

## IMPLEMENTING ROUNDTABLE COMBINED WITH PICTURE TO IMPROVE WRITING SKILL OF THE EIGHTH-GRADE STUDENTS OF SMPN 6 DENPASAR IN THE ACADEMIC YEAR 2022/2023

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### ABSTRACT

The undertaking of the exploration was substantially grounded on the primary study. The result of pre-test showed that utmost of the scholars in VIII-4 class of SMPN 6 Denpasar in academic year 2022/2023 faced problem in writing skill. The students had problems in constructing unified and coherent writing descriptive paragraph. The subjects consisted of 41 students: 20 males and 21 females. The object was to know whether or not the writing skill of the eighth-grade students of SMPN 6 Denpasar in academic year 2022/2023 can be improved through Roundtable combined with picture. The design was a classroom behavioral study. This was done in two cycles, each cycle consisting of two sessions. Data showed that there were significant improvement on subject's average score from pre- and post-tests. The average pretest score was 45.39, post-test I was 74.39, and post-test II was 83.73. As supporting data, the questionnaire was also administered at the end of the last cycle and the results were displayed more than 93% of the subjects positively agreed on implementing Roundtable combined with picture in improving writing skill. Based on the data, the implementation of Roundtable combined with picture can make the subject more creative and be brave in expressing their idea into a good paragraph. Based on the findings, it could be concluded that the writing ability of the eighth-grade students at SMPN 6 Denpasar in the 2022/2023 school can be improved through a Roundtable combined with picture.

**Keywords:** Improving, Roundtable combined with picture, Writing skill

### ABSTRAK

*Pelaksanaan penelitian ini terutama didasarkan pada studi pendahuluan. Hasil pre-test menunjukkan bahwa pada tahun ajaran 2022/2023 siswa SMPN 6 Denpasar kelas VIII-4 mengalami kesulitan menulis. Siswa mengalami kesulitan dalam menyusun paragraf deskriptif yang padu dan koheren. Subjek terdiri dari 41 siswa, terdiri dari 20 laki-laki dan 21 perempuan. Tujuannya adalah untuk mengetahui apakah kemampuan menulis siswa kelas VIII SMPN 6 Denpasar tahun pelajaran 2022/2023 dapat ditingkatkan dengan bantuan Roundtable dikombinasikan dengan gambar. Desain penelitian ini adalah penelitian tindakan kelas. Dilakukan dalam dua siklus dan setiap siklus terdiri dari dua sesi. Data menunjukkan bahwa nilai rata-rata subjek meningkat secara signifikan dari pre-test ke post-test. Rata-rata pretest adalah 45,39, posttest I adalah 74,39 dan posttest II adalah 83,73. Setelah itu, kuisisioner diberikan pada akhir siklus II yang hasilnya adalah lebih dari 93% subjek setuju secara positif terhadap penerapan Roundtable dikombinasikan dengan gambar dalam meningkatkan keterampilan menulis. Berdasarkan data tersebut, penerapan Roundtable dikombinasikan dengan gambar dapat membuat subjek lebih kreatif dan berani mengungkapkan idenya menjadi sebuah paragraf yang baik. Berdasarkan hasil tersebut dapat disimpulkan bahwa keterampilan menulis siswa kelas VIII SMPN 6 Denpasar tahun pelajaran 2022/2023 dapat ditingkatkan dengan bantuan Roundtable dikombinasikan dengan gambar.*

**Kata kunci:** meningkatkan, teknik meja bundar dengan gambar, keterampilan menulis

### INTRODUCTION

English is a basic requirement that Indonesian students must have. There are four language skills in learning English; listening, speaking, reading, writing. Actually, writing

is a way of expressing ideas and communicating with others. Writing is important to learn because it is a vital way to express thoughts and communicate ideas. Additionally, this skill is a form of

communication where the writer arranges and delivers ideas into a readable and understandable form (Pratiwi, et al.).

Good writers are capable in honing their creativity in expressing their thought into an understandable written form (Maharani, 2017). Moreover, Graham (2008:4) states that to be effective writers, students need to know the characteristics of good writing and the different purposes and forms the writing they write. The process is related to the plot when a writer collects ideas and writes a text that can be presented to the reader.

Writing is a productive skill that requires writers' creativity to convey ideas. Well worth it. Writing can become an integral part of a larger activities that where the focus is on something else. Graham and Perin (2007:9) explain that writing broadens and deepens students' knowledge; it serves as a tool for learning the subject. This is related to writing messages, memories, etc., in everyday life, which is done by visualizing our thoughts in letters. Then, Zemach and Rumisek (2005:7) state that the students will write uninterruptedly on whatever comes to mind about the subject. Writing should be crafted more carefully, concisely, and coherently so that the meaning is clear.

Moreover, Hawthorne and Glenn (2011:9) state that writing is one of four main English skills that students need to learn. They can in different genres for different purposes. Furthermore, Graham (2008:4) states that to be an effective writer, students must acquire knowledge of the characteristics of good writing itself, as well as the various purposes and forms of writing. Being able to write in English requires good command of structure and organization. Therefore, students should master the basic building blocks of writing. To make grammatically correct sentences, you need to know grammar.

Based on the interview in SMPN 6 Denpasar in academic year 2022/2023, particularly in writing, some problems are faced by students of class VIII 4 in writing activities. They did not have a clear understanding about descriptive paragraphs, how to identify the descriptive paragraphs, how to describe a person, place, or things in English writing. The students were still confused about how to write, as they had no ideas for writing and their understanding of paragraph structure and development the paragraph was still low. They often made some mistakes because their vocabulary was still poor. As a result, the students seemed bored and sleepy during the teaching and learning process. This is in line with Budiarta (2017) who stated that writing was challenging for students as they often faced difficulty in developing ideas.

The teacher should pay attention to the characteristics of the technique they choose in teaching and learning. The teaching technique should have a good impact on both teachers and students. Teachers should help students understand why a technique is valuable and how it is appropriate to improve their writing skills successfully. Writing should be practiced as frequently as possible using an appropriate technique to develop their skills (Maheswari et al., 2021). There are many techniques you can use when writing classes that could help the students. Given the above issues, researchers were interested in implementing a roundtable combined with picture to conduct research aimed at improving writing skills.

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 groups to accomplish a shared task. Lou (2005) states cooperative learning encourages students to work in a group. It makes them work together. This strategy also makes writing easier for the students because they are able to proportion their thoughts and put them together with their friends. They can revise it together, which makes their writing less from mistakes.

This strategy can also be combined with several media; one of them is a picture because the picture can make students understand how to make good descriptive paragraphs visually. The picture can motivate the students, make them pay attention, and participate in learning. Brown (2000:143) clarified that pictures are “old-fashioned,” but those are “very helpful as media in an instruction.” Harmer (2004:34) states that pictures are beneficial to prompt students to write a good paragraph. Picture aid for illustration develops students’ imagination, accommodate their interests, motivate them to express their ideas, and make the learning process more interesting. Picture may be very simple activities designed to elicit a word or phrase that produces a series that tells a story or something. It usually tells about a person, thing, place, etc.

The strength of Roundtable combined with picture promotes team building skills, and writing skills are enjoyable, fun, challenging, and interesting. 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 which helps generate ideas while writing and structuring paragraphs. The students should discuss with their group how to make good paragraphs.

Students will not be bored while learning to write descriptive paragraphs. Students who are not bored actively participate in the writing process.

Writing will 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. 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 thought before they develop them into a paragraph. This technique with a picture as media to support and improve students’ writing skills in the teaching and learning process. According to Musberger (2007), media is the relationship of visual, audio, movie, and digital signal to create images and sound that develop the representation of events used to deliver the information. The picture can also be used to remove students’ boredom and deliver interesting information from sender to receiver, attracting their minds, feelings, attention and interest. It means that media can develop the relationship between teachers and students in teaching and learning.

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 combined with picture is one of a creative way to improve students’ writing skills. Previous research also used the round table technique with pictures because this was considered effective in helping students who had difficulty in writing descriptive paragraphs. In short, the researcher is highly motivated and interested in doing scientific research entitled “Implementing Roundtable combined with picture to Improve Writing

Skill of the Eighth-grade Students of SMPN 6 Denpasar in Academic Year 2022/2023.

## RESEARCH METHOD

This study focused on the eighth-grade students, especially in the VIII-4 class of SMPN 6 Denpasar. There were 41 students in the VIII-4 class consisting of 21 females and 20 males. The eighth-grade students were especially in VIII) the class was chosen because based on the observation and interview with English teacher in SMPN 6 Denpasar, the English teacher said that those students in class VIII 4 still had problems writing descriptive paragraphs. They did not have ideas to write and were still confused about how to start writing since their understanding of organizing and developing the paragraph was still low. Therefore, the researcher chose VIII-4 as the research subjects. Besides, the researchers expected to improve their writing skills in descriptive paragraphs by implementing Roundtable combined with picture.

The research was conducted using a classroom action research design. The significance of classroom action research design to change learning behavior. Improve personal competency, upgrade self-confidence, and develop students' knowledge. The classroom action research was conducted in the present study on improving writing skills of the eighth-grade students of SMPN 6 Denpasar in academic year 2022/2023 through Roundtable combined with picture.

Burns (2010:1) says that classroom action research can be an available way to extend teaching skills and gain more understanding of the teachers, classroom, and students. In addition, classroom action research is also something that many language teachers seem to have heard about. Besides, some of them

still have a limited idea of what classroom action research is and how it is carried out: It aims to discover and overcome teaching problems in the classroom. Through classroom action research, the teachers know what happens in the teaching process compared with the teacher's experts or plans before teaching in the classroom. In other words, classroom action research can give an advantage to the teacher to extend their teaching skill and gain more understanding. It is in line with the idea of reflective practice and the teacher as the classroom action research involves taking a self-reflective, critical, and systematic approach to exploring your teaching context.

Fraenkel et al. (2011:589) state that one or more individuals or groups conduct action research to solve a problem or obtain information to inform local practice. Those involved in action research generally want to solve some problems, such as the students' problems in writing, speaking, listening, or reading. There must be a solution to overcome the problem. For example, as a solution, there must be an appropriate strategy. Implementing a proper strategy is expected to improve their writing skill since this classroom action research was about improving writing. The strategy must adapt from an expert book to be trusted as the solution.

Dawson (2007:17) stated that behavioral research in the classroom begins with the process of communication and interaction between people who want to bring about change together. The researcher collaborates closely with a group of people to improve a situation in a particular setting. The researcher does not "do" research 'on' people but instead works with them as a facilitator. Therefore, good group management skills and an understanding of group dynamics are

essential skills for the researcher to acquire. This type of research is popular in areas such as organizational management, community development, education, and agriculture.

Referring to Kemmis and McTaggart in Burns (2010:7-8), classroom action research involves steps in the research cycle. The first step is planning, which involves identifying a problem or issue and developing a plan of action to improve a specific area of the research context. The second step is called action, where the researcher conducts the research by doing the teaching-learning process in the classroom. The third is observation, which involves the researcher observing the action's effect. The last is reflection, where the researcher evaluates the effect of the action.

Therefore, this classroom action study was conducted by the researcher of the present study in class VIII-4 of SMPN 6 Denpasar in academic year 2022/2023. The present study was a cyclical process. The teaching-learning process was divided into some cycles consisting of two sessions. In addition, four interconnected activities were applied in each session, namely planning, action, observation, and reflection.

## **FINDINGS AND DISCUSSION**

### ***Pre-cycle***

The research was started by conducting a pre-cycle to know the subjects' problems and how far their knowledge in writing. In this study, researchers interviewed English teachers who taught the eighth-graders, specifically VIII-4, at SMPN 6 Denpasar in the 2022/2023 school year. The researcher also observed the English teacher's strategies and the situation in the teaching and learning process. Furthermore, the researcher administered a pre-test before implementing the teaching technique to get more objective

and reliable data. The purpose of administering the pre-test was to determine the pre-existing skill of the subjects, especially in writing short and simple descriptive paragraphs. Besides, the data obtained from administering the pre-test were essential in preparing the first cycle of the present classroom action research.

Based on the interview results with the English teachers in SMPN 6 Denpasar, the researcher found that the curriculum applied in SMPN 6 Denpasar was the 2013 curriculum. Therefore, the minimum passing grade for English subject in SMPN 6 Denpasar was 70. The interview results revealed that the teacher's technique was ineffective in class. The teacher only gave the learning without explaining the material and then asked them to construct a paragraph without practice or how to construct a good paragraph based on the structure. As a result, they faced difficulties delivering or expressing their ideas in writing. Based on those problems, the researcher applied Roundtable combined with picture to overcome the subjects' problems in writing skills.

Before implementing Roundtable combined with picture, the researcher observed the teaching and learning process. Observation was conducted to determine the subjects' responses to the teaching and learning process. Moreover, the observation results were similar to the interview results, which showed the subjects had difficulty writing. Besides, the researcher figured out that the subjects kept struggling to express their ideas and how to jot them down into a well-written paragraph. Therefore, improving the subjects' writing skills and creating more interesting teaching and learning processes were necessary. To determine the subject's writing ability, researchers administered a

pretest before using the study's teaching method.

To find out the pre-existing writing skill of the subjects, the researcher administered a pre-test before applying the teaching technique in the teaching-learning process. The pre-test was given to the subjects to figure out the real problem and calculate the subjects' initial scores in writing. The pre-test given to the subjects was in the form of a paragraph construction test. The subjects were instructed to write a descriptive paragraph in 30 minutes. The descriptive paragraph should consist of 6-12 sentences in one paragraph. The subjects had to construct short, simple descriptive paragraphs by choosing one of six available topics. Those topics were Ariana Grande, Cristiano Ronaldo, My Phone, My Wallet, My Cat, and My Dog.

Thus, based on the data above, the average score on the pre-test was 45.39, followed by 41 subjects. The mean score of the pre-test was in line with the interview results. The data showed that the subjects' writing skill was still low. Moreover, that none of the subjects could pass the minimum passing grade of 70. This result indicated that the subjects faced difficulties in writing. Most of the subjects struggled to organize their ideas into good descriptive paragraphs. They still needed guidance when they learned and practiced writing a composition. Besides, an appropriate teaching technique should be applied to improve their writing. As a result, there was less unified and coherent. Based on the results above, the researcher conducted cycle I by applying Roundtable combined with picture as a teaching technique to improve the subjects' descriptive paragraph writing ability.

### *Cycle I*

The pre-test results showed that the data of the subjects were far from the minimum passing grade of the English course in SMPN 6 Denpasar. It also showed that the writing skill of the subjects in constructing descriptive paragraphs was still low. Most of them could not jot down their ideas into a unified and coherent descriptive paragraph. Therefore, the writing skill of the subjects needed to be improved. To overcome the problems that they faced, the researcher applied Roundtable combined with picture as a teaching technique that can be used in the learning process. Cycle I was divided into two sessions. Furthermore, cycle I consisted of four interconnected activities: planning, action, observation, and reflection. In the present research, these activities were conducted to get maximum results, and they were described vividly in the following section.

The first activity of the cycle was planning. In planning, the researcher prepared a lesson plan, learning material, picture, worksheet, and post-test for teaching writing by implementing the 2013 curriculum that was applied in the school. Besides, the lesson plan was made for two sessions that ran for 80 minutes in each session. In addition, learning materials were prepared, such as the definition of the descriptive paragraph, generic structures, a list of words for describing a person, an example of a descriptive paragraph about the person, and writing a descriptive paragraph. The example of a descriptive paragraph given to the subjects entitled "Justin Bieber" was attached to the learning material. Furthermore, the researcher prepared several things besides learning material, such as a student worksheet used by the subjects to practice writing descriptive paragraphs. Finally, for session 2,

the post-test was prepared based on the learning material that had been previously taught to know how far the improvement of the subjects was during the teaching and learning process. The planning in this cycle should be carefully done to yield worth research findings.

The second activity of cycle I was action. In action, the researcher applied all things prepared in the lesson plan. The teaching-learning activities in class VIII-4 were divided into two sessions in the first meeting. Each session was conducted for 80 minutes. Session 1, especially in whilst-activity, was started by observing where the researcher asked them to observe the example of a descriptive paragraph. Next, the researcher guided them in identifying the social function, text structure, and language features. In addition, before the questioning section, the researcher built their background knowledge in the questioning activity by explaining the material in descriptive paragraphs. In the exploring and associating activity, the researcher gave a worksheet to practice writing descriptive paragraphs through implementing Roundtable combined with picture based on the topic "Angelina Jolie." After finishing the paragraph, the researcher asked them to share their paragraph and discuss it. The researcher asked them to revise their paragraph and discuss it in the next session. In session 2, the learning material was the same as in the previous session to review the material. Moreover, this cycle was ended by administering the post-test which was followed by all the subjects individually. The paragraph was then scored by scoring rubric which was adapted from Oshima and Hogue (2007).

During the teaching-learning process, the researcher also did an observation. The

purpose of doing observation was to determine the subjects' responses during the teaching-learning process through Roundtable combined with picture. After the researcher applied Roundtable combined with picture, the subjects showed significant positive responses. According to the previous pre-cycle observation, the subjects were still confined in delivering their ideas since they were uninterested and bored with the learning process. Meanwhile, in cycle I, they were active and gave an instant response when the researcher gave positive feedback. It showed an increase in their interest in the learning process, but some subjects paid less attention during the teaching and learning process of writing. Thus, they were confused with the material and found it difficult to answer the worksheet. The action in this cycle should be taken care of to make better results.

To get the required data of the subject improvement in writing skills after implementing a Roundtable combined with picture, the researcher administered post-test 1 at the end of cycle I. The post-test was followed by 41 subjects. The subjects were asked to construct a descriptive paragraph about a person by choosing topics such as "My Family" and "My Best Friend". Furthermore, the subjects wrote descriptive paragraphs in these activities based on their words and writing skills. After conducting the post-test in the first cycle, the researcher calculated all the scores. The total score from post-test 1 was 3050.

The data above showed that the mean score of the subjects was 74.39. In addition, the calculation of the mess score in the post-test in cycle I above showed an improvement in the subjects' skill in writing descriptive paragraphs after implementing Roundtable combined with picture. Furthermore, 36 of 41 subjects could achieve the minimum passing

grade in post-test 1. Some subjects could jot down their ideas into good descriptive paragraphs with a generic structure. Furthermore, several subjects could write a descriptive paragraph with appropriate format, punctuation, and mechanic. However, the research needed to be continued since the success indicator had not been achieved. Thus, the researcher continued the present research to cycle II to improve the subjects' writing skills.

### *Cycle II*

After analyzing the previous cycle's results, the researcher needed to proceed to cycle II. Cycle II was conducted to increase the writing skill of the subjects according to post-test 1. Cycle II also consisted of two sessions, namely sessions 3 and 4. The steps of cycle I and cycle II were the same. Furthermore, the same steps in cycle I, such as planning, action, observation, and reflection, were also applied in cycle II. Through this activity, the researcher applied Roundtable combined with picture in the teaching-learning process. On the other hand, the researcher expected much better progress in cycle II after applying Roundtable combined with picture in the teaching and learning process.

In planning, the researcher prepared everything needed for teaching writing skills by implementing Roundtable combined with picture. This planning was revised from the previous cycle. The researcher also constructed the lesson plan, learning material, student worksheet, post-test, and questionnaire. At first, the researcher created a lesson plan similar to the previous cycle. Besides, the lesson plan was made for two sessions, and each session was 80 minutes. Second, the researcher prepared the learning material for the subjects, which described a

thing. The example of a descriptive paragraph observed by the subjects entitled "My Handphone" Then the researcher prepared a student worksheet to practice the subjects' writing skills. Furthermore, the researcher prepared a post-test and questionnaire which would be administered at the end of cycle II.

The action was carried out after planning had been prepared well. The researcher conducted the teaching-learning process according to the lesson plan made. The lesson plan consisted of pre-activity, whilst-activity, such as observing, questioning, exploring and associating, and communicating, and post-activity. It was similar to the previous cycle; however, the topic of the learning material was focused on descriptive paragraphs about a thing. In the observing activity, researcher asked subjects to observe the example of a descriptive paragraph entitled "My Phone" and instructed them to identify the social function, text structure, and linguistic features. In addition, the researcher explained the concept of descriptive paragraphs by answering the subjects' questions. In addition, in the exploring and associating part, the researcher gave a student worksheet and asked them to practice writing descriptive paragraphs using implementing Roundtable combined with picture. Afterward, the researcher asked them to discuss the topic and make a simple descriptive paragraph. In communicating, the researcher asked them to share their work and discuss it with other subjects. In session 4, the learning material was the same as in the previous session. This cycle was ended by administering the post-test followed by all the subjects individually. The paragraph was then scored by scoring rubric which was adapted from Oshima and Hogue (2007).

During the teaching-learning process, the researcher did an observation. The subjects



showed significant positive responses when they were taught using Roundtable combined with picture. The researcher could compare the subjects' enthusiasm from the first and second cycles. There were better improvements in cycle II. They were more engaged with the learning material because they were more engaged and interested in writing. It showed that they became more focused and their understanding of the material before following the teaching and learning process. Moreover, their work was more understandable and based on the structure of the paragraph. Besides, in cycle II, the subjects were more active and paid attention from the beginning of the session. Thus, it made the teaching and learning process more comfortable, and they could understand the presented learning material.

After the teaching-learning process had been carried out through the Roundtable combined with picture, the researcher administered post-test 2 at the end of cycle II. The post-test was followed by 34 subjects. The subjects were asked to construct a descriptive paragraph about a person consisting of 6-12 sentences in one paragraph. In addition, the descriptive paragraph was written by choosing one of the topics given, such as "My Favorite Bag" and "My Pencil Case". After conducting the post-test in the second cycle of the present study. The researcher tabulated all scores. Based on the data calculation, the total score obtained from post-test 2 was 3433.

The data above showed that the mean score of the subjects was 83.73, and all 41 subjects could pass the minimum passing grade of the eighth-grade students of SMPN 6 Denpasar in writing descriptive paragraphs. The data revealed that the subjects' writing skills significantly improved through Roundtable combined with picture, especially

in writing a descriptive paragraph. The current study can be terminated when a success metric is reached that requires at least 34 subjects to achieve a minimum grade to pass. Therefore, the present study may be terminated as the results indicate 41 subjects could pass the minimum passing grade, and it could be considered that cycle II was successful. Thus, the research could be ended in this cycle.

### ***The Responses of the Subjects***

In addition, additional data were collected to support the present study. The data were collected by administering a structured questionnaire at the end of cycle II to know the subjects' responses towards implementing Roundtable combined with picture to improve their writing skill. The data gathered from administering the questionnaire showed their responses after being taught writing, especially in constructing short and simple descriptive paragraphs. Furthermore, the questionnaire consisted of ten structured statements with five choices constructed based on a Likert scale ranging from five (5-1), there were five options, and the total responses for strongly agree were 920 responses; agree, 748 responses; undecided, 117 responses; and none of the subjects responded disagree and strongly disagree. Moreover, the total responses of all items were 1785.

The survey above demonstrated the effectiveness of implementing roundtable in combination with picture in improving writing skills. It could be proven by the number of subjects who positively responded to implementing the technique. It could be seen from the number of responses toward the implementation of Roundtable combined with picture; there were 51.54% of the responses showed strongly agree; 41.90% of the

responses, agree; 6.55% of the responses, undecided; and none of the subjects responded disagree and strongly disagree. These percentages showed that the subjects responded positively to the implementation of the teaching technique. In other words, Roundtable combined with picture could effectively improve the subjects' writing skills.

In this research, the researcher used research instruments to collect the data for each cycle. The elaboration of the mean score above showed that the subjects' writing scores improved in each cycle. The present classroom research findings showed the graphs of the comparative mean scores of the pre-test, post-test 1, post-test 2, and a questionnaire could be presented in the form of two graphs to make the present research data clearly understood.

Based on the findings above, the research could be ended because the success indicator had been achieved. The data showed an improvement in the mean score obtained by the subject. In addition, there were significant improvements in the subjects' writing skills indicated by the achievement score of pre-test, post-test 1 and 2. These findings measured the subjects' writing skill improvement, especially in descriptive paragraphs. Furthermore, the comparative percentages obtained from the structured questionnaire showed positive responses in the teaching-learning process to enhance writing skills for the additional supporting data. Furthermore, all of the research findings of the classroom action research were discussed in the following sections.

### Conclusion

In conclusion, the present classroom action research was conducted to help the eighth-grade students of SMPN 6 Denpasar who had

writing skill problems. A clear description of the data from the pre-test, post-test, and questionnaire, elaborated previously, showed a significant improvement in the subjects' writing skills after implementing Roundtable combined with picture. Furthermore, it also showed that the subjects were more active and creative in the teaching-learning process. As a result, it was concluded that the Roundtable combined with picture can improve the writing skill of the eighth-grade students of SMPN 6 Denpasar in the academic year 2022/2023.

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