

CHAPTER I

INTRODUCTION

1.1 Background of The Study

English is one of main lessons that is required to be learned and mastered by Indonesian students. There are four language skills in English learning; they are listening, speaking, reading and writing. Writing is one of the skills that should be improved in function purposes such as writing message in e-mail, writing invitation on Facebook, or writing letters (Hawthorne & Glenn, 2011). Writing is a cognitive activity by coding linguistics symbols into a media to communicate. Graham (2008) states that to become an effective writer, the students need to acquire the knowledge about the characteristic of good writing itself as well as the different purpose and forms of writing which going write. The process refers to the act when the writers gather the ideas and make it until the text can be presented to the reader.

Writing is one of the productive skills which needs creativity of writers to deliver ideas. It is very worth; writing can be used as an integral part of a larger activity where the focus is on something else such as language practice, speaking and reading. Graham and Perin (2007) state that writing is a means of extending and deepening students' knowledge; its acts as a tool for learning subject matter. This is related to the activities of messages, memories, and so on in daily life which is done by visualizing our ideas to a written form. Then Zemach and Rumisek (2005) state that in free writing, students write whatever comes into their head about the topic without stopping. Writing must be constructed more carefully, concisely, and coherently to ensure the meaning is clear. The students need to learn about the characteristics of good writing which going to write. Being able to write in English need both mastery of structure and organization. Therefore, students should master the basic components of writing. They should know grammar, which means that students should be able to make sentences which are grammatically correct.

Based on the interview with English teacher in SMP Negeri 1 Kuta Utara in the academic year 2024/2025, most of the seventh-grade students have some writing's problems. They have less interest in writing activity because they do not

understand why they are supposed to write. They do not have many ideas to write which makes them hard to make a paragraph even for a simple paragraph. Moreover, the seventh-grade students have limited vocabulary, so they have difficulties in connecting appropriate dictions in their sentences. These problems make their writing unclear. Because the students have limited knowledge of grammar and vocabulary, they could not compose correct and meaningful sentences even in a short paragraph. They also do not know when they have to put punctuation correctly in every sentence. These kinds of difficulties make them do not attract in writing class.

Based on the problems above, the factors that affected the students' interests in the writing lacks linguistic knowledge and the teacher's teaching method. Based on the interview with seven grade students of SMP Negeri 1 Kuta Utara said that the teachers just instruct them to write a paragraph without any step that makes them curious and interested in a writing activity. English teachers do not guide them on how make a good paragraph. The students cannot express their idea and do not know that should they do with the task. Because of these problems, the students can not understand what and how to write a correct and great sentence, so then they think writing is boring.

The English teachers of SMP Negeri 1 Kuta Utara usually teach the students how to write text and paragraph by applying a group discussion technique. In that technique, the teacher divides the students into a group consisting of 3-4 students in each group. The teachers ask them to discuss the material that they will learn in that day. In this kind of technique, the teacher hopes all the students discuss the learning material and be more active. However, the technique cannot run well. It is because the technique cannot improve the students' writing skills. Therefore, another cooperative learning technique is needed in the teaching and learning process to improve students' writing skills.

To settle down the problem, the researcher improved the student's writing skills with a cooperative learning technique. There are many techniques that can be used to teach writing. The researcher chooses an appropriate technique for teaching writing skill. It is Simultaneous Roundtable technique based on (Kagan & Kagan, 2009). It is preferable because it has clear steps which manages the students in the

learning process. The technique become more interesting when it combined with picture. Using simultaneous roundtable technique with picture in teaching can catch the students' attention by showing media. When students are interested in the learning activity, they can explore their ideas and they are able to start writing sentences by using their own words.

A simultaneous roundtable technique with pictures will be an interesting and challenging technique. It helps the students to brainstorm and write their ideas. The simultaneous roundtable technique catches students' attention during the class. Thus, students are more active in communicating their idea to others in case of sharing their knowledge. As a result, they could be more focused on the learning process and they know how to construct a good paragraph. Furthermore, this technique also helps students to organize their thought before they develop them into the paragraph. Besides, this technique also helps the teacher in the teaching process. Moreover, the teacher facilitated and guided the students to write a paragraph using simultaneous roundtable technique that made students learned in a happy atmosphere.

Based on the background of the study above, the students still have difficulties in writing a paragraph. They did not know how to write a good paragraph. The researcher is interested in applying Simultaneous Roundtable in this present study as a technique in teaching activity. It was because it has structure steps that caught the students' attention and increased their activeness during the class. As a result, the researcher is highly interested and motivated to research on this study research.

1.2 Research Problem

A research problem is a term that is used to state the problem of the study. Based on the explanation above, the seventh-grade students of SMP Negeri 1 Kuta Utara in the academic 2024/2025 should develop their writing skill to complete comprehension of the content or stated information through technique. Writing skill is a very important skill that has to be mastered by the students because by writing the students can gain their knowledge. Based on the problems above, the seventh-grade students of SMP Negeri 1 Kuta Utara in the academic year 2024/2025 have

problems in writing paragraph coherently and grammatically correct. Therefore, considering the background of the study, the research problem can be formulated as follows: can writing skill of the seventh-grade students of SMP Negeri 1 Kuta Utara in the academic year 2024/2025 can be improve through a simultaneous roundtable with pictures?

1.3 Objective of Study

Every scientific in writing needs an objective to be the guidance in getting what is needed. To make the present study have a clear direction, certainly, it needs to declare an objective of the present research. A scientific study is conducted to answer the research problem under study which is formulated and determined previously. Therefore, this study is designed to answer the research problem which have been stated before. Based on the background above, the present study is conducted to figure out whether or not writing skill of the seventh-grade students of SMP Negeri 1 Kuta Utara in the academic year 2024/2025 be improved through a simultaneous roundtable with pictures.

1.4 Limitation of The Study

The writing skill discussion can be too broad and complex in a single coverage of the study. Therefore, the variables of the study should be limited in order to avoid overlapping discussion. The present study is only focused on the use of simultaneous roundtable with pictures to improve the writing skills of the seventh-grade students of SMP Negeri 1 Kuta Utara in the academic year 2024/2025. In addition, the present study is also focused on the fourth basic competency: constructing a descriptive paragraph in short and simple writing form about person based on the generic structure, social function, and language features correctly and contextually. Then, the writing skill will be focused on writing descriptive paragraph which describes person in such detail that make the reader easily visualize the description which consists of generic structure: identification, description, and conclusion.

1.5 Significance of The Study

This study is concerned with the effect of simultaneous roundtable technique with pictures on the seventh-grade students in writing skill. The researcher hopes this study contributes to the teaching-learning process and expects it to be useful and relevant, theoretically and practically.

Theoretically, the findings of the study are expected to strengthen and support the theories that are used, particularly the theories of writing skill and simultaneous roundtable. Some information theories are provided in this study that could be taken to enrich the existing references. Besides, the findings are expected to give evidence that simultaneous roundtable is one of the preferable techniques to improve students' writing skill. The result is used as the reference for future studies related to the simultaneous roundtable in improving writing skills.

Practically, the finding of this study provides information to the English teachers of the seventh-grade students of SMP Negeri 1 Kuta Utara about the level of their students' writing skills. Furthermore, they can also choose appropriate techniques that can increase the students' the knowledge and motivation in writing. It gives information about their success and the failure in teaching English writing. The study's finding is meant as informative feedback to seventh-grade students of SMP Negeri 1 Kuta Utara about their skill in writing. It gives them motivation and encouragement in learning English and practice their writing skill. Finally, they realize that writing is one of the important skills that helps them to express their ideas in written form. For the researchers, this study is expected to be a guidance for those who are interested in improving writing skill.

1.6 Definition of Key Term

In the present study, the terms in scientific readers and the definition does not give clear-cut clarification. The definition of the key term is associated and it is very important to define to make a better understanding of the present study. To avoid misunderstanding concerning, the key terms, the terms in scientific research are too broad and they sound complicated to the readers; furthermore, the definition of the key terms is used to make the readers have a profound understanding of the

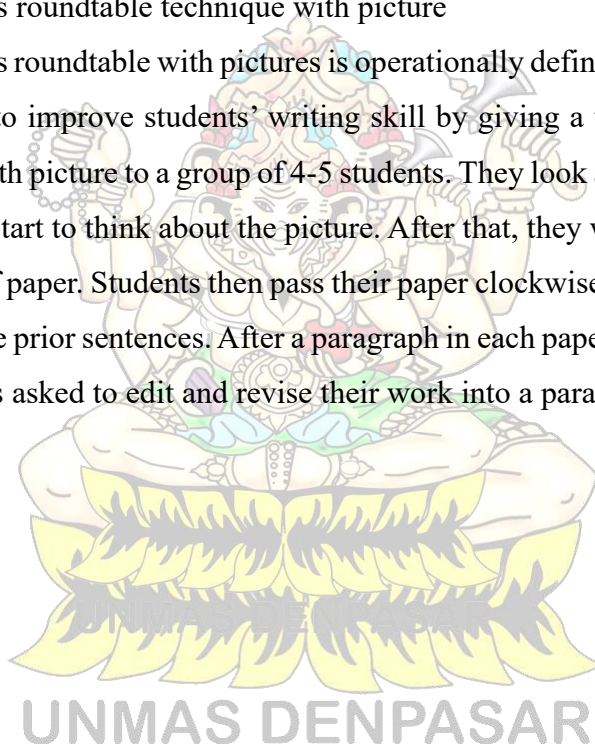
present study. The definition of key terms would describe the definition of writing skills and simultaneous roundtable with pictures. To make a better understanding concerning this study, the definitions are operationally defined as follows:

1. Writing Skill

Writing skill is operationally defined as the of the seventh-grade students of SMP Negeri 1 Kuta Utara in the academic year 2024/2025 in writing a descriptive paragraph. The writing skill is focused on writing 6-12 sentences of descriptive paragraph which describes person with complete generic structure: identification, description, and conclusion.

2. Simultaneous roundtable technique with picture

Simultaneous roundtable with pictures is operationally defined as the technique that is used to improve students' writing skill by giving a topic about person combined with picture to a group of 4-5 students. They look at the picture about person. and start to think about the picture. After that, they write their ideas on their piece of paper. Students then pass their paper clockwise so each teammate can add to the prior sentences. After a paragraph in each paper has been formed, each group is asked to edit and revise their work into a paragraph.



CHAPTER II

THEORITICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is common in scientific contexts where theories tend to be more precisely defined. It supports a theory of a study. It reviews, introduces and describes the theory that explains why the research problem under study exists. This study is conducted based on some reviews from related literatures. The important points of review concerning the writing and simultaneous roundtable technique are described to support the study. The terms concerning the review include (1) writing skill, (2) descriptive paragraph, (3) simultaneous roundtable, (4) picture, and (5) assessment of writing skill. The explanation of those points is briefly explained in this chapter.

2.1.1 Writing Skill

Writing as one of the major skills is an activity in which people share information through a written form. There are some aspects of writing knowledge that should be fulfilled by writer such as vocabulary, content, organization, punctuation and spelling in a balance way. Besides, writing also as a productive skill that should be learnt and mastered in language learning. Moreover, to be a good writer, students need to know some essentials or basic skills, which include punctuation, dictation, and the use of different sentence structures. Patel and Jain (2008) state that writing is a kind of linguistic. It presents the sounds of language through visual symbols. Writing may be very important for one group of students but much less important for others. Writing is essential feature of learning a language because it provides expression. As a result, the discovered phenomenon can be reflected as clearly as possible in the text (Wolff, 2007). However, Jolliffe (2007) state that, writing is considered to be the most complex one among the four skills; it is because needs simultaneous control of a number of variables. It requires our attention on how to express ideas, how to use grammar, punctuation, spelling, and vocabulary. There are some components that are inclusive in writing, such as

the control of content, rule of syntax, format sentence, and letter information. In order to produce a good piece of writing; therefore, the writer must consider all of the writing components mentioned above.

Brown (2004) states that writing has four categories that capture the range of written production. Each category as always reflects the uniqueness of the skill area. The four categories are imitative, intensive, responsive, and extensive. In imitative, the learners have to attain skills in the fundamental, basic task of writing letters, words, punctuation, and very brief sentences. In intensive, the learners focus on the meaning and context which are the point to create the correct and appropriate paragraph. In responsive, the learners learn how to connect sentences into a paragraph and create a logically connected sequence of two or three paragraphs. In extensive, the writers focus on achieving the purpose, organizing, and developing ideas logically; as a result, the final product is engaging in the process of multiple drafts.

Writing is one of the hardest skills that everybody cannot always do so that everybody should learn the process of writing a good text. According to Kalandadze (2007), writing generally consists of the following stages: pre-writing, drafting, and revising. In pre-writing, writers take time to think about the topic and generate ideas. Besides, they also spend time in form on and plan the content of their text. Then, in the drafting, the writers write down the plans or ideas into a sequence and provide the readers to understand the meaning of these ideas. The last is revising, the writers do some processes that their writing will be corrected by someone who skilful in writing. As a result, their writing will be better than before after revising.

Writing is an important form of communication in day-to-day life, but it is especially important in high school and college. Writing is also one of the most difficult skills to master in both a first language and a second language. Even though people always communicate orally in our daily life, written form will help people communicate in some cases directly or indirectly (Zemach & Islam, 2005). According to Nunan (2003), writing is the process of thinking to invent ideas. It thinks about how to express ideas into good writing and arranges the ideas into statements and text clearly. It indicates that the learners are expected to explore the ideas and make them into a good text. Besides, writing is both a mental and a

physical act. It is the physical act of committing words or ideas to some medium whether it is an object or a symbol or a mental.

Based on the theories above, this present study tended to refer to Kane (2000) who states that writing is not an easy product that the writer can do without any step, to make it easier writer should follow. The following steps such as pre-writing, planning, drafting, revising, and writing. Pre-writing is the first stage in the writing process, in which in this step the writer chooses a topic to start to write a paragraph. Planning (outlining) is to organize the ideas the learning generated by brainstorming in an outline. On the other side, writing the topic sentence. The next step in writing is drafting in which is the basic step in writing a good paragraph. Then, writing and revising the draft in this stage will 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. Writing the final copy to hand is the last step in writing. As the final step in the writing process, writers have to rework the written drafts and polish them for publication and presentation.

2.1.2 Descriptive Paragraph

In writing, students are expected to produce a product in written form and they can express their feeling and ideas in written form for free without interruption from others. In this case, the product mentioned is a paragraph. Zemach and Islam (2005) state that, a paragraph is a group of about six to twelve sentences about one topic. Every sentence in a strong paragraph is about the same topic. All of the sentences explain the writer's main ideas about the topic. When the writers want to write a new idea, they begin with a new paragraph. A paragraph can give information, tell an opinion, explain something, or even tell a short story. The sentences are arranged logically, so the reader can easily understand what the writers want to say.

A paragraph is the basic part of writing. It means before students learn to create full-length writing, they should start by making coherent sentences. Raimes and Jerskey (2011) argue that a good paragraph makes a clean point, support your idea, and focuses on one topic. Furthermore, they add that paragraph may concern about its function than content, they create understanding to catch readers' attention

by making a clear point of topic and making smooth transitions that are connected to one another. Thus, learning constructs a unified and coherent paragraph is very important as it can help readers easily catch the writer's intention and purpose of the story.

Descriptive paragraph is paragraph describes person. The description presents the details of the object being described which aims to give a clear picture; hence, readers can imagine the object very clear. Paragraph is a group of sentences that develop about a subject. The first sentence states the main idea of the topic and then the rest of the sentences support the point. A paragraph has a topic sentence that directly tells the readers the main idea. The other sentences in the paragraph called supporting sentences, give more information about the topic. They add specific detailed information and explanation of the topic. In other words, it is a word that plays a central role to replace the object. The ability of the writers to modify the sentences with a descriptive word is essential for successful descriptive writing. There are two types of words which are considered to be descriptive words: adverbs and adjectives (Juzwiak, 2009). Those words play a vital role modify sentences, so the reader will be able to distinguish the specific details in which they can simultaneously see, feel, hear, and taste what is being described in the paragraph.

Descriptive paragraph has generic structures such as: identification, description, and conclusion. Evans (2002) defines a descriptive paragraph is about describing person that should consist of an introduction, main body, and conclusion. Introduction in which the writer give general information about a person, it can be called identification. The main body in which the writer describes their physical, appearance, personal qualities, and hobbies can be called description. The conclusion is the point at which the writer writes the opinion about the person described. In this part, the students should conclude the text is connected to each other; apart from the fact that every sentence in descriptive text.

2.1.3 Simultaneous Roundtable

According to Richards and Rodgers (2001), cooperative learning is an approach that involves pairs and small groups of learners in the classroom. In

cooperative learning, group activities are a major mode of learning. Group activities are carefully planned to maximize students' interaction and to facilitate students' contributions to each other learning. It can also be used in collaboration with other teaching methods and approaches. Furthermore, they add that cooperative learning has a purpose to foster cooperation rather than competition, to develop students' critical thinking skills and to develop communicative competence through socially structured interactive activities.

According to Arends and Kilcher (2010), cooperative learning is a teaching model or strategy that is characterized by cooperative task, goal, and reward structures, and requires students to be actively engaged in discussion, debate, tutoring, and teamwork. Students work in teams to acquire and master new information and to learn social and teamwork skills. They also learn more to accept diversity and be tolerant of the differences. In addition, Jolliffe (2007) adds that to be truly cooperative, learning should consist of key elements that particularly vital such as positive interdependence and individual accountability. Positive interdependence requires each student 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 and also to help the rest of the group to learn.

As language learning allows students to work in a small group, there are many techniques that include in the application of cooperative learning. One of them is roundtable. Referring to Richards and Rodgers (2001), the roundtable is one technique in cooperative learning in which there will be one piece of paper for each group and every student in each group makes contributions. Next, they pass the paper and pen to the students of his or her left then each student makes a contribution in turn. Furthermore, there is another variation of roundtable named simultaneous roundtable.

Simultaneous roundtable is a technique of cooperative learning that focuses on group work. Kagan & Kagan (2009) state the simultaneous roundtable also presents new challenges and requires new skills for teachers and students as the other cooperative learning and teaching technique. Teachers need to ensure all

students maximally participate and work together toward the team goals. Students should learn to trust each other, how to work together, and how to resolve conflicts and make a team decision. According to (Kagan & Kagan, 2009), there are six steps in a simultaneous roundtable which are described as follows:

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

2.1.4 Picture

In this research, the researcher combines the simultaneous roundtable technique with picture which will make the class better and fun. The picture is a media to communicate in every activity because it uses to transfer a message to the other people. Picture is a very common thing that people can find everywhere, such as on the street, school, and public area. Thus, picture can be used as a media to communicate in every activity because the picture is interesting and also stimulate their ideas.

Broughton (2003) state that picture can convey meaning beyond the immediate context. It can be concluded that picture can be used to stimulate students' creativity imagination and help them to generate and develop their ideas. Picture helps students to arrange the paragraph by looking at the picture and stimulate their brain so they can build their imagination to write their own paragraph. Therefore, the researcher considers a picture as a stimulus for a longer story or description which can be used to elicit the students' writing skill. Turk (2003) states that a stimulating picture would arise the audience and improve their reception of a quite different message. Furthermore, it can help people especially students who have already learned writing to more creatively develop their thought in writing. Nunan (2003) describes that many communicative activities can be

stimulated by thought picture. Therefore, picture will be an inspiration for students and give many benefits or impressions to the students in making 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 Negeri 1 Kuta Utara in the academic year 2024/2025.

2.1.5 Assessing Writing

Assessment is one of the crucial parts of education learning activity which the teacher will assess the students during or at the end of the learning activity. Assessing students can be done by observing their performance. In English, there are four skills that the teacher assessed such as listening, speaking, reading, and writing. Writing is one of the skills consider as a crucial aspect of learning English in education. According to Brown (2004) there are four types of writing performance there are imitative, intensive, responsive, and extensive. Imitative to produce written language the learner must attain skill in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. Intensive writing is skill in producing appropriate vocabulary within a context, collocation and idioms and correct grammatical features of to the length of a sentence. Responsive is assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically contented sequence of two or three paragraphs. Extensive is writing implies successful management of all the processes and strategies of writing for all purposes.

Giving assessment needs to be done by English teachers because they will know to what extent to which the students have achieved the materials. The students also know how their writing will be scored. Graham and Perin (2007) 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 appropriately, beginning to be adapted to different forms of writing are used appropriately, beginning to be adapted to different readers. Sequences of sentences extend ideas logically and words are chosen for variety and interest. The basic grammatical structure of sentences is usually correct. Spelling is usually

accurate, including that of common, polysyllabic words. Punctuation to mark sentences-full stops, capital letters, and question marks-is used accurately. Actually, writing is a difficult skill to be scored because it uses subjective judgment from the teacher. In this case, to increase the objectivity of the score, the teacher should co-mark the students' writing by giving more than one marker because it will be more valid than only one score.

In general, assessing writing has a function for grading; however, it can be used to increase their writing rather than measuring to get students' score. Coffin et al (2003) explained that assessment has two functions: formative function (for teaching tool) and summative function (for grading). As a teaching tool, assessment leads students to be more familiar with their own writing. They will learn more through the feedback on their work. The teacher sometimes informs if a certain test is for grading or only for teaching. Mostly in writing for teaching, students tend to do the test based on their real knowledge without any effort to cheat. Low-anxiety class situations can be created since grading is not its objective. Different from a summative function, assessment is fully for grading. The criterion, duration, and rules are emphasized as the agreement of an assessment. A suitable scoring rubric is the most important thing in summative assessment; it would help the teacher when checking students' work.

In this study, the researcher thought it is necessary to assess the students' writing skill by carrying out a test. Moreover, the students are asked to write a descriptive paragraph that consists of generic structure, such as; identification, description, and conclusion. The result of the test will strictly assess by using a rubric proposed. According to Oshima and Hogue (2007), 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 do by the teachers in the classroom to know the subjects' achievement teaching-learning process. Furthermore, in the present study, the assessment is administered in an ordinary

way by giving tests. Besides, the assessment will be given based on the scoring rubric which consisted of the writing criteria.

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. To elaborate a deep understanding of the theories and the information is the main point of the empirical review. This means that the empirical review is a methodology of the previous research. The empirical review is also to review the study which had been done by the other researcher. In conducting this study, the researcher wants to improve the student's writing skill through Simultaneous Roundtable with Picture. This study reviews two previous related studies as empirical comparison.

The first research was conducted by Tari (2022) 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 designed to figure out whether or not writing skill of the eighth-grade students of SMPN 6 Denpasar in academic year 2022/2023 can be improved through simultaneous roundtable combined with picture-stimulated writing. The result of the study showed that the use of simultaneous roundtable to improve students' writing skill in composing descriptive paragraph was successful after two cycles.

The second research which was relevant with the present study was done by Dyatmika (2022) entitled "The Use of Simultaneous Roundtable Combined with Picture to Improve Writing Skill of the Eighth-Grade Students of SMPN 6 Denpasar in Academic Year 2022/2023". The present research objective was mainly intended to find out whether writing skills of the eighth-grade students of SMPN 6 Denpasar in academic year 2022/2023 can be improved through simultaneous roundtable combined with picture. The result after implementing the strategy in two cycles, it revealed that students' writing skill could be improved through simultaneous roundtable. It implied from the improvement of the mean score of pre-test and post-test.

The strength of both studies is to avoid misunderstanding in assessing students' paragraphs. Thus, the students were successful to improve their writing skill by using simultaneous roundtable technique because the researchers explained the steps clearly, so it made the students focus in the teaching-learning process. However, the steps that were used by both researchers needed more combination to make the activities become more interesting. The combination that is meant here is a media that supported the teaching-learning technique. It exactly influences students' quality of knowledge in the class. In this present study, the researcher combined Simultaneous Roundtable technique with pictures. The researcher provides an interesting picture about the topic given for the teaching-learning process and the assessment. It greatly stimulates the students' ideas which improve their writing's qualities. The difference that distinguishes this study from previous studies is the difference in schools, classes chosen, and the picture materials provided. In previous studies the researcher only provided one example of a picture, while in my current study I provided several examples of pictures that students could choose.

