwi in academic year 2024/2025 the student faced problems in writing skill, therefore the students had less in practice during the learning process and they are afraid to make mistakes. It is means the students are not exited to join the class. most of them feel scared to make mistakes in writing because of the grammar and also the content. The mistakes could happen in writing are grammar, comprehension, and the content. As the result the researcher formulated the research problem as follows: can writing skill of the seventh-grade students of SMPN 5 Mengwi in academic year 2024/2025 be improved through implementing roundtable?

1.3 Objective of the Study

A scientific study is carried out to solve research problems and challenges that have been carried out and carried out previously. Researchers must determine the objectives of their research. In this way, the research will proceed according to plan and progress as expected and the researcher's objectives will be achieved. Apart from that, there are many learning and teaching techniques that can be used and applied to improve students' writing skills. Based on research problems, the writing skills of class VII students at SMPN 5 Mengwi still need to be improved. Therefore, this research was conducted to find a solution to these difficulties. The aim of this research is to find out whether the writing skills of seventh grade students at SMPN 5 Mengwi in the 2024/2025 academic year can be improved through roundtable.

1.4 Limitation of the Study

The limitations of this study are intended to reach discussion and may prevent broader discussion. Considering the complexity and breadth of the problems mentioned above, the limitations of this research was formulated. Research limitations are very important in discussing research problems more specifically and avoiding broad discussions. writing has a broad scope; Therefore, researchers need to map this research area. In addition, researchers focused on implementing roundtable to improve the writing skills of seventh grade students at SMPN 5 Mengwi in the 2024/2025 academic year. The school implements the Merdeka Curriculum, so that the learning process is curriculum-based.

Because the school where this research was conducted used the Merdeka Curriculum, this research focused on learning objectives 8.8 of seventh grade middle schools. Learning objective 8.8 requires students to produce a variety of simple written and spoken texts presented in multimodal form within the scope of adolescent life. Researchers limited this research to students' writing abilities, especially in descriptive texts. Students' writing skills are still limited in conveying their thoughts based on the topic of descriptive text. Apart from that, they must meet the criteria of the assessment rubric which focuses on five component aspect, namely format, punctuation and mechanics, content, organization, grammar and sentence structure. Thus, this research focuses on the application of writing skills

to seventh grade students. SMPN 5 Mengwi for the 2024/2025 academic year through roundtable, especially in descriptive paragraph.

1.5 Significance of the Study

This research is focused on investigating the teaching of writing to seventh grade students at SMPN 5 Mengwi in the 2023/2024 academic year through roundtables. This will relate to teaching writing skills by implementing roundtables to monitor students' writing skills. Researchers hope that the use of this new technique in the classroom learning process will be useful and can provide solutions for students and teachers to improve students' writing skills. This can also provide a solution for teachers to use this technique so that students are more active, understand and write fluently in class. Furthermore, students will also be interested in learning to write English because this technique can help them express their ideas easily. The results of this research are expected to be useful and relevant theoretically and practically.

The theoretical aim of this research is expected to strengthen and support the theories used, especially the roundtable theory. This can be used in the procedures or preparation of this research process to obtain better guidelines and get better results in conducting research. Apart from that, some theoretical information provided in this research can be taken to enrich existing references. Apart from that, it is hoped that these findings will provide evidence that roundtables are an effective technique for improving students' writing skills. The results of this research can be used as a reference for further research related to roundtables in improving writing skills.

Practically, research results can be useful for teachers, students and other researchers. For teachers, this technique can increase knowledge and teachers can modify this technique with other teaching techniques that are more creative in providing projects to further improve students' writing abilities. For students, this technique can help develop students' creative and critical thinking attitudes, and can increase students' motivation in writing. This technique can provide more information to contribute to better results in writing skills. Furthermore, the findings of this research can be used as evidence that roundtables are an effective technique

to implement in the classroom that can improve students' writing skills. In closing, it is hoped that this research can help other researchers in enriching their knowledge about roundtables which can be used as a reference in conducting further research related to roundtable teaching.

1.6 Definition of Key Term

The title of this research is "Improving Learning Skills of the Seventh-Grade students of SMPN 5 Mengwi in the Academic Year 2024/2025 by using Roundtable". The researcher used a number of specific phrases related to this topic during the investigation. The language used in scientific studies appears complicated to readers because it is too general and the definitions do not provide a clear explanation. Therefore, it is very important to clarify key phrases to provide a comprehensive understanding of the subject. The definition of the main words is also intended to provide an explanation for this research and limit the scope of the research carried out. The words to be used in the current investigation must have a specific operational meaning given by the researcher. Thus, the definitions of the key terms used in this research are operationally and clearly defined as follows

1. Speaking Skills

Writing skills refer to the ability of the Seventh-grade students of SMPN 5 Mengwi in writing a descriptive paragraph which has a complete generic structure and fulfil the criteria of a good paragraph.

2. Roundtable

Roundtable is a technique for teaching writing to seventh-grade students of SMPN 5 Mengwi for the 2024/2025 academic year, then start by forming the class into several teams containing 4-5 people and forming a circle. Then the teacher provides a discussion topic and gives time to think and gives students blank sheets. Apart from that, each student begins to describe the topics regarding descriptive text, by describe the topic on the blank paper in turns clockwise. Finally, they summarize about descriptive text in the right content, understand about the content and correctly writing.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is one in a scientific context where the theory tends to be defined more precisely, and the results are more widely accepted as truth. The theoretical review will be discussed in this present study based on the expert. It is used to strengthen this present study by supporting theories from the expert. Moreover, in cases like these, one definition of a term is unlikely to conflict with another definition based on a different theory. The theoretical review aims to provide a contribution of practical significance and should be conducted based on relevant theoretical constructs. Several important points containing many relevant theoretical reflections from various literature are explained to support this research. The description includes: (1) writing skills, (2) descriptive paragraph, (3) Round Table and writing assessment.

2.1.1 Writing Skill

Writing skills are one of the four language skills that students must learn and master. Zemach & Carlos (2005:4) state that writing is an important form of communication in everyday life, but is especially important in high school and college. Writing skills are also one of the most difficult skills to master because you have to have basic ideas and thoughts that must be expressed so that it becomes good and correct written work. Students may struggle to find ideas to include in their academic writing. This means that teaching writing is not an easy activity and students encounter many difficulties when carrying out writing activities. Apart from that, Patel & Jain (2008:125) state that writing is a form of linguistic behavior. It presents language sounds through visual symbols.

Writing may be very important to one group of students but less important to another group of students. Decisions about how many posts to include are made independently according to the needs of each group of students. Writing is a skill that must be taught and trained continuously so that students are proficient in expressing ideas and ideas. Writing is an important feature of language learning because it provides an excellent means of modifying vocabulary, spelling, and

sentence patterns. This is an important aspect of student expression. Writing is the most efficient way to acquire it when practicing writing in parallel with practicing other skills. Writing provides an excellent consolidation activity. In addition, it is useful for organizing homework exercises and for some class texts.

According to Pollard (2008:49), writing is a productive skill and therefore, the way we treat it in the classroom has some similarities to the teaching and learning of speaking. Writing is a product; When they learn to speak, they must know the written form of what they are talking about. On the other hand, Broughton et al (2003:116) state that when writing, unlike when speaking, you are involved in activities that are usually private and public. It is personal because the act of composing is essentially solitary, but it is public because most writing is addressed to an audience, which is often very difficult to define. The act of writing is less spontaneous and permanent because we cannot interact with the listener while we are having a conversation.

Urquhart & McIver (2005:3) state that writing is an exploratory process that offers benefits to students and content area teachers. When students write to make their ideas clear and easy to understand, they feel the joy of discovering something, and so do their teachers. This means that when they write something, they have to know the process of how to write a good sentence or paragraph. They have to explore their ideas in written form and there are many benefits they get when they write something down. Writers or students can explore their ideas clearly and can explore their writing experiences. Ramet (2004:1) states that writing something, anything, every day makes it possible to build the discipline and commitment necessary to ensure that students can produce a complete manuscript in whatever genre the student chooses.

According to Wagner (2002:IV), writing is a way of making thoughts visible to the world. Without writing down their ideas on paper, their thoughts remain invisible, locked in their heads. This means that writing can expand one's knowledge and increase creativity. However, writing skills are complex and sometimes difficult to teach, requiring mastery of not only grammatical and rhetorical devices but also conceptual elements and judgment, Heaton (1998:135). This means that writing is a skill that is difficult to teach. Writers not only master

grammar and all its elements, writers also find it easy to write things and write good paragraphs easily. According to Steve & Perin (2007:3), writing skills are a predictor of academic success and a basic requirement for participating in civic life and the global economy. Nunan (2003:88) states that writing is the physical act of entering words or ideas into certain media, be it hieroglyphics written on parchment or email messages typed into a computer.

On the other hand, writing is the mental work of creating ideas, thinking about how to express them, and organizing them into statements and paragraphs that are clear to readers. According to Langan (2008:13), writing is a skill, not a natural gift. These are skills like driving, typing, or cooking, and like any skill, they can be learned. This means that writing skills are a process and require more continuous practice in learning these skills. Students find it difficult when writing something and they have to know sentence construction. Writers must think carefully before writing something to ensure readers can understand their writing. Sever in Sahbaz & Duran (2011:703) states that if a person or writer expresses his feelings and thoughts in writing, then he must have the following skills: choosing at least the right words to address, using words chosen carefully appropriate (word level), forming meaningful sentences, being a form of conveying ideas and creating a form for developing thoughts in a paragraph.

Writing not only explains thoughts, feelings, plans, and experiments, but also allows the writer to communicate with others and explain himself. Written expression is a means that provides an opportunity to provide permanence. They communicate events, thoughts, situations and feelings in a certain way and use language as well as possible. In conclusion, with the writing skills that students have, they can be used in the learning process continuously, apart from being proficient in writing skills, students can indirectly hone their ideas and ideas and put them into written media. It is a productive skill that is difficult to master and students must know how to write well, such as: writing concepts, aesthetics, elements, grammar and spelling in accordance with KBBI rules.

Therefore, the author wants to explore thoughts, feelings, plans, events in written form so that readers can easily understand what is written. Writers can also write down their behavior or experiences. Writing is the most important skill that

students must master in communicating with other people. Apart from communicating, students can also write about incidents or occurrences that occur in the surrounding environment. In general, writing is important because it can help the student to create a paragraph or a text. writing skills must be taught to students so that they can always elaborate on their thoughts and ideas so that they are expressed in good and correct written media.

2.1.2. Descriptive Paragraph

Descriptive paragraphs play an important role in effective writing, offering detailed explanations and clear descriptions that allow SMPN 5 Mengwi students to visualize scenes, understand complex concepts, or understand the nuances of a subject. These paragraphs are more than just a presentation of facts rather students can easily use precise language and sensory details, descriptive writing paints a picture in students' minds, making the content more relevant and easier to remember. Therefore, the interaction in the learning process can be better. Whether used in creative writing, academic papers, or descriptive paragraphs increases the clarity and impact of communication, making it an essential skill for students.

Descriptive text is a text consisting of several paragraphs that reveal or describe something, people, places, in detail so that readers can easily imagine and visualize images of what objects, places, or people look like. To produce good text, writers must understand the definition of text. According to McCarthy (1998:5), descriptive writing is a writing domain that develops images through the use of appropriate sensory words and phrases, and through devices such as metaphors and the sound of words. Oshima &Hogue (2007:65) state that in descriptive paragraphs, the more details included, the more clearly the reader imagines what the author is describing. The details should appeal to all five senses. They should tell readers how something looks, smells, sounds, feels, and tastes.

Moreover, a good description is a word picture; the reader can imagine objects, places or people in his mind; the picture usually follows an organizational pattern called spatial order. Spatial planning is the arrangement of objects in space (Oshima &Hogue (2007:61). Good paragraph consists of 6-12 sentences. According to Zemach & Islam (2005:9) paragraph is collection of 6-12 sentences about one topic. Adopting Fowler (2006:32) The paragraph is the main unit of

composition, for writers it is as important as sentences or phrases. Adopting Bailey's paragraph (2003:1.3) is one step to mastering academic writing. A good paragraph has one idea and one topic discussed, students must focus on organizing these ideas. In this case, students should maintain a balanced flow of ideas. Furthermore, Oshima & Hogue (2007:79) stated that every good paragraph flows smoothly from beginning to end.

According to Zemach & Rumisek (2005:25) descriptive paragraphs explain how something or someone looks or feels. Process paragraphs explain how something is done. Descriptive paragraphs use adjectives; Adjectives are words that tell readers how something looks, feels, tastes, sounds, or smells. Descriptive text describes how the author feels about something. Does descriptive text also use prepositions; prepositions tell readers how a space is arranged. Transitions are words that connect steps in a paragraph. Word and phrase transitions show relationships between ideas in a paragraph. These words are not used between every sentence, but are used frequently enough to clarify the sequence.

Savage & Shafiei (2007:30) state that in descriptive paragraphs, the author uses words that create imagination and help readers see, touch, feel, smell, or taste the topic he is describing. Descriptive organization such as: topic sentence, supporting sentences, and closing sentence. The topic sentence in a descriptive paragraph introduces the item the author is describing, and may also include the author's general feelings or opinion about the item. Supporting sentences provide some background information about the item, they also provide descriptive details about the item (these details describe how the item looks, smells, feels, or tastes), supporting sentences can also explain in more detail how the author feels about the item. that thing. The paragraph ends with a concluding sentence that restates the idea in the topic sentence using different words.

The use of specific language in descriptive writing helps give readers a clear mental picture of what something looks, feels, sounds, or smells like. Writers use adjectives to give readers a more complete picture of the people, places, and things they want to describe. Apart from that, Savage & Mayer (2005:28) state that descriptive writing uses words to build a picture for the reader. These images can come from sights, sounds, smells, tastes, or even feelings. Good descriptive writing

makes the reader feel as if they are present in the scene. In writing descriptive paragraphs, writers can add details to sentences. Details show what something looks like, or how it sounds, feels, tastes, or smells. Writers can use nouns, adjectives, adverbs, and verbs to add detail.

The more specific the details, the more effective and interesting the writing will be. Clear and specific details allow the reader to create a picture in their mind of what is being described. Descriptive writing may use imagery to make something seem more familiar or more creative. Imagery makes ideas easier to understand and can also express feelings. Zemach & Islam (2005:21) state that when a writer describes a place. Writers can add detailed descriptive information to paragraphs that tell how a place looks, sounds, smells, or feels. According to Hogue (2008:95), description is a "word picture". The importance of being a sharp observer and paying attention to many small details in writing, so that students can write good writers. When writing a good description, the description tells what a thing, person, thing, or place looks like.

According to Hogue (2008), there are two keys to writing a good description, namely: using a sequence of spaces to organize the description, using lots of detailed descriptions. Writers must also pay attention to the topic and closing sentence for descriptive paragraphs. The topic part of the topic sentence of a descriptive paragraph usually states the name of the person, place, or thing you want to describe. The controlling idea section usually provides a general impression. The closing sentence of a description can restore the idea expressed in the topic sentence. A good description uses specific details. When describing something, the writer paints a picture with words. The goal is for readers to see what has been explained. Specific details mean the description is precise or precise. The more specific the author is, the better the reader can see what is being described.

Apart from that, Savage & Mayor (2005:33) state that paragraphs are descriptive has the following descriptive organization: a) Introduction tells why the object or even description is important for the writer and begins with a clear introduction about the object to be explained, b) Body paragraph: body paragraph which provides detailed information about the object being described the subject wants to explain so that the reader can easily imagine or picture the object, or can

feel the object with his five senses, c) conclusion: the conclusion sentence provides the author's opinion or review of the entire text description and ends with an appropriate conclusion. Therefore, an introduction, body paragraphs, and conclusion must be present when the writer wants to write a descriptive paragraph.

2.1.3. Roundtable

Teaching techniques or strategies are required to make the teaching-learning process more innovative. To improve the students' writing skills in writing descriptive paragraphs, in this present study, the researcher chooses Roundtable Combined as the teaching technique. Roundtable techniques is one of the cooperative learning strategies. Roundtable is a technique where the students take a turn responding to a prompt by writing one or two words or phrases before passing the paper along to others who do the same. Roundtable is a useful technique to use in teaching writing. It can be a strategy that helps students criticize their ideas or thoughts about the topic and review it in a group. Thus, it is expected to give a different atmosphere in teaching-learning in order creating enjoyable situation where the students can follow the teaching process smoothly.

Furthermore, cooperative learning is a model of teaching strategy to develop students' social skills to work together cooperatively. Arends (2012:361) defines cooperative learning can benefit both low-and high achieving students to work together on academic task. In the process of cooperative learning, higher achievers tutor the lower achiever to provide special treatment or help from peers who share youth-oriented interests and language in particular subject. Furthermore, cooperative learning present wider tolerance and acceptance for students to have same opportunities to work independently on common task through the use of cooperative learning. Arends (2012:361) add that important goal of cooperative learning is to teach students skills of cooperation and collaboration.

In addition, cooperative skill also promotes the development of students' interpersonal In cooperative learning, Roundtable categorized as a group work strategy. In this strategy the students do their task in a group cooperatively. Jolliffe (2007:03) define cooperative learning as requires pupils to work together in small groups to support each other to improve their own learning and of others. The skill

of work cooperatively with group develop students' critical thinking skills and tutor communicative competence through social structure interaction activities. Moreover, Jolliffe (2007:03) add that in cooperative learning, should consist of key that particularly vital in cooperative learning such as positive interdependence and individual accountability.

Positive interdependence requires each pupil in a small group to contribute to the learning of the group. Individual accountability means that each member of the group is accountable for completing his or her part of the work and requires each pupil in the group to develop a sense of personal responsibility to learn. Thus, cooperative learning can present positive learning experience among the students to work cooperatively. Roundtable is a technique where the students take a turn to responding a prompt or paper by writing one or two words or sentences before passing the paper towards to the others who do the same in writing and responds the prompt or paper. According to Kagan & Kagan (2009:6.34) Roundtable technique is students take turns generating written responses, solving problems, or making a contribution to a project.

In this technique, students have same chance to write and develop their idea with their team because every member in a team has equal chance to write and generating the paper. In addition, Roundtable is a written version of round-robin brainstorming, which guide students to be more active and responsible in their group. This technique expected the students to have new learning experience and motivation. Implementing Roundtable also leads students to be responsive and responsible towards their group work to practice students' structure behavior and structuring their acquisition skill. According to Kagan & Kagan (2009:5.2) states that as with the other cooperative learning strategies, Roundtable also present new challenges and requires new skill for the teacher and students.

Additionally, teacher must be considered that all of the students give and take a contribution in their team by sharing their ideas or thoughts with others students on the team work. Kagan & Kagan (2009:6.24) also defines, Roundtable are used to improve interpersonal skills such as team building, social skills, and also academic skills such as building skill and thinking skills. Kagan & Kagan (2009:14.12) add that Roundtable generate the anticipatory set motivates students

to learn the content and gets them “set” to learn. It is mean that Roundtable guides the students to be more active and have a new learning experience model. Roundtable are also appropriate to improving communication skills in line with the learning process. Therefore, Roundtable technique leads students’ social skills and students team building development.

The Roundtable technique is an effective strategy to make students express themselves to elaborate their ideas and generate them. Roundtable is designed for practicing writing skills in a group to develop their ideas and participate in the teaching-learning process. Additionally, in Roundtable technique students do not listen to the teacher’ explanation, they have to explore their ideas and participate in their group. Thus, it is expected to practice students’ interdependence accountability and brainstorming. Before implementing the Roundtable technique, the teacher asked the students to make a group of four to five students. The teacher provided one piece of blank paper and one pen for the team to write Kagan and Kagan (2009:10.21). Thus, without listen to the teacher’ explanation each member of the group is responsible for the instruction given and already know what is going to next.

In the present study, the researcher will use Roundtable as a teaching technique to teach descriptive paragraph at SMPN 5 Mengwi, especially at the seventh-grade students. Roundtable have several steps that can be conducted in teaching-learning in simple ways. Based on the theory, it can be concluded that the Roundtable technique has several values in the process, such as trusting each other, working together, solving any difficulties, and making a decision. According to Olsen &Kagan in Richards & Rodgers (2001:251), the Roundtable technique is an approach that involves pairs and small groups of learners in the classroom. The steps of implementing Roundtable in the present study are adapted based on Kagan & Kagan (2009:6.34) modified as follows:

- 1) The teacher provides a picture and provides thinking time for the students;
- 2) The first students write on the piece of paper and pass a paper and pencil or pen to the students on his/her left on their group;
- 3) The second students add their ideas on the piece of writing and pass the paper to the students on his/her left side;

- 4) Asking the other students to repeat and making a contribution;
- 5) Asking the students to continue rotating the piece of paper and pen until they finish the paragraph; and
- 6) Asking the group members to recheck the paper.

2.1.4 Assessment of Writing

Assessment is a very important part of the teaching and learning process to see students' understanding of the material and measure the effectiveness of the teaching and learning process. Hyland (2003:212) states that teachers often view assessment as an unwelcome task that has the potential to damage the relationships they have built with students and the confidence students gain in their writing. Addressing student performance is an important aspect of teaching, a formative process that is closely related to the planning, design, and instructional strategies discussed in previous chapters and to the issue of teacher response. According to Richard & Renandya (2002:346), assessment based on the context of the paper involves obtaining information about students' abilities, knowledge, understanding, achievements or attitudes.

Writing in writing, for example, will help in assessing students' abilities and understanding of assigned activities. An important function of language in society is for communication. Currently, more and more people are communicating ideas, feelings, thoughts and various other matters through writing. A good writer of course needs to know how to express his ideas or messages in written words clearly so that his readers can easily understand them. Graham & Perin (2007:3) write that writing well is a good thing s not just an option but it is a necessity. Along with reading comprehension, writing skills are a predictor of academic success and a basic requirement for participants in civic life and the global economy. They also added that writing is a means to expand and deepen students' knowledge.

Brown (2004:218) states that writing assessment is not a simple task. To assess students' writing skills, teachers must know the types of tests and variations of writing tests. Teachers should consider written performance categories. It has a role rubric that is used to assess students' writing abilities. This also helps English teachers decide whether to continue with the next material or simply repeat the

material that has been given to students. By looking at categories such as: imitating, intensifying, responsive, and expanding, teachers know students' abilities and they can choose the type of test to use to assess students' writing abilities. A good writing test must meet the demands of reliability, validity and practicality.

One of the reliability requirements is that the test must contain a good number of assessment points. Analytical marking has also been used as a way to increase scoring points. Analytical assessments include marking schemes that assign marks for such things as richness and appropriateness of vocabulary use, grammatical accuracy, organization, and overall communicative effectiveness. For each of these categories, a value from 0 to 5 can be assigned. The scores for all categories can be added up to get the final score. This contrasts with holistic marking where the marker reading a piece of writing provides an overall rating for the Analytically marking each point in each category can be said to be an assessment point (ISP Nation (2009:146).

Miller et al. (2010:28) argue that assessment is a general term that includes all procedures used to obtain information about student learning and form judgments about progress. Assessment provides many benefits for teachers and students. However, teachers cannot directly assess their students if the students never receive the material to be tested. Teachers have their own way of giving assessments to their students because teachers know their students in class well. In other words, students' daily achievements are influenced by assessment. Plus, assessment is not only determined by the final exam. Harmer (2004:110) states that perhaps the most common way to improve student work is to return it to the student with lots of underlining.

Harmer (2004:110) states that scribbles, question marks, and the occasional tick there may be a place for such corrections, especially in test marking for example, but this kind of intensive correction can be counter-productive. There are a number of more effective ways to make correction a positive and useful experience. Assessment and learning are integrated in the classroom. Language tests are designed by teachers who have particular skills and training in test design, or by people who are experts in test design. This is not because test assignments always look different from classroom assignments, but because test assignments are

usually designed with certain properties in mind. This is not necessary in the classroom, where any assignment is an assessment opportunity that leads to adjustments to the learning process, (Brookhart in Fulcher & Davidson (2007:27-28).

According to McCulloch (2007:2), assessment is one of the most significant areas in an education system. It defines what students consider important, how they spend most of their time academically and in many ways how they value themselves. The objectives of assessment are many, varied and related. It is important to realize that setting assessment tasks for one or more of these objectives and then assuming that the results correspond to other objectives may not be correct. There are also different stakeholders in the assessment, and need to be aware that their concerns may not always align. The most significant tension in assessment appears to lie between assessment for the purpose of providing feedback and helping students to learn, and assessment for the purpose of establishing levels of achievement. The forms of assessment that are best suited to assist the learning process, may be considered unreliable when assessing summative achievement.

Black & William in McKay (2006:140) state that class assessment or teacher assessment refers to assessments carried out by teachers in the classroom. It may be formative when the teacher gathers information about the child's strengths and weaknesses to provide feedback to the learner and to make further decisions about instruction, or it may be summative, when the teacher gathers information at the end of a period of time, and in general, to report to others about the child's progress. In the Summative assessments undertaken by teachers can also inform their own teaching, if, for example, students return to them the following school year. But In the Formative assessment is also called assessment for learning.

According to Oshima & Hogue (2007:196), when assessing papers, teachers sometimes give points for each writing skill. In assessing students' writing skills, teachers can use assessment rubrics. The paragraph assessment rubric consists of certain components such as: punctuation format and mechanics, content, organization, grammar, and sentence structure. Each component has criteria that has its own points. Brown (2004:235) states that assessment of the development of a paragraph has several different forms: (1) Writing topic sentences, where each

paragraph must have a topic sentence, in this case the topic sentence can be the focus of a paragraph. cluster sentences. (2) Developing topics in a paragraph, where the sentences are related to each other. (3) Development of main ideas and supporting ideas throughout the paragraph which is usually used if there is more than one paragraph.

2.2. Empirical Review

Empirical Review is a review of previous research that is relevant to current research. The purpose of the empirical review is to elaborate on the researcher's in-depth understanding and reasoning regarding previous theories. This means that an empirical review is reviewing the results of research that has been previously carried out by other researchers so that theories can be found that are suitable to be combined with current research, so that accurate and effective research can be carried out. In this research, researchers want to "Improving Writing Skill of The Seventh-Grade Students of SMPN 5 Mengwi In The Academic Year 2024/2025 Trough RoundTable." Several relevant studies are summarized as follows:

The first similar research was conducted by Dewi (2019) entitled "Improving Writing Ability Through the RoundTable Technique in seventh Grade Students of SMP Negeri 1 Singaraja for the 2018-2019 Academic Year". The aim of this research is to find out whether the writing skills of The Seventh-grade students at SMPN 5 Mengwi can be improved through implementing Roundtable as a technique. The research results showed that students' writing skills improved after implementing the Roundtable technique. This can be seen from the subject's score changing and showing an increase from pre-test to post-test due to his guidance which influenced his achievement.

The Strength of this research is that the researcher provides good related theories from experts to support his statements. Apart from that, the assessment rubric used was also adapted from Oshima &Hogue (2007:196) which is very clear. Meanwhile, the weakness is the steps of the Roundtable technique are not explained clearly in the Teaching Module based on expert theory which aims to increase student misunderstanding and unable to work together. Apart from that, it can create a level of inequality because each member will not contribute to other members.

Thus, high ability students may also be dominant in the group compared to low ability students in the class. Therefore, to improve the quality of this research, researchers will provide an overview of the Roundtable. To provide clear instructions in applying the Roundtable technique to improve student writing achievement. With the right techniques and theories, researchers make it easier to invite students to implement the Roundtable method, so that students can be easily managed in its implementation, besides that students who have low abilities can mix with students with high abilities so that there is an even assessment of the application of the Roundtable method.

The second similar research was conducted by Adiguna (2019) entitled "Improving Writing Skills of Seventh Grade Students of SMP N 11 Denpasar 2018-2019 Academic Year". The aim of this research is to find out whether the writing skills of class VII students at SMPN 5 Mengwi can be improved through the RoundTable method. Based on the tests given to the subjects, the results showed that there was an increase in student achievement in descriptive writing paragraph. This can be seen from the increasing subject scores in each learning cycle. Thus, after being given Roundtable treatment, students' writing skills improved significantly.

The strength of this research is that the researcher provides good information to students and theories from experts to support the statement. Apart from that, the weakness are the assessment rubric used also does not use learning media to teach the subject matter. Apart from that, the researcher only mentioned a few titles so that students could create descriptive paragraphs based on the given topic without combining it with any media. Therefore, it is quite difficult for students to use their brainstorming to elaborate and develop topics contextually. In connection with the weaknesses above, in this study the researcher will give 6 titles to engage students and try to provide new learning experiences to improve their critical thinking in writing. Then the researcher will invite students to study so that it is easier to understand what will be written based on the title provided.