

## IMPROVING WRITING SKILL THROUGH SIMULTANEOUS ROUNDTABLE TECHNIQUE COMBINED WITH PICTURES OF THE ELEVENTH-GRADE STUDENTS

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### ABSTRACT

This study aims to determine the improvement of writing skills of eleventh grade students of SMKN 5 Denpasar through the Simultaneous Roundtable technique combined with pictures. The subjects were grade XI DKV students of SMKN 5 Denpasar in the 2024/2025 academic year. The 26 students consisted of 19 males and 12 females. The design used was a classroom action research design, with the application of the Simultaneous Roundtable technique in two cycles. Data collection was carried out using tests and questionnaires. The results showed that Simultaneous Roundtable combined with pictures can improve students' writing skills, especially in recount texts. This can be seen from the increase in students' average scores before and after the implementation of the action through the pre-test and post-test. In the pre-test conducted at the beginning before the technique was used, the average pre-test score was 47.23. Then, the score increased to 72.34 in post-test 1 and 83.69 in post-test 2. In addition, the questionnaire given showed more than 95% of the subject gave a positive response towards the implementation of the Simultaneous Roundtable technique combined with images during the teaching and learning process. In summary, this study showed that the writing ability of eleventh grade students of SMKN 5 Denpasar in the 2024/2025 academic year can be improved through the Simultaneous Roundtable technique combined with images. The results of this study provide implications for students' writing skills and motivation. Therefore, the English teachers are encouraged to implement this strategy. Further research is recommended to explore its effectiveness in different context.

**Keywords:** Writing Skills, Simultaneous Roundtable, Pictures

### ABSTRACT

Penelitian ini bertujuan untuk mengetahui peningkatan keterampilan menulis siswa kelas XI SMKN 5 Denpasar melalui teknik Simultaneous Roundtable yang dipadukan dengan gambar. Subjek penelitian adalah siswa kelas XI DKV SMKN 5 Denpasar tahun ajaran 2024/2025. Jumlah siswa sebanyak 26 orang yang terdiri dari 19 laki-laki dan 12 perempuan. Desain yang digunakan adalah desain penelitian tindakan kelas, dengan penerapan teknik Simultaneous Roundtable dalam dua siklus. Pengumpulan data dilakukan dengan menggunakan tes dan angket. Hasil penelitian menunjukkan bahwa Simultaneous Roundtable yang dipadukan dengan gambar dapat meningkatkan keterampilan menulis siswa, terutama pada teks recount. Hal ini dapat dilihat dari adanya peningkatan skor rata-rata siswa sebelum dan sesudah pelaksanaan tindakan melalui pre-test dan post-test. Pada pre-test yang dilakukan di awal sebelum teknik digunakan, skor rata-rata pre-test sebesar 47,23. Kemudian, skor meningkat menjadi 72,34 pada post-test 1 dan 83,69 pada post-test 2. Selain itu, kuesioner yang diberikan menunjukkan lebih dari 95% subjek memberikan respon positif terhadap penerapan teknik Simultaneous Roundtable yang dikombinasikan dengan gambar selama proses belajar mengajar. Singkatnya, penelitian ini menunjukkan bahwa kemampuan menulis siswa kelas sebelas SMKN 5 Denpasar pada tahun ajaran 2024/2025 dapat ditingkatkan melalui teknik Simultaneous Roundtable yang dikombinasikan dengan gambar. Hasil penelitian ini memberikan implikasi bagi keterampilan menulis dan motivasi siswa. Oleh karena itu, guru Bahasa Inggris hendaknya didorong untuk menerapkan strategi ini. Direkomendasikan penelitian lebih lanjut untuk mengeksplorasi efektivitas Simultaneous Roundtable dalam konteks yang berbeda.

**Kata Kunci:** Keterampilan Menulis, Simultaneous Roundtable, Gambar

## INTRODUCTION

Writing is one of important ability because it helps people express their thoughts, feelings, and opinions through written words. Writing involves planning what we are going to write (Harmer, 2007). When writing for others, it is crucial to know both the purpose of writing and the audience who will be reading the work. The ability to adjust writing to suit the purpose and audience serves well not only in the classroom but also in the workplace and beyond (Hyland, 2015). Students do brainstorm to express ideas, feelings, and opinions when writing. The imagination in mind, as well as the creatives of students, can be known based on writing.

Writing requires many stages to get good results (Harris, 2023). There are several processes that people need to complete their writing. There are four main elements in the writing process, namely planning, composing, editing (editing and revision), and the final version (Harmer, 2011). In the planning process, students must decide on the purpose of writing, think about the style of language, and consider the content to be presented (Bonner & Frazier, 2023). Then, in the composing process, students are given time to focus on developing ideas and organizing them. In the third stage, namely the Editing stage, students begin to reread what they have written as a draft to check for errors in their writing. When there are errors, students revise them. By doing so, errors are minimized. In the final stage, students' writing results must be better than the draft. After the final version is complete, students can provide the results to readers to read their writing.

Writing is considered difficult when they try to express new concepts and perspectives using their language (Grabe & Kaplan, 2014). As a result, they cannot

express their ideas into written form. In addition, because writing is a challenging activity that requires students to understand the right written format. Formative tasks often frustrate students. Many students find it difficult to write texts based on text structures that are required to be well developed. Students need to learn vocabulary, grammar, and parts of speech such as nouns, adjectives, verbs, and adverbs, which knowledge requires a fairly long process. In addition, to be able to write well, writers must gradually understand who they are, how their minds work, and how they acquire knowledge.

Teaching writing is a complex skill, one of the things that must be done is that teachers pay attention to other abilities needed by students (Taylor, 2009). The best learning activities can be produced from proper and effective education (Munna, 2021). Thus, success in writing will be something that can be seen as a standard of student success. In teaching English subjects, especially in writing language skills, teachers often hear complaints that many students still have poor grammar knowledge and difficult to have good words to make a text. This certainly affects students' writing assignments which make students continue to make errors. As a result, teachers must put an effort to provide feedback and notes to students, especially when students show grammatical and vocabulary errors.

In this study, problems were found that students faced in learning to write, especially in writing texts. They had difficulty finding the right words for simple recount texts because their understanding was limited, which made them confused in choosing the appropriate diction. This made their writing less clear and uncommunicative. In addition, they also

needed guidance to create good texts, because students found it difficult to organize ideas into coherent texts. This condition has an impact on student learning outcomes, because students often cannot achieve the minimum passing grade.

Based on an interview with teacher at SMK Negeri 5 Denpasar, the main issue is that many students also have struggle with writing assignments and still make numerous errors. It is also affected the issues that the eleventh-grade students writing in SMKN 5 Denpasar faced. The researcher's method included both interview and observation. According to the teacher, the teacher has tried to present sample texts and then encourage students to write individually. However, there are still challenges faced, because students find it difficult and need a lot of time to think critically. This certainly shows that students' writing skills at school still need to be improved through a learning approach that is able to activate enthusiasm and focus on student needs.

In the context of teaching writing, it is important for teachers to carefully choose appropriate teaching strategies or models (Cheung, 2016). There are various strategies that can be employed in teaching writing, and one of them is simultaneous roundtable technique, which involves with pictures (Romadhoni & Asryan, 2022). Simultaneous roundtable technique is a form of cooperative learning that has been studied by numerous researchers and used in classes at different levels and subjects (Holt, 1993). In addition, simultaneous roundtable can serve multiple purposes such as active motivation, work together, share ideas, and solve problems together with the group. The steps of simultaneous roundtable with pictures were explained in the theoretical review.

Therefore, considering the phenomenon in schools, it is clear that students have difficulty in writing recount texts, especially in the grammar section and organizing structured ideas. The researcher used the simultaneous roundtable technique in this study, the aim is to facilitate students in improving their writing skills, so that they can write texts coherently and logically. This was supported by Aryanti et. al. (2025) proved that the writing skills of seventh graders of SMPN 3 Ubud can be improved through simultaneous roundtables with pictures.

This strategy is combined with pictures related to the topic. This was also supported by Laely et. al. (2023) who figured out that there was a significant improvement on subject's average score from pre- and post-tests. The writing skill of the eighth-grade students at SMPN 6 Denpasar in the 2022/2023 school can be improved trough a Roundtable combined with picture. This can help teachers to solve problems and can make students imagine their ideas through visualization so that the preparation of texts becomes easier.

## RESEARCH METHODS

The present study used Classroom Action Research Design. It was chosen as the research design, following a systematic inquiry approach with cycles consisting of planning, action, observation, and reflection (Mertler, 2009). The research aimed to eleventh-grade students in class XI DKV at SMKN 5 Denpasar which consisted of 26 students, to solve subject's problem in writing, so the students could express their ideas, thoughts, and information in written form by making recount text. The teaching and learning process involved three cycles, each with two sessions, to assess the use of

Simultaneous Roundtable Technique combined with pictures in improving writing skills. The research procedure consists of initial reflection, planning, action with two learning cycles, observation and reflection to analyse the research results.

There are two instruments used, namely the initial test and the final test to determine the improvement of writing skills, and a questionnaire to measure students' responses to the use of the Simultaneous Roundtable technique. The success indicator in this study was determined by the percentage of 80% of students being able to achieve a minimum passing grade of 76.00, in accordance with the school curriculum standards.

## **RESULTS AND DISCUSSION**

### **Results**

This study aims to determine whether writing skills of eleventh-grade students in SMKN 5 Denpasar in academic year 2024/2025 could be improved through Simultaneous Roundtable technique combined with pictures. The research process began with a pre-test to assess the subjects' initial skills about writing. The post-test was given for each cycle in cycle I and cycle II after the teaching and learning process had been carried out. Then the result of each test was calculated to find out the mean score of each test. The mean scores of the post- tests was then compared to the result of the pre-test in order to determine the subjects' learning improvement. If the mean score of the post-test was higher than mean score of the pre-test, it meant that the action was able to improve the subjects' writing skill.

This research was also given questionnaire to XI DKV class subjects at SMKN 5 Denpasar for the academic year

2024/2025 to find out the subjects' responses to the implementation of Simultaneous Roundtable Technique combined with pictures. The result of the questionnaire in this study is used to determine the percentage of the subjects' responses to the techniques applied. The questionnaire was analyzed by figuring out the percentage of total responses of an item over the total responses of all itmes.

### **Pre-Cycle**

To measure the data of writing comprehension from the subjects, the researcher gave a pre-test before conducting the research with the research subjects. A total of 26 subjects participated in the pre-test activity. The pre-test was used to test the subjects' ability in writing comprehension before conducting the Simultaneous Roundtable technique with pictures. In the pre-test, the researcher instructed the subjects to create a recount text based on the topic they chose, from two topics provided.

According to the data, the result of the pre-test was a figure of 1228. Moreover, the average pre-test score for the 26 participants was 47.23. It showed that none of students could pass the minimum passing grade of 76. It indicated that the subjects' writing skill needed further improvement. Furthermore, using the Simultaneous Roundtable technique combined with pictures to improve the learning process and subjects' achievement. As a result, the researcher ultimately chose to perform the first cycle class action study to decrease students' problems in writing recount text.

### **Cycle I**

Cycle I began immediately after the pre-cycle. The result in Pre-test shown that the subjects had low writing skills that needed to be addressed, as previously mentioned. Cycle I started with planning.

Using Simultaneous Roundtable combined with pictures, researchers prepared what was required for teaching writing skills. Researchers also created lesson plans, learning materials, worksheets, scoring rubric and post-tests. The researcher created a lesson plan based on the syllabus used for class XI DKV students in SMKN 5 Denpasar. Furthermore, the timeshare is 90 minutes every session, for a total of 180 minutes in cycle I.

Throughout the process, three main activities were carried out: pre-activity, whilst-activity, and post-activity. The researcher took on the role of a teacher, accommodating the class and implementing Simultaneous Roundtable technique with pictures. In session 1, in the while activity, began with observations conducted by the researcher. The researcher asked students to observe an example of a recount text entitled "My Holiday in Sanur Beach". The researcher had built students' background knowledge by explaining the material in the recount text. In the exploration and association activities, the researcher gave students worksheets to practice writing recount texts using Simultaneous Roundtable Combined with Pictures based on the topic "My Last Holiday". The researcher asked students to revise the text and discuss it in the next session. In session 2, the researcher and students discussed the text. Furthermore, the researcher gave post-test 1 at the end of session 2.

Post-test I was conducted at the conclusion of cycle I's second session. The total score obtained by the researcher was 1881 with an average score of post-test 1 of 72.34. As can be observed, post-test 1 was attended by 26 students, and 13 subjects were able to achieve the minimum passing score. Therefore, the researcher had to

continue this study to the second cycle to achieve the success indicators

### **Cycle II**

Cycle II is carried out in two sessions, namely sessions 3 and 4, with the same Simultaneous Roundtable technique was also applied. Each session consists of four interrelated activities: planning, action, observation, and reflection. These activities must be carried out so that the research runs well, and there is a better improvement than the previous cycle. the researcher prepared the same things as the previous cycle, namely lesson plans, learning materials, pictures, student worksheets, and post-tests.

In the observation activity, the researcher asked the subject to observe an example of a recount text entitled "Helping my Mother Cooking Fried Rice" and guided the subject to identify the social function, text structure, and linguistic elements. In addition, the researcher explained the concept of recount text while answering the subject's questions. Then, in the exploring and associating section, the researcher gave the students worksheets and asked them to practice writing recount texts using the Simultaneous Roundtable Technique Combined with Pictures that had been taught based on the topic.

The text that has been made will be revised and discussed in the next session. After completing the discussion and discussing the text in session 4, the researcher gave a post-test 2, so that the researcher could find out the progress of the subjects after carrying out cycle II. The subjects were asked to design a recount text and choose one of the topics based on the topics provided by the researcher. The text must consist of 3-4 paragraphs by paying attention to the criteria for making a good text that has been explained in the instructions.

Furthermore, at the end of session 4, the researcher administered post-test 2 followed by 26 individuals, for a total of 2176. Post-test 2 had an average score of 83.69.

In this study, the researcher also distributed questionnaires to collect further supporting data for this classroom action research. The questionnaire then consists of 10 statements written in Indonesian to avoid any misunderstandings about the topic. There were five choices, and the results of the questionnaire showed that 53.81% of the responses SA (strongly agree); 42.01% of the responses A (agree); 4.16% of the responses U (undecided); 0% of responses D (disagree) and SD (strongly disagree).

## Discussion

The researcher gave a pre-test to the subjects, where the average score achieved by the subjects was 47.23. Based on the results of the pre-test taken by the 26 subjects, it was found that their writing skills needed to be improved as they did not understand how to construct the text properly. In addition, none of the 26 subjects could obtain the minimum passing score. This shows that the subjects' writing skills still need to be improved, so the researcher conducted cycle I and applied the Simultaneous Roundtable Technique Combined with Pictures.

After the researchers obtained the results of the pre-test, cycle I was then implemented. The average score of cycle I was 72.34 and only 13 out of 26 subjects managed to reach the minimum passing score. Plus, the average score of the post-test in cycle I showed a significant increase in the achievement of the subjects' writing skills after applying Simultaneous Roundtable Combined with Pictures. Based

on the above results, there was a good improvement in the subjects' writing skills in post-test 1 of cycle I, but it was not optimally for all subjects, so the researcher decided to continue in the next cycle.

In cycle II, the researcher gave more personalized explanations and gave several examples to the subject, especially to subjects who were still experiencing difficulties in writing skills. The average score of post-test 2 was 83.69. In addition, 26 subjects achieved the minimum passing score of SMKN 5 Denpasar. Therefore, the researcher stopped the study because the results had reached the success indicator determined by SMKN 5 Denpasar. Based on the results shown in cycle II, it can also be seen that the subjects' writing skills can be improved by applying the Simultaneous Roundtable Technique Combined with Pictures.

The questionnaire as an instrument to obtain supporting data in this study was given to find out the subjects' responses to the application of Simultaneous Roundtable Technique Combined with Pictures in the teaching and learning process to improve writing skills. The results of the questionnaire showed that more than 95% of the respondents agreed that the Simultaneous Roundtable Technique Combined with Picture could improve their writing skills in recount text. This shows that the subjects' response to this study is positive because their writing skills can be improved by using the strategy.

The advantage of the research conducted is that the researcher provides detailed explanations to students in class regarding the structure of recount texts such as orientation, events, and re-orientation. Researchers also do not forget to explain the criteria for proper writing such as punctuation, format, content, organization,

and grammatical structure. The research conducted has used the Merdeka curriculum, following the teaching modules used at school. Therefore, researchers conducted research in class XI DKV by choosing the topic of recount text and following the Merdeka curriculum. The results of this study provide implications for students' writing skills and motivation, namely, students become more understanding and understand how to create recount texts by providing pictures and following the text structure and linguistic characteristics of recount texts. Thus, the results of writing student recount texts from pre-test, post-test 1 and post-test 2 have increased significantly.

Based on the research findings, it could be concluded that Simultaneous Roundtable Technique Combined with Pictures could help the subjects improve their writing skill. The subjects could make a good recount text related to the topics and had good ideas, content and organization in writing recount text. This was also supported by [Laely \(2023\)](#) and [Aryanti \(2025\)](#). The result of the questionnaire also supported the subjects' improvement. It showed that the subjects responded positively to implementing the Simultaneous Roundtable Combined with Pictures. Thus, the present study could be ended in the second cycle. This research clarified that the writing skill of the eleventh-grade students of SMKN 5 Denpasar in the academic year 2024/2025 could be improved through Simultaneous Roundtable Technique Combined with Pictures.

## CONCLUSION AND SUGGESTION

### Conclusion

Based on the findings of this study, the improvement could be seen from the

increase in the average scores of the pre-test, post-test 1 and 2, respectively 47.23, 72.34, and 83.69. Based on these results, it could be shown that the writing skills of eleventh-grade students of SMKN 5 Denpasar had improved significantly. The subjects showed progress through the application of the technique and were active during group discussion sessions. From the 26 subjects who participated in this class action research, all subjects were able to achieve the minimum passing score. Therefore, it showed that the success indicator had been achieved and this research could be ended.

The results of the questionnaire showed that the subjects responded to the application of the Simultaneous Roundtable technique combined with pictures towards improving writing skills by answering strongly agree, agree, doubt, disagree and strongly disagree. The results of the questionnaire were 53.81%, 42.01%, 4.16%, 0% and 0% respectively. This finding clearly stated that most of the subjects responded positively to the application of Simultaneous Roundtable Technique Combined with Picture in improving writing skills and making them more active during the learning process.

Therefore, based on the pre-test, post-test, and questionnaire results, this study strongly clarified that the writing skills of eleventh-grade students of SMKN 5 Denpasar in the academic year 2024/2025 could be improved through the Simultaneous Roundtable Combined with Picture technique.

### Suggestion

Based on the present study conducted on the eleventh-grade students of SMKN 5 Denpasar, the researcher would like to give some valuable suggestions that



can be used as consideration for other teaching-learning processes and research. Suggestions are given to English teachers who care about the teaching and learning process in class XI DKV, eleventh-grade students of SMKN 5 Denpasar and other researchers who want to conduct classroom action research, especially in writing skills. Teachers are advised to use the Simultaneous Roundtable Combined with Pictures technique as one of the alternative techniques in teaching writing skills and other English language skills because the Simultaneous Roundtable Combined with Pictures technique can increase students' activeness, express themselves well and create a comfortable learning process in the classroom. For other researchers, this study can be used as a reference in conducting new research. For other researchers who will conduct classroom action research, it is advisable to apply the Simultaneous Roundtable Technique Combined with Pictures to solve the writing skills problems faced by students, especially in writing recount texts, and also expected to see weaknesses and turn them into strengths if they are still found in this study.

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