

**IMPROVING STUDENTS' ABILITY IN WRITING A
NARRATIVE TEXT BY USING ROUND TABLE
STRATEGY AT GRADE VIII C OF SMP
NEGERI 11 KOTA BENGKULU**



THESIS

BY

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**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
EDUCATION AND TEACHERS TRAINING FACULTY
BENGKULU UNIVERSITY**

2014

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**Presented As a Partial Requirement for a “Sarjana” Degree in the English
Language Education Study Program**

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APPROVAL

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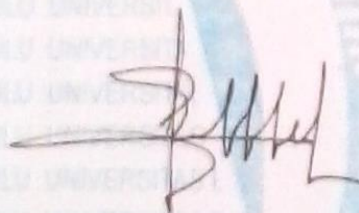
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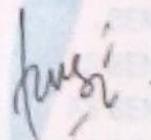
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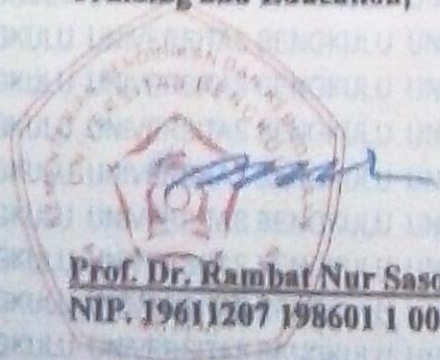
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APPROVAL

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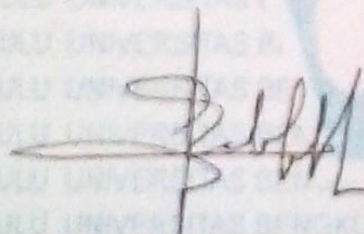
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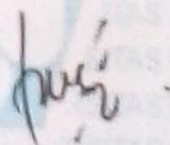
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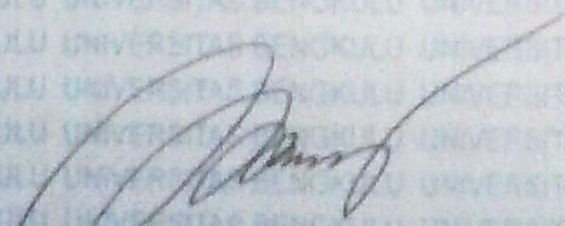
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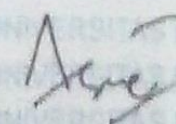
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MOTTO

- **Reaching the blessing of Allah.**
- **Keep reading, practicing and learning for a better life.**
- **Keep smiling for a happy life.**
- **Fighting! Fighting! Fighting!**

DEDICATION

- **My beloved inok (Darwati) and my beloved bapak (Mawan Junaidi). You are the best parents in the world. I love you forever.**
- **My beloved sisters (Meta Karima, Jeni Tiara, and Qistia Alik). I Love You girls.**
- **All of my teacher in the world. Thank you for the knowledge.**
- **My best friend forever (Nina, Beta, Laila, Maya, Ana, Dita, Runy, Febri, Ajeng, and Nia). Thank you for being my friend.**
- **All Edsa 2010 members (Fitri, Ade H, Manda, Riki, Puji, Febby, Dwi, Eris, Dian, Tata, Intan, Deas, Dedi, Anggun, Thara, Ela, Nanang, Amdi, Ami, Randy, Noto, Yudi, Enggar, Nelis, Berti, Ibnu, Hendri, Ade, Fiki, and Aziiz.**
- **UKM KSR PMI UNIB. Thank you for the experinces. For the members (Eri, Nina, Ranny, Inggit, Yuli, Nurma, Dita, K Agung, K Oby, K Jef, K Taqim, and so on, I am sorry, I can not mention one by one)**
- **All the people that indirectly help, support and pray the researcher during the completion of this thesis.**

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Alhamdulillah, First of all, the researcher would like honor Allah SWT for giving the strength and chance to complete this thesis entitled "*Improving Students' Ability in Writing A Narrative Text by Using Learning Roundtable Strategy at Grade VIII C of SMPN 11 Kota Bengkulu*". This thesis is a classroom action research which aimed to explain the extent to which Roundtable Strategy can improve students' ability in writing a narrative text at grade VIII C of SMPN 11 Kota Bengkulu and to explain the factors change the students' writing ability in getting ideas at grade VIII C of SMPN 11 Kota Bengkulu. It is written to fulfill one of the requirements for "sarjana" degree in language teaching and learning at the English Education Study Program of Universitas Bengkulu.

In this opportunity, the researcher would like to say thanks to people who assisted during the researcher completing this thesis. The researcher would like to say thanks to

1. Dra. Elfrida, M.Pd., as the Supervisor and Wisma Yunita, M.Pd. as the Co-Supervisor, for giving the useful supervision, guidance and constructive ideas during the process of completing this thesis.
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8. The big family of English Department Student Association (EDSA) for being part of the researcher's college life.

Finally, the researcher believes that this thesis is still far from perfect. Therefore, constructive suggestion to improve this thesis is always welcome. Hopefully, the result of this research may give a useful contribution to the development of the education in Bengkulu province.

Bengkulu, June 2014

The researcher

ABSTRACT

Nurhasanah. 2014. *Improving Students' Ability in Writing A Narrative Text By Using Roundtable Strategy at Grade VIII C of SMPN 11 Kota Bengkulu.* Thesis. English Education Study Program of Language and Art Education Department. Faculty of Teacher Training and Education of Universitas Bengkulu. Supervisors: (I) Dra. Elfida, M.Pd (II) Wisma Yunita, M.Pd.

This research was a classroom action research which aimed to explain the extent to which Roundtable Strategy can improve students' ability in writing a narrative text at grade VIII C of SMPN 11 Kota Bengkulu and to explain the factors change the students' writing ability in getting ideas at grade VIII C of SMPN 11 Kota Bengkulu. The subject of this research was class VIII C which consisted of 14 females and 16 males. The instrumentations of this research were writing test, students' observation checklist and field notes, teacher's observation checklist and field notes and interview. The data of this research was quantitatively and qualitatively. The result of this research shows that Roundtable Strategy could improve 70% students of total students in writing narrative text at grade VIII C of SMPN 11 Kota Bengkulu. There was an improvement of subjects who were able to pass the standard score (≥ 75) from 27% in baseline data into 50% of students in the test in cycle 1 and finally became 70% in cycle 2. In addition, the factors that influence the improvement of students' ability in writing were teacher's factor (classroom management and teacher's explanation) and student's factor (students' attention, participation and interest).

Key Words: Writing, Narrative text, Roundtable Strategy

ABSTRAK

Nurhasanah. 2014. *Improving Students' Ability in Writing A Narrative Text By Using Roundtable Strategy at Grade VIII C of SMPN 11 Kota Bengkulu.* Thesis. English Education Study Program of Language and Art Education Department. Faculty of Teacher Training and Education of Universitas Bengkulu. Supervisors: (I) Dra. Elfrida, M.Pd (II) Wisma Yunita, M.Pd.

Penelitian ini merupakan penelitian tindakan kelas yang bertujuan untuk menjelaskan sejauh mana strategi Roundtable dapat meningkatkan kemampuan siswa dalam menulis sebuah teks naratif di kelas VIII C SMPN 11 Kota Bengkulu dan faktor apa saja yang mempengaruhi perubahan kemampuan siswa dalam mendapatkan ide di kelas VIII C SMPN 11 Kota Bengkulu. Subjek dari penelitian ini adalah kelas VIII C yang terdiri dari 14 perempuan dan 16 laki-laki. Instrumen yang digunakan adalah tes menulis, lembar observasi siswa dan catatan lapangan, lembar observasi guru dan catatan lapangan dan wawancara. Data dari penelitian ini di analisis menggunakan rumus presentasi Sudijono (2010) dan pedoman penilaian Glencoe (2000) untuk kuantitatif data dan langkah-langkah dari menganalisis kualitatif data oleh Gay dan Arasian (2000). Hasil dari penelitian ini menunjukkan bahwa strategi Roundtable dapat meningkatkan 70% siswa dari jumlah keseluruhan siswa dalam menulis sebuah teks naratif di kelas VIII C SMPN 11 Kota Bengkulu. Ada peningkatan dari subjek subjek penelitian yang bisa melewati nilai standar (≥ 75) dari 27% pada data awal menjadi 50% siswa pada tes di siklus 1 dan kemudian menjadi 70% pada siklus 2. Selanjutnya, faktor-faktor yang mempengaruhi peningkatan kemampuan siswa dalam menulis adalah faktor guru (manajemen kelas dan penjelasan guru) dan faktor siswa (perhatian, partisipasi dan minat siswa).

Kata Kunci: Menulis, teks naratif, strategi Roundtable

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CHAPTER I

INTRODUCTION

1.1 Background of the Research

Writing is a process of communication among people to share information. Robert (2009) stated that writing is an efficient learning process which is utilized to communicate information, clarify thinking, and learn new concept and information. In the process of writing, a writer shares and clarifies her thoughts and feeling to the readers. Writing is also a process of communicating the writer's idea to the reader in a written form. Ur (1996) stated the purpose of writing is to convey ideas and messages. In the process of writing, a writer should explore her mind to find new ideas that make her writing meaningful. The ideas will be in a sentence, a paragraph and a text. There are some texts to gather the ideas such as descriptive text, recount text, and narrative text.

A narrative text is a form of story text that has purpose to entertain readers. It tells about an imaginary experience which has a social function to amuse, to entertain and to deal with an actual or a vicarious experience in a different way (Indaryati, 2011). Furthermore, a writer should be able to write interesting stories to entertain the reader. The researcher chose a narrative text in her research because based on syllabus a narrative text is one of texts that should be mastered by students at grade VIII junior high school.

Based on an interview did by the researcher with English teacher of Grade VIII C SMP Negeri 11 Kota Bengkulu on 29th January 2014. There were many students in SMP Negeri 11 Kota Bengkulu that had difficulties in writing. They

can not brainstorm and develop their ideas well in writing. They were also afraid to make mistakes about grammar, vocabularies and language use. Therefore, the students' motivation in writing was poor. It was proven by the result of the regular evaluation of students; only 8 students (27%) of 30 students in VIII C of SMPN 11 were good in writing.

There are some strategies in teaching writing. One of the strategies is Roundtable Strategy. Roundtable Strategy is a cooperative learning strategy for writing. According to Lou (2005), Roundtable is a useful activity for brainstorming, writing, reviewing concepts and vocabulary learning. It means that, this strategy can help the students to brainstorm their ideas, writing the text and reviewing the draft of the texts. In this research, the researcher used Roundtable Strategy for brainstorming the ideas in writing a narrative text.

In the narrative text, the students should make an interesting story. The students should discover their new ideas to make the story become interesting. Therefore, in Roundtable Strategy, the students worked in a group of four. The students were brainstorming their ideas in their group. They were helping each other to find the ideas. It made them easier to get more creative ideas. Furthermore, the students can help each other in solving some difficulties in writing.

There are two previous researchers who researched this strategy. The first, Handayani (2012) about the influence of Roundtable technique and students' intelligence in teaching writing identify for the tenth grade students of SMA Negeri 1 Ngaglik Sleman Yogyakarta. The result of this research shows that the

students who are taught using Roundtable technique have better writing skill than those who are taught by using direct instruction. The second, Sinta (2011) in SMA Negeri 1 Batang in The Academic Year 2010/2011 in Semarang. The result of applying the technique is the use of the Roundtable technique in teaching writing Hortatory Exposition Text is very helpful for students.

Based on the problem above, the researcher conducted a classroom action research entitled “Improving Students’ Ability in Writing a Narrative Text by Using A Roundtable Strategy at Grade VIII C of SMPN 11 Kota Bengkulu”.

1.2 Identification of the Problem

Based on the background of the problem, the researcher found some students’ problems in writing. They were the students’ motivation, interest and difficulties. The first, the students got difficulties in brainstorming ideas in writing. The second, the students were afraid to make mistakes in writing. The last, the students’ motivation in writing was poor.

1.3 Limitation of the Research

Based on the identification of the problem, the researcher only focused on solving students’ problem in brainstorming the ideas in writing by using Roundtable Strategy. The researcher only focused the study on a narrative text because a narrative text is one of the texts that should be mastered by grade VIII students of Junior high school based on syllabus.

1.4 Research Question

Based on the limitation of problem above, this research was used to answer the problems on the students' improvement of writing skill through Roundtable Strategy. The research questions that were proposed in this study, as follows:

1. To what extent can Roundtable Strategy improve students' ability in writing a narrative text at grade VIII C of SMPN 11 Kota Bengkulu?
2. What factors change the students' ability in writing a narrative text at grade VIII C of SMPN 11 Kota Bengkulu?

1.5 Purposes of the Research

Based on the research question, the purposes of the research were:

1. The extent to which Roundtable Strategy can improve students' writing ability on narrative text at grade VIII C of SMPN 11 Kota Bengkulu.
2. To explain the factors change the students' writing ability in getting ideas at grade VIII C of SMPN 11 Kota Bengkulu.

1.6 The Significance of the Research

There were significances of this research; theoretical and practical. The expected benefits of this research both theoretical and practical were:

1. Theoretical contribution:

a. For the teachers

The result of this research can be used to enrich the theory of teaching writing skill by using Roundtable Strategy.

b. For the students

The result of this research can be used as the input of information about the used of Roundtable Strategy to improve students' ability in writing a narrative text.

2. Practical contribution:

a. For the teachers

The result of this research can be used as a consideration strategy in teaching writing.

b. For the students

The technique of this research hopefully can help students to increase their writing ability.

1.7 Definitions of Key Terms

Avoiding misunderstanding, the key term of research is defined as follows:

1. Writing ability is a skill of someone to explore her ideas and communicate them with somebody else through signs or symbols in written form.
2. Narrative text is an imaginary story that contains a problem and a resolution. It has a social function to entertain the readers. In this research,

narrative text will be one of the texts that should be mastered by students of SMP at grade VIII.

3. Roundtable Strategy is a kind of cooperative learning strategy in writing. In this strategy, the students are divided into a group of four to brainstorming the ideas. The teacher asks students some questions. Then the students will pass around a sheet of paper to answer the questions. Each student adds his/her contributions.

CHAPTER II

LITERATURE REVIEW

2. 1 The Nature of Writing

Writing is a process of communicating a writer's idea to the readers in written form. The primary role of writing is expressing the ideas and conveying the message (Ur, 1996). In expressing the ideas, a writer should explore their thought to make readers' interest in their writing. It makes the readers understand the messages clearly.

At the end of the writing process, the writer will produce a product of writing. It will be as the form of an essay, a paper or a story. Carino (1992) stated that writing can be taught in two ways; as a thing and as an activity. A product is important because it can communicate the writer purposes and the message to the readers clearly. To have a good product of writing, the writer should have a good process of writing. The writer should have a good plan and a clear purpose to make the readers understand the message.

Besides that, every writer has different purposes of writing. According to Laurel (2000), there are six purposes of writing. The first is writing to explain or inform. In this kind of writing, the writers should know concretely and clearly about what information they want to inform, for example, writing an announcement or an article. The second is writing to persuade. It is usually has related to an advertisement. In this kind of writing, the writer must use the interesting words to catch the customer's attention. The third is writing at school. It means that the writing that used to answer the essay question from the test of

their examination. The fourth is business writing. In the business writing, the writer should focus in formal language, for example, writing a formal letter. The fifth is social writing. It is a social relationship, for example the letter between friends and the content is informal. The last is artful writing. It is writing as one part of the art, for example, writing novels or short stories. Therefore, it can be concluded that the writers should know the purposes of their writing and the goal of the writing. The writers should also know who their readers will be.

Writing is also one of the ways to communicate the writer's thought or ideas to the others. Writing is a tool for indirect communication between the writers with the readers (Khomariah, 2013). Indirect means the writers do not communicate with their readers directly, but they communicate with the readers through writing product, for examples, books, letters or newspapers.

Furthermore, writing is a process of learning both of the writer and the reader. The writer learns about how to convey their message, idea, opinion or information with the readers clearly. Meanwhile, the readers learn about how to get the information and understand the message or a new idea. As Robert (2009) stated that writing is an effective learning process and is used to communicate information, clarify thought, and learn a new concept and information.

In addition, in the process of learning a language, writing is one of the skills that should be mastered by the students. According to Hugey (1983) writing can and should be a simulating and challenging activity central to all learning and development. From the writing process, the student will learn how to express their ideas and develop it into a good writing product.

Besides that, Kurnia (2010:6) stated that writing activity involves some aspect of language in which the students are expected to employ all their background knowledge before starting to write. In writing activities, the students should explore their indirect language. The students should use their background knowledge to help them in writing. The background knowledge means the information that they have learned. Hugesy (1983) viewed that for the students, writing is a way to demonstrate their understanding and interpretation of concept and theory studies during the learning process. It means that writing is a form of the students' understanding about the lesson that they have learnt. From writing, the teacher can assess their students' knowledge and interpretation about the lesson.

There are some steps in writing. There are planning, drafting, editing and final draft (Harmer 2004). The first is planning. The planning is a very important step. In this step, the writers decide the topic. The topic is selected depending on the purposes of the writers itself. In this step, the writers brainstorm their ideas about all things that are related to the topic and take notes about the ideas. The last, the writers make outlining of their writing. The writers write the main points and sub points in the order in which they plan write about them.

The second is drafting. The writers begin to write. The outline will be guided for the writers to write in the writing process. The writers should develop their ideas in the paragraph. The paragraph should be coherent between one with another.

The third is editing. The writers edit their draft to improve the content and the style of their writing to make it more interesting and readable. In the editing process, the writers should check their writing. When writers edit their draft, they will make some changes. They often add a whole paragraph or more, take out one or more paragraphs, change the order of paragraph, add or take out whole sentences, rewrite the sentences, change the vocabularies and so on.

The last is final draft. This step is very important in the writing process. In this step, the writer should rewrite their draft. The writer should take attention to detail of all words, sentences and paragraphs. It is the final paper of the writers writing and the result of the writing process.

2. 2 Writing Ability

Ability is the quality of somebody. It can be a natural or acquired skill of being able to do something. Writing ability is a skill or quality of someone to explore their ideas or concept to communicate it with somebody else through signs or symbols in written form (Ur, 1996).

To have ability in writing, writers should keep practicing to be a successful writer. Suzanne and William (1985) stated there are two ways to be successful at writing skill. They should realize that writing is a work. Then they should realize that writing will help them to discover their ideas.

The first, writers have to understand that writing is a work. The writers may feel at those times that they cannot think anything to write. The writers have a lack of ideas which make them do not interest to continue their writing. They are also not confident of their writing product. They may feel that their writing is bad

and nobody wants to read their writing. It makes them depressed. To solve these problems, the writers should understand that they will not always be inspired to write. The writers should do it whether they want or not. It makes the writer motivated to practice more in writing.

The second, the writers should realize that the act of writing will help them to discover their ideas. In writing, the writer can explore their mind about what they want to say. They will find more ideas and know better about their thoughts. It also will help them to make a readable product to the readers.

In addition, a writing skill also covers all aspects that have a relation in writing; the writer, the process, the product and the reader. Lannon (1982) stated that a good writer should make a reader as the first concern. The writer should know the readers of their writing, including their level of understanding. It will help the writer to adapt their writing product with the readers.

Therefore, writers should make their writing product readable for the readers. According to Weisman (1980) there are some factors to make writing more readable. First of all, the writer should know the knowledge of the reader. It will help the writers to choose the appropriate vocabularies and organize the text. Then, the writer should make paragraphs that are logically structured. It means that the writer should state a central idea and a clear chronology of events. The writers should also make all of the sentences clear, concise and fluent. The writing should re-arrange the word order to be informative and easy to read. Furthermore, the writer should choose words carefully. The chosen words should keep the language simple.

In the school context, readers of students' writing are their teacher and their friend. It makes them choose simple vocabularies and clear writing. The students should do more practice to have good writing ability. Ability in writing is useful for students in learning English. According to Robbert (2009), students will be able to compose coherent, organize, unify documents, and know the right grammar, spelling, and punctuation, and customize language and content for the intended audience. The students should use a standard written English and demonstrate an understanding of the intended audience to communicate a clear message.

Furthermore, the benefit of having ability in writing is good for the students' future because in the modern era the people are connected with each other in the whole world indirectly, for examples, e-mails or letters. That is why there are many jobs that need people with good writing.

2. 3 Roundtable Strategy

There are some strategies in teaching writing. Teaching writing strategy is planned that used by the teacher to teach writing to the students. The purpose of using strategy is to find an easy and interesting way of teaching writing. The strategy can also make the learning process more effective. Some strategies in teaching writing are Mind Mapping Strategy, Learning Log Strategy and Cooperative Learning Strategy.

The first is Mind Mapping Strategy. Mind Mapping Strategy is a common strategy that is used in teaching writing. Mind mapping is a strategy for planning the writing through generating the ideas between one with another. Riswanto and

Putra (2012) stated that mind mapping involves writing down a central idea and thinking up new and related ideas which radiate from the center. Mind mapping can shape as diagram. In the diagram, a single word or text is placed in the center. The main idea will radiate from a central node and the supporting idea will be sub-branches of larger.

The second is Learning Log Strategy. Learning Log Strategy is a strategy that uses a log or a question about what they have learned in learning English for teaching writing. Commander and Brenda (1996) stated that learning log is a written record of students' perceptions of how and what they are learning as well as a record of students' growth and learning over time. It is a reflective strategy for the students. It can not only improve the students' writing ability but also it can be a reflection of students' achievement in learning English.

The last is a Cooperative Learning Strategy. Cooperative learning is a group work strategy. It means that the students do their task in a group cooperatively. Kagan and Kagan (2000) defined cooperative learning is an instructional approach in which learners work in groups to accomplish a shared task. Lou (2005) stated there are five essentials of cooperative learning. They are positive independence, team formation and team building, both individual and group accountability, teaching cooperative social skills, and providing cooperative learning structures. Cooperative learning encourages students to work in a group. It makes them working together. This strategy also makes the students easier in writing because they can share their ideas and make it together with their friends. They can revise it together, it makes their writing less from mistakes.

There are two kinds of strategies in cooperative learning. They are peer editing and Roundtable strategy. The first is peer editing. It is a peer strategy for editing writing. Hill (2012) stated that an important mode of feedback is reaction of feedback. The students will make corrections between them selves. It makes them developing their understanding about a good writing and being more confident in writing.

The second is Roundtable Strategy. Roundtable Strategy is one of the effective strategies in the cooperative writing. It will make the writing process becoming easier and building team spirit of the students. As one of cooperative learning strategies, Roundtable can encourage the students to share their opinion with the others. It can affect the students' confidence. According to Lou (2005), the Roundtable is useful for brainstorming, writing, and reviewing concepts and vocabularies learned. The steps of this strategy are students pass around a sheet of papers with questions on desks and have groups of students rotated from station to station answering the questions/prompts. According to Alberta (2008), Roundtable is a strategy to provide students with an opportunity to share ideas, express opinions and create written text in quick and efficient fashion.

Roundtable Strategy is a useful way to use in writing. Because of the Roundtable, the students can easily brainstorm their ideas or their thoughts about the topic. Then, they review it in a group. It makes them can improving their skill in the language. Roundtable Strategy is also an active learning strategy. It means that the students' role is bigger than the teacher in the classroom. It is good for the students to be active in the classroom, because in the language class the students

must be active to follow the lesson. They are not just waiting the teacher's explanation or just becoming a good listener.

In addition, from the Roundtable activity, the students can explore their ideas as much as possible in their group (Maureen and Lee, 2002). In writing, the students need the ideas to write. Through Roundtable Strategy, they can get many ideas and it will help them in writing.

Moreover, Roundtable Strategy is a good strategy to make students briefer to express themselves to express their ideas and generated it with each other (Quinn, 2004). Before implementing the Roundtable Strategy, the teacher should make a group of four students and let the students sit in their group's desk. The teacher should also prepare a blank paper for the students to write.

According to Maureen and Lee (2002) there are some steps in Roundtable strategy, as follow:

Step 1: the teacher poses a question or a topic

In this step, the teacher asks a question or a topic for the students. The question is used to make the students brainstorm the possible answers and write it in the paper, for example, "Who will be in the story?".

Step 2: the first student's responds.

The first student in each group writes a response to the question or the topic. This is time for the students to brainstorm their ideas about the answer of question or topic. For brainstorm activities, the students can answer by word.

Meanwhile, for writing activities the students should write it in sentences. After writing their opinion the first student passes the paper to the next student.

Step 3: the second student's responds

The second students write the response and pass to the next student.

Step 4: the other students' respond in Turn.

This process continues around the table at least once. In this research, there are four students in a group. So, the step will be finished in the fourth student in once round.

Every student in their group has different answer about the topic. It makes many variations answers about one topic. The answers can be used as a guide for the students in their writing. So, it makes the student being able to write easily.

In addition, Kagan and Kagan (2000) point some steps in simultaneous Roundtable Strategy as follow:

The first is the teacher assigns a topic or question and provides time to think. Then, all of the four students respond, simultaneously writing, drawing, or building something with manipulatively. Next, the teacher signals time, or students place thumbs up when done with the problem. Students pass papers or projects one person clockwise. Then, students continue, adding to what was already completed. Continue, starting at Step 3 until the time is up.

In this research, the researcher used the step in Roundtable Strategy by Mauren and Lee (2002). The researcher used Roundtable Strategy in planning process and the writing process.

2. 4 The Narrative Text

Narrative text is a kind of text that tells about a story that is based on the some events or experience. Narratives contain of problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution. According to Grace and Sudarwati (2007) narrative text has a social function to amused, entertain and to deal with actual or vicarious experience in different ways.

In the narrative text, the readers are invited into the journey in a story to entertain them. There are many kinds of story that can be used in narrative text, such as people's experience, some crisis events and the legend or myth in the society. Daniel (1993) stated that narrative text is a form of development story. It has historical characteristic based on the situation. It makes many kinds story of narrative text. For example, in the past, a narrative story told about a princess with the horse, but nowadays narrative text can develop be a princess with her car. The story has always changed time by time. It is because the story has effect of human behavior and modernization. A narrative text can be a form of creative thinking for students. Students can develop their ideas about many new stories.

In a narrative text, the writer should take attention in the event and the problem. According to Suzanne and William (1985) in a narration, a writer should present events in a true order. It will make a story clearer to the readers. Daniel (1993) also said that the important things in the narrative are chronological of events and problem. The problem is a characteristic of narrative text. It makes the

narrative text is different in other text. For example, in descriptive text, the writers just describe people or things, but in narrative text, the writer should arise a problem that the main character should face it and solve it. Keraf (2000) also stated that narrative text has a special characteristic. The characteristics of narrative text are concern in action, set in the time sequences; try to answer the question, what happened? And it has a conflict. In short, a narrative text should have a problem and process of events to solve the problem.

In the process of solving the problem, the character will get some events in their life. The events will include all steps of the character problem solving. Furthermore, the conflict in the problem should not too difficult, but it is enough to make a simple idea based on the real life. For example, the writer, can write that the poor character wants to buy a new dress for her mother. It is a simple problem, but it can arise some event and process of the character to buy a new dress for her mother.

Every text has a generic structure that will help the reader to write it. According to Djatmika and Wulandari (2013) there are three generic structures lexicogramatical of narrative text. They are orientation, complication and resolution.

The first is orientation. This is part of the opening story. As opening story, it is very important to make an interesting story to make the reader interest to read. It should also explain the background of the story, such as sets the mood by defining the setting, time, the main character, the relationship between the characters and other information to give the reader a starting point.

The second is complication. This is the main body of the story. This part includes an event that leads the characters into a complication when the normal events are upset by some forms of conflict. There may be more than one complication and this serves to frustrate the characters in their attempts to achieve what they wish. This builds also tension and anticipation for the reader.

The last is resolution. The crisis resolved, for better or even worse. This part contains the ending of the character's problem and conflict. There are three possible resolutions. First, the story will be ended with the happy ending. Second, the story will be ended by sad ending. The last, the writer allows the reader to guess the end of the story.

Narrative text also has a specific of language features. Grace and Sudarwati (2007) said the significant features of narrative text are focused on specific and usually individualized participants, use of material processes, use relational and mental processes, the use of temporal conjunction and temporal circumstances and use of past tense. Narrative text uses past tense because it told about some events in the past. There are three kinds of past tense. The first is the simple past tense. This tense is used for events which were completed in the past. For example, Malin went to the sea. The second is past perfect tense. This tense is used for an event that had happened, but still has relation with the past. For example, they had gone when I arrived. The last is past continuous tense. It tells about events which happened at the same time in the past. For example, Anne was cooking when he arrived at the door, but at the same time I was watching TV.

A narrative is one of the texts that important for students' behavior. Djatmika and Wulandari (2013) stated narrative text is proper to be taught to students, because the narrative text has moral value of the characters of the story. It makes student not only learn how to write, but also they will learn about moral value that can be a lesson in their life.

There are three kinds of narrative text. According to Djatmika and Wulandari (2013) narrative text is divided into three types. They are a true story, a fable and a folk tale. First, a true story is a personal experience of a character in the story. It is made based on the fact that the character found in his/her life. This story is an interesting experience of the character in a specific time in her/his life. The following is an example of true story that's taken from Djatmika and Wulandari (2013).

It Wasn't Me

It was a strange night, there seemed to be a chill in the air. I was walking home just at dusk when suddenly someone jumped out, grabbed me, and held my hands tightly behind my back.

Then he said, "Come with me, or I'll turn you in".

I said, "Turn me in for what?"

He said that I had committed a crime at the museum last night, and he was going to send me to jail.

"I don't know what you are talking about," I said, suddenly I felt a chill race down my spine. I turn around and saw three men come racing after me. My first instinct was to run for the apartment I live, but I forgot that tons of police would be there. I had no place to go, no one to run to.

I finally walked all the way across town to my friend Marie's house. She let me in and I told her what happened. I asked her what I had done and she said that I was suspected of stealing a precious artifact from the museum. It was all over the newspapers and the police were on a hunt for me. Marie gave me something to coat and let me sleep there for the night.

The next morning, she sent me off because she knew the police would be coming soon to investigate. Later, that same man I had gotten away from the day before found me. I tried to get away, but I failed.

This time he had me for good. The last word I heard from him was when he called someone on the phone and he said, “.... Yes, this is Clyde...” After he turned me on.

I went to the juvenile jail. The food stunk and smelled bad. But the real mystery was that I knew I didn’t steal anything.

“But if I didn’t, who did?” I kept skiing myself. When I stuck my hand in my pocket it was there, the artifact. There was a note with had the letter “C” on it with ink smudges all over. I knew who it was but I had no evidence.

That night, when the guard was asleep, I grabbed the key from him and left. I snuck over to that place I was the day before, and sure enough, there was the man I presumed to be Clyde. He was talking on the phone. I could barely make out what he was saying, “... Yeah, I set the girl up, she and the FBI will never find out,”

“I wouldn’t be so sure about that!” I whispered to myself.

When he went to asleep, I crept in and grabbed the note on the table. It would be my evidence. I sprinted with all my might to the police station. They tried to arrest me since I had escaped from prison.

“Wait, I have evidence!” I yelled at the top of my lungs. They paused and I described everything to them.

Later, I was taken to court, where they found Clyde guilty and he was taken to jail. I, On the other hand, was proven innocent. At last I was free!

Second, a fable is a kind of narrative text with the main character is an animal that has an attitude like humans. The following is an example of fable that taken from Indaryati (2011).

The Smartest animal

Once there was a farmer from Laos. Every morning and every evening, he ploughed his field with his buffalo. One day, tiger saw the farmer and his buffalo in the field. The tiger was very surprised to see a big animal is listening a small animal. The tiger wanted to know about the big animal and the small animal. After the man went home, the tiger spoke to the buffalo; “you are so big and strong. Why do you do everything the man tells you?”. The buffalo answer; “oh, the man is very intelligent”.

The tiger asked; “can you tell me how intelligent he is?” “No, I can’t tell you”, said the buffalo; but you can ask him”. So, the next day the tiger asked to the man; “can I see your intelligence? But the man answered; “it at home”. “Can you go

and get it?" asked the tiger. "Yes, " said the man; "but I am afraid you will kill my buffalo when I am gone. Can I tie you to a tree?"

After the man tied the tiger to the tree, he didn't go home to get his intelligence. He took his plough and hit the tiger. Then he said; "now you know about my intelligence even you haven't seen it.

The last is folk tale. A folktale is a typical of fairy or legend story. It tells about magical story. Many people are interested in folk tales, because it is usually told about something magic, legends and romance. The following is an example of folk tales that taken from Djatmika and Wulandari (2013).

Golden Snail

Prince Raden Putra and Dewi Limaran were husband and wife. They lived in a palace. The Prince Raden Putra's father was the king of the kingdom.

One day, Dewi Limaran was walking around in the palace garden. Suddenly she saw a snail. It was ugly and disgusting. "Yuck!" said Dewi Limaran and then she threw it away into a river. She did not know that the snail was actually an old and powerful witch. She could transform herself into anything. The witch was angry to Dewi Limaran. The witch put a spell on her and changed her into a golden snail. The witch then threw it away into the river.

The golden snail was drifting away in the river and got caught in a net. An old woman was fishing and used her net to catch some fish. She was surprised to see a golden snail in her net. She took it and brought it home. When the old woman woke up in the morning, she was surprised that the house was in a good condition. The floor was mopped. And she also had food on the table. She was thinking very hard. "Who did this to me? The person is very kind." It happened again and again every morning.

The old woman was very curious. One night she decided to stay up late. She was peeping from her room to know who cooked for her. Then, she could not believe what she saw. The golden snail she caught in the river turned into a beautiful woman. The old woman approached her. "Who are you, young girl?" "I am Dewi Limaran, Ma'am. A witch cursed me. I can change back as a human only at night," explained Dewi

Limaran. "The spell can be broken if I hear the melody from the holy gamelan," continued Dewi Limaran. The old woman then rushed to the palace. She talked to Prince Raden Putra about her wife. Prince Raden Putra was so happy. He had been looking for his wife everywhere.

He then prayed and meditated. He asked the gods to give him the holy gamelan. He wanted to break the witch's spell. After several days praying and meditating, finally gods granted his wish. He immediately brought the holy gamelan to the old woman's house. He played it beautifully. And then amazingly the golden snail turned into the beautiful Dewi Limaran. The couple was so happy that they could be together again. They also thanked the old woman for her kindness. As a return, they asked her to stay in the palace.

In this research, the researcher taught students by using folk tale narrative. A folk tale narrative tells about magic or legends. A folk tale has moral value for the students. According to Djatmika and Wulandari (2013) there are some elements of folktale. First, a folktale always uses magic to explain unexplainable things. Second, the characters in the folktale consist of the good character that solve the problem and the bad character that raise a problem. The last, setting place is usually described easily and briefly, leaving the imagination to fill in the gaps and setting time is used fantasy time, such as once upon a time or a long time ago.

2. 5 Previous Study

There are two previous researches that related to Roundtable Strategy. The first is Handayani (2012) which entitled The Influence of Roundtable Technique and Students' Intelligence in Teaching Writing (an experimental research on descriptive writing for the tenth grade students of SMA Negeri 1 Ngaglik, Sleman, Yogyakarta in the academic year of 2011/2012). This research identifies whether the Roundtable technique is more effective than direct instruction in teaching writing for the tenth grade students of SMA Negeri 1 Ngaglik Sleman Yogyakarta. She took the data from the tenth grade students of XE class and XF class as the sample of the research. The XE class was as an experimental class and class XF was as a control class. Each class consisted of 34 students. The result of this research showed that the students who are taught using Roundtable technique have better writing skill than those who are taught using direct instruction, the students who have high intelligence have better writing skill than those who have low intelligence and there is no interaction between teaching techniques and students' intelligence level in teaching writing.

The last research is done by Sinta (2011) which entitled The Use of Roundtable Technique to Improve Students Achievement in Writing Hortatory Exposition Text (A Case of Grade XI Students of SMA Negeri 1 Batang in the Academic Year 2010/2011). She stated that teaching writing Hortatory Exposition Text to senior high school students is not easy. Then she used Roundtable technique to help the students in writing Hortatory Exposition Text. At first the students could not write the correct written of hortatory exposition text before the treatment. After they got treatment, they could write hortatory exposition text in correct organization and grammar. The students finally could write the hortatory

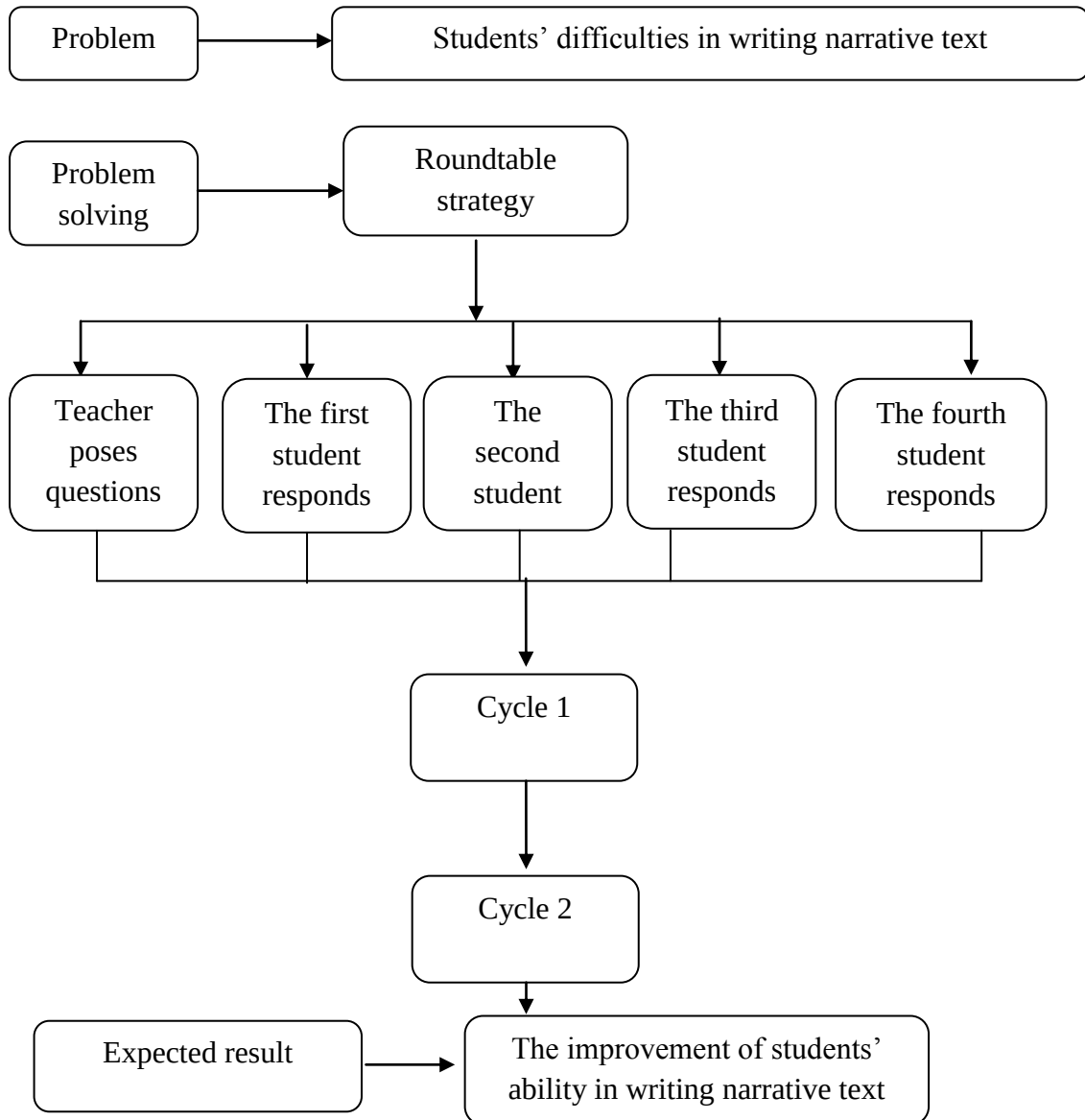
exposition text in correct grammar, content, mechanics, word choice, and style after they got the last treatment. In addition, most students were interested in the teaching activities by using the Roundtable technique in writing hortatory exposition text. Then, they were able to apply the Roundtable technique well.

There were differences between this research and the two researches above. Firstly, this research focused on solving students' writing problem at Grade VIII C of SMPN 11 Kota Bengkulu. In addition, this research focused on improving student's ability in writing a narrative text, especially in getting the ideas. The researcher choose narrative text because in the curriculum the students at grade VIII should be able to write narrative text.

2. 6 Conceptual Framework

Lack of the ideas made students difficult in writing. In this research, the researcher focused on getting ideas to write narrative text. That was why the teacher should find an effective strategy for teaching writing. One of the effective strategies to improve the writing's ability was Roundtable Strategy. There were many different steps to do Roundtable Strategy, but in this research the researcher just focused on Mauren and Lee (2002).

The steps are:



Based on the conceptual framework above, it showed that the problem of this research was students got difficulties to write narrative text. Based on the problem, the researcher used Roundtable Strategy to solve the problem. Roundtable Strategy was kind of cooperative learning to help the student in writing. The students were divided into a group of four or five. Then, the teacher posed questions to the students. The students answered the question in the group. The procedure of this

strategy was the students answered the question by round. It means one student's answered, then gave the paper with the other students and it is over until the question was answered.

This research was conducted in a cycle. According to Kemmis and McTaggart (in O'Brien, 1998) the cycle consisted of four steps. They were plan, action, observe and reflect. In the plan step, the researcher prepared the lesson plan and materials that will be taught by using Roundtable Strategy. The researcher also made an observation checklist and field notes. The next step was action. In action, the researcher did the action for teaching and learning process, especially in writing activity based on the lesson plan and the researcher also applied Roundtable Strategy. In addition, during the observation the researcher was helped by the English teacher as a collaborator. The observation was done by the collaborator who observed the implementation of action stage by using a checklist and field notes. The last was reflect. In this step, the researcher analyzed all of the actions that have been done in the classroom based on the collected data. The researcher analyzed the result of observation checklist and field notes and the result of students' assessment. Finally, the expected result was the improvement of students' ability in writing narrative text.

CHAPTER III

RESEARCH METHODOLOGY

3. 1 The Research Design

The design of this research was a classroom action research. Classroom action research was a research based on the classroom's fact. According to Ferrance (2000), action research is a process in which participants examine their own educational practice systematically and carefully by using the techniques of research. Moreover, Mettal (2001) said that action research makes the teacher know about the focus to improve the students' ability. This research was conducted by the researcher and the collaborator. The collaborator helped the researcher to observe teaching and learning activities in the classroom. The research used a reflection of classroom lesson. It meant that from this research the researcher knew how to get the best way in teaching a particular situation to improve the teachers' quality and the students' achievement in learning English, especially in writing a narrative text.

3. 2 The Subject of the Research

The subject of this research was VIII C grade students of SMPN 11 Kota Bengkulu in academic years of 2013/2014. This school is located at Jl. Bandar Raya. This class consists of 14 females and 16 males with the average age of ≤ 14 years old

3. 3 The Instrumentations

The instruments that used in this research were writing test, observations checklist and field-notes, and interview.

3.3.1 Writing Test

The test is a way to know the students' understanding about the lesson. Riduwan (2007) defined a test is the questions or exercises that are used to measure skills, intelligence or talent. In this research, the test focused on the narrative text material. This test was designed based on the curriculum and the syllabus of SMP Grade VIII semester II about narrative text. The test was the researcher asked the students to write a narrative text. The purpose of the test was to measure the students' ability in writing narrative text. The test was given at the end of the cycle. From the test, the researcher knew the students' improvement in writing narrative text.

3.3.2 Observation Checklist and field-notes

Observation checklist was an instrumentation for observation that made by the researcher based on the lesson plan and Roundtable Strategy step. This research used Guttman scale as observation checklist. According to Riduwan (2007), Guttman scale is used to know a clear and a consistent answer. There were two tables that used in the Guttman scale; yes and no.

Moreover, field-notes were used to provide additional information that could not be covered in the observation checklist. In this research, the table of the observation checklist and field notes stands together. There were 12 statements of observation checklist and 12 tables in the field-

notes. Also, this research used two kinds of tables. They were the observation checklist and field-notes for the teacher and the observation checklist and field-notes for the students.

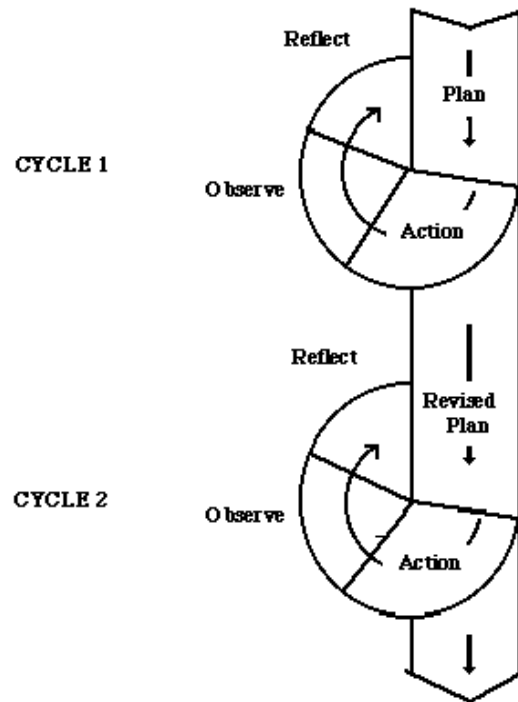
The tables were filled up by the collaborator. In this research, the researcher asked an English teacher of SMPN 11 Kota Bengkulu, Mrs. Azimar as the collaborator. The collaborator filled up the observation checklist and field-notes during the lesson in each meeting. This observation checklist and field-notes were used by the researcher as the reference to revise the next cycle.

3. 3. 3 Interview

Interview is a process of asking someone's opinion about something. According to Riduwan (2007), the interview is a way of collecting data to take direct information from the resource. The interview that was used by the researcher in this research was a structured interview which the questions are totally made by the researcher (Nunan, 1992). The questions consisted of five questions about the students' opinion about writing ability and the effect of Roundtable Strategy for them. According to Arikunto (1996), if the number of all subject less than 100, the researcher should take all of the subjects for interview, but if the number all of the subject more than 100, the researcher should take 10%-15% or 20%-25%. The researcher took all of the students for the interview. It was done at the end of the research.

3. 4 Procedure of the Research

Procedure of this research conducted based on Kemmis and Tagard theory



Picture 1.1 Action Research model by Kemmis and McTaggard in O'Brien (1998).

The procedures of this research were described in the following:

1. Plan

In the plan step, the researcher prepared all things that related to the lesson. The first, the researcher wrote a lesson plan. The lesson plan was made based on the curriculum and the syllabus of SMP Grade VIII semester 2 and the Roundtable Strategy's step. The next was the researcher selected some narrative texts that match with the students' level. Then, the researcher prepared the test for the students. The last, the researcher prepared observation and field notes sheet that filled up by the

collaborator while the researcher implementing Roundtable Strategy in the classroom.

2. Action

In this step, the researcher taught the students about the narrative text. First of all, the researcher explained about the objective of the lesson. Then, the researcher explained about narrative text and gave them examples of narrative text. The researcher introduced the Roundtable Strategy to the students and explained the steps and roles of the Roundtable Strategy. The next, the researcher asked the students to make a group that consisted of four students and let them sit with their group. Furthermore, the researcher re-explained the Roundtable Strategy steps and roles to make sure that the students understood about the strategy. Finally, the researcher asked students to write a narrative text by using Roundtable Strategy.

3. Observe

Observe step is a step for observing the process of teaching and learning in the classroom. It was done together with the implementation of the Roundtable Strategy in action step. The collaborator helped the researcher to observe the processes of teaching and learning by using the observation checklist and field notes.

4. Reflect

In this step, the researcher analyzed all of the data; Preliminary data, test and observation checklist and field notes. From the data, the researcher can find out about the result of the cycle 1; it is successful,

less success, or failed to achieve the indicator of success. The result of this reflection was used as a consideration to plan the next action for the next cycle and to determine whether or not the next cycle is needed. If the cycle 1 was not successful or failed, the researcher identified the causes that make this strategy was not success. Then, the researcher planned cycle 2 to repair the unsuccessful thing in cycle 1.

3.4.3 Cycle 2

Cycle 2 was continuously of cycle 1. The steps in the cycle 2 are similar to cycle 1 but there were some emphases due to revise plans.

3. 5 Techniques of Collecting the Data

The data of this research were collected in quantitative and qualitative data. Quantitative data was writing test. Meanwhile, qualitative data were observation checklist and field notes and interview.

3. 5. 1 Quantitative Data

The quantitative data of this research was taken from the test. The purpose of the test was measuring the students' improvement in writing narrative text before and after the implementation of Roundtable Strategy. The test was the reseracher asked the students to make a narrative text. It was done at the end of the cycle.

3. 5. 2 Qualitative Data

The qualitative data in this research was taken from observation checklist and field-notes and interview. The first was observation checklist and field-notes. The collaborator observed the process of

3. 6 Techniques of Analyzing the Data

3.6.1 Quantitative Data

Focus/Organization • The narrative fulfills its purpose of telling a story using all of the elements of a folktale. • The story is appropriate for its intended audience. • The story took place in the past. • Time order is used to organize the story's events.	Comments <i>Score / 35</i>
Elaboration/Support/Style • Enough details are provided to describe the setting and characters. • The writing includes a protagonist who tries to do well and may have special powers. • The writing includes an evil antagonist, which may be a character or a force of nature. • The story contains a theme or central	Comments

To measure the success of this research, the researcher used the following table:

CATEGORY	STANDARD SCORE	FREQUENCY	PERCENTAGE
PASS	≥ 75		
NOT PASS	< 75		

From the category above, the result of the test will show the students' improvement from preliminary data which did not use Roundtable Strategy and after implementing the Roundtable Strategy in each cycle. If it does not achieve the indicator of success yet, the researcher did the next cycle.

3.6.2 Qualitative Data

The qualitative data derived observation checklist and field notes from the collaborator and the result of the interview of the students. To analyze this data, the researcher used the theory from Gay and Arasian. According to Gay and Arasian (2000), the steps of analyzing the data are: data managing, reading and memoing, describing, classifying, and interpreting.

1. Data Managing

In this step, the researcher collected all of the data and checked the completeness of the data. Then, the researcher managed all of the data in good order. The data divided into folders according to the date taken and its type. The researcher collected all results of the observation checklist and field notes in each cycle and result of an interview at the end of the research.

2. Reading and Memoing

In this step, the researcher read the result of observation checklist and field notes and interview. In the process of reading, the researcher also highlighted the important sentences and made notes for the important parts of the data that needed more explanation. The researchers focused on the collaborator notes and highlight some important factor in the process of learning. In addition, the researcher re-listened and re-read the interview's result. Then, the researcher highlighted the some important answers from the students that used to get some information about their opinion about the strategy.

3. Describing

The researcher described all of the data includes observation checklists and field notes in each meeting and the interview's result. The describing step described all important things about the data, such as, where the data from, what is the condition of the data, how the data taken, the location of the research, and so on.

4. Classifying

In classifying step, the researcher classified the data. The observation checklist and field notes data were put in the order of some categories to make the data became categorized. The observation checklist and field notes were classified based on the date of the data. In addition, for the interview's data, the researcher classified based on the order of the students' interview.

5. Interpreting

In this step, the researcher interpreted the data into the result to make the data easier understanding. The researcher made the conclusion of the observation checklist and field notes in each meeting. Then the researcher made main conclusion based on the conclusion of each meeting. In addition, the researcher also made the conclusion based from the interview's result.

3. 7 Indicator of Success

The following are indicators form an action in this classroom action research:

1. The use of Roundtable Strategy can improve students' writing skill which shown by the percentage of the students who reach the score 75 is 60% of the total students 100%.
2. The factors that change the students' writing skill are found. Which are proven by the data from the observation checklist and field-notes and interview.