

CHAPTER I

INTRODUCTION

1.1 Background of the study

Writing is one of the four essential language skills for English students. According to Hyland (2003), writing is one of the most crucial skills that second language students need to develop. Writing helps students convey their ideas systematically, coherently, and concisely. This ensures that the reader understands the content of the paragraph. Learning to write is crucial as it allows individuals to articulate students' thoughts effectively and convey ideas with clarity and precision. Based on (Harmer, 2004) language content affects writing because it allows students to express their thoughts, emotions, aspirations, and experiences. Additionally, writing is crucial for language learning as it helps reinforce vocabulary, spelling, and sentence structures. Writing is an essential feature of learning a language. Therefore, it is a significant aspect of student expression at advanced levels.

Furthermore, Graham (2008) argues that, to become effective writers, students must acquire knowledge about the characteristics of good writing as well as the diverse purposes and forms of writing that the students engage in. Furthermore, the significance of writing is that students' work should fulfill the requirements of a good written form and the students should have strong writing skills. The students are expected to write as well as possible in a range of genres for a variety of purposes. In addition, the challenge faced by the students was expressed, and improved their ideas in written language. Moreover, their lack of

understanding prevents them from writing an effective paragraph. As a result, the students are unsure about what they should compose and where they should commence.

Writing can be challenging to learn, particularly when it requires creating paragraphs. Students must become effective writers in order to produce paragraphs that are well-structured. According to, Zemach & Rumisek (2005) in order to write a strong paragraph, the writer needs to follow these four procedures. The writing procedures such as pre-writing, writing, reviewing, and revising. Pre-writing is the first step, during which the student selects a topic, gathers ideas, and arranges the idea. In the second phase, known as drafting, students compose their thoughts into a paragraph. The third phase is reviewing; students either read their work to ensure it is correct or ask their peers to share their opinions with one another. The final phase is revision, in which students use the insights they gained from the previous step to improve the structure and content. Additionally, students should edit their writing after revision to ensure proper spelling and punctuation. Therefore, when students want to write paragraphs, they need to consider the steps of writing such as pre-writing, writing, reviewing, and revising.

Based on interviews conducted by the researcher with ten of the seventh-grade student of SMPN 1 Ubud. The researcher knows the fact that most of the students in the class still have difficulty composing a paragraph, especially descriptive paragraphs. Most students in the class still have difficulty gathering ideas and develop their ideas into good paragraph. Their vocabulary is still limited, therefore they frequently make mistakes. Furthermore, because the instructional strategies employed in the teaching and learning process do not inspire students to

write and their skills in writing did not improve, the students were unable to compose paragraphs. Conversely, students are less excited in learning to write because of the technique teachers employ, which lead to dull situations.

Based on an interview with one junior high school teacher of SMPN 1 Ubud, The teacher teaches the students without using any specific technique in the learning process of teaching writing. After the instructor goes over the content and provides examples, the students are expected to create paragraphs using the examples. Occasionally teachers assign writing a paragraph to their students without providing any guidance on how to write a compelling paragraph. Furthermore, the teacher is not paying attention and is not taking the paragraph structure, also other requirements into consideration when the student is writing. Students still struggle to come up with ideas and arrange them into coherent paragraphs while writing paragraphs, indicating that they have trouble writing effective descriptive paragraphs. It is important to teach them how to compose coherent paragraphs.

Teacher needs to consider the qualities of the teaching and learning technique. Both teacher and students should benefit from the instructional technique. Teachers ought to consider about utilizing the right teaching technique to create a dynamic and engaging learning environment in order to effectively assist students in improving their writing skills. The researcher concluded that the teacher's technique of teaching writing was ineffectual based on the problem mentioned previously. Without the right resources or techniques, it left the students confused when it came to structuring their ideas into a paragraph. Therefore, the researcher is motivated to carry out a study to enhance the student's writing skill by

implementing Roundtable Combined with Picture as one of the creative ways to improve the writing skill of the students.

According to Kagan & Kagan (2009) roundtable is highly recommended technique for enhancing interpersonal skills like knowledge acquisition, cognitive skills, and team and social skills. Additionally, roundtable helps students comprehend the subject, solve problems, and communicate their thoughts about it. Every student is able to respond on their paper during the roundtable. In order for each partner to add to the first responses, students pass their papers around in a clockwise manner. The diverse answers provided by each student at the roundtable foster critical thinking and creativity. Building healthy interdependence among the students is therefore essential. More importantly, though, is that it strengthens team cohesiveness and emphasizes the value of cooperation when students witness the possibility of different opinions and ideas being expressed in practice.

This technique is further enhanced by the inclusion of picture, which can inspire students, get their attention, and encourage participation in the classroom. According to Harmer (2004), pictures can encourage students to produce strong paragraphs. Picture is useful for getting students to predict what is coming next in a lesson. Thus, students might look at a picture and try to guess what it shows. Additionally, pictures for illustrations help students express their thoughts, expand their imaginations, and make learning more engaging by catering to their interests. Simple exercises like "picture" could be used to prompt a word or phrase that results in a series that narrates a tale or something else. It frequently offers details on a person, thing, or place.

Based on the background of study, The researcher attempts to teach writing using roundtable combined with picture. The researcher believes that using roundtable combined with pictures is the best way to teach students how to write descriptive paragraph. Also, roundtable encourages equal participation, giving every student a chance to contribute and feel included. It fosters teamwork and creativity by allowing students to build on each other's ideas. This method also boosts confidence and critical thinking in a supportive group setting. Roundtable combined with picture can help the teacher engage students in and inspire them to learn about the topic. By observing the picture, it can also stimulate them and aid the students in understanding further. Students can write more effectively with a deeper understanding of the topic material. As stated above, the researcher has a strong interest in carrying out research for the project entitled "Improving Writing Skill of The Seventh-Grade Students of SMPN 1 Ubud In the Academic Year 2024/2025 Through Roundtable Combined With Picture".

1.2 Research Problem

According to the background of the study, students are still having difficulty with gathering ideas and developing their thoughts into strong paragraphs, particularly descriptive paragraphs. Students tend to be less enthusiastic about learning to write, even if the learning process does not encourage them to write and their skills have not increased. Choosing the appropriate technique can help to resolve the student's issue. Additionally, the technique that is anticipated to enhance their writing skills. Roundtable combined with picture is a technique that utilized to help students become better writers. Additionally, the research problem might be

stated as follows: can writing skill of the seventh-grade students of SMPN 1 Ubud in academic year 2024/2025 be improved through Roundtable Combined with Picture?

1.3 Objective of the Study

Every scientific research needs an objective to serve as a roadmap for obtaining the necessary data. The purpose of scientific research is to find a solution to the predetermined and previously specified research problem. Thus, the purpose of this study is to provide a response to the previously stated research problem. The current research objective is undoubtedly meant to find a solution to the research problem that has been developed, based on the research problem above. The objective of this study is to determine whether or not writing skill of the seventh-grade students of SMPN 1 Ubud in academic year 2024/2025 can be improved through Roundtable Combined with Picture.

1.4 Limitation of the Study

Criteria and analysis for teaching writing are intricate. There are a tonne of issues regarding writing. Furthermore, a variety of strategies could be employed as a solution for the writing problem. Concerning the research objective, this study focused on using roundtable combined with picture to improve writing skill of the seventh-grade students of SMPN 1 Ubud in academic year 2024/2025. In the present study, SMPN 1 Ubud applied the Merdeka curriculum, so the teaching module and learning materials based on the curriculum and learning objective of

the seventh-grade students. The researcher needed to know the learning objective at the school to make the lesson plans.

Since the seventh-grade English teaching module at SMPN 1 Ubud has been using the Merdeka curriculum since 2023, particularly with regard to writing skills, this research has concentrated on one study goal, which addresses the production of descriptive paragraph, steps, and brief messages both orally in writing. The researcher's main aim in this study is to create detailed paragraph on various objects. The researcher gave the students directions to create paragraph about describing things based on the picture. An identification, a description, and a conclusion ought to complete the descriptive paragraph. The researcher also employed Oshima and Hogue (2007) scoring rubric usage criteria, which concentrate on format, punctuation and mechanics, content, organization, grammar, and sentence structure, in addition to assessing the generated paragraph.

1.5 Significance of the Study

The primary goal of this study is to determine how a new technique may help students resolve their problems. Enhancing one's capacity to compose descriptive paragraph using the roundtable combined with picture approach is the focus of this study. The English instructor at SMPN 1 Ubud is anticipated to get information and comments on the study's outcomes. The findings of this research is to help teachers succeed and fail while instructing students in writing descriptive paragraphs. Furthermore, the findings of this study were anticipated to have both theoretical and practical applications for English teachers and students. Additionally, as a

comparative analysis and application of learning, this research is expected to serve as a reference and guidance for later researchers.

Theoretically, this study used to support implementation theory by demonstrating, through the challenges mentioned above, how a roundtable combined with pictures might improve writing skills. These results were also helpful as theoretical support for the idea that a roundtable might enhance students' writing skills. Furthermore, it was anticipated that the findings would improve the theory and serve as a guide for further research on the roundtable in writing instruction. The results were also employed as empirical evidence to support contributions and enlighten other scholars. These results highlighted the need for more study on foreign languages and were anticipated to serve as a foundation for further research in the field.

Practically, the results of this study are anticipated to be beneficial for students, teachers, and other scholars studying English. This technique helped English teachers teach writing more effectively since it could be used with other strategies and expanded their expertise, allowing them to apply strategies in novel ways that enhanced students' learning outcomes. Furthermore, the teacher applied strategies that improved students' understanding and made the learning environment more active and engaging. The findings of this study helped students overcome their obstacles to writing and enhanced their writing skills, giving them more confidence to write in English. Lastly, it was anticipated that the research findings would be utilized by other researchers to identify areas of weakness, improve future studies, and add additional references.

1.6 Definition of Key Term

In order to gain a greater understanding of the current study, it is crucial to define the key term. Furthermore, the meaning of significant keywords should provide a clear operational description of the phrases that are employed in this study, since they are common terminology used in the research. To prevent misunderstandings, the researcher provides an operational description of writing skill as well as a roundtable combined with picture. The definitions of key terms are operationally defined as follows:

1. Writing skill in the present study is operationally defined as the skill of the seventh-grade students of SMPN 1 Ubud in academic year 2024/2025 to write a descriptive paragraph. The writing skill focuses on producing 6-12 sentences of the descriptive paragraph, which describes a thing based on its general structure, which consists of identification, description, and conclusion.
2. Roundtable Combined with Picture is operationally defined as the technique used to improve student's writing skill of the seventh-grade students of SMPN 1 Ubud by making a group consisting of 4-6 members, then the teacher gives the students a picture, a piece of paper, and one pen for each group. One of the members in group start writing related to the picture, moreover, the student passes the paper and pen to the student on his/her left, and the student continues writing on the paper. The group continues rotating the paper and pen until they finish the paragraph and finally the group finishes and rechecks.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

A theoretical review is a review of specific research theories. The scientific study must have a theoretical foundation to be conducted. It also has to do with the ideas and concepts that served as benchmarks for all studies. A few theories about the idea of writing competence and the approach taken are examined in order to bolster the comprehension of the challenge that has been developed. To bolster the findings, the researcher presents a few key ideas from relevant literature. The following theoretical framework forms the basis of the current investigation: (1) Writing skill, (2) Descriptive Paragraph, (3) Roundtable combined with picture, and (4) Assessment of Writing.

2.1.1 Writing Skill

In English language learning, students should master four essential skills which are listening, speaking, reading, and writing. Among these four skills, writing is regarded as one of the most difficult to develop. It is a procedural skill that enables students to transfer their ideas onto paper. According to Jack et al. (2002), the most difficult skill for foreign language students to master is writing. This challenge arises not only from the process of generating and organizing ideas but also from the task of translating those ideas into coherent and engaging text that can be easily comprehended by readers. As a result, foreign language students often

struggle to produce descriptive paragraphs that effectively convey their intended message to their audience.

According to Patel and Jain (2008), writing is an essential skill that should be taught and practiced to perfection. Writing serves as a fundamental component of language learning because it enhances the students' vocabulary, spelling, and sentence patterns. It becomes increasingly crucial for students at higher levels of learning as it is a key tool for expression. Writing is most effective when it is practiced in tandem with other skills. It is an exceptional activity that consolidates learning and helps students to retain the knowledge they have acquired. Writing can also be used as an effective tool for homework assignments and class texts. However, most students consider English writing to be the most challenging language skill to master, requiring significant effort and dedication to attain proficiency.

Writing is the most difficult skill to be learned because the students will learn how to organize their ideas into a written form and make it easy to be understood by the readers. Good writing is seen in the writing products. The writer needs not only the written text with a systematic idea, but it should also be comprehensible. This opinion is supported by Richards and Renandya (2002), those who state that writing is the most difficult skill for foreign language students to master. The difficulty is in generating and organizing ideas and translating an idea into a readable text. Because the better your writing, the more people will understand the meaning of the writing you have made. When the writing important, the students could be able to express their ideas.

Furthermore, Ontario (2005) states writing is an effective tool for students to convey their thoughts, feelings, and judgments about what they have read, seen, or experienced. Writing is a unique way of communication as it allows people to convey their ideas, emotions, messages, and even love through the written word. Every word in a written piece reflects the writer's personality and individual style, making it a personal expression of their thoughts. To write effectively, writers should have a good understanding of all aspects of writing. Moreover, writing is a way to transmit information from an addresser to a reader through text. There are numerous ways to define a work of writing, including its thought process, stylistic choices, grammatical correctness, theoretical arrangement, and creativity. To communicate effectively through writing, writers should aim to write well-unified and coherent paragraphs.

In addition, Taylor (2009) states that in writing, the students bring knowledge into being and students record and preserve it. Writing is a productive skill in which the students should produce the language into a piece of writing. Writing is considered to be the most difficult skill to mastered by the students. It means that: when the students do writing, they do more than just put the words together to make sentences. In this case, they should get the idea, organized them, used the correct grammatical, punctuation and etc. It can be stated that writing is one of the language skill which needs a physical and mental process of the students to express ideas, feeling, experience, and opinion through words.

The writing process can be broken down into different stages. According to Harmer (2004) these stages include planning, drafting, editing, and final version. Writers start by jotting down ideas during the planning stage. They then organize

these ideas into a structured outline during the drafting stage. In the editing stage, they review and revise what has been written. In the final version stage, the work is refined to ensure satisfaction. Moreover, according to Zemach & Rumisek (2005), the writing process consists of four steps: pre-writing, writing, reviewing, and revising. Pre-writing involves selecting a topic, brainstorming, and organizing ideas. Writing involves putting ideas into a paragraph. In the reviewing phase, the writer receives feedback from peers. Revision, improving structure and content. Editing follows revision. Overall, it can be useful to think of the writing process as a processing wheel.

Furthermore, according to Oshima and Hogue (2007), writing consists of four basic steps: coming up with ideas, organizing the idea, drafting a rough draft, and polishing the rough draft through editing and revisions. Writing requires a great deal of imagination, as every writer has a unique perspective on a given topic. The prior knowledge and linguistic proficiency of the writers have a significant impact on the final product of their writing. In addition, the background knowledge of a subject, and supported by adequate linguistics acquisition, will likely have more ideas and obsession to elaborate a certain idea, naturally. The flow of the idea may appear to require a deeper background knowledge of the subject, which is crucial in writing. Thus, there are many other factors to consider in writing, including grammar, word usage, and punctuation.

In conclusion, writers use writing as a productive skill to convey information and express their thoughts and feelings. However, to produce an appropriate writing product, the writer must follow the writing process. Based on the theories mentioned earlier, the researcher intends to use the theory presented by Zemach &

Rumisek (2005). According to this theory, there are four phases that writers need to take in order to write correctly. These steps include pre-writing, writing, reviewing, and revising. By following these steps, a well-written paragraph can be produced. The theory used is highly relevant because it focuses on improving writing skill.

2.1.2 Descriptive Paragraph

One of the most important writing skills for students to have is the skill to construct coherent paragraphs. Zemach & Islam (2005) have suggested that a paragraph should consist of 6-12 sentences that revolve around a single topic. This means that each sentence should support the main idea of the paragraph and provide specific details and explanations to ensure that the readers can easily comprehend the paragraph's message. Whether the paragraph is informational, opinion-based, explanatory, or a short story, the sentences should be logically arranged and provide clear details to help the readers understand the message effectively. When the writers can arrange their paragraphs appropriately and clearly, it makes it easier for the readers to comprehend their message.

A descriptive paragraph is a paragraph that contains the description of an object, which is an animal, place, person, or thing. The purpose of a descriptive paragraph is to describe or describe a special object. The characteristics possessed by descriptive paragraphs are that the paragraph contains descriptions that focus on only one object. The sentences should explain the topic logically in specific detail and explanations. Usually, the description is a detailed example, a descriptive paragraph about animals. The paragraph can contain various information about

physical descriptions, food, habitat, origin, breeding, and unique facts about these animals. Another characteristic of a descriptive paragraph is using the simple present tense to describe the object vividly.

In addition, while studying a language will inevitably experience the situation in which they have to describe such as a person, place, or thing. It can be a short or long description with a few or several specific details. It also can be conveyed through oral or written form. All these experiences are mostly done unconsciously. And more often, the way it is delivered has no identical rules to follow. Instead, it is just composed following the flow of ideas. Its aim is often only to keep the communication going, rather than being critical in formats and aspects of effective description. These impressions should be sharply presented; therefore, they can provide word pictures in readers' minds (Hogue, 2008).

Based on Zemach & Rumisek (2005), a descriptive paragraph is a type of writing that describes how someone or something looks like. The object of description could be an animal, a place, a person, an object, or anything else that can be described. The purpose of a descriptive paragraph is to provide a detailed description of a particular object. A descriptive paragraph usually focuses on one object and contains descriptions that are logical, specific, and detailed. For example, a descriptive paragraph on animals could include information about their physical appearance, food, habitat, origin, breeding, and distinguishing features.

According to Oshima & Hogue (2007), define that a descriptive paragraph appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in their mind. A description usually follows a pattern of

organization which is called spatial order. Spatial order is the arrangement of things in space. It helps the readers understand the object, person, animal, and thing better than before learning to write descriptive paragraphs. In addition, the descriptive paragraph also aims to make readers understand what is described in the paragraph to the smallest detail. Thus, the readers no longer need to ask because the author of the paragraph has written the ideas in stunning detail.

The structure of a descriptive paragraph is defined and consists of three parts such as identification, description, and conclusion. The identification part of the paragraph introduces the topic that will be discussed, while the description includes supporting sentences that provide vivid information to describe the topic at hand. As Oshima and Hogue (2007) suggest, these supporting sentences are significant because they demonstrate the truth of the topic sentences and provide interest to the writing. Finally, the conclusion of a descriptive paragraph summarizes the topic stated in the identification and description. The conclusion may repeat the idea indicated in the identification. Overall, understanding the generic structure of a descriptive paragraph can help students improve their writing skills and create more effective and engaging pieces of writing.

A descriptive paragraph is used to express or describe the object in clear detail that the reader can imagine to the object that will be described. The structure is divided into three stages: introduction, main body, and conclusion (Evans, 2000). Identification tells about the general structure in the paragraph in there, and the writer writes some statements that show the object to be 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. This structure ensures that the description is clear, organized, and impactful. By following these stages, writers can effectively convey the essence of the object and engage their readers.

Furthermore, Savage and Mayer (2005) define descriptive writing as the use of words to generate mental images for readers. They suggest that descriptive paragraphs should be organized into an introduction, body paragraphs, and a conclusion. The introduction briefly describes what will be discussed, the body paragraphs provide detailed descriptions, and the conclusion signals the end of the text. Moreover, their suggested format closely aligns with the format commonly used in Indonesia, a descriptive paragraph typically consists of three parts: identification, description, and conclusion. The writer introduces the object in the identification phase, followed by detailed descriptions in the body paragraphs, and finally, restates the main points of the paragraph in the conclusion.

Based on the statements above, a descriptive paragraph describes a person, object, animal, or place with the help of a standard structure. The mentioned theories Zemach & Rumisek (2005) will be used by the researcher. It states that a descriptive paragraph is all about the appearance and qualities of the person, object, animal, or place. It can be described using adjectives. This theory was relevant to the present research. In conclusion, the present study centered around Oshima and Hogue's theory. This theory highlights that a descriptive paragraph should include three main points: identification, descriptions, and a conclusion.

2.1.3 Roundtable Combined with Picture

Cooperative learning is part of a group of teaching and learning techniques of instruction that has students working together in groups, usually with the goal of completing a specific task. These techniques can help the students develop leadership skills to work with others as a team. Arends and Kilcher (2010) state that Cooperative Learning is a teaching model technique that is characterized by cooperative task, goal, and reward structures, and requires students to be actively engaged in discussion, debate, tutoring, and teamwork. Before implementing the roundtable technique, the teacher should make a group consisting of four to five students sit in their groups and then ask them to make a roundtable in each group.

Teaching techniques can enhance the teaching-learning process. In this study, the researcher will choose Roundtable Combined with Picture as a technique to improve the student's writing skills in writing descriptive paragraphs. The Roundtable technique is a cooperative learning technique that emphasizes group work. According to Kagan and Kagan (2009), like other cooperative learning technique, teachers and students must acquire new skills and overcome new obstacles in using the Roundtable technique. It is the responsibility of the teacher to make sure that every student shares their ideas and opinions with others in order to contribute to the team.

Moreover, Jolliffe (2007) adds that to be truly Roundtable technique should consist of key elements that are particularly vital such as positive interdependence and individual accountability. Positive interdependence requires each students in a small group to contribute to the group's learning. Individual accountability means that each group member is accountable for competing for their work to develop a

sense of personal responsibility to learn. The roundtable technique is one technique to improve individual skills like team building, social skills, and academic knowledge such as knowledge building and thinking skills. On the other hand, the roundtable technique is recommended to improve students' communication skills, procedure learning, and processing of information.

Students are required to actively participate in group discussions and explore their own ideas in addition to listening to the teacher's explanations during roundtable discussions. This technique aims to change the classroom environment and inspire students to participate in the lesson plan. Additionally, roundtable discussions are an effective technique to help students articulate their ideas more clearly and generate new insights. Before employing the roundtable technique, the teacher instructs students to create groups of four to five students. Each group is provided with a blank piece of paper and a pen to facilitate group discussion Kagan and Kagan (2009). The roundtable technique is specifically meant to develop writing skills in a group setting and encourage participation in the teaching and learning process.

Kagan and Kagan (2009) suggest that a roundtable can be used in different ways to enhance the teaching-learning process. It can be used to offer variation to drill and practice exercises, as an anticipatory set for a lesson, or to evaluate the acquisition of knowledge. The roundtable technique can be applied to various subjects and at different stages of a lesson plan. However, implementing the roundtable technique involves several steps. First, each student contributes in writing, taking turns to add to the group's ideas. Second, when one student has contributed, they give the paper and pen to the student on their left, and this cycle

continues until everyone in the group contributed. Students naturally learn social skills through this process.

In order to succeed in the teaching and learning process, the use of media is crucial in the classroom. Media plays a crucial role in helping students understand the material. Many different types of media can be employed in teaching, one of which is pictures. According to this Brown (2004), pictures are particularly useful when teaching unfamiliar words with unpredictable spelling. Moreover, pictures may help bring the outside world inside the classroom concretely and vividly, making them a vital resource that provides shared experiences, a need for a common language, a range of activities, and a focus of interest for students. In summary, visual supports such as pictures can help students write more effectively by stimulating their interest and improving their language awareness.

In addition, pictures can bring the outside world into the classroom in a vividly concrete way, so the picture is a valuable resource as it provides: shared experience in the classroom, a need for a common language, a variety of tasks, a focus of interest for students (Raimes, 2001). The roles of pictures in productive skills are (1) pictures can draw students' motivation and attention and make them participate in learning. 2) pictures can create contextualized language learning activity; 3) pictures may raise interpretation objectively and subjectively; 4) pictures may refer to responses to questions, or as controlled practices; 5) pictures can stimulate and give information and deal with conversation, storytelling, and discussion. It can be concluded that pictures can be used to stimulate the student's creative imagination and help them generate and develop their ideas in writing.

Furthermore, Harmer (2007), states that teachers might employ pictures in the form of drawings from books, newspapers, magazines, or photographs to aid learning. The picture should be a simple picture that can be sketched or printed in any size or color. It can be applied to effectively engage students and convey language meaning. The picture should be easily visible and clear for students during the teaching-learning process, helping them to imagine the object being described in descriptive paragraphs. Moreover, pictures can enhance students' creativity and motivation, as well as stimulate communication activities and help them deepen their comprehension (Nunan, 2004).

In the present study, the researcher used roundtable combined with picture in teaching descriptive paragraphs at SMPN 1 Ubud, especially in the seventh-grade students. Roundtable contains several steps that can be used in teaching-learning by simply guiding the students. The roundtable technique has multiple values in the process, including trusting each other, cooperating, resolving disagreements, and reaching a resolution, according to the theory. According to Richards and Rogers (2001), is a teaching technique that involves students working in pairs and small groups. The steps of implementing the roundtable combined with picture in the present research are elaborated as follows:

1. At the beginning of the process, the teacher provides a picture that would be described by the students.
2. Second, students take turns generating written responses by passing a paper and pencil or a team project.
3. Third, one student contributes and then passes the paper and pen to the student on their left.

4. The groups recheck the paragraph and share it with the other students.

2.1.4 Assessment of Writing

In the process of teaching and learning, assessing the writing skills of students is essential. Assessment entails creating, obtaining, documenting, analyzing, applying, and reporting learning evidence for people, groups, or systems. According to Brown (2004), believes that assessment is a continuous process spanning a significantly bigger area. Through assessment, teachers can determine the progress of each student in terms of their skills and understanding of the learning material. The curriculum or theory may influence the construction of writing assessments. The success of writing can be categorized at different levels, which can influence the teaching and learning process.

One of the first steps in creating an effective assessment technique is to identify the teacher's purpose for evaluating students' writing. The primary goals of measuring students' writing skills are to help them understand the correct concepts and to motivate them to develop their writing skills. Assessment evaluates teaching techniques and writing skills. Brown (2004) states there are two types of assessment: formative and summative. Summative assessments are completed at the end of each unit of study to evaluate how well students have transitioned from one unit to the next. Formative assessment involves evaluating students' progress during the learning process to help them continue to grow and improve their skills. It is a crucial aspect of learning.

Before administering an assessment, it is important for teachers to understand its purpose in the teaching-learning process. Coffin et al. (2003) have identified

multiple purposes of writing assessment, which include: (a) offering evidence of students' understanding and knowledge, (b) assessing their skill to apply knowledge and understanding, (c) measuring how successfully students can express themselves in writing, (d) assisting students in learning and consolidating their knowledge, inspiring them, giving them constructive criticism on their work, and conducting a diagnostic evaluation of their writing, (e) supporting teachers in assessing their own instruction, and (f) helping students in assessing their own education.

To construct a good writing assessment, teachers should know the types of writing appropriate to students' skill. According to Brown (2004), writing can be classified into four categories: intensive, imitative, responsive, and extensive. Imitative writing involves practicing the fundamental skills of writing, such as forming words, letters, punctuations, and brief sentences. Intensive writing requires the students to produce grammatically correct diction, collocations, idioms, and sentences of various lengths. Responsive writing involves connecting sentences to form paragraphs. Finally, extensive writing demands students to write essays or reports.

Assessment is indeed a critical component of any writing program. It helps teachers to gauge the effectiveness of their teaching technique and determine if any adjustments need to be made. Additionally, it allows teachers to identify students who may require extra support and tailor their instruction accordingly. As Hyland (2003) noted, assessment is not limited to exams and grades. It provides valuable feedback that can help students improve their writing skills and achieve their learning goals. The assessment process is essential in identifying the gap between a student's current level of performance and their target performance, enabling

teachers to develop a plan to aid in their development. In writing instruction, there are several justifications for assessing students, including placement, diagnostic, achievement, performance, and proficiency assessments.

There are four primary reasons for testing, leading to four categories of tests (Harmer, 2008). A placement test is the first kind, which is used to assign students to the right class in the school. A diagnostic test is the second kind, which is designed to help teachers detect the gaps and challenges that students are facing. The third category consists of achievement or progress tests, which evaluate students' learning in relation to the curriculum they are pursuing. The last kind is proficiency tests, which, instead of monitoring advancement, provide a comprehensive evaluation of student's general knowledge and skills. To measure the effectiveness of any test, various criteria are utilized, including two different kinds of test validity: 1) criterion validity, which verifies if the test measures the things it was designed to assess, and 2) reliability validity, which verifies the validity of the test results.

In assessing writing, the scores and feedback about students' work are in the form of writing used to know the achievements of students' writing skills. Hyland (2003) states that teachers often regard assessment as an unwelcome task that can potentially undermine the relationship they have created with their students and the confidence they have gained in their writing. Furthermore, evaluating students' performance is a crucial aspect of teaching, a formative process closely linked to the planning, design, and teaching technique examined in earlier chapters and to issues of the teacher response because assessing students is the most important part

that teachers should do during the teaching-learning process especially writing a descriptive paragraph.

“The researcher conducted a test to assess the students' writing skills. The test required students to write a descriptive paragraph based on presented pictures, following a structured format that included identification, description, and conclusion”. The researcher assessed the results of the test using a rubric Oshima and Hogue (2007). The rubric assessed the following elements: (a) format, which includes the title, tidiness, and margin of the paragraph; (b) punctuation and mechanics, which includes punctuation and spelling; (c) content, which focuses on the primary idea of the paragraph; (d) organization, which assess the generic structure of the descriptive paragraph; and (e) grammar and sentence structures, which evaluated the grammatical and sentence structure.

In the current study, the researcher believes it is necessary to measure students' writing skills by administering a picture description as the test. Based on the picture given, students asked to write a descriptive paragraph by the teacher. The rubric criteria, which were adapted from Oshima and Hogue (2007) used to score the student's writing. There are 6-12 sentences that must make up the paragraph, and they must keep those requirements in mind to write a well-written paragraph. As a result, the students would attempt to create a well-written paragraph using the criteria. To sum up, this study centered around the idea put forward Oshima and Hogue (2007), which was founded on the following criteria: format, punctuation, mechanics, content, organization, grammar, and sentence structure.

2.2 Empirical Review

The empirical review refers to the examination of a study that is relevant to the current study being conducted. It involves a review of prior studies that are relevant to the current study. An empirical review serves as a reference for carrying out the current investigation in the same field, providing a preview of the result of the study that will be conducted. By analyzing the findings of earlier research and estimating whether the current study would be as successful as the pertinent studies included in the empirical review, this review seeks to support the current investigation. In this study, the goal is to improve students' writing skills through roundtable discussions combined with pictures. As the following explanation shows, two pertinent studies have already been conducted by other researchers.

The first study was conducted by Pasaribu et al., (2023) entitled "The Using Of Roundtable Technique To Improve Grade Eight Students' Ability In Writing Descriptive Text At SMP Swasta Taman Asuhan". The objective of this study was to find out whether the use of roundtable technique can significantly improve the grade eight students' ability in writing descriptive at SMP Swasta Taman Asuhan. In this study, the researchers formed pre-and post-tests to determine whether using the Roundtable Technique in the experimental class had significantly improved after the treatment. The researchers discovered after data analysis that the Roundtable technique improved the grade eight students' ability to write descriptive text. The researchers discern a compelling indication that the implementation of the Roundtable technique effectively enhances the descriptive writing abilities of eighth-grade students at SMP Swasta Taman Asuhan Pematang Siantar.

This study's strengths include a good explanation of the theory used in the teaching and learning process. The efficacy of the roundtable technique in enhancing writing proficiency was substantiated by the researchers' utilization of numerous theories from an earlier work. Regarding the weaknesses, the researcher did not provide a main theory of roundtable technique from experts, including the steps to implementing roundtable technique in the class. In addition, the researcher did not include information from experts regarding the roundtable technique.

The second study was conducted by Rizqiyani (2023) entitled "The Effectiveness Of The Roundtable Technique On Students' Writing Skills In Descriptive Text". The objective of this study was to assess the effectiveness of implementing the roundtable technique in enhancing descriptive writing skills among eighth-grade students at SMP Simanjaya Lamongan. In this study, the utilization of roundtable techniques has been found to positively impact student motivation, foster collaboration among students, and facilitate the generation of a broader range of ideas. Additionally, the improvement in students' descriptive writing skills is evident through their active engagement in class activities and the finesse displayed in their work. It can be deduced that the implementation of the Roundtable technique significantly enhances the capacity of eight-grades students at SMP Simanjaya Lamongan to write descriptive texts.

The strength of the second relevant study is the researcher used many relevant articles conducted by previous researchers to support this study. The researcher also included complete information regarding the extent to which the researcher measured student competency. The researcher did not provide the theory behind the assessment rubric that was employed, which is one of the study's weaknesses. This

assessment rubric theory is very important to include because it relates to how researchers assessed students in their research. In the present study, the researcher used the roundtable technique with pictures as a media to stimulate student's ideas in writing descriptive. In addition, the students wrote a descriptive paragraph with 6-12 sentences that follow a generic structure of identification, description, and conclusion. Also, the researcher used a scoring rubric based on Oshima and Hogue (2007) scoring rubric usage criteria, which concentrate on format, punctuation and mechanics, content, organization, grammar, and sentence structure.

