

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is a basic requirement Indonesian that students must have. There are four language skills in English language learning: listening, speaking, reading, and writing. One of the aspects that should be improved is writing. Writing is a means of expressing ideas or communicating with others. Writing is essential to learn because it is a vital way to express thoughts and communicate ideas. Graham (2008:4) states that to become an effective writer, students need to know the characteristics of good writing and the different purposes and forms of writing they use. The process refers to the act when the writers gather ideas and write a text that can be presented to the readers. In addition, improving writing skills is crucial for students to effectively communicate their ideas and thoughts in English.

Writing is a productive skill that requires writers' creativity to deliver ideas. It is very worthwhile; writing can be an integral part of a larger activity where the focus is on something else, such as language practice, speaking, and reading. Graham and Perin (2007:9) state that writing extends and deepens students' knowledge; it acts as a tool for learning the subject matter. This is related to writing messages, memories, etc., in daily life, which is done by visualizing our ideas in a written form. Then, Zemach and Rumisek (2005:7) state that in free writing, students write whatever comes into their heads about the topic without stopping. Writing must be constructed more carefully, concisely, and coherently to ensure the meaning is clear.

Moreover, Hawthorne and Glenn (2011:9) state that writing is one of four major skills in English that are important to be studied by students. They are expected to write as well as possible in various genre for various purposes. Furthermore, Graham (2008:4) states that to become an effective writer, students need to acquire knowledge about the characteristics of good writing itself as well as the different purposes and forms of writing which is going to write. Being able to write in English needs both good mastery of structures and organization. Therefore, the students should master the basic components of writing. They should know grammar to make grammatically correct sentences.

Based on the researcher's interview with the English teacher in SMPN 5 Mengwi, it were found that the seventh-grade students face difficulties in writing, especially in writing descriptive paragraph. Most of the students had problems in elaborating and developing the ideas a good paragraph. It happened because the students had lack minimum experience how to exploring ideas and elaborating the ideas into written form. Besides that, the students also did not know how to write a unity and coherent text or paragraph based on the correct sentence structure. In addition, it is because they faced difficulty in accepting the concepts writing skill in accordance construct good writing product. Afterwards, it accrued because of the facilitator cannot provide the appropriate teaching strategy or technique for the students. Furthermore, incorrect word spelling were common become mistake. Therefore, the students have less interest in practice their writing skill.

A lot of aspects can affect the improvement of students' skill. One of them is the teacher teaching technique. Based on the interview with one of the English teachers in SMPN 5 Mengwi, it were found that the teacher used inappropriate

teaching technique in teaching writing. The teacher used a monotonous technique and just focused on Teacher-Centered Learning where the students did not have chance to express their knowledge orally. In addition, this teaching technique only focused on the teacher as the domain of the learning sources. The students cannot experience the new learning outcome to support their needs, especially in practicing their writing skill. However, the students become less active and passive during the teaching process. The learning situation were not enjoyable as the students were expecting. Therefore, that kind of teaching leaned to cause the students easy to forgotten the learning materials, which affects their achievement.

The teacher should pay attention to the characteristics of technique they choose in teaching and learning. The teaching technique should have a good impact on both teachers and students. Teacher should help students understand why a technique is valuable and how it is appropriate to improve their writing skills successfully. Teacher may face challenges such as limited time for individual feedback and the need to adapt the technique to deserve student needs. There are so many techniques that can be applied in teaching writing. Considering the problem above, the researcher were interested in conducting a study which has intended to improve their achievement in writing skills by implementing Roundtable technique.

Roundtable is a technique in which students are guided through writing Roundtable also can be used to motivate and help the students construct a good paragraph. Roundtable is a group work strategy. It means that the students do their tasks in a group cooperatively. Olsen and Kagan in Richards and Rodgers (2014:252) define cooperative learning as an instructional approach in which learners work in-group to accomplish a shared task. This strategy also makes

writing easier for the students because they can share their ideas and put them together with their friends. They can revise it together, which makes their writing less from mistakes.

The strength of the roundtable technique is that it promotes team-building skills and creates an enjoyable learning atmosphere. Roundtable expects students to interact with others on their teamwork the most. Related to the problems faced by the students, Roundtable expects the students to construct paragraphs according to the prompt or sentences given collaboratively with the students group work. It helps them to generate their ideas in writing or constructing paragraphs. The students should discuss with their group how to make good paragraph. The students would not feel bored when they learn to write descriptive paragraphs. Students who are not bored would be active in the writing process. Writing were be easier if the teacher can apply a suitable technique to help the students become good writers. Roundtable can be alternatively used in teaching writing to junior high school students. According to Kagan (2009), Using Roundtable could be an exciting and challenging technique for students.

Roundtable can motivate the students to work in a group; furthermore, it can help students to organize their though before they develop them into a paragraph. This technique improve students' writing skill in the teaching learning process. Based on the background, the students struggled to write paragraphs, especially descriptive ones. They did not know how to write a good paragraph. Implementing Roundtable is one of the creative ways to improve the writing skill of the students. In summary, the researcher is highly motivated and interested in doing scientific

research entitled “The Use of Roundtable to Improve Writing Skill of The Seventh-Grade Students of SMPN 5 Mengwi in The Academic Year 2024/2025”.

1.2 Research Problem

Formulating a research problem is important in conducting this research in order to make a specific discussion. As what have been stated in the background of the study, there are still difficulties faced by the eighth-grade students of SMPN 5 Mengwi in writing. The students also did not know how to write unity and coherent paragraph based on the writing components procedure. The situation happened because the students only had limited chances to practice themselves in writing. Those problems do affect their writing skill and affect students' capability in achieving the learning objective. Thus, the problem faced by the students should be improved by using an effective technique. Therefore, the researcher formulates the research problem in this present study as follows: can writing skill of the seventh-grade students of SMPN 5 Mengwi in the academic year 2024/2025 be improved through Roundtable?

1.3 Objective of the Study

The research problem that has been previously formulated is answered by conducting a scientific investigation in this present study. The objective of this present study refers to the aim of the researcher in conducting the research. The objective of this present study is intended to find out the solution of the problem faced by the seventh-grade students at SMPN 5 Mengwi in the academic year 2024/2025, and in the research in relation to answer the research problem of this present study. Based on the research problem above, the writing skill of the seventh-

grade students of SMPN 5 Mengwi need to be improved. Therefore, this present study were be conducted to find out the solution for the problem mentioned above. Furthermore, the objective of this present study is to find out whether or not the writing skill of the seventh-grade students of SMPN 5 Mengwi in the academic year 2024/2025 can be improved through Roundtable.

1.4 Limitation of the Study

In order to avoid board discussion, it is important for the researcher to limit the study of the research. Therefore, in this present study the researcher limited the study on improving writing skill of the eighth-grade students of SMPN 5 Mengwi in academic year 2024/2025 through Roundtable. It is important for the researcher to know the curriculum that is applied in the school in accordance to produce an appropriate learning module and the material to improve students writing skill. Furthermore, in this present study, SMPN 5 Mengwi applies the Merdeka curriculum. According to the Merdeka curriculum that is applies at the school, the researcher focused on the learning objective in the element of writing and presenting phase to measure the students' writing skill in conducting this present study. In accordance based on the learning objective of the Merdeka curriculum that applied in SMPN 5 Mengwi in the academic year 2024/2025.

Because the school where this research were conducted used the Merdeka Curriculum, this research focused on learning objectives 7.7 of seventh grade middle schools. Learning objective 7.7 requires students to students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. In this present study, the researcher focuses on producing written descriptive text interaction and

communication in wider context both in formal and informal situations. Furthermore, this present study were focused on students writing skills in writing a descriptive paragraph describing a particular thing or person. Thus, the paragraph should fill the scoring procedure criteria that were be used, which involved aspects of format, punctuation and mechanic, content, organization, grammar and sentence structure.

1.5 Significance of the Study

The significance of the study is important to explain in accordance with the research needed for this present study. It refers to the contributions and impact of this present study on the research field. The significance of study in this research were explained briefly the perspective of the research discussion. Furthermore, in this present study, the research were focus on investigating to improving writing skill of the eighth-grade students of SMPN 5 Mengwi in academic year 2024/2025 through Roundtable. Furthermore, this present study focuses in teaching writing skill by applying Roundtable to improve students' writing skill, especially to write a descriptive paragraph in describing particular thing and person in written form. In addition, the findings of this study are expected to have theoretical as well as practical significance.

Theoretically, the findings of the present study are expected to be beneficial as the theoretical witness about the implementation theories based on the problem that faced above. The findings of this study are also expected to support the existing empirical evidence for the next researcher. In addition, the findings of this study are also expected to support the existing empirical evidence for the next researcher. Moreover, the theories of the working principles and knowledge of English

language teaching could be useful as guidance in improving students writing skill by implementing Roundtable techniques. Additionally, the researcher is expected to make the students and teacher better in the teaching-learning process. These findings can disclose further area of research especially in foreign language acquisition. In summary, theoretically, the result of this study is expected to be useful to other researchers.

Practically, the results of the study are also expected to provide educational feedback for the teachers, students and other researchers. For the teacher, the present study is implemented during the teaching-learning activities in the classroom. This is expected to be used as a reference for the teacher to select the most effective and beneficial technique to improve students' writing skill. In this study, teachers may also get descriptions of the use of Roundtable in teaching writing. For the students, the result of the study is expected to improve their motivation and interest in learning writing. This teaching strategy is expected to motivate the students to express their ideas in writing skill to gain interest experience in learning writing skill. Lastly, for the next researcher, it is expected to be references and empirical review to conduct a better study in the future in the same field. Thus, it purposed get better and more accurate result.

1.6 Definition of Key Term

The title of this present study is “The Use of Roundtable to Improve Writing Skill of The Seventh-Grade Students of SMPN 5 Mengwi in The Academic Year 2024/2025”. The definition of key term is very crucial to define, in order to make a better understanding in this present study. Moreover, in order to avoid

misunderstanding and misinterpretation among the readers of this present study, it is important for the researcher to give clear information of the key terms, which are used in this present study. Operationally, the researcher defines about the operational definition of writing skill and Roundtable of this present study. Therefore, the definitions of key term are operationally defined as follows:

1. Writing Skill

Writing skill is operationally defined as the skill of the seventh-grade students of SMPN 5 Mengwi in constructing a simple descriptive paragraph about person or thing contextually. In addition, the paragraph should consist of 6-12 sentences and follows the generic structure of a descriptive paragraph, such as identification, description, and conclusion.

2. Roundtable

Roundtable is operationally defined as the technique used to improve students' writing skill of the seventh-grade of SMPN 5 Mengwi by making a group consisting of 4-5 members, and the teacher gives the students a piece of paper on his or her left. Next, the students continue writing on the piece of paper. The group continues rotating the piece of paper and pen until they finish the paragraph and finally the group finishes

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is some theories that are related to the study based on some experts. The theory is a set of assumptions, propositions, and definitions. On the other hand, it is needed as a foundation that can guide this scientific study. In this chapter, the conception that the researcher should use to make a good study concept and avoid misunderstanding the theoretical review helps the researcher establish what theories they use in the study. The researcher states some experts' definitions and explanations to support the present research. The present research based on the theoretical review as follows: (1) Writing skill; (2) Descriptive paragraph; (3) Roundtable; and (4) Assessing writing.

2.1.1 Writing Skill

Writing is one of the effective communication tools in daily human life. Taylor (2009:2) states that we bring knowledge into being in writing and record and preserve it. Writing is a productive skill in which the students should produce the language into a piece of writing is considered the most difficult skill to be mastered by the students. It means that when the students write, they do more than just put the words together to make sentences. In this case, they should get the idea, organize them, and use the correct grammatical, punctuation, etc. It can be stated that writing is one of the language skills which needs a physical process for the students to express ideas, feelings, experiences, and opinions through words.

The writing process further incorporates some stages structurally. Harmer (2007:326) designs a wheel that shows the writing process: planning, drafting, editing, and final version. In planning, the students write what comes into their minds. In drafting, they should organize the ideas into an outline. In editing, they edit what they have written. In the final version, they should recheck their work until they are satisfied with their work. As a classroom activity incorporating those four stages, writing is seen as a recursive process. It has a cycle that integrates among stages. It can be seen as a processing wheel that clearly shows the directions the writers may take during the writing process.

As a productive skill, English writing has widely been viewed and recognized as a challenging subject and is considered the most complex language skill by most students. Writing is difficult because it is more complex than other language skills: Students often take a few minutes to start their ideas into writing. It is a fact that most communication in the course of human life is the medium of the printed word, known as writing. Richards & Renandya (2002:303) state that the difficulty lies in organizing ideas using appropriate vocabulary, sentence and paragraph organization, and translating these ideas into a readable text. In addition, Oshima & Hogue (2007:34) state that free writing is a technique in which the students write without stopping on a topic for a specific amount of time. It means they write down sentences without worrying about whether they are correct. The main point in free writing is just to put pen moving across the paper.

Writing is an act of habit creation of the mind, choices for self-expression, strategic thinking, and self-awareness. It means writing is a complex activity that can be done. Moreover, writing can be an activity for expressing ideas, creativity,

and sharing knowledge. Hawthorne & Glenn (2011:9) state that writing remains a crucial skill in society and people are expected to write well in various genres for various purposes. Still, there is evidence that supports a feeling of disquiet about the writing attainment of high school-age students. Writing is a skill; it is a recursive process that students can master with hard work. Students must realize that to become good writers, and they must practice and practice. Writing is a process of discovery; it is done in a series of steps and cannot do all at once. Sometimes students cannot discover what they want to write about until they explore their thought in writing. It means that to get good writing with good practice, they need to write their ideas, thoughts and feelings down on paper.

The written work produced by student language can be divided into two types of composition: spontaneous production (free writing composition) and controlled production (guided composition). Kalandadze (2007:6) states that free writing is writing without stopping. It means writing whatever comes to the students' mind without worrying whether the idea is not good, or the grammar is incorrect, but the idea should be related to the topic. Its purpose is to free their mind to let them make associations and connections. After the students have finished, read what the students have written and look for interesting ideas or insights that might be useful to the students in free writing.

On the contrary, guided writing exercises are useful to be applied at the early level of students. However, Wolff (2007:1) argues that the writing process starts with unique right-brain creativity techniques that can generate an endless flow of ideas. Therefore, students have to learn about organizational skills in writing consequently. Compared to the other three skills, writing is considered the most

difficult skill to master. Branan (2010:14) states that good writing is not usually easy. It happens because writing is a complex process requiring many skills. McKay (2006:245) states that writing involves prewriting, revising, and editing, giving the writer a chance to produce a piece. Writing is one of the difficult language skills. In addition, Taylor (2009:4) states that writing is an extremely difficult task for most people if they try to grapple with their language with new ways of looking at them.

Furthermore, Ontario Ministry of Education (2005:13) claims that writing is a powerful instrument for students to express their thoughts, feelings, and judgments about what they have read, seen, or experienced. In daily life, human beings communicate their ideas, feelings, messages, emotions, and love through speaking and writing. Writing is unique. Every single word in a writing task shows the writer's personality. It is full of character and individual style that every person does not have the same. In writing skills, we have to know all aspects of writing, and we have to understand it. Furthermore, writing is also a transmission process of ideas from an addresser via a text. A piece of writing has been defined in various ways, including a reoccurring phrase such as thinking process, stylistic choice, grammatical correctness, theoretical arrangement, and creativity. To be able to make effective use of writing as an effective means of communication, the writer should write several well-unified and coherent paragraphs.

Furthermore, writing is a rational activity and valuable activity. Writing is rational means that it is an exercise of mind requiring the mastery of the techniques anyone can learn. However, writers do not have to be genius to write clear, practical English. The writers must understand what writing involves and know how to

handle words, sentences, and paragraphs. In addition, the critical point is that they can learn. If they do, they can communicate what they want in words other people can understand. The second assumption is that writing is worth learning. It is of immediate practical benefit in almost any job or career. They were get along faster and farther if they know how to write. Certainly, there are many jobs they can get along with writing is a way of growing. No one would argue that being able to write were make the writers morally better. However, it were make them more complex and more interesting (Kane, 2000:1)

In conclusion, writing is a productive skill writers use to express their feelings and thoughts and deliver information. To make a good writing product, the writer should follow the writing process because writing is a complex skill. Based on some theories that have already been mentioned above, the researcher intended to use the theory from Oshima & Hogue (2007:15). It explains that writing has roughly four steps that writers must follow to achieve good writing, those are prewriting, organizing, writing, and revising and editing process. These steps should be procedurally conducted to produce a well-written paragraph. The theory used were relevant because it were about improving writing ability.

2.1.2 Descriptive Paragraph

Students are required to make written products since writing is an important skill that should be master, especially writing a paragraph. According to McKay (2006:246), a paragraph comprises about 6-12 sentences about one topic. It means that sentences support the main topic that would described. A paragraph can provide information, tell an opinion, explain something or tell a short story. The sentences should be described the topic clearly in specific detail and explanations. Thus, it

would let the readers easily catch the paragraph's meaning. Therefore, when the writers can arrange the paragraph appropriately and clearly, the readers were easily understand what the writers were tell the readers through their writing.

A paragraph is a group of related statements that a writer develops about a subject (Oshima & Hogue, 2007:3). The first sentence states the specific point or idea of the topic. The rest of the sentences in the paragraph support that point. That means a descriptive paragraph has one topic to discuss. Moreover, the other sentences in the descriptive paragraph are called supporting sentences. It consists more information about the topic, specific details, and an explanation. The last is The conclusion as the closing of a paragraph. It is usually showing how the writers' feelings. In brief, it assumed that a paragraph is a group of sentences explaining and discussing the main point based on the topic sentence.

Descriptive paragraphs are paragraphs that describe places, things, and people. Furthermore, according to Oshima & Hogue (2007:61), descriptive paragraph tells how something look, feels, smells, tastes, and sounds. Moreover, in writing descriptive paragraph takes experience and involves the five senses which include eyes, heart, ears, skin, and taste in collecting clear information about the object that going to be describe. In addition, Savage & Shaffei (2007:34) write descriptive paragraphs that describe people, places, or objects so that the reader can imagine it in his mind. Descriptive paragraph commonly contains the description of an object, things or others that going to explained involves a clear and complete explanation about the topic that has been going to be describe.

A descriptive paragraph used to express or describe the object in clear detail that the reader can imagine to the object that were described. The structure were

divided into three stages: introduction, main body, and conclusion. Identification tells about general structure in the paragraph in there, and the writer writes some statements that show the object to described. The main body or description talks about the descriptions of the object, physical appearance, characteristics, etc. The last is a conclusion, which can summarize the paragraph or the writer's comment about the object. Based on Oshima & Hogue (2007:61), a description usually follows an organizational pattern in the form of spatial order. Spatial order is the arrangement of things in space. It means writers should describe something specific from the bottom to the top, far to near.

Furthermore, Oshima & Hogue (2007:61) state that a good description is a word picture; the reader can imagine the object, place, or person in their mind. Thus, specific details should sufficiently elaborated to create images in reader's minds. Kane (2000:351) defines that description deals with visual experience and perception over the object; thus, it aims at giving an explanation how the object looks, sounds, and tastes, which aim at giving a clear picture; hence, readers can imagine the object very clearly through ink on the paper. In other words, it is words that play a central role in replacing the object. Hence, describing something can make the reader feel clear what the writer is conveying.

Additionally, Kane (2000:351) also states that description is about sensory experience how something looks, sounds and tastes. Mostly it is about visual experience, but the description also deals with other kinds of perception. Description can give imagination and feel about something. Therefore, using sensory is very important in describing something. In addition, the readers were get more vivid information based on the descriptions. The reader were try to make and

imagine the description that is going to read. Thus, they can easily imagine how the thing, place, or person looks on their mind. On the other hand, writing the details can be very tough since writers should put themselves as readers too in order to know whether the details are clear or vague.

According on the theories that have been mentioned, the researcher uses theory of Zemach & Rumisek (2005:25) which define descriptive paragraph is a paragraph that explains how someone or something looks or feels by using adjectives and adverbs. However, in this present study define the points of descriptive organization. The organization is very useful in guiding the students to write a well-organized paragraph. Moreover, in constructing a good text paragraph, the writer should follow three parts of the descriptive text as; (1) identification, (2) description (3) conclusion. In identification, the students are required to provide the general statement about the object that going to be describe. Furthermore, in description students are required to provide sensory experience in vivid details about the object that going to be described. Then in conclusion, the students are required to conclude the identification and description in final opinion. Therefore, all the theories are relevant with this present study since it is concerned to improving writing skill in constructing 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 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. Students can use it as a strategy for evaluating different ideas or concepts and conduct a group discussion about their topic. Thus, it is expected to create a different atmosphere in teaching and learning in order to create an 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 using 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 contributing 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 teamwork. Kagan & Kagan (2009: 6.24) also defines, Roundtable 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, 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 & Kagan (2009.10.21). Thus, without listening to the teacher’ explanation, each member of the group is responsible for the instruction given and already knows what is going to happen next. Although, Roundtable technique helps students brainstorm their ideas or thought to be reviewed in a group.

In this study, the researcher used Roundtable as a teaching technique to teach descriptive paragraph writing at SMPN 5 Mengwi in the academic year 2024/2025,

especially for the seventh-grade students. Roundtable has several steps that should be conducted in simple ways in the teaching-learning process. Based on the theory, it concluded that the Roundtable technique has several values in its 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 is a technique that involves pairs and small groups of learners in the classroom. Roundtable steps in this study were adapted based on Kagan & Kagan (2009:6.34) and modified as follows:

- 1) The teacher provides a topic and thinking time for the students.
- 2) The first students write on a piece of paper and pass a piece of paper and pencil or pen to the students on his/her left in their group.
- 3) The second student adds their ideas to the piece of writing and passes the paper to the student on his/her left side.
- 4) The teacher asks the other students to repeat and contribute.
- 5) The teacher asks the students to continue rotating the paper and pen until they finish the paragraph.
- 6) The teacher asks the group members to recheck the paragraph.

2.1.4 Assessing Writing

Writing contains process and product, and assessment is needed to assess the product. Assessment is needed in the learning activity. However, many people are misunderstood with the test and assessment. There are both different. Test is a prepared administrative procedure in which the students know that their ability were be measured. In other hand, Brown (2004:5) states that assessment is an ongoing process that encompasses a much wider domain. A teacher may assess their students

only by giving responds, comments or questions. Richards and Schmidt (2002:35) mentions that assessment is a systematic approach to collecting information and making inferences about the ability of a student or the quality or success of a teaching course based on various source of evidence.

Assessment is the process of generating, gathering, recording, interpreting, using, and reporting evidence of learning individuals, groups or systems, which relies upon some instrument: a test. Because writing is a productive skill, it requires products such as written form. Assessment also a general term that includes all procedures used to collect information about students' learning. The assessment refers to the learning project performance and provide students with valuable feedback on learning progress. In addition, Hyland (2003:212) defines that grades and assessment responses contribute greatly to individual student learning and the development of effective and responsive writing lesson. Thus, understanding of assessment procedure is crucial to ensure that instruction has the demand impact and the students are assessed fairly. Additionally, observing information from the assessment conscientiously helps teacher identify the gaps between students' recent performance and goals to increase their development progress.

Assessment is the most important process in classroom learning activity. According to McKay (2006:247), in the classroom assessment, many teachers assess formatively, informed by their beliefs about what writing is, and how it develops in young foreign or second language learners. Furthermore, Weigle (2002:46) argues that conceptualization of language use and ability into clearer focus for writing assessment is to introduce the notion of performance assessment. Procedure involving either the observation of behavior in the real world or a

simulation of a real-life activity described by the term of performance assessment. Through the assessment, the teacher can figure out the strengths and the weaknesses of the teaching instead of measuring students' achievement.

Assessment not only focused on assessing students' achievement. The teacher assessment is an integral part of teaching learning process in the classroom. In assessing writing, the teacher must consider the components that were be assessed. According to Brown (2004:221) states that the assessment of writing more common in genres may include some criteria such as: expected conventions for each writing, convey purpose, goal or main idea, the use of effective writing strategies, syntactic variety demonstration and theoretical fluency. Through these activities, teacher is continually finding out about students pupils' capabilities and achievements. This knowledge then informs plans in the future work. This is continuous process that comprises the teacher assessment; it should not be seen as a separate activity necessary requiring the use of extra test.

Through assessment, teacher would figure out the students' academic strengths and weaknesses after doing the whole process of learning. The teacher always conducts the assessment in various ways. Assessing writing is not an easy activity to be undertaken by the teachers because there are some aspects that should be considered. According to McKay (2006:245), the construct of writing assessment may be determined by the curriculum, and or by the theory. In this present study, the research used objective test to measure the students' achievement in writing descriptive paragraph. However, commonly, the assessment of the students' writing only done by providing the topics.

Assessment refers to the various means used to collect information and data

about a learner's language ability or achievement. Huot (2002:59-60), assessing writing is a possible link between teaching and evaluating. Students focused primarily on the ways in which one's progress in writing were related to one's grades or success in school. In this study, the researcher focused on assessing the ability of the tenth grade students of MA Ruhul Amin Lamongan in the 2022/2023 in academic year in compiling good and correct descriptive paragraphs. Students are given the task to make a descriptive paragraph with a predetermined topic. Next they collect the results of their assignments then the researcher analyzes and assigns scores to students' assignments using a rubric that includes several components, such as: format (5 points), punctuation and mechanics (5 points), content (20 points), organization (35 points), grammar and sentence structure (35 points). This rubric were adopted from Oshima & Hogue (2007:196).

In the present study, the researcher felt it is necessary to assess students writing skills by carrying out a paragraph construction as the test. However, in choosing or designing a writing test, Weigle (2002:40) states that the logical place to begin is by considering the researcher's plan to use the test. The researcher planned to use two tests: pre-test and post-test. The researcher asked the students to write a descriptive paragraph. The students' writing were scored using the rubric criteria adapted from Oshima & Hogue (2007:196). The paragraph must consist of 6-12 sentences, and they must remember those criteria to make a well-written paragraph. Thus, the students would try constructing a well-constructed paragraph based on the criteria. In conclusion, the present study focused on the theory proposed by Oshima & Hogue (2007), which were based on the criteria: format, punctuation, mechanics, content, organization, and grammar and sentence

structures

The variety in terms of the criteria that are chosen for writing assessment reflects a similar confusion among linguistics in their attempt to identify oral written proficiency scoring categories. In order to assess the student's writing skill, the researcher used an adapted scoring rubric from Oshima & Hogue. Rubric is known as a popular tool used by the teacher to communicate the expectation for an assignment, provide focused feedback on works in progress and grading final products. In this present study, the researchers focus on assessing the writing skill of seventh-grade students of SMPN 5 Mengwi in the academic year 2024/2025 in producing a good and correct descriptive paragraph. The students are given a task to make a descriptive paragraph with a predetermined topic.

2.2 Empirical Review

An empirical review is a study of related research reviewing previous research related to the current research. Empirical can help researchers define and clarify research ideas and prevent unintentional duplication of previous research result. The review of previous research that is relevant to the present research. The point of empirical review is to elaborate a deep understanding of the theories previously. It means that empirical review is to review the result of studies which have been done earlier by the other researchers. In this present study, the researcher wants to improve students' writing skill of the seventh-grade students of SMPN 5 Mengwi in the academic year 2024/2025 through Roundtable. Some relevant studies are summarized as follows:

The first similar study were conducted by Lestari (2023) entitled "The Use of Roundtable Technique to Increase The Students' Descriptive Paragraph Writing

Skill at SMP N 1 Batanghari”. The purpose of the study were to investigate the use of Roundtables can increase students’ skill to write descriptive paragraph and their learning activities in eighth graders of SMP N 1 Batanghari in the 2022/2023 academic year. The result of this study showed that the students’ writing skill improved after the implementing of Roundtable technique. In addition, this research focus on improving students’ skill in writing a descriptive paragraph, especially in getting the ideas. The researcher chose descriptive because in the syllabus the students at grade VIII should be able to write descriptive paragraph.

The second similar study were conducted by Luzen (2020) entitled “Improving Students’ Ability in Writing A Narrative Text By Using A Roundtable Technique At Tenth Grade of Ma Al Khariyah Sidomulyo South Lampung in The Academic Year Of 2019/2020”. The objective of the study were to find out whether the writing skill of the tenth-grade students of MA AL Khairiyah Sidomulyo South Lampung could be improved through Roundtable. Based on the test given to the subject, the results showed that there were an improvement in the subjects’ achievement in writing narrative text. It can be seen that subject scores are increasing in each cycle of the study. Thus, after treatment with Roundtable, the subjects’ writing skills significantly improved.

Based on the above results, both of the research clearly found that Roundtable were an effective teaching technique that could be applied to improve the students’ writing skills. In addition, the technique could motivate the students to learn English especially writing skills. Both of the research have already stated the theoretical foundations that were used in explaining the steps of Roundtable. However, the lesson plans that were attached on their bachelor thesis writing did

not clearly mention the procedural steps. In other words, the procedural steps in the theoretical review and the real practice in the lesson plans were not in line. It might affect the students' achievement in descriptive paragraph writing. In the present research, the researcher adapted the theoretical foundation of the roundtable procedural steps based on Kagan & Kagan (2009) which has six steps. Besides, these steps are clearly mentioned in the teaching module that were be used to teaching writing to the eighth-grade students of SMPN 5 Mengwi. It is expected that the students' writing achievement could be improved.

