

Boosting Writing Skill in Junior High School Students Through Simultaneous Roundtable and Picture-Based Techniques

**Ni Made Febyana Sri Aryanti¹, Ni Wayan Krismayani^{2*},
Dewa Gede Agung Gana Kumara³**

Universitas Mahasaraswati Denpasar, Indonesia

¹ Febbyanafebi@gmail.com, ² Chrismayani@unmas.ac.id, ³ dewagana@unmas.ac.id

Abstract

Writing in English requires a good mastery of structure and composition. Therefore, students must master the essential elements of writing. This classroom action research aimed to improve seventh-grade students' writing skills at SMPN 3 Ubud using the Simultaneous Roundtable technique combined with pictures. A post-test is given at the end of each cycle to collect the necessary data. Initial observations on seventh-grade students showed that their writing skills needed improvement by combining Simultaneous Roundtables with pictures. The post-tests I and II results significantly increased subject and category writing abilities. The pre-test results were 39.44, post-test I were 60.65, and post-test II were 71.34. The researcher gave a questionnaire at the end of the session, and the results showed an improvement in students' writing skills. The percentage of the strongly agreed questionnaire shows that 53 % of subjects strongly agree, 43 % of subjects agreed, 4 % of subjects were unsure, 0% of subjects disagreed, and 0 % strongly disagreed. In conclusion, this classroom action research proves that the writing skills of seventh graders can be improved through simultaneous roundtables with pictures.

Keywords: Boosting; Writing Skills; Simultaneous Roundtable and Pictures

INTRODUCTION

Writing is one of the four English language skills to focus on. This is because learning how to write is challenging. Writing is one of the four primary English language skills students should focus on learning (May Al-Gharabally, 2015; Sadiku, 2015; Taylor, 2018). Students should be able to write as well as they can for various reasons and genres. Writing in English necessitates a solid grasp of composition and structure. Students must so become proficient in the fundamentals of writing. Writing is one of the most challenging abilities to acquire in first and second languages because the writing process involves several processes, including ideation, freelance writing, manuscript review, finalization, and potential publication (Cahyadi et al., 2019; Murtini et al., 2018). Students frequently struggle with writing because it requires them to expand their thinking and convert ideas and concepts into written form. Writing is a crucial means of communication in daily life, particularly in high school and college (Adas & Bakir, 2013; Johnson, 2008; Spahr, 2018). Thus, it is necessary to assess the writing to determine its quality. Despite its importance, writing is a challenging subject, particularly for students. Writing is a synthesis of grammar, vocabulary, and ideas. A program that develops writing skills should be implemented throughout the educational system (Cahyadi et al., 2019; Harmer, 2010). In other words, teachers must pick and implement effective teaching methods to help students become better writers.

According to the English teacher interviewed for the VII E class at SMPN 3 Ubud, seventh-grade students struggled with writing and showed little interest, mainly when creating descriptive paragraphs. They produced identical descriptive paragraphs as the teacher's example when she requested them to do so. They were still perplexed by the need to develop their ideas

while writing descriptive paragraphs, and they were written in the simple present tense. Then, when the teacher asks them to construct phrases or paragraphs, and they need help understanding what those sentences or paragraphs imply, they struggle with syntax, spelling, punctuation, and structure. They also need more vocabulary. If teachers can use the appropriate technique to assist students in becoming proficient writers, writing becomes more manageable. One alternative method for teaching junior high school writing is the Simultaneous Roundtable. Simultaneous Roundtable is one of the cooperative learning strategies that emphasize group collaboration (Cornelius-Ukpepi et al., 2016; Kagan and Kagan, 2009; W. Johnson & T. Johnson, 2019)

Simultaneous Roundtable is a teaching technique in which the teacher presents the main topic to the class, and each student writes and shares their thoughts on it (Ariana, 2016; Noralita, 2019). The students then continued writing until they had finished the assignment, which was divided into paragraphs. Each team member contributes to the previous response when the students turn their paper clockwise after the teacher delivers the signal. After solving the problem by rotating the paper clockwise, the teacher and students discuss it. Simultaneous Roundtable is anticipated to assist students in problem-solving and group collaboration to compile reading. This aids them in organizing paragraphs or putting their thoughts on paper. Every student should actively engage in the writing process and discuss how to write effective paragraphs with their groups. Pertinent components must assist students during teaching and learning activities to improve their capacity to meet learning objectives. In addition to making the content easier to understand, media can also make learning activities more engaging and foster teacher creativity by offering a variety of learning techniques. Teachers can employ a variety of media to aid in their instruction. Pictures are usable forms of media.

Students' writing abilities are enhanced by the use of pictures in the teaching and learning process. Additionally, they can be employed to alleviate boredom and transmit intriguing information from the sender to the recipient, generating interest, consideration, and worry. According to (Harmer, 2010), pictures can be utilized in the classroom to set the scene or provide context. Students' creative imaginations can be stimulated, and their thoughts can be developed and written down with the aid of pictures (Andriani, Kiki, Ardiana, 2022; Ary et al., 2010). Pictures also assist students in creating paragraphs because they make it easier for students to visualize themselves, which needs to be written in paragraphs. Teaching students longer stories, descriptions, and pictures can help them become better writers. Therefore, the researchers use photographs as a medium when employing the Simultaneous Roundtable technique. The goal is to make studying English easier and more enjoyable for students, particularly regarding writing abilities. It is intended that using visuals to teach writing will increase its effectiveness and make it easier for students to translate their thoughts or creative ideas into well-written pieces. Pictures must be employed to effectively and appropriately teach writing in the classroom.

Based on the previous study conducted by (Noralita, 2019), the findings indicate that the Simultaneous Roundtable technique was more successful than the traditional feedback method in enhancing students' descriptive writing skills. Therefore, EFL teachers are encouraged to implement the Simultaneous Roundtable as a practical teaching strategy that can significantly improve students' abilities in writing descriptive essays. In contrast, a previous study conducted by (Nurul Fatin et al., 2024) shows that employing the roundtable technique with descriptive texts has effectively enhanced students' writing skills. The student's proficiency in writing descriptive texts has noticeably improved. In this regard, the questions regarding using the roundtable technique to boost students' writing abilities have been addressed, and the progress is evident after students have been taught using simultaneous Roundtable.

Furthermore, taking pictures takes little time so that practice time can be modified. Consequently, academics have looked into using pictures as a training tool for writing. The problem above demonstrates that students need help writing, particularly descriptive paragraphs. Additionally, they need more writing enthusiasm and proficiency in crafting great paragraphs. One innovative technique for enhancing students' writing abilities is the Simultaneous Roundtable. The researchers are highly motivated to determine whether Simultaneous Roundtables with pictures may be used to improve the writing abilities of seventh-grade students at SMPN 3 Ubud.

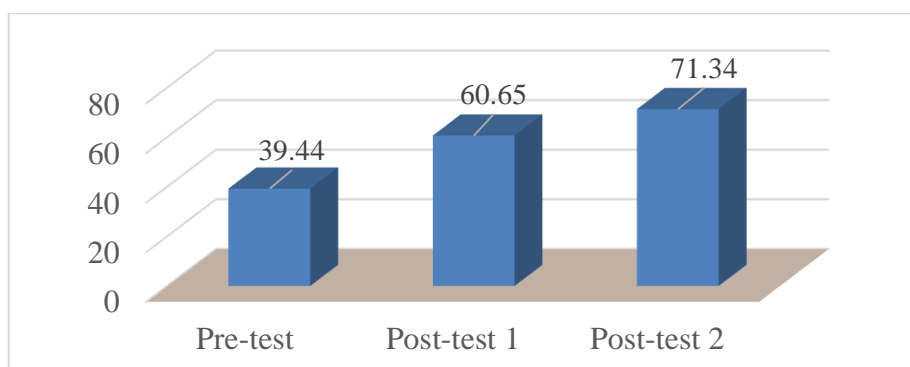
METHOD

This study used classroom action research (CAR) as its research design (Burns, 2009). During the academic year 2023–2024, a classroom action study was conducted to determine how well Simultaneous Roundtables and pictures may aid seventh-grade students at SMP Negeri 3 Ubud with their writing. Research instruments must be reliable and authentic to obtain reliable and valid data for this investigation. This study used pre-tests, post-tests, and questionnaires to gather data. Thus, class VII students at SMPN 3 Ubud were given pre-tests, post-tests, and questionnaires to gather the necessary data to address the research issues. The students take the pre-test at the beginning of the learning process before the teaching and learning process begins. They must write a brief, descriptive statement on the subject if there is a pre-test or initial reflection. Following the teaching and learning process, a post-test is administered after each session using a Simultaneous Roundtable to evaluate student progress. A questionnaire was also administered to demonstrate how students' learning behaviour changed as they learned how to compose descriptive paragraphs utilizing the Simultaneous Roundtable and photographs. The researchers employed descriptive analysis because this study employed a classroom action research method and collected pre-and post-test data. The researchers used a pre-test and questionnaire in this classroom action research to gather information from the students under study, namely class VII students at SMPN 3 Ubud. Additionally, this data is the most crucial information required to address the study question under investigation.

RESULTS AND DISCUSSION

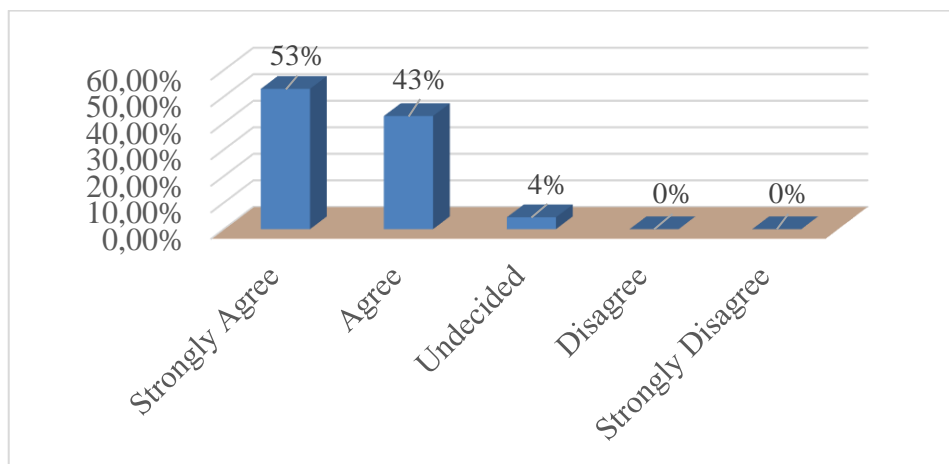
Results

The research design used in this study was classroom action research. Its four activities are planning, action, observation, and reflection. Furthermore, the classroom action research was divided into two cycles, each consisting of two sessions. This study aimed to improve the writing skills of seventh-grade students at SMP Negeri 3 Ubud throughout. The researchers first carried out a pre-cycle. This research was then carried out in two cycles—especially cycles I and II. Here are the results of students' progress achievement of writing skill



Graph 1. Depicting the Students Progressing Achievement of Writing Skill in Pre-test, Post-test 1, and Post-test 2

The researchers distributed a questionnaire to learn more about the students' opinions regarding using Simultaneous Roundtable Combined Pictures to improve their writing skills. Here is the result of the questionnaire after applying using Simultaneous Roundtable:



Graph 1. Depicting the student's responses after applying Simultaneous Roundtable

Discussion

This research writing technique entails crafting evocative paragraphs regarding the topic. Tests and questionnaires are regarded as trustworthy methods for gathering data. The students were given a pre-test to gauge their writing abilities, particularly in descriptive paragraphs, before using the Simultaneous Roundtable with pictures. The students took two post-tests at the end of each cycle to gauge their writing proficiency following the Simultaneous Roundtable with pictures. Four tasks were included in this study's classroom action research design: planning, activity, observation, and reflection. It was also separated into two cycles, each consisting of two sessions.

The researchers carried out the pre-test in the previous cycle. Students are required to produce a descriptive essay on a particular subject. This is done to evaluate students' writing abilities before implementing Simultaneous Roundtables combined with pictures. According to the data gathered, one of the 29 students who participated in the pre-cycle research obtained the minimum completeness score on the pre-test. The pre-cycle research students' average pre-test score was 39.24. Consequently, the students under study struggled with writing descriptive paragraphs. They needed help organizing their thoughts into coherent descriptive paragraphs without clear instructions and explanations. As a result, the process's cycle must be implemented to improve. Students' ability to write descriptive paragraphs is enhanced in cycle I through a Roundtable combined with pictures.

Using the Simultaneous Roundtable with pictures helped students' writing skills in cycle I. In cycle I, 29 students took the post-test, and the average result was 60.65. Students in cycle I achieved an average score much higher than the pre-test average. However, the success metrics still need to be fulfilled. Some students are more accurate and skilled when writing descriptive paragraphs than before the cycle. Most students can write descriptive paragraphs to the evaluation rubric's standards. Consequently, most of the paragraphs are coherent and

understandable. However, some students need help with ideas and writing coherently and accurately.

Students in cycle II were more involved in class because the researchers had changed the teaching module to catch students' attention at the beginning of the lecture. In the classroom, students learn and become more involved. Additionally, they should have written more compelling paragraphs in the previous round. They can write evocative paragraphs with appropriate general structure, punctuation, spelling, organization, and structure on a particular topic. The results show that the average student score on post-test 2 is 71.31. Post-test two shows that students' writing skills have thereby improved. In post-test 2, 24 students achieved the least completeness score. This research can now be successful since the student met the success markers.

Based on the above data and reasoning, classroom action research has demonstrated efficacy. Cycle II shows that the Simultaneous Roundtable with pictures improved students' writing skills, especially in creating descriptive paragraphs. The questionnaire's results also support these findings. Therefore, Simultaneous Roundtables combined with Pictures can help students in class VII at SMPN 3 Ubud become better writers for the 2023–2024 academic year.

Since the statistics show that the research's success markers have been satisfied, the study can be declared complete. In addition, a rise in the average scores for the pre-test, post-test I, and post-test II showed that the students' writing skills had significantly improved. To collect supporting data for their more in-depth paragraphs, the students were also given a questionnaire to gauge their opinions of how the Simultaneous Roundtable with pictures was conducted. Regarding adopting a Simultaneous Roundtable with the picture, these figures show that 52.89% of students strongly agree, 42.63% agree, 4.46% agree and disagree, 0% disagree, and no student strongly disagrees. Students' responses indicated that using Simultaneous Roundtables combined with Pictures assisted them in refining their ideas into coherent, descriptive paragraphs. Moreover, it makes writing descriptive paragraphs more fun. This illustrates how the students could accept the usage of Simultaneous Roundtables and pictures, which inspired them to write more effectively.

CONCLUSION

This classroom action research project aimed to assist SMPN 3 Ubud's grade 7 students who struggled with writing. After implementing Simultaneous Roundtables with pictures, students' writing skills improved considerably, as demonstrated by the clear picture from the previously described pre-test, post-test, and survey data. In addition, it indicates that students are more engaged and innovative in teaching and learning. Therefore, it can be said that grade 7 students at SMPN 3 Ubud can enhance their writing abilities for the 2023–2024 school year by combining Simultaneous roundtable activities with pictures.

ACKNOWLEDGMENTS

The researchers would like to express their sincere gratitude to all who contributed to completing this research. First and foremost, I thank the dean of the Faculty of Teacher Training and Education, Universitas Mahasaraswati Denpasar, whose encouragement was invaluable throughout the research process. Moreover, they would like to thank the teachers and students of SMPN 3 Ubud for their cooperation during this research.

REFERENCES

Adas, D., & Bakir, A. (2013). *Writing Difficulties and New Solutions : Blended Learning as an*

- Approach to Improve Writing Abilities PhD in teaching English Language Methods , AL-Quds Open University ,. *International Journal of Humanities and Social Science*, 3(9), 254–266.
- Andriani, Kiki, Ardiana, F. (2022). Teaching MediaA EFL Classroom: what are they and why select them. *Journal of Language Testing and Assessment*, 2(1), 87–97. <https://ojs.fkip.unismuh.ac.id/index.php/jlta>
- Ariana, R. (2016). *Penerapan Model Kooperatif Tipe Scramble*. 9, 1–23.
- Ary et al. (2010). The use of tell-show combined with picture to improve writing skill of the tenth-grade students of SMKN 1 susut. *Academic Journal on English Studies*, 519.
- Burns, A. (2009). Doing Action Research in English Language Teaching. In *Doing Action Research in English Language Teaching*. <https://doi.org/10.4324/9780203863466>
- Cahyadi, I. W. K., Krismayani, N. W., Agung, A., Maharani, P., Studi, P., Bahasa, P., & Denpasar, U. M. (2019). *Assessing descriptive paragraph writing ability of the eighth-grade students of smpn 2 Sukawati through guided question and answering academic year 2018/2019*. 2(1).
- Cornelius-Ukpepi, B. U., Aglazor, G. N., & Odey, C. O. (2016). Cooperative Learning Strategy as Tool for Classroom Management. *Advances in Multidisciplinary & Scientific Research Journal*, 2(2), 67–76.
- Harmer, J. (2010). The Practice of Language Teaching. In *Longman Handbooks for Language Teaching Series* (p. 386). https://www.academia.edu/25472823/The_Practice_of_English_Language_Teaching_4th_Edition_Jeremy_Harmer
- Johnson, A. P. (Andrew P. (2008). *Teaching reading and writing : a guidebook for tutoring and remediating students*.
- Kagan and Kagan. (2009). *Kagan, M. and Kagan, S. (2009). Kagan Cooperative Learning. San Clemente Kagan Publishing.*
- May Al-Gharabally. (2015). The writing difficulties faced by L2 learners and how to minimize them. *International Journal of English Language and Linguistics Research*, 3(5), 42–49.
- Murtini, N. M. W., Komang Budiarta, I., & Wayan Krismayani, N. (2018). *Implementasi Metode Peer Learning Dengan Media Postcard untuk Meningkatkan Kemampuan Menulis Siswa*. 58–63.
- Noralita, S. (2019). Penerapan model pembelajaran kooperatif tipe simultaneous round table untuk meningkatkan hasil belajar siswa pemasaran kelas XI BDP 2 SMK Negeri 2 Kediri pada mata pelajaran bisnis ritel. *JEELS (Journal of English Education and Linguistics Studies)*, 9(1), 97–113.
- Nurul Fatmahan, D., Fauzia Sari, D., & Heriansyah, H. (2024). E-ISSN 2528-746X Using Roundtable Technique to Improve Students' Writing Skill. *Research in English and Education (READ)*, 9(1), 24–32.
- Sadiku, L. M. (2015). The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour. *European Journal of Language and Literature*, 1(1), 29. <https://doi.org/10.26417/ejls.v1i1.p29-31>
- Spahr, J. (2018). How to teach writing. In *Overland* (Vols. 2018-Winte, Issue 231, pp. 3–7).
- Taylor, G. (2018). A Student's Writing Guide. In *Analytical Biochemistry* (Vol. 11, Issue 1).
- W. Johnson, D., & T. Johnson, R. (2019). Cooperative Learning: The Foundation for Active Learning. *Active Learning - Beyond the Future*. <https://doi.org/10.5772/intechopen.81086>