

AN UNDERGRADUATE THESIS

**IMPROVING THE STUDENTS' WRITING ABILITY IN NARRATIVE
TEXT BY USING ROUNDTABLE TECHNIQUE
AT THE ELEVENTH GRADE OF SMA N 2
SEKAMPUNG EAST LAMPUNG**

By :
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Student Number : 13106947

**Tarbiyah and Teacher Training Faculty
English Education Department**



STATE INSTITUTE FOR ISLAMIC STUDIES

(IAIN) OF METRO

1439 H/ 2017 M

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Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

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1439 H/ 2017 M**



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Title : IMPROVING STUDENTS' WRITING ABILITY IN
NARRATIVE TEXT BY USING ROUNDTABLE TECHNIQUE
AT THE ELEVENTH GRADE OF SMA N 2 SEKAMPUNG
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Assalamu'alaikum, Wr. Wb

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Student Number : 13106947

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TEXT BY USING ROUNDTABLE TECHNIQUE AT THE
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LAMPUNG

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be
discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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TECHNIQUE AT THE ELEVENTH GRADE OF SMA N 2
SEKAMPUNG EAST LAMPUNG

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

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RATIFICATION PAGE

No: B-3200/1n.28.1/D/PP.00.9/12/2017

An undergraduate thesis entitled: IMPROVING THE STUDENTS' WRITING ABILITY IN NARRATIVE TEXT BY USING ROUNDTABLE TECHNIQUE AT THE ELEVENTH GRADE OF SMA N 2 SEKAMPUNG EAST LAMPUNG

Written by Dian Anggraini, student number. 13106947, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on December 07, 2017 at 13.00-15.00.

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**IMPROVING THE STUDENTS WRITING ABILITY IN NARRATIVE TEXT
BY USING ROUNDTABLE TECHNIQUE AT THE ELEVENTH GRADE
OF SMA N 2 SEKAMPUNG EAST LAMPUNG**

ABSTRACT

BY : DIAN ANGGRAINI

The objective of the study is to find out whether the use of roundtable technique will be able to improve the students writing ability in narrative text at the SMA N 2 Sekampung East Lampung. Writing is the expression of language in the form of letters, symbols, and words. Through writing someone can share their knowledge, conveying idea, feeling and intention to the other people. In teaching learning process, the teacher should be able to create or choose the suitable and good technique. Roundtable technique is one of the technique that can be applied in the teaching English, especially teaching writing ability in narrative text. Roundtable technique is one of the technique of cooperative learning.

The research uses classroom action research which was done in two cycle. Each cycle consist of planning, acting, observing and reflecting. The subject of this research is XI mia 2 class. In collecting the data the researcher used test (pre test, post test 1 and post test 2), observation and documentation.

The result of this research showed that *roundtable technique as a technique* had positive result in improving students' writing ability in narrative text at the eleventh grade of SMA N 2 Sekampung East Lampung. It can be proven by the students' average score from pre-test to post test. The average score in pre-test was 58, post-test 1 was 70,1 and post-test 2 was 76,88. It mean that the using of roundtable technique as a technique could improve the student's writing abiliti in narrative text.

Keyword : *Writing, Narrative Text, and Roundtable Technique.*

**PENINGKATAN KEMAMPUAN MENULIS SISWA
PADA TEKS NARRATIVE DENGAN MENGGUNAKAN TEKNIK
ROUNDTABLE KELAS SEBELAS SMA N 2 SEKAMPUNG LAMPUNG TIMUR**

ABSTRAK

OLEH : DIAN ANGGRAINI

Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan dari teknik Roundtable akan dapat meningkatkan kemampuan menulis narrative teks di SMA N 2 Sekampung Lampung Timur. Menulis adalah ungkapan bahasa dalam bentuk tulisan, simbol, dan kata-kata. Seseorang dapat berbagi pengetahuan, menyampaikan ide, perasaan dan perhatian kepada orang lain. Dalam proses belajar mengajar, guru harus bisa menciptakan atau memilih sebuah teknik yang baik dan sesuai dengan keadaan siswa. Roundtable merupakan salah satu teknik yang biasa digunakan dalam pembelajaran bahasa Inggris khususnya mengajarkan kemampuan menulis siswa pada narrative teks. Roundtable merupakan salah satu teknik dari cooperative learning.

Penelitian ini menggunakan metode penelitian tindak kelas yang terdiri dari dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Subjek penelitian ini adalah sebelas MIA 2. Dalam pengumpulan data, peneliti menggunakan tes (pre-test, post-test 1 and post test 2), observasi dan dokumentasi.

Hasil dari penelitian ini menunjukkan bahwa teknik roundtable sebagai teknik memiliki hasil positif dalam meningkatkan kemampuan menulis siswa di narrative text kelas sebelas SMA N 2 Sekampung Lampung Timur. Hal ini dapat dibuktikan berdasarkan nilai pre-test adalah 58, post-test 1 adalah 70,1 dan post-test 2 adalah 76,88. Ini berarti bahwa penggunaan roundtable technique sebagai teknik dapat meningkatkan kemampuan menulis siswa pada teks narrative.

Kunci : Menulis, Teks Narrative,dan Roundtable.

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian peneliti kecuali bagian-bagian tertentu yang dirujuk dalam daftar pustaka yang telah disebutkan.

Metro , December 2017

Yang menyatakan



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STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are expected from the bibliography mentioned.

Metro , december 2017

The Researcher



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MOTTO

نَّحْ وَالْقَلَمِ وَمَا يَسْتُرُونَ

Nun, By the pen and that which they write (therewith)

(Q.S. Al-Qalam : 1)

DEDICATION PAGE

This piece of work is dedicated to:

1. My beloved Parents Mr.Sudarji And Mrs.Katmini who always support and love me.
2. My beloved Young Sister Wulandari.
3. My beloved All Teacher of SMA N 2 Sekampung who always support me.
4. My beloved Friends Indri Seviyanti, Eka Marlistiana, Yana Erawati, Fauziyah janati, Endang Sri Wahyuni, Eti Purwanti, Nunik Puspita N And Soon big thanks for your support and always accompany me.
5. My Almamater of State Institute for Islamic Studies (IAIN) Metro.

ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious, the Most Merciful. Praise is only to Allah SWT, the Lord of the worlds whom without His Mercy and Blessings, none of these would be possible. Thanks also to our idol of life, the man of perfection, Prophet Muhammad SAW, his families and companions. Finally the researcher can accomplish this proposal entitles “IMPROVING STUDENTS’ WRITING ABILITY IN NARRATIVE TEXT BY USING ROUNDTABLE TECHNIQUE AT THE ELEVENTH GRADE OF SMAN 2 SEKAMPUNG EAST LAMPUNG.”

Regarding to the undergraduate thesis , the writer offers her big thank to the Drs.Kuryani Utih,M.pd as the sponsor and to Syahreni Siregar,M.hum as the co-sponsor . May allah SWT give them His better reward for their spending time to support and guide during the proposal writing process.

As human being, the writer completely realize that this proposal still has a plenty of weaknesses . The writer do apologizes for all mistake he has made in writing and presentation items. All constructive comments and suggestions are very welcomed to measure the quality of this proposal can be a meaningful benefit for the writers especially and for our campus and all readers generally .

Metro, october ,2017

The Writer,

Dian Anggraini
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TABLE OF CONTENTS

COVER	i
TITLE	ii
APPROVAL PAGE	iii
NOTA DINAS	iv
NOTAFICATION LETTER	v
RETIFICATION PAGE	vi
ABSTRACT	vii
ABSTRAK	viii
STATEMENT OF RESEARCH ORIGINALITY	ix
ORISINILITAS PENELITIAN	x
MOTTO	xi
DEDICATION PAGE	xii
ACKNOWLEDGEMENT	xiii
TABLE OF CONTENTS	xiv
LIST OF TABLE	xvi
LIST OF PICTURE	xvii
LIST OF APPENDICES	xviii

CHAPTER I INTRODUCTION

A. Background of the Study.....	1
B. Problem Identification	5
C. Problem Limitation	5
D. Problem Formulation	6
E. Objectives and Benefits of the Study	6

CHAPTER II REVIEW OF THE RELATED THEORIES

A. The Concept of Writing Narrative Text Ability

1. The Concept of Writing.....	8
a. Difinition of writing.....	8
b. The process of writing	9
c. The kind of writing	10
2. The Concept of Narrative Text	11
a. The Types Of Narrative Text.....	13
b. Language Features of narrative text	14
3. The Concep of Writing Narrative Text.....	15
4. The Concep of Writing Narrative Text Ability.....	16
5. The Measurment of Writing Narrative Text Ability.....	18

B. The concept of Roundtable Technique	20
1. The Definition of Roundtable Technique.....	20
a. The Definition of Roundtable Technique	21
b. The Characteristic of Roundtable Technique	22
c. The Step of Roundtable Technique.....	22
d. Advantages and Disadvantages of Roundtable Technique.....	23
C. Action Hypotesis.....	24

CHAPTER III RESEARCH METHODOLOGY

A. The Operational Definition of Variables.....	25
B. Setting.....	27
C. Subject of the study	28
D. Action Plan.....	28
E. Data Collecting Technique	32
F. Data Analysis Technique	34
G. Indicator of Success	35

CHAPTER IV RESULT THE RESEARCH AND INTERPRETATION

A.Result of the research	36
1. Description of Research Location	36
2. Description of The Research.....	40
a. Cycle 1	43
b.Cycle 2.....	48
B. Interpretation	55
1. Cycle 1	55
2. Cycle 2	56
C. DISCUSSION	60

CHAPTER V CONCLUSION AND SUGGESTION

A.Conclusion	62
B. Suggestion	63

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE

LIST OF TABLES

Table

Table 1. Students' English Writing Score At The Class XI IPA.3	3
Table 2. The Criteria Of Score	4
Table 3. The Measurment Of Writing Narrative Ability	19
Table 4. The Principal Of SMA N 2 Sekampung	36
Table 5. The Condition Of Teacher And Official Employer In SMA N 2 Sekampung In Academic Year 2017/2018	38
Table 6. The Students Quality Of SMA N 2 Sekampung	38
Table 7. Students English writing Score Of Pre-Test	41
Table 8. Students Score Of Pre-Test	41
Table 9. Students English Writing Score Of Post Test 1	45
Table 10. Students' Score Of Post Test 1	46
Table 11. The Students' Activity In Cycle 1	47
Table 12. Students' Score Of Post Test 2	50
Table 13. The Students' Activity In Cycle 2	51
Table 14. The Students' Activity In Cycle 2	52
Table 15. The Students' Score At Post-Test 1 And Post-Test 2	53
Table 16. The Students' Score In Pre-Test, Post-Test 1 And Post-Test 2	57
Table 17. The Students' Activity In Cycle 1 And Cycle 2	59

LIST OF FIGURES

Figure	
Figure 1. The Steeps Of Classroom Action Research.....	29
Figure 2. The Organization Structure Of Sma N 2 Sekampung	39
Figure 3. Graph Of The Students' Result Of Pre-Test.....	42
Figure 4. Graph Of Students' Result Of Post Test 1.....	46
Figure 5. Graph Of Students' Result Of Post Test 2.....	51
Figure 6. Graph Of Students' Result Of Post-Test 1 And Post-Test 2	54
Figure 7. Graph Of Students' Result Of Pre-Test, Post-Test 1 And Post-Test 2..	58
Figure 8. Graph Of Students' Activity In Cycle 1 And Cycle 2	59

LIST OF APPENDICES

APPENDICES 1

1. Syllabus	64
2. Lesson Plan	68
3. The Observation Sheet of Teachers' Activity 1	90
4. The Observation Sheet of Teachers' Activity 2	91
5. The Observation Sheet of Students' Activity 1	92
6. The Observation Sheet of Students' Activity 2	94
7. The Result of Pre-Test	96
8. The Result of Post-test 1	98
9. The Result of Post-Test 2	100
10. Documentation	102
11. The Location Sketch of SMA N 2 Sekampung	106
12. The Total Building of SMA N 2 Sekampung	107

APPENDICES 2

1. Surat Izin Survey	109
2. Surat Balasan Survey	110
3. Sk Bimbingan Skripsi	111
4. Surat Tugas	112
5. Surat Izin Research	113
6. Surat Balasan Research	114
7. Surat keterangan bebas kaprodi	115
8. Surat keterangan bebas pustaka	116
9. Kartu konsultasi bimbingan skripsi	117
10. Curriculum vitae	119

CHAPTER I

INTRODUCTION

A. Background of the Study

The world globalization gives the English language a very important function for the human's life. It is accepted as an international language in all of countries, so more and more people learn it to make communication each other easily. According to Sanggam Siahaan, language is a tool of communication that human use and it has set of rules.

As one of the four skills in language learning, writing is defined as a productive written language skill and writing a text is a piece of written information. As a skill, writing is a level academic achievement. The written language is like the spoken language one. People say something because they want to speak to the others. They want to communicate something by their utterances to their listeners. Similarly, people write a paragraph because they want to communicate to the others. They want to transfer something in a paragraph that they write.

Futhermore writing is also a process of communicating the writer's idea to the reader in a written form. Stated the purpose of writing is to convey ideas and messages. In the process of writing, a writer shall 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.

Moreover 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.

In addition roundtable technique is a cooperative learning technique for writing. Roundtable is a useful activity for brainstorming, writing, reviewing concepts and vocabulary learning. It means that, this technique can help the students to brainstorm their ideas, writing the text and reviewing the draft of the texts

Based on the School Unit Level Curriculum (KTSP) the goal of writing learning for senior level in SMAN 2 Sekampung aspecially the students at the eleventh grade is the students can give respond of narrative text and the students can make narrative text.

Meanwhile, based on the data of pre-survey on august 02, 2016 at the eleventh grade of SMAN 2 Sekampung the score of writing ability that can be seen from the table bellow:

Table 1
Students' English writing score at the class XI MIA.2

No	Name	Pre-Test	Note
1	AF	60	incomplete
2	AB	-	incomplete
3	AK	40	incomplete
4	AA	70	incomplete
5	AF	78	complete
6	AF	71	incomplete
7	AR	63	incomplete
8	AA	70	incomplete

9	AD	80	complete
10	EP	25	incomplete
11	EW	71	incomplete
12	FH	40	incomplete
13	F	50	incomplete
14	FS	60	incomplete
15	HJ	40	incomplete
16	IK	70	incomplete
17	IL	60	incomplete
18	LY	60	incomplete
19	M	-	incomplete
20	MS	60	incomplete
21	NH	40	incomplete
22	NS	50	incomplete
23	TS	60	incomplete
24	RN	45	incomplete
25	WD	70	incomplete
26	WM	70	incomplete
total score		1425	
average		57	
highest score		75	
lowest score		40	

Source : English writing ability test at the class XI.IPa.2 (pre-survey on august 02,2016)

Table 2
The criteria of score

No	Score	Frekuensi	Percentage	Criteria
1	≥ 72	2	7,8%	Complete
2	< 72	24	92,2%	Incomplete
Total		26	100%	

Source : Ledger of Students, English writing score at the eleventh grade of SMAN 2 Sekampung, (pre-survey on august 02,2016).

The minimum mastery criteria (MMC) of writing in the eleventh grade of SMAN 2 Sekampung is 72. Based on the pra-survey did in pre-research , many students failed in writing test. It means that they do not have good writing

ability. From the result of pre-test , we can see that the student who complete for writing subject is 2 (7,8%) and the students who include incomplete 24 (92,2 %), with the highest grade 75 and the lowest grade is 40 .

From the data above, it can be concluded that the students' writing ability at the eleventh grade of SMAN 2 Sekampung is still fair, because the students don't have adequate skill in composing narrative writing and The students still have difficulties to express their idea to write narrative text, in writing. Beside that The technique which is used by the teacher to convey the material of writing of narrative paragraph are not also effective yet. This problem will influence the student's writing ability when the students face the final exam, because the students get difficulties to understand what the narrative paragraph is. Therefore, from this problem, it can be said that the goal of writing ability for senior school in SMAN 2 Sekampung does not reach yet.

There are some technique in teaching writing. One of the technique is Roundtable technique. In this research, the researcher used roundtable technique 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 technique, the students work in a group of four. The students are brainstorming their ideas in their group. They are helping each other to find the ideas. It make them easier to get more creative ideas. Furthermore, the students can help each other in solving some difficulties in writing.

Based on the description above, the writer conclude that the students have many difficulties to express their idea in writing narrative text, related to the writing learning technique that used by the teacher. In this research writer will try roundtable technique to improve students writing narrative text.

B. Problem Identification

Based on the background above, we can identify the problems as follow:

1. The students' writing narrative text is still fair.
2. The students still have difficulties to express their idea to write narrative text.
3. The students don't have adequate skill in composing narrative writing.

C. Problem Limitation

Based on the problem above, the researcher will focus on the students' still have difficulties to express their idea, to write narrative text and they don't have adequate skill in composing narrative writing. The researcher uses roundtable technique to improve the student's writing ability on narrative text at the eleventh grade of SMA Negeri 2 Sekampung East Lampung.

D. Problem Formulation

The writer uses roundtable as technique in writing narrative text and the problem formulation is "Can Roundtable Technique Improve The Student's Writing Ability On Narrative Text and Their Learning Activities At The Eleventh Grade of SMA Negeri 2 Sekampung ?".

E. The Objective and The Benefit of Study

1. The Objective of Study

To improve the student's writing ability in narrative text at the eleventh grade of SMAN 2 Sekampung East Lampung.

2. The Benefit of Study

a. Theoretical Benefit

The result of this research is expected as a the positive contribution toward the developing of technique in teaching learning writing ability.

b. Practical Benefit

1. For the students

The result of this research is expected as a positive contribution to the students for increasing their writing ability by using roundtable.

2. For the teacher

The result of this research is expected as an alternative technique in teaching writing narrative text.

3. For the Headmaster

The result of this research is expected as an alternative to improve the quality of English teaching and learning especially in developing writing skill of SMAN 2 Sekampung.

CHAPTER II REVIEW OF THE RELATED THEORIES

A. The Concept of Writing Narrative Text Ability

1. The Concept of Writing

a. Definitions of Writing

Writing is an important form of communication in day-to-daylife.¹ In the line with the explanation above it can be assumed that writing is a product of our brains to created ideas and information with written symbols and words where is a writers tried to make readers understanding on the massage of his/her writing so writing can become one way of communication with others.

Brown's in teaching by principles defines "writing products are often the result of thinking,drafting, and revisin prosedures that require specialized skill, skill that not every speaker develop naturally."² Furthermore ken hyland argues writting is a way of sharing personal meaning and writing course emphasize the power of the individual to construct his or her own views on a topic.³

M.E.patel explained that Writing is essential features of learning a language because it provides a very good means of foxing the

¹Dorothy E Zemach and Charlos Islam. *Paragraf Writing from Sentence to Paragraf* . (America:Mcmilan Education:2005).P. 05

²H Douglas Brown.*Teaching by Principles*.(California:Addison Wesley Longman:2000) . p.336

³Kan Hyland.*Second Language Writing*. (United States of America: Cambridge University Press:2003) .p.9

vocabulary, spelling, and sentence pattern. It becomes an important aspect of students' expression at higher stage.⁴

Harmer said that writing is used for a wide variety of purpose it is procedure in many different forms. It mean that writing is a way to deliver information from writers to the readers in writing form.⁵

b. **The process of writing**

Ann Hogue stated that there are four processes of writing, such as;

1. Prewrite to get ideas and organize them.

Another way to get ideas is called freewriting. Here is how to do freewriting. Choose a topic and write it at the top of a piece of paper. Then write whatever sentences come into your mind about the topic. Write horizontally across the paper as you do when you write a letter.

2. Write the first draft.

In the second step, you write your paragraph in rough form without worrying too much about errors. This first writing is called the first draft or the rough draft.

3. Edit: Check and revise your work.

In the third step, you edit your paragraph. When you edit something, you check it and make changes and corrections.

Editing is usually a two-step process.

⁴ M.E. Patel and Praveen M. Jain.*English Language Teaching*. (California:San Francisco:2000). p.335

⁵ Jeremi Harmer.*How to Teach Writing* . (Jaipur: Sunrise Publisher & Distributors:2008) . p.125

- a) In the first step, you check the paragraph as a whole. Is the meaning clear?
 - b) In the second step, you check the paragraph for good form, organization, grammar, punctuation, spelling, and so on.
4. Write the final copy.

In the last step, you write a neat final copy of your paragraph to hand in to your teacher.⁶

c. The kind of writing

Thomas s.kene stated the most common kind of writing that is prose calles exposition, description and narration.

1. Exposition explains. How things work an internal combustion engine. Ideas a theory of economics. Facts of everyday life how many people get divorced. Exposition is constructed logically. It organizes around cause/effect, true/false, less/more, positive/negative, general/particular, assertion/denial. Its movement is signaled by connectives like therefore, however, and so, besides,but, not only, more important, in fact, for example.
2. Description deals with perceptions most commonly visual perceptions. Its central problem is to arrange what we see into a significant pattern. Unlike the logic of exposition, the pattern is spatial: above/below, before/behind, right/left, and so on.

⁶ Ann Hogue. *First Steps in Academic Writing* . (New York:Longman Pearson:2008) .p,28

3. Narration is a series of related events a story. Its problem is twofold: to arrange the events in a sequence of time and to reveal their significance.
4. Persuasion seeks to alter how reads think or believe. It is usually about controversial topics and often appeals to reason in the form argument, offering evidence or logical proof.⁷

2. The Concept of Narrative Text

According Sondang manik, Narrative is a type of writing which tells an event or process chronologically in certain time.⁸ Mainwhile ,Kelly also defines narrative text as Stories involve the reader and the listener by drawing them in and making them a part of their world or vision of reality⁹. Moreover , Thomas additions that A narrative is a meaningful squlence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an arragement in time (and usually other arragements as well).¹⁰

Futhermore narrative is a story containing specific elements that work together to creat interest for not only the autor but also the

⁷Thomas S Kene. *Oxford Essential Guide to Writing*. (New York:University Press Inc:2000) .P.6

⁸Sondang Manik and Jernih Donda S.” Improve students’ narrative writing achievement through film at SMA NEGERI 1 Palupi” *International Journal of English Linguistics*, (Medan:Canadian Center Of Science And Education) . Vol.5 no 2 2015 p.2

⁹ Steven Nathanson.” Harnessing the Power of Story : Using Narrative Reading and Writing Across Content Areas” *Reading Horizons*. (Long Island University: The Barlekey Electronic Press). Volume 47, Issue 1 2006, P. 2

¹⁰ Thomas s Kene, *Oxpord Essential Guide to Writing.*, P. 366

readers.¹¹ According to Jhon, narrative text is written to entertain, amuse, and interest the reader but simultaneously teaches, explain or inform.¹² Narrative always deal with some problems which lead to climax and then turn into solution to the problem. From the explanation above, the writer concludes that there are many purposes of narrative text, those are:

- a. To entertain
- b. To amuse
- c. To make audience think about an issue
- d. To teach audience a lesson or moral value
- e. To gain and hold the readers' interest

Jhon Barwick et al. stated that narrative structure has been analysed and described in different ways. A simple description identifies five elements, such as:

1. Orientation (who, where, when)
2. Complication (need for action)
3. Evaluation (response by characters)
4. Resolution¹³

According to Annie that generic structures of narrative text, there are;

1. Orientation :introducing the participants and informing the time and the place.
2. Complication :describing the rising crises which the participants have to do with
3. Resolution :showing the way of participants to solve the crises, better or worse.¹⁴

¹¹ Andrea Trischitta . *Narrative Writing* . (USA: Teacher Created Resources:2010). P.12

¹² John Barwick et al . *Targeting text*. (Singapore:Blake Education:1999). P.4

¹³ Allen&Unwin.*Writing from Start to Finish: A Six-Step Guide*.(Australia:Kate Grenville:2001) . P.194

a. The Types of Narrative Text

Narrative texts could be categorised into the fictional narrative or imaginary, the non-fictional narrative, or combination of both. A Fictional Narrative presents an imaginary narrator's account of a story that happened in an imaginary world. It includes fairy tales, folklore or folktales, horror stories, fables, legends, myths, and science fictions. On the other hand, a non-fictional narrative (also factual narrative) presents a real-life person's account of a real-life story. It includes historical narratives, ballads, slice of life, and personal experience.¹⁵

In the other statement narratives can be divided into traditional fiction including folktales, fairy tales , parables , fables, moral tales, myths and legends: and modern fiction which includes modern fantasy and contemporary realistic fiction.

b. Language Features of Narrative Text

According to Jhon, the language features of narrative text , those are :

- 1) Narrative are generally written in past tense
- 2) Tense changes to present tense or past tense in the dialogue.
- 3) Sentences can be joined using connectives or conjunction to do with time.

¹⁴Annisa Rakhmi . *Let's Narrate A Text* . (Jakarta Timur: Balai Pustaka : 2012) .P.5

¹⁵Fakeye Bosede and Fakeye, D.O. “ Instruction in Text-Structure as A Determinant of Senior Secondary School Students' Achievement in English Narrative Text in Ido Local Government Area, Oyo State “*International Journal of Arts and Humanities (IJAH) Bahir Dar-Ethiopia*. (Nigeria: IAARR) Vol. 5(2), S/No 17, April, 2016:270-283. P .273

- 4) Verbs are action verbs telling the reader what was said, felt, or thought.
- 5) Adverb and adverbial phrases indicate when, where and how the particular events or incidents take place.¹⁶

According to Annie there are three language features of narrative text, such as ;¹⁷

- a. Using processes verbs
- b. Using temporal conjunction
- c. Using simple past tense

3, Concept of Writing Narrative Text

Writing is a skill in which we express ideas, feelings, and thoughts that are arranged in words, sentence, and paragraph by using eyes, brain and hand. Accordingly, students are expected to convey the ideas, feelings, and knowledge in written language.¹⁸

According to Siahaan, “writing is the writer’s productive language skill to communicate or to transfer the information s/he has in her/his mind to her/his reader(s) effectively”.¹⁹ Moreover, Oshima and Hogue writing is a progressive activity. When you first write something down, you have already been thinking about what you are going to say and how

¹⁶ John Barwick et.al . *Targeting text.*,P.6

¹⁷ Ibid

¹⁸ Dewi Nasri Hasan and M.Sayid Wijaya.*Storyboard in teaching writing narrative text.* English education:Jurnal Tadris Bahasa Inggris.Vol 9(2),2016,262-275.P.1

¹⁹Sanggam Siahaan, *The English Paragraph*,(, Pematang Siantar: Graha Ilmu: 2007), p. 2

you are going to say it. After you have finished writing, you read over what you have written and make changes and corrections. It means that writing is an activity that our thought does to produce language in written form”.²⁰

In other word, writing activity involves the procedure of thinking process and making decision to express information in written text in order to a reader or group of reader understands.

Furthermore, narration is the form of writing used to relate the story of acts or events. The stories can usually divided into parts of orientation, complication, and resolution²¹ In other word, narrative is type of writing that writer used to recount an event or act to the readers, which is arranged in a chronological order.

Narrative writing is the way to present a story that consists of events that happen one after the other and the story you tell can be true or fictional. It means that narrative is the kinds of true or fictional story that has happened in the past.²²

From quotation above, it can inferred that narrative writing text is a cognitive activity requires to consider purpose, technique and strategies, even prior knowledge to transfer information about story of acts or events to convey to the reader in written text in order to the reader is experienced directly or vicariously.

²⁰Dewi Nasri Hasan and M.Sayid Wijaya.*storyboard in teaching writing narrative text.*,P.2

²¹George E. Wishon, *let's write English*,(New York :Van Nostrand Reinhold Ltd:1980).p.

4, The Concept of Writing Narrative Text Ability

Oxford Advanced Learner's Dictionary defines the word of ability as a level of skill or intelligence, and as the mental or physical capacity, power or skill required to do something.²³ In other word, the ability is the level of power or skill whose one belongs to perform something, such as physical, mental, financial, and intellectual to accomplish something.

Furthermore, writing is the ability to create words or idea of the writer. It means that writing is an ability where the writer is able to create the words, sentences, and paragraphs to express their ideas, thoughts, even their feelings.²⁴

Writing ability is needed by educated people, our skill of writing is often considered to reflect our level of education, and college work demands that we write many different types of assignments.²⁵

From the quotation above, it can inferred that writing narrative text ability means the level of mental competence to produce or reproduce useful written text which is the result be able to convey messages from writer to reader.

In writing the narrative text ability the story must be written in sequence, so that there are a generic of structure that must be followed

²³Anonymous, *Oxford Learner's Pocket Dictionary*, (Oxford University Press:New York:2005), p. 2

²⁴Dewi Nasri Hasan and M.Sayid Wijaya.*storyboard in teaching writing narrative text.,P.2*

²⁵ Dwi Ima Herminingsih. Teaching Writing Narrative Text Using Pictures To The First Semester Students Of Faculty Of Social And Politics University Of Tulungagung. *Jurnal Universitas Tulungagung BONOROWO* Vol. 1.No.1 Tahun 2013.P.19

those are orientation, in which the writer tells the audiences about who the character in the story are, where the story is taking place, and when the action is happen. Shortly, the writer tell the reader about the background of the story. Then, complication/sequence of event. The story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main character (s) and often serves to (temporally) toward them, for reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable. It means that in this phase the problem will happened and rised and involve some main characters. And the last is resolution. A resolution of the complication is brought about. The complication may be resolved for better or for worse but it is rarely left completely unresolved (although this is of course possible in certainly types of narrative, which leave us wondering (how is the end).²⁶

5. The Measurement of Writing Narrative Text Ability

The indicators of evaluation of students' writing ability as follows²⁷:

²⁶ Ibid.P.4

²⁷H Douglas Brown.*Teaching by Principle.*, p. 357-358

Table 3
The Test proficiency of Writing ability Scores

No	Writing Ability Specification	Score	Standard
1	Content	0-24	thesis statement, related ideas, development of ideas through personal experience, illustration, fact, and opinion, use of description, cause/effect, comparison/contrast and consistent focus.
2	Organization	0-20	effectiveness of introduction, logical sequence of ideas, conclusion and appropriate length
3	Discourse	0-20	topic sentence, paragraph unity, transition, discourse markers, cohesion, rhetorical conventions, reference, fluency, economy and variation.
4	Syntax	0-12	effective complex construction, few errors of agreement, tense number, word order/function, article, pronoun, and preposition
5	Vocabulary	0-12	effective word or idiom choice and usage, word form mastery, appropriate register
6	Mechanics	0-12	spelling, punctuation, citation of references, neatness and appearance.
total score		100	

B. The Concept of Roundtable Technique

Roundtable technique is one of the cooperative learning techniques, where according to Knight, Cooperative Learning is learning mediated by students rather than the instructor. In cooperative learning, students work in

groups to teach themselves content being covered. Teachers can utilize a variety of learning structures while providing cooperative learning.²⁸

Furthermore Jon e pederson states that cooperative is students learn in groups of four or five. They are told to work together in order to achieve a common group goal. Within the group each individual is accountable and has to show that he/she mastered the learning material. In order to cooperate, students have to possess interpersonal and small group skills. Those skills relate to the ability of students to learn together, to discuss, to share ideas, and to prepare as a group for achieving the common goal.²⁹

1. Definition of Roundtable Technique

This part discusses the definition of roundtable technique, the characteristics of roundtable technique, the step of roundtable technique and advantages and disadvantages of roundtable technique. The descriptions of them will be presented below:

a. The Definition of Roundtable Technique

According to kagan's, roundtable is learning technique where the students take turn generating written responses, solving problems, or making a contribution to a project. Students take turn in their team.³⁰

²⁸ Jim Knight . *Cooperative Learning*. (Kansas : Instructional Coaching :2000). P.3

²⁹ Jon E.Pedorson And Annette D.D. *Secondary School and Cooperative Learning*.(New York: Routledge:1995). P.341

³⁰Spencer Kagan and Miquel Kagan.*Cooperative Learning*.(Use:Kagan Publishing:2009).P.6.34

Knight states that roundtable divide the class into groups and pose a question. The student's ask to answer the question, they write down on the paper and give to the other each the group. The group with the most correct answers is recognized. Another way of doing Round Table is to have all student answer on paper and then have the group put all of their answers together with, again, the group with the most right answers being recognized.³¹ Moreover heatland express that roundtable is form pairs within team and take turns with a partner sharing ideas back and forth. Afterwards, the team discusses which ideas were common to the pairs and which ideas where unique.³²

Meanwhile richard states that Roundtable technique is a technique in which there is a piece of paper and a pen or pencil for each group. The students give responses of the question or problem given by writing the answers on a piece of paper given in turns within a group. Roundtable technique can be used in teaching writing since this technique tends to facilitate the students to write different answers. Besides, it also gives the students equal participation in solving a problem, in this case, writing.³³

³¹ Ibid P.12

³²Heatland.*Strategies and Tools For Group Processing*.(Chicago:Area Education Agency:2006) ,P.5

³³ Richard, J.K. and Rogers, T.S. *Approaches and Methods in Language Teaching*. (New York: Cambridge University Press: 2001) p.198

Furthermore Hudelson states roundtable can be used for team building, for reviewing, and for brainstorming. It means that roundtable is appropriate to use in some activities, such as: creative writing, brainstorming, and reviewing previously taught material. In doing the roundtable, all students were involved.³⁴

b. The Characteristics of Roundtable Technique

According to Kagan, the characteristics of Roundtable Technique are:

- a. Each group consists of 4-6 persons.
- b. A paper and a pen or pencil for each group.
- c. Each member of group has to write his or her answer in the paper.

c. The Step of Roundtable Technique

Kagan states that there are some steps of roundtable, there are :

- a. The teacher assigns a topic or question and provides think time.
- b. All four students respond, simultaneously writing, drawing, or building something with manipulatives.
- c. The teacher signals time, or students place thumbs up when done with the problem.
- d. Students pass papers or projects one person clockwise.
- e. Students continue, adding to what was already completed.³⁵

³⁴ Hudelson, S. 1993. *English as a Second Language Teacher Resource Handbook Series*. (California: Corwin Press Inc.:2003).p.279

³⁵ Ibid

According to Ken Blanchard there are four steps of Roundtable ,they are :

- a. One person in your group should briefly state an answer to the following question and write it down in abbreviated form on a piece of paper: “What is something an instructor might do on the first day of class to build community?” Refrain from evaluating answers.
- b. Pass the paper clockwise (left) and have the next student add an answer.
- c. Continue until everyone has had a chance to answer at least once. If time, keep going. Students may be allowed to say “pass” only once.
- d. Randomly choose a group and/or student to share a favorite group answer.³⁶

d. Advantages and Disadvantages of Roundtable Technique

Kagan has the opinion “Roundtable Technique will achieve some advantages in terms of academic and social point of view”. The advantages of Roundtable Technique are:³⁷

1. Advantages:

- a. Assessing prior knowledge
- b. Practicing skill especially writing skill
- c. Recalling information

³⁶ Ken Blanchard. *Ten Cooperative Learning Techniques for Building Classroom Communities*. (Taylor University.:Mark Colgan:2010) ,P.2

³⁷ Ibid

- d. Creating cooperative art
- e. Teambuilding, participation of all

2. Disadvantages

- a. Does not lend itself to a systematic presentation of a topic.
- b. Leaves many questions only partially answered.
- c. Presents opinions rather than facts.

C. Action Hypothesis

“ by using roundtable technique the students’ writing narrative text ability and their learning activity can be improved”.

CHAPTER III RESEARCH METHODOLOGY

A. The Operational Definition of Variables

Operational definition is the definition which based on characteristic of the things that would be observed. Meanwhile, variable could be defined as object of the research, or something that would be an observation object of research. In other word, the operational definitions of variable is a direction how the way to measure the variablse.

Based on the quotation above, the operational definition of variables as follows:

1. Independent Variable

Independent variable One independent variable must be the *treatment variable*. independent variables may simply be measured variables in which no manipulation occurs, attitudes or personal characteristics of participants). Still other independent variables can be statistically controlled,by the researcher.³⁸ Independent variable of this research is using roundtable. It is a cooperative learning technique that has principle purpose to ask students' work in a group, all of mangers in the group have take turn contributing thair ideas.

The researcher will use observation list to know about the use of roundtable to improve students' writing narrative text. The purpose of observation list is to know roundtable tahnique is improved or not

³⁸Jhon W Creswell.*Research Design Quealitative,Quantitatif and Mixed MethodsApproaches*. (Los Angles:SAGE;2009).P.157

students' writing narrative text, the research will use observation technique to observe that roundtable technique is effective or not effective.

Futhermore the indicator of using roundtable technique are : the students are able to do duty in group, the students are able to communicate and interact to each other in a group and the students are able to contribute and share their ideas in a group.

2. Dependent Variable

Creswell defines “The dependent variable is the response or the criterion variable that is presumed to be caused by or influenced by the independent treatment conditions and any other independent variables.”³⁹ It means that dependent variable is variables that depend on the independent variable; it is the result of the influence of independent variables. Dependent variable in this research is writing ability that is one of skills must be mastered. This refers to the level of students' writing ability.

Moreover the researcher would use test to know about the students' writing ability. The researcher would devide the score with two categories, they are complete (72-100), and incomplete (20-71).The measurment of writing narrative text ability such as;

1. Content	0-24
2. Organization	0-20
3. Discourse	0-20
4. Syntax	0-12
5. Vocabulary	0-12
6. Machanics	0-12 +

³⁹ Ibid

total score 100

The indicators of narrative writing ability in teaching English of the eleventh grade of SMAN 2 Sekampung East Lampung if 70% of students got score more than 72.

B. Setting

The researcher used classroom action research and this research was conducted in SMA Negeri 2 Sekampung, East Lampung. Total of the students from the tenth grade up to twelfth grade are 598 students and total of the teacher are 57. This research was about Improving students' ability in writing a narrative text by using roundtable technique at the eleventh grade of SMAN 2 Sekampung East Lampung. Actually, there are four classees for the eleventh grades of MIA. The object in this research was Improving students' ability in writing a narrative text by using roundtable technique at the eleventh grade of SMAN 2 Sekampung East Lampung.

C. Subject of the Study

The research choose the eleventh grade of MIA 2 with the total students were 26 students, because most of the students were low ability especially in writing narrative text. They also have difficulties in identifying generic structure of narrative text.

D. Action Plan

The kind of this research is classroom action research. Action research is based on the premise that local conditions very widely and that the solutions to many problems cannot be found in generalized truths that take no account

of local conditions.⁴⁰ It can be noted that classroom action research is a research which use the real condition to solve the problem in learning process.

Action research is conducted by one or more individuals or groups for the purpose of solving a problem or obtaining information in order to inform local practice.”⁴¹

In the other word McNiff said that action research is a name given to a particular way of researching our own learning.⁴² Its mean that in the research, the writer could use spesific method in learning process. It means, that the writer conducted the research need a friend. In this research, the writer needed collaboborator to help her in this action reseach , she is Aprilia Handayani S,Pd is an english teacher in SMA Negeri 2 Sekampung of the East Lampung.

In the classroom action research , the writer would like to hold the research in two cycles, there is a relationship between one and the other. They are :

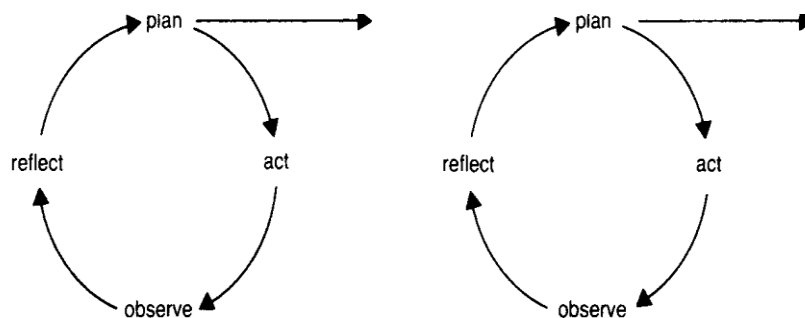
- a. Planning
- b. Acting
- c. Observing
- d. Reflecting

Here is the steps of classroom action research design :

⁴⁰ Donal Ary et.al. *Introduction to Research in Education* ,(USA:Wadsworth Cengage Learning:2010), 8th Ed , p.512

⁴¹ Jack R Fraenkel and Norman E Wallen . *How to Design and Evaluate Research in Education*. (New York : Beth Mejia: 2009). P.588

⁴² Jean McNiff and Jack Whithead. *Action Research : Principles and Practice*. (London and New York: Routledge Falmer, 2002), p.15



Jean McNiff's Model

From the illustrated above , the explanations about four steps of action research procedure are conducted in each cycle.

1. Cycle 1

a. Planning

Planning is the first step in each activity. Without planning the activity that the writer does would not be focus. The planning would be reference in doing action. Here step that researcher could make in planning.

- a) The writer prepared the lesson plan, the material and the media.
- b) Making work sheets and answer sheets which would be learned by student in group.
- c) The writer prepared the test (pre-test and post-test)
- d) Making test which would be used in pre-test and post-test

b. Acting

The second step in the activity is acting. It was the implementation of the planning that writer has made. In this action, the writer would do pre-test, treatment and post-test to the students. This action would be conducted in some meetings. In this

implementation, the writer followed the schedule of english subject in the class. The writer acted as if a teacher in the classroom and implementation some activities.

c. Observing

While observing, the reseacher and collabolator used observation sheet to write down the important things as long as the learning process happened. From the observation sheet the researcher and collaborator would know the result of the students learning activities.

d. Reflecting

The last step is reflecting. By doing reflecting , the writer would know the strength and weekness of the action. In this step the writer would be compered the score before and after. The writer compered their score in every cycle. It was aim to see whether the students' score increase or not.

The research was done taught collaborative with an english teacher of SMA Negeri 2 Sekampung, she is Mrs.Aprilia Handayai S.Pd as collaborator.

2. Cycle 2

a. Planning

- 1) Studying the result of reflecting in cycle 1.
- 2) Preparing the lesson plan, material and media of learning, observation sheet , work sheets, answer sheets, and test for pre-test and post-test.

b. Acting

- a) the teacher gave the students motivation to study harder
- b) the teacher did the treatment by using Roundtable technique
- c) the teacher gave post-test after the treatment.

c. Observing

The Collaborator observed and collected the data when the learning process was conducting.

d. Reflecting

The researcher and collaborator reflected all the acting which would be conducted and identified the result of observation in the learning process and compared the score of pre-test and post-test.

E. Data Collecting Technique

In other collect the data, the research used test, documentation and observation.

1. Test

In the research, the writer would give the students two test, that is pre-test and post-test. The tests would be given to know the students achievement before and after the learning process.

Therefore, in this research, test would be used as data collection technique to measure both variables. The researcher would use written test in the form of essay writing narrative text to measure narrative writing ability.

a. Pre-test

Pre test would be conducted before presenting the treatments to know, how far the students writing. The kind of test in this research is

written test in the form of essay tests. The students were required to make short narrative text.

b. Post- test

The post test would be conducted in order to know the progress of students writing narrative text by using roundtable after the treatment.

The test is like the pre test.

2. Documentation

Documentation is the instrument to collecting data about the event in past Then, the writer selected this data to elect an appropriate data base on focus and objective of the study.

Therefore, the researcher used to documentation obtain data about state of the students', the history of SMAN 2 Sekampung, state of environment, the state of teacher, staff and organizational structure, and geographical condition of the school. Moreover , the researcher used documentation about archives planning learning activity and the results of the students' activity, and used documentation in the pictures from to prove about the students' pictures during the learning process.

3. Observation

In this research observed the students' behaviors and students' activities in the learning process to know how the process of learning would be held. In doing the observation, the research made the observation sheets that contains of list of the students' activities. The object of this

observation is These students and the teacher's activities which observed and noticed by the observer.

F. Data Analysis Technique

In this research, the researcher used the data analysis by taking the average from the result or score from pre-test and post-test. To know the improvement, the research also compared between pre-test and post-test score. Then, the result would be matched with the minimum mastery criteria (KKM) in the school. At the eleventh grades of SMA Negeri 2 Sekampung the minimum mastery criteria (KKM) for English subject was 72.

The research used a formula for counting the average score was as follow:

$$M = \frac{\sum X}{N} \qquad P = \frac{F}{N} \times 100\%$$

Notes :

M= mean

X= total of students' score

N= total students⁴³

Notes: P= Percentage

F= Frekuensi

N= Total of the students⁴⁴

F. Indicator of Success

The indicator of the success was taken from the process and the result of the action research. This research would get the success if 70% of students got

⁴³Timothy C.Urdan, *Statistics in Plain English*,(London:Lawrence Erlbaum Associates,2005),P.2

⁴⁴ Donal Ary et.al. *Introduction to Research in Education* .P.278

score more than 72 and active in the learning process the students fulfill these criteria:

1. The students pay attention to the teacher's explanation.
2. The students could asked / answered the question from the teacher
3. The students were active in practicing writing in narrative text
4. The students were active in group.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

In this chapter, the researcher would be present the result of the research. It includes the dokumentation of SMA N 2 Sekampung, the result of the research and the interpretation of the research.

A. Description of Research Location

1. The History of SMA N 2 Sekampung

SMA N 2 Sekampung established in 2005, For the first time SMA N 2 Sekampung receive 5 classes with the total students are 162 students. The located of SMA N 2 Sekampung is in Sidomulyo 54, Sekampung, East Lampung.

The Head of SMA N 2 Sekampung is Drs. Budi Rahayu, M.MPd and the person who is as the charge daily is H. Marendra, SH. The number of classes from year to year is increasing, the number of classes in 2015 is 18 Class.

Since SMA N 2 Sekampung was established, he has been lead by the following principal;

Table 4
The principal of SMA N 2 Sekampung

No	Name Of Headmaster	period
1	Drs Budi Rahayu	2005-2007
2	Bambang S, S.Pd	2007-2009
3	Siman Ragil, S.Pd (deceaced)	2009-2012
4	Tri Wahyu Hamdoyo, M.Pd	2012-2013

5	Suripto, S.Pd	2013-2014
6	Drs. Budi Rahayu, M.MPd	2014-now

2. The Profil of SMA N 2 Sekampung

Name of school	: SMA N 2 Sekampung
NPSN / NSS	: 10814061/301120421049
Province	: lampung
Regency	: Kab. East Lampung
Sub district	: Sekampung
Village	: Sidomulyo
Street	: Sidomulyo street no 54
RT / RW	: 5 / 2
Post Code	: 34192
Phone number	: 07255100174
E-mail	: Smanduasekampung@yahoo.co.id
Website	: Http://smanduasekampung.sch.id

3. The Condition of Teacher and Official Employer in SMA N 2 Sekampung

The total of teacher and official employer of SMA N 2

Sekampung was 57 that could be identified in the table bellow:

Table 5
Teacher Educational Background in SMA N 2
Sekampung in academic year 2017/2018

D2	S1	S2
2	51	4

Source : The Vice Of Equipment Of SMA N 2 Sekampung

4. The students Quantity of SMA N 2 Sekampung in Academic Year 2017 / 2018

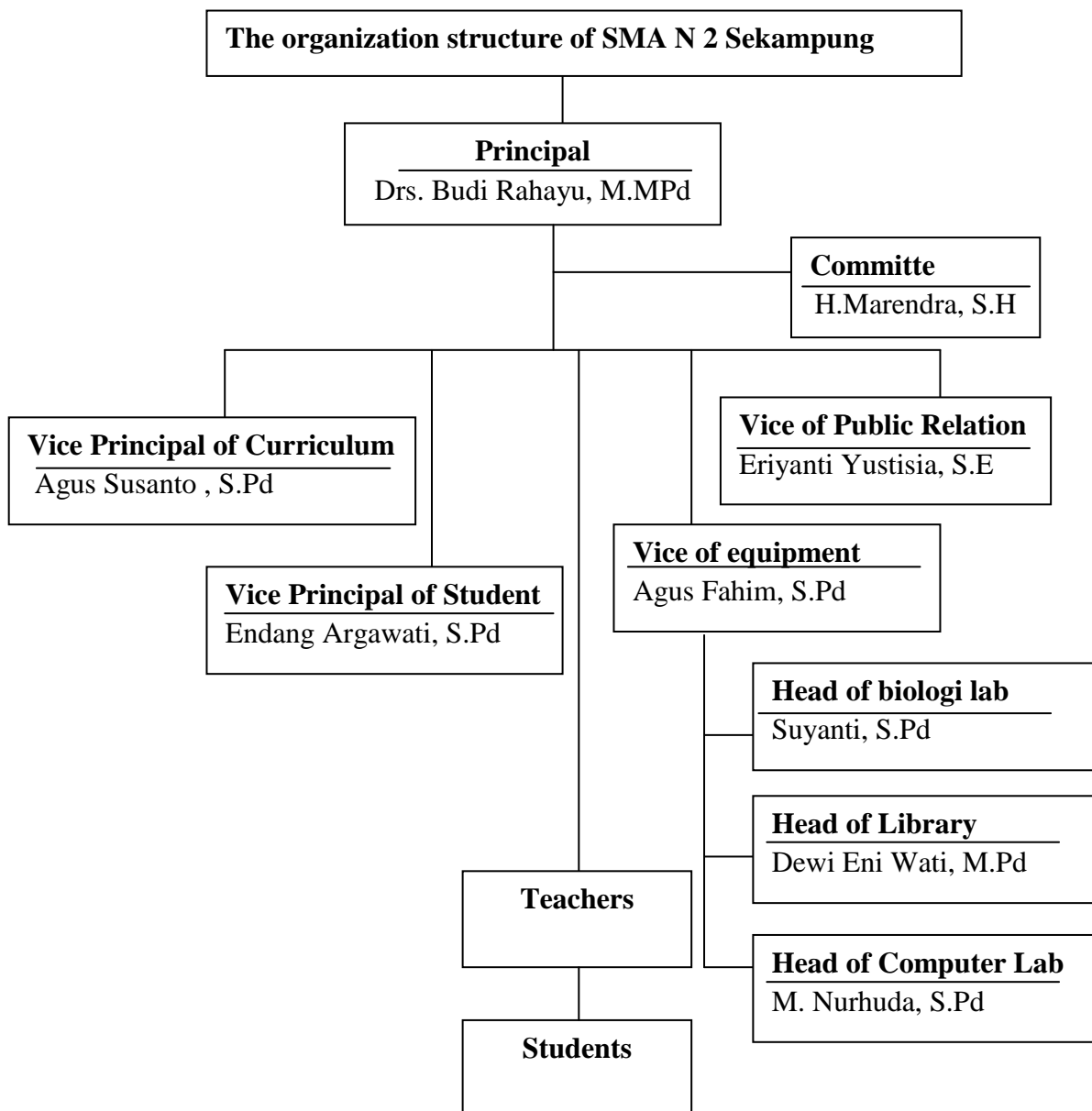
The students quantity of SMA N 2 Sekampung in the Academic Year of 2017/ 2018 is 671 that can be identified as follows:

Tabel 6
The students quantity of SMA N 2 Sekampung in academic year 2017/
2018

No	Class	Total
1	X.1-X8	200
2	X1.1- X1.8	249
3	X11 Mia 1- X11 mia 4	123
4	X11 Sos 1- X11 Sos 3	99
total		671

Source : The Vice Of Equipment Of SMA N 2 Sekampung.

The Organization Structure of SMA N 2 Sekampung
figure 2



Source : The Vice Of Equipment Of SMA N 2 Sekampung

B. Description of the Research

This research uses the action research approach, that has purpose to improve the activity and the study result of SMA N 2 Sekampung is

conducted in 2 cycles. The improving of the activity and the study result in this research is by using roundtable technique. The study result was gotten through test that was given to the students in the begin research and in the end every cycle, while the activity data was gotten from the observation when the learning activity was happened.

1. Pre-Test

The research conducted pre-test to know the students ability in writing narrative text before giving treatment and it used as the comparison score with post-test. The students were given task to write a narrative text. The pre-test was conduct on august 02 2017. The result of the pre-test could be seen on the table below:

Table 7
Students' English writing score at the class XI MIA.2

No	Name	Pre-Test	Note
1	AF	44	incomplete
2	AB	-	incomplete
3	AK	56	incomplete
4	AA	46	incomplete
5	AF	73	complete
6	AF	60	incomplete
7	AR	63	incomplete
8	AA	40	incomplete
9	AD	75	complete
10	EP	71	incomplete
11	EW	60	incomplete
12	FH	40	incomplete
13	F	50	incomplete
14	FS	56	incomplete
15	HJ	65	incomplete
16	IK	69	incomplete
17	IL	70	incomplete

18	LY	53	incomplete
19	M	-	incomplete
20	MS	55	incomplete
21	NH	49	incomplete
22	NS	53	incomplete
23	TS	52	incomplete
24	RN	64	incomplete
25	WD	49	incomplete
26	WM	67	incomplete
total score		1381	
average		58	
highest score		75	
lowest score		40	

Based on the pre-test table, it can be inferred that all of the students got < 72 . Here students mark of writing ability in narrative text, as follow:

Table 8
The Pre-Test Result

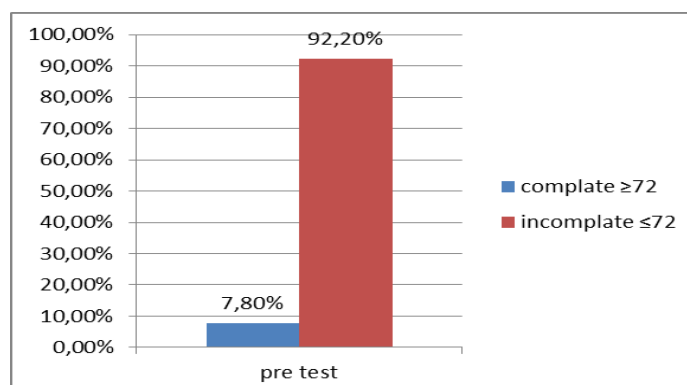
No	Score	Frequency	Percentage	Category
1	≥ 72	2	7,8%	Complete
2	< 72	24	92,2%	Incomplete
Total		26	100%	

Based on the table above, it could be analyzed that there were 2 students (8%) who get a minimum score and 23 students (92 %) who failed the pre-test. The lowest score in pre-test (40) and the highest score was (75). It mean that the students did not fulfill the minimum score at SMA N 2 Sekampung and the students writing ability in narrative text was low. Bisedes, from the result of pre-test the research got avarege score 58. Therefore, it was the reason why

the researcher used roundtable technique as a technique to improve the students' writing ability.

Based on the pra-survey score, the researcher has identified and found there are some problem after taking the students pre-test score. Therefore, the researcher and collabolorator prepared several thing related the teaching and learning process such as the English subject lassion plan, material, media, writing test and observation sheet that contains about list of the students' names and activity during the English learning process.

Figure 4
Complete and Incomplete of Pre-Test



a. Cycle 1

Cycle 1 consist of planning, acting, observing and reflecting. After they finished the pre-test, the research asked them to study about the material more.

the following step of pre-test that was done by the researcher ;

1. Planning

The first meeting was done on (Wednesday, August 02 2017), it was open by praying, greeting, checking attendance list, and introducing the researcher as a teacher for the students. At the day, the researcher has taken the students pre-test score.

2. Acting

The second meeting was treatment and the third meeting was post test 1. The researcher conducted the treatment and post test 1 on (Thursday, August 03 2017), in this meeting the researcher as an English teacher and Mrs Aprilia Handayani S,Pd as a collaborator. The researcher stated the meeting by praying, greeting, checking attendance list and asking the condition of the students'. Afterwards, the researcher gave the material of narrative text.

At the beginning of teaching learning process, the researcher asked the students about narrative text. Someone of the students knew about narrative text. Secondly, the researcher explained about narrative text. After that, the researcher gave the students an example of narrative text

After that, the researcher made small group consist four-five students, and the researcher explained about the rule of roundtable technique. The researcher guided the students more active in learning process especially in the group. The researcher give some themes for each group such as; *malin kundang*, *snow white*,

cinderella etc. And then the group was given one paper and one pen for each students. the member of each group may write one sentence of the story of one circle. In the and meeting of meeting, the researcher gave feedback to the students of learning process. The researcher gave motivation and informed to the students about the activities in the next meeting.

After did the treatment, the researcher gave post test 1 to the students. then the researcher continued to give treatment again to the students, it was conducted (Wednesday , august 09 2017). the post test was done to know how the students' writing ability after giving treatment.

In the post test 1, (9) students who got good score, but the result of the students was better than the students' test before giving treatment. In this season, the researcher got the result of students' post test 1 in cycle 1. The result can be seen, as follow;

Table 9
Students' Score of Post test 1

no	Name	post test 1	Note
1	AF	68	incomplete
2	AB	-	incomplete
3	AK	68	incomplete
4	AA	70	incomplete
5	AF	75	complete
6	AF	74	complete
7	AR	70	incomplete
8	AA	61	incomplete
9	AD	80	complete
10	EP	74	complete

11	EW	78	complete
12	FH	62	incomplete
13	F	65	incomplete
14	FS	62	incomplete
15	HJ	65	incomplete
16	IK	74	complete
17	IL	75	complete
18	LY	72	incomplete
19	M	-	incomplete
20	MS	68	incomplete
21	NH	62	incomplete
22	NS	80	complete
23	TS	64	incomplete
24	RN	70	incomplete
25	WD	70	incomplete
26	WM	74	incomplete
total score		1687	
average		69,75	
highest score		80	
lowest score		61	

Based on the table above, there were (9) students ≥ 72 and (17) students got ≤ 72 .

the following is the table of students' score score of post test 1 :

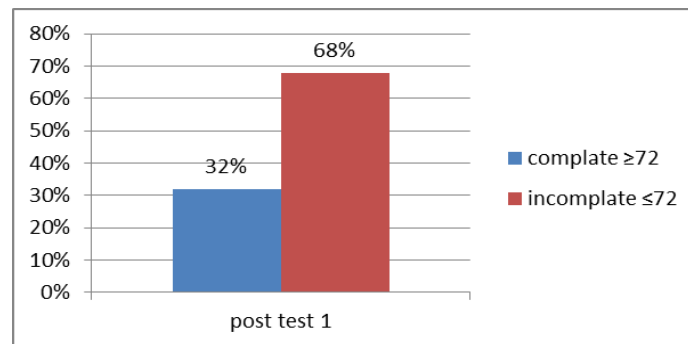
Table 10
Students' Score of post-test 1 of writing ability in narrative text

No	score	frequency	precentage	category
1	≥ 72	9	32%	complete
2	< 72	17	68%	incomplete
total students'		26	100%	

From the table above, it could be analyzed that the students' average score was (70,13). The highest score (81), and the lowest score was (61). based on the minimum mastery criterion (KKM), there was

(9) on post test 1 got score ≥ 72 . It mean that in cycle 1 the students' achievement could improve enough, but it was not successfull yet.

Figure 5
Students' Score of Post-Test 1



3. Observing

In the observing of the researcher action, the collabolator observed the students' activities. The reseacher as the teacher gave material about write a narrative text and trained the by using roundtable technique as a technique in learning process.

In learning process, there were four measurment used and mentioned to know the students' activy. Every students who has active in learning process gave thick in observation sheet. Then, the students who didnot active in learning process, let the observation sheet empty.

It could be seen on appendix, the indicators of the students activities

were :

- a. The students pay attention of the teacher explanation
- b. The students asked/answered the question from the teacher
- c. The students were active in practicing writing in narrative text
- d. The Students were active in a group

The result of the students' learning activities could be seen, as follow ;

Table 11
The students activities in cycle 1

No	Students Activities	Frequency	Percentage
1	pay attention to teacher explanation	15	57,7 %
2	asked/answer the question from teacher	10	38,5%
3	active practis writing in narrative teaxt	17	65,4%
4	active in group	12	46,2%
Average		26	51,95%

The table showed that not all the students active in learning process. There were 15 students (57,7%) who gave ettention to the teacher explanation (5) students (19,23%) who understood the material, 12 students (46,2%) active in group, and 17 students (65,4) could make narrative story.

4. Reflecting

Based on the result, it could be said that roundtable technique has positive effect to the students in teaching learning process, and it can be seen from cycle 1 although the students who got the score more than 72 only 9 students, but there was an improvement.

Although there were improvement of the result from cycle 1, but the teaching learning process by using roundtable technique has not reached teh criteria of the learning process yet. This failure can be seen from the students' who got score more than 72 were less than 50%. It could be concluded that cycle 1 was not successful yet because the indicator success was not reached yet and the researcher had to revise the teaching and learning process in the next cycle. Therefore, this research would be continued in the next cycle.

b. Cycle 2

The cycle 2 was semilary with cycle 1. It was devided into planning, acting, observing and reflecting. It would be explained more of as follows;

1) Planning

Based on observation and reflection in cycle 1, it showed that cycle 1 was successful yet. Therefore, the researcher and collabolator tried to revise the learning process in cycle 2. The researcher prepared the lesson plan, material, media, answer sheet, observation sheet and the test for post test II.

2) Acting

The description of teaching and learning process in cycle 2 was not different from the previous cycle. In each treatment, the research tried to make students to be more active. The implementation of this step was conducted in two meetings, namely: treatment and post test.

The treatment in cycle 2 was conducted on thursday, august 10 2017, it was started by greeting and asking the sudents' condition. The resercher as a teacher explained the material about narrative text. The teacher asked to the students to mention about exsample of narrative text, the generic stucture of narrative text and the leanguage feature of narrative text. The teacher explain more about narrative text to the students and the teacher tried to make an exsample of narrative text with the students. The teacher tried to apply the roundtable technique again for the students. The teacher divided students into small group each group consisted of four-five students,

then teacher asked them to make narrative text based on the themes that they have choosen. At the end of the meeting, the teacher gave the motivation to the students' to study hard.

After giving the treatment in cycle 1 and 2 , the researcher conducted post test 2 on wednesday, august 23 2017. It was the same type in cycle 1. After students finished the test, the researcher analyzed the result of the students in post test 2. The result of post test 2 could be seen on the table bellow;

Table 12
The result of post test 2 of students' writing ability in narrative text.

No	Name	Post Test 2	Note
1	AF	72	incomplete
2	AB	-	incomplete
3	AK	80	complete
4	AA	81	complete
5	AF	85	complete
6	AF	75	complete
7	AR	75	complete
8	AA	65	complete
9	AD	87	complete
10	EP	82	complete
11	EW	78	complete
12	FHs	70	incomplete
13	F	76	complete
14	FS	67	incomplete
15	HJ	79	complete
16	IK	78	complete
17	IL	78	complete
18	LY	76	complete
19	M	-	incomplete
20	MS	73	complete
21	NH	70	incomplete
22	NS	83	complete

23	TS	76	complete
24	RN	81	complete
25	WD	80	complete
26	WM	78	complete
total score		1845	
average		76,88	
highest score		87	
lowest score		65	

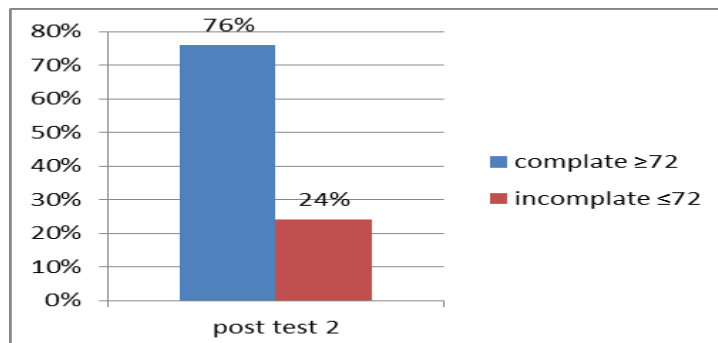
Based on the table bellow, there was 19 students got ≥ 72 and 7 students got ≤ 72 . The following was the table of the students' score mark of post tes II.

Table 13
Students' score of post test II

No	score	Frequency	Percentage	Category
1	≥ 72	19	76%	Complete
2	< 72	7	24%	Incomplete
Total		26	100%	

Based on the table above, it could be seen that the students' average score in post test II was 76,88 the highest score was 87 and the lowest score was 65 most of the students could improve their writing ability in narrative text. It mean that the teaching learning process in cycle 2 was succesfull.

Figure 6
Graph of post test 2



3) Observing

The observation on the students' activity was conducted when the learning process was continuing. It was conducted by the collaborator by using the observation sheet. The data of the observation sheet could be seen from the result of the observation students' activities which has been improving poin from cycle 1 to cycle 2.

A highly appreciation came in their interest in doing the task and active in a group because they found that the technique was insteresting. The data of the students' activity could be seen in the table bellow:

Table 14
The result of the students' activity in the learning process in cycle 2

No	Students Activities	Frequency	Precentage
1	pay attention to teacher explanation	23	88,46
2	askeed/answer the question from teacher	17	65,38
3	active practis writing in narrative teaxt	24	92,3
4	active in group	21	80,76
Average			81,73%

The data above explained that who paid attention to the teacher explanation were 23 (88,46%). Students were active in asking or

answering question, they were 17 (65,38%). The students' activity in making narrative text has 20 (76,9%) students . the most improving reached out of all the students 24 (92,3%) in giving contribution they active in a group.

4) Reflecting

According the result of the observation above, it could be inferred that the result of using roundtable technique was good. The researcher checked the students' score before and after using roundtable as the technique for teaching learning process. The researcher found the significant improvement in students' score in writing ability aspecially in narrative text.the comparison between the students' score at pre-test, post-test 1 and post test 2 has taken. All students got improvement score in cycle 2.

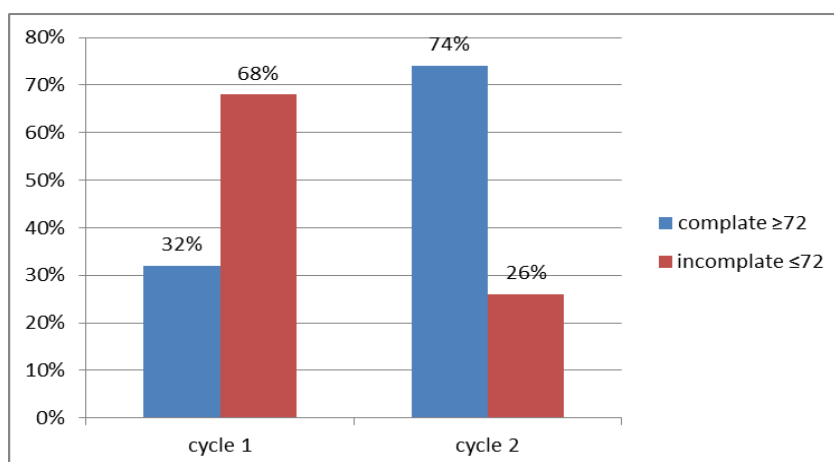
Table 15
The comparion between the students' score at post-test 1 and post-test 2.

no	Name	post test 1	post test 2	Increasing	increasing presentage	explanation
1	AF	68	72	4	58,82	improved
2	AB	-	-	0	0	constant
3	AK	68	80	12	17,64	improved
4	AA	70	81	11	15,6	improved
5	AF	75	85	10	13,33	improved
6	AF	74	75	1	1,35	improved
7	AR	70	75	5	7,14	improved
8	AA	61	65	4	6,55	improved
9	AD	80	87	7	8,75	improved
10	EP	74	82	8	10,81	improved
11	EW	78	78	0	0	constant
12	FH	62	70	8	12,90	improved

13	F	65	76	11	16,92	improved
14	FS	62	67	5	8,06	improved
15	HJ	65	79	14	21,53	improved
16	IK	74	78	4	5,40	improved
17	IL	75	78	3	4	improved
18	LY	72	76	4	5,55	improved
19	M	-	-	-	-	constant
20	MS	68	73	5	7,35	improved
21	NH	62	70	8	14	improved
22	NS	80	83	3	3,75	improved
23	TS	64	76	12	18,75	improved
24	RN	70	81	11	15,71	improved
25	WD	70	80	10	14,29	improved
26	WM	74	78	4	5,40	improved
total score		1682	1845	162	293,6	
average		70,1	76,88	6,75	11,744	

Based on the table of the comparison of students' score in post-test 1 and post-test 2 above, shows that the result of the students' writing ability in narrative text in post test 2 was successful and the cycle able to stoped until cycle 2.

Figure 7
Graph of post-test 1 and post test 2



C. Interpretation

A. Cycle 1

In this research, the researcher gave pre-test to the students individually for the purpose to investigate the students' writing ability in narrative text before giving a treatment. In the pre-test, there were 2 students (7,8%) who got a minimum score and 24 students (92,2%) who failed the pre-test. Futhermore, the lowest score in pre-test was 40 and the highest score was 75.

After did the pre-test, the researcher gave the treatment to the students in cycle 1. The treatment was conducted by teaching the students using roundtable technique. Futhermore, the researcher gave the post-test in the next meeting and the post-test was named post-test 1.

Afterward, by analizingg the result of the post-test 1, the researcher conducted there ware 9 students (32%) students passed the post-test 1, the lowest score was 61 and the highest score was 80 and the average score was 70,1 .

From the result of students' score in pre-test and post-test 1, there was an improvment from the result score. It could be seen from the average score in pre-test 58 and post-test 1 was 70,1. Although there was an improvement of the students' achievement, cycle 1 was not successful yet because only 9 students (32%) who passed in post-test 1. It means that cycle 1, the students' achievement could improve

enough but it was not successful because the indicator of successful was not reached yet.

B. Cycle 2

After analyzing the students' score in the post-test of cycle 1, the research had to conduct the next cycle because only 9 students (32%) passed the test and got the score ≥ 72 .

In the next cycle, the researcher gave the treatment then post-test 2. Furthermore, the researcher analyzed the result of post-test 2 and inferred that there were 19 students (76%) passed the test because they got ≥ 72 . In this post test, the lowest score was 65, the highest score was 87, and the average score was 76,88.

From the result of the students' score from post-test 2, it could be conducted that there were improve score. The average score could be seen on the average score. The average score in the post-test 1 and post-test 2 were 70,1 and 76,88. In the pre-test, post-test 1 and post-test 2, the total students' who got the score ≥ 72 were 2, 9, and 19 students'. because the achievement of the students had improved enough and the indicator of successful was reached, the researcher was successful and could stop in cycle 2.

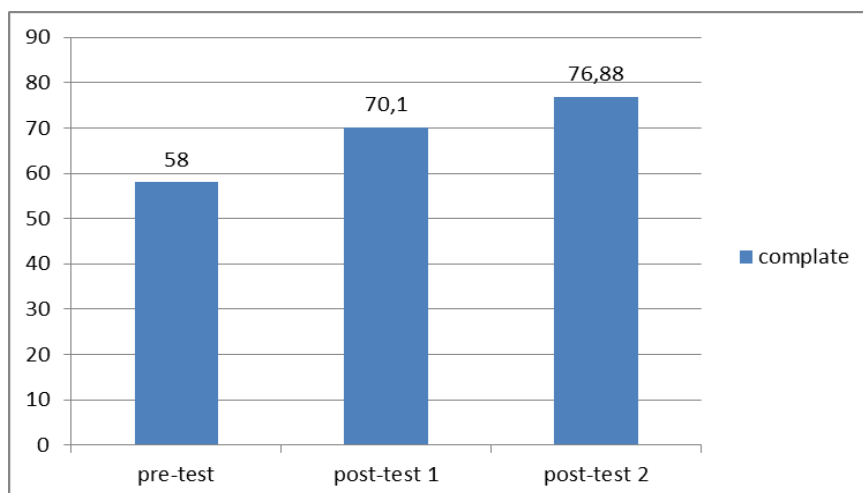
Table 16
Students score in pre-test, post-test 1 and post-test 2

No	Name	Pre-Test	Post-Test 1	Post-Test 2
1	AF	44	68	72
2	AB	-	-	-
3	AK	56	68	80
4	AA	46	70	81

5	AF	73	75	85
6	AF	60	74	75
7	AR	63	70	75
8	AA	40	61	65
9	AD	75	80	87
10	EP	71	74	82
11	EW	60	78	78
12	FH	40	62	70
13	F	50	65	76
14	FS	56	62	67
15	HJ	65	65	79
16	IK	69	74	78
17	IL	70	75	78
18	LY	53	72	76
19	M	-	-	-
20	MS	55	68	73
21	NH	49	62	70
22	NS	53	80	83
23	TS	52	64	76
24	RN	64	70	81
25	WD	49	70	80
26	WM	67	74	78
total score		1381	1687	1845
average		58	70,1	76,88

Based on the result of pre-test, post-test 1 and post-test 2, it was known that there was a positive significant improvement of the students' score. It could be seen from the average 58 pre-test. In post-test 1 the average was 70,1 and the average in post-test 2 became 76,88. Therefore, the researcher concluded that the research was successful because the indicator of successful in this research has been achieved. The graph of the result of pre-test, post-test 1 and post-test 2.

Figure 8
Graph of the result of pre-test, post-test 1 and post-test 2



Based on the graph above , it could be conclude that using roundtable technique as a technique could improve the students' writing ability in narrative text . it could be seen from the improvement score of pre-test, post-test 1 and post-test 2.

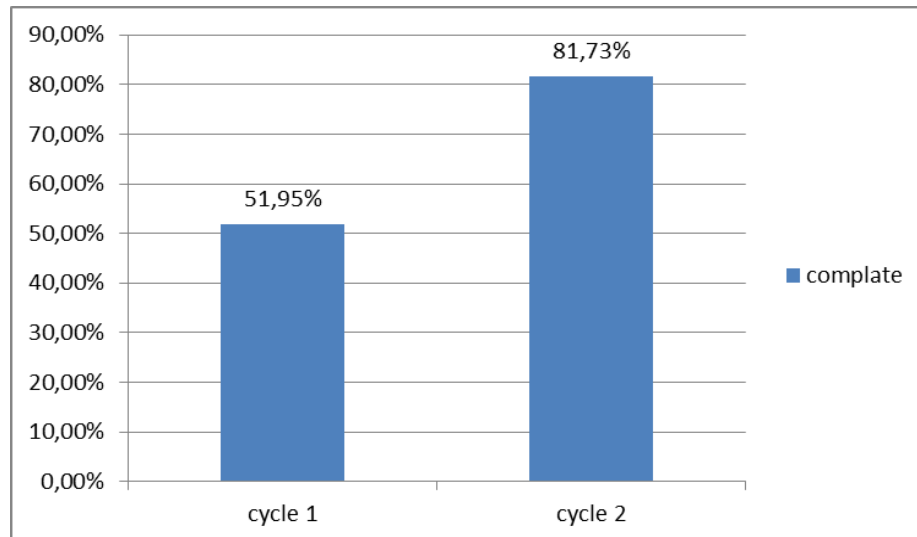
The studrnrs' learning activities in cycle 1 and cycle 2.

The students' learning activities data was gotten from the whole sudents' learning activities on observation sheet. The table as bellow:

Table 17
The table of students' activities in cycle 1 and cycle 2

No	Name	Cycle 1		Cycle 2		Increasing
		f	Percentage	f	Percentage	
1	pay attention to teacher explanation	15	57,7	23	88,46	30,8
2	asked/answer the question from teacher	10	38,5	17	65,38	26,9
3	active practis writing in narrative teaxt	17	65,4	24	92,3	26,9
4	active in group	12	46,2	21	80,76	34,6
Average			51,95%		81,73%	

Figure 9
Students' Activity in cycle 1 and cycle 2



Based on the data above, it can be explained as follows:

1. Paying attention to teacher explanation

The students attention to the teacher explanation from the first meeting to the next meeting was increased.

2. Asked/ answer question from the teacher

The students who understood the material from the teacher improved from the first meeting to the next meeting. It can be known from the students answered the teacher is questions.

3. Active practice writing in narrative text

The students' active practice writing in narrative text improved. It can be seen from the result of cycle 1 and cycle 2.

4. The students' active in group

The students' active in group improved, it could be seen on the cycle 1 and cycle 2.

Based on the result above, it could be concluded that there was an improvement of students' learning activities during the study time cycle by cycle by using roundtable technique. It could be seen from the average result of students' observation sheet in cycle 1 and cycle 2. In cycle 1 the average 47,13 and became 80,76 in cycle 2. It means that roundtable technique had positive effect toward the teaching learning process.

D. DISCUSSION

In the teaching writing ability in narrative text in the Senior High School especially in students of MIA 2 in SMA N 2 Sekampung Lampung, based on the pra-survey there were some problems, such as some students still have difficulties to express their idea to write narrative text. The researcher choose roundtable technique as a technique to improve the students' writing narrative text.

Based on the explanation of cycle 1 and cycle 2, it could be inferred that the use of roundtable technique could improve the students' writing ability in narrative text. There was a progress average score from pre-test was 58, post-test 1 was 70,1 and become 76,88 in post-test 2. We could be seen that there was an improvement on the average score and total of students who passed the test from pre-test, post-test 1 and post-test 2.

In improving the students' writing ability in narrative text, the researcher used roundtable technique try the students' writing ability and made the students' to be more active in writing narrative text. So that the students' writing ability could improve after trained roundtable technique continuously.

Moreover, the researcher used roundtable technique as a technique that it was an effective technique in writing ability and it could be used as alternative choice in learning activity because this technique so easy to implementation in writing ability and it could be improve the students' writing ability in narrative text.

CHAPTER V CONCLUSION AND SUGGESTION

Considering all data gathered from this classroom action research, the researcher has drawn up some conclusion of the research and some suggestion that support the research result.

A. CONCLUSION

Based on the result of the use of the roundtable technique in writing ability. It can be concluded that there was improvement the students' of writing ability in narrative text by using roundtable technique at the eleventh graders of SMA N 2 Sekampung.

Therefore, the roundtable technique could be an effective technique in writing ability and it could be used as an alternative choice in learning activity because this technique is so easy to be implemented in writing ability and could be used to improve the students' writing ability in narrative text.

And then, the result can be seen the average score of the students' writing ability before and after being given the treatment. The average score of the post-test is higher than pre-test. The average score of pre-test is (58), the average score of post-test 1 is (70,1), and then the average score of post-test 2 is (76,77) .so there is progres from the pre-test and the post-test. It was clear that the roundtable technique will be able to improve the students' writing ability.

B. SUGGESTION

Referring to the data and the documentation in the previous chapter, the researcher finally comes the following suggestion:

a. For the students

The students are hoped to be more active of writing ability in learning English the students can understand and comprehend the material which the teacher has given and improve their knowlegde especially in writing ability so that the students writing ability will improve.

b. For the teacher

The teacher are suggested to encourage their students' to produce better writing by giving much exercise to write a narrative text. Researcher should always remember that only by practicing make students' writing well.

c. For the Headmaster

The headmaster should support the English learning process by the preparing the facilitation and instrument completely. This research is recomanded to make the further research about developing the students' writing ability.

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APPENDICES

Silabus

Nama Sekolah : Sma Negeri 2 Sekampung

Kelas / Semester : XI/11

Mata Pelajaran : Bahasa Inggris

Standar Kompetensi : Menulis

1. Memahami makna teks fungsional pendek dan esei sederhana berbentuk narrative, spoof, hortatory exposition dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Kompetensi Dasar	Materi pokok / Pembelajaran	nilai dan Materi yang diintegrasikan	Kegiatan pembelajaran	Indikator pencapaian kompetensi	Penilaian hasil		Alokasi waktu	Alat dan Sumber Belajar
					teknik	Bentuk Instrument		
Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara	1. Teks Narrative 2. kalimat Pengandaian (conditional sentence). 3. kalimat	-	1. menulis teks narrative tentang structure teks yang benar. membuat lima kalimat pengandaian	<ul style="list-style-type: none"> • Menanggapi teks fungsional : narrative • Membuat teks fungsional dalam bentuk narrative • Mengidentifikasi 	Tes tulis tes tulis	uraian esai	4jp	1.buku Pr Bahasa Inggris SMA/MA XII intan pariwara. 2. buku-buku yang

<p>akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i>, <i>explanation</i> dan <i>discussion</i>.</p>	<p>past tense</p>		<p>semua tipe dengan benar.</p>	<p>asi makna kata dalam teks yang dibaca</p> <ul style="list-style-type: none"> • Mengidentifikasi asi makna kalimat dalam teks yang dibaca • Mengidentifikasi asi tokoh utama sebuah cerita <i>narrative</i> • Mengidentifikasi asi informasi tertentu dalam cerita berbentuk <i>narrative</i>. • Membuat kalimat pengandaian tipe satu dan dua. • Menggunakan tata bahasa, kosakata, tanda baca, ejaan dan tata tulisan 			<p>relavan</p> <p>3. kamus Bahasa Inggris</p>
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				dengan akurat.				
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Standar Kompetensi : berbicara

Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk narrative, explanation, dan discussion dalam konteks kehidupan sehari-hari.

Kompetensi Dasar	Materi pokok / Pembelajaran	nilai dan Materi yang diintegrasikan	Kegiatan pembelajaran	Indikator pencapaian kompetensi	Penilaian hasil		Alokasi waktu	Alat dan Sumber Belajar
					teknik	Bentuk Instrument		
Mengungkapkan makna dalam teks lisan fungsional pendek resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan	Teks fungsional pendek lisan : pengumuman (announcement)	-	1. menyampaikan secara lisan pengumuman pada kegiatan sebelumnya beberapa bagian. 2. membuat pengumuman lisan tentang acara yang	Mampu merespons makna gagasan yang terdapat dalam teks functional lisan pendek sederhana berbentuk pengumuman (announcement) secara akurat, lancar, dan berterima untuk berinteraksi dalam kontek kehidupan	Tes tulis	unjuk kerja	4jp	1. buku Pr Bahasa Inggris SMA/MA XII intan pariwisata. 2. buku-buku yang relavan 3. kamus Bahasa

sehari-hari (teks Pengumuman).			akan dilaksanakan disekolah.	sehari-hari				inggris
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Guru bidang studi,

Fitri Faulina, S.Pd
NIP.

Sekampung, juni 2017
kepala sekolah
sma negeri 2 sekampung

Drs. Budi Rahayu, M.MPd
NIP. 19641110 199103 1 015

LESSON PLAN

School	: SMA N 2 Sekampung
Subject	: English
Grade	: XII
Title	: Narrative Text
Cycle/Meeting	: I/II
Time Allocation	: 1 X 45 Minutes

Standard of competence

1. Comprehending meaning of simple functional text and simple essay in the form of report, narrative, and analytical exposition accurately in daily life context to access knowledge.

Basic Competence

1. To respond the meaning and the rhetoric step of simple in the form of essay using oral language accurately, fluency, and acceptably in daily life context in the form of narrative text

Indicator

- To respond functional text : *narrative*
- To act functional text in the form of *narrative*.

Learning Aim

1. Students are able to respond functional text: narrative
2. students are able to act in the form of narrative text

Learning Material

Narrative Text

Narrative Text (appendix)

Definition of narrative

Narrative is form of story which used the correlation about story as happened and tell a story connect with structure time, eg: short story, novel, legend and happened in our life

The generic structures of narrative text are:

Oriation : sets the scene and introduce the participants.

Evaluation : a stepping back to evaluate the plight.

Complication : a crisis, arisen

Re-orientation : the crisis is resolved for better or for worse

Re-orientation : optional

Language Features

- The use of pronouns (e.g.: David, we, his)
- The use of action verbs (e.g.: went, spent, played)
- The use of past tenses (e.g.: we went for a trip to the zoo)
- The use of time conjunction (e.g.: and, but, after, finally)
- The use of adverbs and adverbial phrases (e.g.: in my house, two days ago, slowly, cheerfully)
- Adjectives (beautiful, sunny)

example of narrative text

CINDERELLA

Once upon a time there was a girl named Cinderella. She lived with her stepmother and two step sisters. They were very bossy. They made Cinderella do all the housework.

One day an invitation to the ball came to the family. Her stepsisters would not let her go. They made her busy all day long. Cinderella was sad because she wanted to go to the ball. They went to the ball without her.

Fortunately, a fairy godmother came and helped her to get to the ball. At the ball, Cinderella danced with the prince. She was very happy at the ball.

Teaching Technique

Roundtable Technique

Teaching Planning

1. Pre-activities
 - a. The teacher is entering the classroom
 - b. Greeting the students by saying salaam “Assalamualaikum wr.wb” and the students are required to answer the salaam by saying “Wassalamualaikum wr.wb”.
2. Core activities
 - a. The teacher ask and answer to the students about narrative text.
 - b. The teacher explains about what is narrative text.
 - c. The teacher give the exsample of narrative text.
 - d. The teacher asks the students to read a story of narrative text.
 - e. The teacher ask the students to find the characteristic of narrative text.
 - f. The teacher make a small group each group four till five students
 - g. The teacher ask the students in a group to make a story of narrative text.
3. End activities
 - a. The teacher ask the students difficulties in understanding of narrative text that already studied by the students.
 - b. Closing the meeting

Source

English Teacher’s book the title Developing english competences for grade XI senior high school (SMA/MA)

The module of english.

Assesment

Technique : written by doing an essai test

Scoring Rubic

No	Criteria	Score
1	content	0-24
2	organization	0-20
3	discourse	0-20
4	syntax	0-12
5	vocabulary	0-12
6	mechanics	0-12
total		100

Guru Mata Pelajaran

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Metro, August 2017

Mahasiswa

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Kepala sekolah
SMA N 2 Sekampung

Drs. Budi Rahayu, M.MPd
NIP. 19641110 199103 1 015

LESSON PLAN

School	: SMA N 2 Sekampung
Subject	: English
Grade	: XII
Title	: Narrative Text
Cycle/Meeting	: II/III
Time Allocation	: 1 X 45 Minutes

Standard of competence

1. Comprehending meaning of simple functional text and simple essay in the form of report, narrative, and analytical exposition accurately in daily life context to access knowledge.

Basic Competence

1. To respond the meaning and the rhetoric step of simple in the form of essay using oral language accurately, fluency, and acceptably in daily life context in the form of narrative text

Indicator

- To respond functional text : *narrative*
- To act functional text in the form of *narrative*.

Learning Aim

1. Students are able to respond functional text: narrative
2. Students Are able to act in the form of narrative text

Learning Material

Narrative Text

Narrative Text (appendix)

Definition of narrative

Narrative is form of story which used the correlation about story as happened and tell a story connect with structure time, eg: short story, novel, legend and happened in our life

The generic structures of narrative text are:

Oriation : sets the scene and introduce the participants.

Evaluation : a stepping back to evaluate the plight.

Complication : a crisis, arisen

Re-orientation : the crisis is resolved for better or for worse

Re-orientation : optional

Language Features

- The use of pronouns (e.g.: David, we, his)
- The use of action verbs (e.g.: went, spent, played)
- The use of past tenses (e.g.: we went for a trip to the zoo)
- The use of time conjunction (e.g.: and, but, after, finally)
- The use of adverbs and adverbial phrases (e.g.: in my house, two days ago, slowly, cheerfully)
- Adjectives (beautiful, sunny)

Example Of Narrative Text

LAKE TOBA

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was doing fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He fell in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a

huge disaster”. The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father’s lunch. Unfortunately, he found out and got furious, and shouted; “You damned daughter of a fish”. The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broke his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

Teaching Technique

Roundtable Technique

Teaching Planning

1. Pre-activities
 - a. The teacher is entering the classroom
 - b. Greeting the students by saying salaam “Assalamualaikum wr.wb” and the students are required to answer the salaam by saying “Wassalamualaikum wr.wb”.
2. Core activities
 - a. The teacher ask and answer to the students about narrative text that already studied in the first meeting.
 - b. The teacher give the another exsample of narrative text.
 - c. The teacher asks the students to read a story of narrative text.
 - d. The teacher ask the students to find the characteristic of narrative text.
 - e. Teacher divide the students in a small group consist four till five students.
 - f. Teacher ask the students in a group to make a narrative story.

3. End activities

- a. The teacher ask the students difficulties in understanding of narrative text that already studied by the students.
- b. The teacher give the simple explanation about the material that already studied by the students.
- c. Closing the meeting

Source

English Teacher's book the title Developing english competences for grade XI senior high school (SMA/MA)

The module of english.

Assesment

Technique : written by doing an essai test

Scoring Rubic

No	Criteria	Score
1	content	0-24
2	organization	0-20
3	discourse	0-20
4	syntax	0-12
5	vocabulary	0-12
6	mechanics	0-12
total		100

Guru Mata Pelajaran

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Metro, August 2017

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POST TEST

Intructions :

- 1. Mention your name first!**
- 2. Please write the sentences cerefully !**
- 3. Please correct the sentences before collect the paper!**
- 4. Please write the text based on generic structure of the text!**

Direction : Choose one of the story titles below and then write the story based on the title that you have chosen and please give the generic structure of the text.

- a. Malin Kundang
- b. Cinderella
- c. Lake Toba
- d. Snow White

PRE- TEST**Intructions :**

- 5. Mention your name first!**
- 6. Please write the sentences cerefully !**
- 7. Please correct the sentences before collect the paper!**
- 8. Please write the text based on generic structure of the text!**

Direction : Write a story with the title based on the story that you have ever read, at least one paragraph.

WRITING ABILITY OBSERVATION GUIDANCE

Day/Date : Wednesday, august 02 2017

Meeting : 1

Class : xi mia 2

Cycle : Pre-Test

No	Nama	Criteria Score of Writing Ability						Total
		Content 0-24	organization 0-20	discourse 0-20	syntax 0-12	vocabulary 0-12	machanic 0-12	
1	Ade Fajar Ariyanto	9	8	7	8	8	7	44
2	Abimanyu							
3	Afiqah Khairunisa	10	10	10	10	9	7	56
4	Agiel Amirta	10	7	6	7	8	7	46
5	Ahmad Fadilah	16	14	14	10	10	9	73
6	Anjaz Fitra R	13	10	10	9	10	8	60
7	Anisa Rika W	13	11	11	10	10	8	63
8	Arjun Aris	7	7	6	7	7	6	40
9	Avi Dwi Ayunda	17	15	14	10	10	9	75
10	Efendi Pratama	15	14	13	10	10	9	71
11	Eka Wahyuni	12	11	11	9	9	8	60
12	Fanesa Hayunda	8	7	6	6	8	6	40
13	Ferawati	12	9	8	7	8	6	50
14	Firman S	11	10	10	10	8	7	56
15	Hendrik Julianto	13	12	12	10	10	8	65
16	Ifaul Khalifah	15	14	11	10	10	9	69
17	Indah Lestari	14	12	13	10	10	9	70
18	Lutfi Yeni Agustin	11	9	8	9	9	7	53
19	Masdan							
20	Muhamad Syaifudin	12	9	9	9	9	8	55

21	Nur Hanafi	11	9	8	7	7	7	49
22	Nina Sinta	10	9	9	8	9	8	53
23	Tedy Syah Putra	11	8	9	8	9	7	52
24	Ririn Nur Aini	14	11	11	10	10	8	64
25	Wahyu Dwiyantri	10	8	8	8	8	7	49
26	Wahyu Mulyani	15	12	12	10	10	7	67
Total Score								1381
average								58
Highest Score								75
Lowest Score								40

Total Score : (content 0-24) + (organization 0-20) + (discourse 0-20) + (syntax 0-12) + (vocabulary 0-12) + (machanic 0-12) = 100

Metro, August 2017

English Teacher

Researcher

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Dian Anggraini

St. ID 13106947

WRITING ABILITY OBSERVATION GUIDANCE

Day/Date : Wednesday, august 09 2017

Meeting : 3

Class : xi mia 2

Cycle : 1 / Post-Test 1

No	Nama	Criteria Score of Writing Ability						Total
		Content 0-24	organization 0-20	discourse 0-20	syntax 0-12	vocabulary 0-12	machanic 0-12	
1	Ade Fajar Ariyanto	16	14	13	8	10	8	63
2	Abimanyu							
3	Afiqah Khairunisa	15	13	13	10	9	8	68
4	Agiel Amirta	15	13	13	10	10	9	70
5	Ahmad Fadilah	18	15	15	10	10	9	75
6	Anjaz Fitra R	15	14	14	10	10	9	74
7	Anisa Rika W	16	14	14	9	10	8	70
8	Arjun Aris	14	13	12	8	8	7	61
9	Avi Dwi Ayunda	19	16	16	10	10	9	80
10	Efendi Pratama	16	15	14	10	10	9	74
11	Eka Wahyuni	17	16	16	10	10	9	78
12	Fanesa Hayunda	14	13	12	8	9	8	62
13	Ferawati	14	13	13	9	9	8	65
14	Firman S	13	12	12	8	9	8	62
15	Hendrik Julianto	14	12	12	10	10	8	66
16	Ifaul Khalifah	17	15	13	10	10	9	75
17	Indah Lestari	16	15	15	10	10	9	75
18	Lutfi Yeni Agustin	16	15	15	10	10	9	75
19	Masdan							
20	Muhamad Syaifudin	15	13	13	10	9	8	68
21	Nur Hanafi	14	12	11	9	9	7	62
22	Nina Sinta	20	16	16	10	10	9	80

23	Tedy Syah Putra	15	12	12	9	9	7	64
24	Ririn Nur Aini	15	13	13	10	10	9	70
25	Wahyu Dwiyanti	16	14	13	9	9	9	70
26	Wahyu Mulyani	17	13	13	10	10	9	74
Total Score								1687
average								70.1
Highest Score								80
Lowest Score								61

Total Score : (content 0-24) + (organization 0-20) + (discourse 0-20) + (syntax 0-12) + (vocabulary 0-12) + (machanic 0-12) = 100

Metro, August 2017

English Teacher

Researcher

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WRITING ABILITY OBSERVATION GUIDANCE

Day/Date : Wednesday, august 23 2017

Meeting : 5

Class : xi mia 2

Cycle : 2 / Post-Test 2

No	Nama	Criteria Score of Writing Ability						Total
		Content 0-24	organization 0-20	discourse 0-20	syntax 0-12	vocabulary 0-12	machanic 0-12	
1	Ade Fajar Ariyanto	16	14	14	9	10	9	72
2	Abimanyu							
3	Afiqah Khairunisa	18	17	16	10	11	9	80
4	Agiel Amirta	19	17	17	10	10	9	80
5	Ahmad Fadilah	20	18	18	10	10	9	85
6	Anjaz Fitra R	18	14	14	10	10	9	75
7	Anisa Rika W	17	15	14	10	10	9	75
8	Arjun Aris	15	13	12	9	10	7	65
9	Avi Dwi Ayunda	20	18	18	10	11	10	87
10	Efendi Pratama	20	17	16	10	10	9	82
11	Eka Wahyuni	19	15	15	10	10	9	78
12	Fanesa Hayunda	16	14	13	10	9	8	70
13	Ferawati	17	15	15	10	10	9	76
14	Firman S	15	13	12	9	10	8	67
15	Hendrik Julianto	19	16	15	10	10	9	79
16	Ifaul Khalifah	19	15	15	10	10	9	78
17	Indah Lestari	18	16	16	10	10	8	78
18	Lutfi Yeni Agustin	17	15	15	10	10	9	76
19	Masdan							
20	Muhamad Syaifudin	17	14	14	10	9	9	73
21	Nur Hanafi	16	14	14	9	9	8	70
22	Nina Sinta	20	17	17	10	10	9	83

23	Tedy Syah Putra	18	15	15	10	10	8	76
24	Ririn Nur Aini	20	16	16	10	10	9	81
25	Wahyu Dwiyantri	18	16	16	10	10	8	80
26	Wahyu Mulyani	20	15	15	10	10	8	76
Total Score								1845
average								76.88
Highest Score								87
Lowest Score								65

Total Score : (content 0-24) + (organization 0-20) + (discourse 0-20) + (syntax 0-12) + (vocabulary 0-12) + (machanic 0-12) = 100

Metro, August 2017

English Teacher

Researcher

Aprilia Handayani, S.Pd

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Dian Anggraini

St. ID 13106947

TEACHER OBSERVATION SHEET

Day/ Date : Thursday, august 03 2017	Meeting : 2
Class : xi mia 2	Cycle : 1

Teacher's Activity		Good	Enough	Less
1	Pre Teaching			
	a. Preparing the lesson plan	√		
	b. Preparing the media that will be used		√	
	c. Ability in opening learning Process		√	
2	While Teaching			
	a. Informing the material		√	
	b. Explaining the material		√	
	c. Guiding the students to follow the lesson		√	
	d. Motiving the students to do the task		√	
	e. Practicing the students to answer the question about the material		√	
3	Post Teaching			
	a. Concluding the material result of learning		√	
	b. Closing the learning process		√	
	Tick (√) for each positive activity			

Metro, August 2017

Collabolorator

Reseacher

Aprilia Handayani, S.Pd
NIP. 19800411 200903 2 001

Dian Anggraini
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TEACHER OBSERVATION SHEET

Day/ Date : Thursday, august 10 2017	Meeting : 4
Class : xi mia 2	Cycle : 2

Teacher's Activity		Good	Enough	Less
1	Pre Teaching			
	d. Preparing the lesson plan	√		
	e. Preparing the media that will be used	√		
	f. Ability in opening learning Process	√		
2	While Teaching			
	f. Informing the material	√		
	g. Explaining the material	√		
	h. Guiding the students to follow the lesson	√		
	i. Motiving the students to do the task		√	
	j. Practicing the students to answer the question about the material	√		
3	Post Teaching			
	c. Concluding the material result of learning	√		
	d. Closing the learning process	√		
	Tick (√) for each positive activity			

Metro, August 2017

Collabolorator

Reseacher

Aprilia Handayani, S.Pd
NIP. 19800411 200903 2 001

Dian Anggraini
13106947

OBSERVATION SHEET
THE STUDENTS' ACTIVITY

Day/date : Thursday, august 10 2017 Meeting : 4

Class : xi mia 2 Cycle : 2

NO	NAME	The Students' Activity				SCORE
		a	b	c	e	
1	Ade Fajar Ariyanto	√		√	√	75
2	Abimanyu					0
3	Afiqah Khairunisa	√	√	√	√	100
4	Agiel Amirta	√	√	√		75
5	Ahmad Fadilah	√	√	√	√	100
6	Anjaz Fitra R	√		√	√	75
7	Anisa Rika W	√	√	√	√	100
8	Arjun Aris			√	√	50
9	Avi Dwi Ayunda	√	√	√	√	100
10	Efendi Pratama	√	√	√		75
11	Eka Wahyuni	√	√	√	√	100
12	Fanesa Hayunda	√	√	√		75
13	Ferawati	√	√	√	√	100
14	Firman S	√	√	√		75
15	Hendrik Julianto	√	√	√	√	100
16	Ifaul Khalifah	√	√	√	√	100
17	Indah Lestari	√	√	√	√	100
18	Lutfi Yeni Agustin	√	√	√	√	100
19	Masdan					0
20	Muhamad Syaifudin	√		√	√	75
21	Nur Hanafi	√		√	√	75
22	Nina Sinta	√	√	√	√	100
23	Tedy Syah Putra	√		√	√	75
24	Ririn Nur Aini	√		√	√	75
25	Wahyu Dwiyanti	√	√	√	√	100
26	Wahyu Mulyani	√	√	√	√	100
	Total	23	17	24	21	
	Precentage	88.46	65.38	92,3	80.76	

NOTE :

- a. The students pay attention of the teacher explanation
- b. The students asked/answered the question from the teacher
- c. The students were active in practicing writing in narrative text

d. The Students were active in a group

$$P = \frac{i}{n} \times 100\%$$

Notes : P = Mean Score

i = Indicator

n = Number of The Students

Metro, August 2017

English Teacher

Researcher

Aprilia Handayani, S.Pd

NIP. 19800411 200903 2 001

Dian Anggraini

St. ID 13106947

OBSERVATION SHEET
THE STUDENTS' ACTIVITY

Day/date : Thursday, august 03 2017 Meeting : 2

Class : xi mia 2 Cycle : 1

NO	NAME	The Students' Activity				SCORE
		a	b	c	e	
1	Ade Fajar Ariyanto			√	√	50
2	Abimanyu					
3	Afiqah Khairunisa	√	√	√		75
4	Agiel Amirta			√	√	50
5	Ahmad Fadilah	√	√	√		75
6	Anjaz Fitra R			√	√	50
7	Anisa Rika W	√			√	50
8	Arjun Aris				√	25
9	Avi Dwi Ayunda	√	√	√	√	100
10	Efendi Pratama			√	√	50
11	Eka Wahyuni	√	√	√		75
12	Fanesa Hayunda	√			√	50
13	Ferawati	√			√	50
14	Firman S			√		25
15	Hendrik Julianto	√		√	√	75
16	Ifaul Khalifah	√		√	√	75
17	Indah Lestari	√			√	50
18	Lutfi Yeni Agustin	√	√	√		75
19	Masdan					
20	Muhamad Syaifudin			√		25
21	Nur Hanafi			√		25
22	Nina Sinta	√	√	√		75
23	Tedy Syah Putra				√	25
24	Ririn Nur Aini	√		√		50
25	Wahyu Dwiyanti	√			√	50
26	Wahyu Mulyani	√	√	√		75
	Total	15	10	17	12	
	Precentage	57.7	38.5	65.4	46.2	

NOTE :

- a. The students pay attention of the teacher explanation
- b. The students asked/answered the question from the teacher
- c. The students were active in practicing writing in narrative text

d. The Students were active in a group

$$P = \frac{i}{n} \times 100\%$$

Notes : P = Mean Score

i = Indicator

n = Number of The Students

Metro, August 2017

English Teacher

Researcher

Aprilia Handayani, S.Pd

NIP. 19800411 200903 2 001

Dian Anggraini

St. ID 13106947

ATTENDENCE LIST

Date :

Meeting :

NO	NAME	SIGNATURE	
1	Ade Fajar Ariyanto	1	
2	Abimanyu		2
3	Afiqah Khairunisa	3	
4	Agiel Amirta		4
5	Ahmad Fadilah	5	
6	Anjaz Fitra R		6
7	Anisa Rika W	7	
8	Arjun Aris		8
9	Avi Dwi Ayunda	9	
10	Efendi Pratama		10
11	Eka Wahyuni	11	
12	Fanesa Hayunda		12
13	Ferawati	13	
14	Firman S		14
15	Hendrik Julianto	15	
16	Ifaul Khalifah		16
17	Indah Lestari	17	
18	Lutfi Yeni Agustin		18
19	Masdan	19	
20	Muhamad Syaifudin		20
21	Nur Hanafi	21	
22	Nina Sinta		22
23	Tedy Syah Putra	23	
24	Ririn Nur Aini		24
25	Wahyu Dwiyanti	25	
26	Wahyu Mulyani		26

ATTENDENCE LIST

Date :

Meeting :

NO	NAME	SIGNATURE	
1	Ade Fajar Ariyanto	1	
2	Abimanyu		2
3	Afiqah Khairunisa	3	
4	Agiel Amirta		4
5	Ahmad Fadilah	5	
6	Anjaz Fitra R		6
7	Anisa Rika W	7	
8	Arjun Aris		8
9	Avi Dwi Ayunda	9	
10	Efendi Pratama		10
11	Eka Wahyuni	11	
12	Fanesa Hayunda		12
13	Ferawati	13	
14	Firman S		14
15	Hendrik Julianto	15	
16	Ifaul Khalifah		16
17	Indah Lestari	17	
18	Lutfi Yeni Agustin		18
19	Masdan	19	
20	Muhamad Syaifudin		20
21	Nur Hanafi	21	
22	Nina Sinta		22
23	Tedy Syah Putra	23	
24	Ririn Nur Aini		24
25	Wahyu Dwiyanti	25	
26	Wahyu Mulyani		26

ATTENDENCE LIST OF PRE-TEST

Date :

Meeting :

NO	NAME	SIGNATURE	
1	Ade Fajar Ariyanto	1	
2	Abimanyu		2
3	Afiqah Khairunisa	3	
4	Agiel Amirta		4
5	Ahmad Fadilah	5	
6	Anjaz Fitra R		6
7	Anisa Rika W	7	
8	Arjun Aris		8
9	Avi Dwi Ayunda	9	
10	Efendi Pratama		10
11	Eka Wahyuni	11	
12	Fanesa Hayunda		12
13	Ferawati	13	
14	Firman S		14
15	Hendrik Julianto	15	
16	Ifaul Khalifah		16
17	Indah Lestari	17	
18	Lutfi Yeni Agustin		18
19	Masdan	19	
20	Muhamad Syaifudin		20
21	Nur Hanafi	21	
22	Nina Sinta		22
23	Tedy Syah Putra	23	
24	Ririn Nur Aini		24
25	Wahyu Dwiyanti	25	
26	Wahyu Mulyani		26

ATTENDENCE LIST OF POST-TEST 1

Date :

Meeting :

NO	NAME	SIGNATURE	
1	Ade Fajar Ariyanto	1	
2	Abimanyu		2
3	Afiqah Khairunisa	3	
4	Agiel Amirta		4
5	Ahmad Fadilah	5	
6	Anjaz Fitra R		6
7	Anisa Rika W	7	
8	Arjun Aris		8
9	Avi Dwi Ayunda	9	
10	Efendi Pratama		10
11	Eka Wahyuni	11	
12	Fanesa Hayunda		12
13	Ferawati	13	
14	Firman S		14
15	Hendrik Julianto	15	
16	Ifaul Khalifah		16
17	Indah Lestari	17	
18	Lutfi Yeni Agustin		18
19	Masdan	19	
20	Muhamad Syaifudin		20
21	Nur Hanafi	21	
22	Nina Sinta		22
23	Tedy Syah Putra	23	
24	Ririn Nur Aini		24
25	Wahyu Dwiyanti	25	
26	Wahyu Mulyani		26

ATTENDENCE LIST OF POST-TEST 2

Date :

Meeting :

NO	NAME	SIGNATURE	
1	Ade Fajar Ariyanto	1	
2	Abimanyu		2
3	Afiqah Khairunisa	3	
4	Agiel Amirta		4
5	Ahmad Fadilah	5	
6	Anjaz Fitra R		6
7	Anisa Rika W	7	
8	Arjun Aris		8
9	Avi Dwi Ayunda	9	
10	Efendi Pratama		10
11	Eka Wahyuni	11	
12	Fanesa Hayunda		12
13	Ferawati	13	
14	Firman S		14
15	Hendrik Julianto	15	
16	Ifaul Khalifah		16
17	Indah Lestari	17	
18	Lutfi Yeni Agustin		18
19	Masdan	19	
20	Muhamad Syaifudin		20
21	Nur Hanafi	21	
22	Nina Sinta		22
23	Tedy Syah Putra	23	
24	Ririn Nur Aini		24
25	Wahyu Dwiyanti	25	
26	Wahyu Mulyani		26

**The Condition of Teacher and Official Employer in SMA N 2 Sekampung
in Academic Year 2017 / 2018**

No	Teacher name	Level	Position
1	Budi Rahayu	S2	HEADMASTER
2	Agus Susanto	S1	vice principal of curriculum
3	Agus Fahim	S1	vice of Equipment
4	Endang Argawati	S1	vice principal of Student
5	Eriyanti Yustisia	S1	vice of Public Relation
6	Ahmad Safe'i	S1	teacher
7	Amin Rahayu	S1	teacher
8	Aprilia Handayani	S1	teacher
9	Aprilia Widiyastuti	S1	teacher
10	Arini	S1	teacher
11	Wiwik Khoiriyah	S1	teacher
12	Dewi Eniwati	S2	teacher
13	Dewi Kartika Rini	S1	teacher
14	Dian Hariani	S1	teacher
15	Umi Faizah	S1	teacher
16	Agung Widodo	S1	teacher
17	Endang Supriatin	S1	teacher
18	YB Sujanjar	S1	teacher
19	Nanda Aria P	S1	teacher
20	Fajar Dwi Ismayati	S1	teacher
21	Fatimah	S1	teacher
22	Endang Murniati	S2	teacher
23	Fitri Paullina	S1	teacher
24	Harrys Kurniawan	S1	teacher

25	Herlin Faulina	S1	teacher
26	Heru Yudo Zuwono	S1	teacher
27	Indiati	S1	teacher
28	Sri Wulandari	S1	teacher
29	Novita Ferliana	D2	teacher
30	Megawati Lathan	S1	teacher
32	Muhammad Nur Huda	S1	teacher
33	Mustatun	S1	teacher
34	Anisa Wicita Rahayu	S1	teacher
35	Ratna Utami Dewi	S1	teacher
36	Robitoh	S1	teacher
37	Rohimah	S1	teacher
38	Rusnaini Yudaningsih	S1	teacher
39	Sari Yuliani	S1	teacher
40	Silvia Madhona	S1	teacher
41	Sitairesmi Kusumaningrum	S2	teacher
42	Siti Asiyah	S1	teacher
43	Sri Suparti	S1	teacher
44	Sukesi	S1	teacher
45	Sumirah	S1	teacher
46	Supardi	S1	teacher
47	Surtini	S1	teacher
48	Sutanto	S1	Teacher
49	Suyanti	S1	teacher
50	dian nofianto	S1	teacher
51	Tuti Ariyani	S1	teacher
52	Winarni	S1	teacher

53	Margono	D2	School Administration Staf
54	Lia Oktaviani	S1	School Administration Staf
55	Feta Alfiriana	S2	School Administration Staf
56	Eni dwi Astuti	S1	School Administration Staf
57	Adi Haryono	S1	School Administration Staf

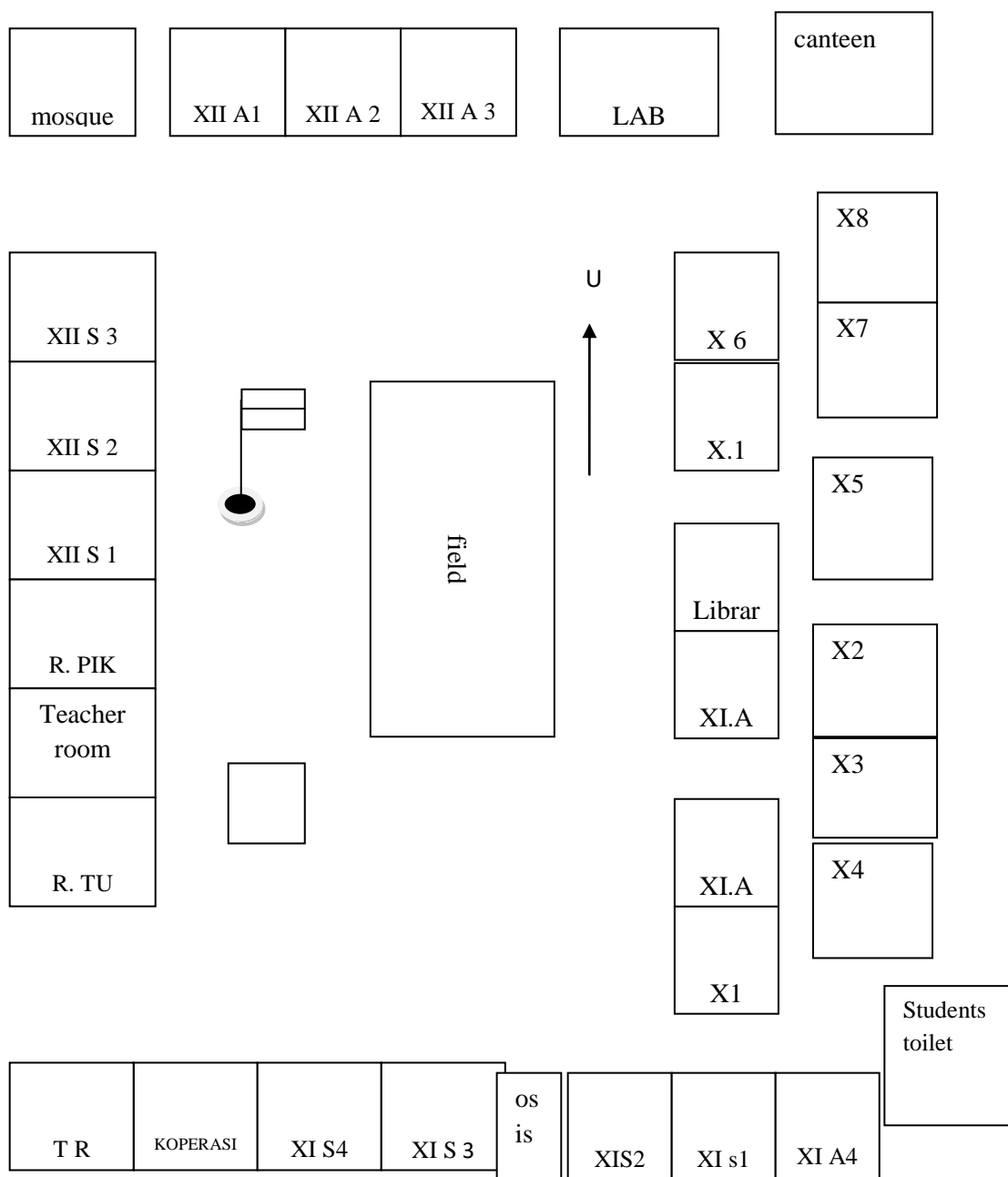
The total Building of SMA N 2 Sekampung

No	facilities	Total (room)	size	Condition
1	Headmaster room	1	4 x 6	Good
2	vice headmaster room	4	4 x 6	Good
3	teacher room	2	8 x 9	Good
4	TU room	1	4 x 6	Good
5	Guest room	1	4 x 8	Good
6	library	1	8 x 12	Good
7	lab. Biology	1	15 x 8	Good
8	Lab. Chemical	1	15 x 8	Good
9	Lab Computer	1	15 x 8	Good
10	UKS Room	1	4 x 8	Good
11	BK room	1	4 x 8	Good
12	Mosque	1	10 x 10	Good
13	teacher toilet	4	1,5 x 2	Good
14	Tu toilet	2	1,5 x 2	Good
15	student toilet	11	2 x 1, 5	Good
16	parking area	2	20 x 20	Good
17	canteen	2	5 x 7	Good
18	classroom	21	8 x 9	Good
19	koprasi room	1	4 x 8	Good

Source : The Vice Of Equipment Of SMA N 2 Sekampung.

Location Sketch SMA N 2 Sekampung

figure 3



Source : The Vice Of Equipment Of SMA N 2 Sekampung



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
JURUSAN TARBIYAH

Sekretariat : Jl. Ki. Hajar Dewantoro 15 A Metro, Telp (0725) 41507

Nomor : Sti.06/JST/PP.00.9/1698/2016 Metro, 02 Agustus 2016
Lamp : -
Hal : **IZIN PRA SURVEY**

Kepada Yth.,
Kepala Sekolah SMAN 2 Sekampung
Di -
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama : Dian Anggraini
NPM : 13106947
Jurusan : Tarbiyah
Prodi : TBI
Judul : Improving Students' Ability In Writing A Narrative Text By Using Round Table Strategy At The Eleventh Grade Of SMAN 2 Seampung

Untuk melakukan *PRA SURVEY* di SMAN 2 Sekampung.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan,



Dr. Hj. Akla, M.Pd
NIP. 19691008 200003 200

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama : Dian Aggraini

NPM : 13106947

Fakultas : Tarbiyah

Jurusan : TBI

Angkatan : 2013

Telah menyerahkan buku berjudul Teaching English to Speakers of other languages.

Metro,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP.197506101008011014



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 2 SEKAMPUNG
TERAKREDITASI 'B'



Alamat: Jl. Raya Sidomulyo Kec. Sekampung Kab. Lampung Timur Kode Pos : 34182,
Telp. (0725) 41231 E-mail: smanduasekampung@yahoo.co.id

Nomor : 420/168/11/SMA 2/2016
Lamp : -
Hal : Jawaban Izin Survey

Kepada Yth,
Puket I STAIN Jurai Siwo Metro
Di -
Metro.

Dengan Hormat,
Menindaklanjuti surat tugas research mahasiswa Sekolah Tinggi Agama
Islam Negeri (STAIN) Jurai Siwo Metro nomor :
Sti.06/JST/PP.00.9/1698/2016 tanggal 02 Agustus 2016 atas nama Sdr :

Nama : DIAN ANGGRAINI
NPM : 13106947
Semester : VII (Tujuh)
Program Studi : TBI

Yang sudah mengadakan penelitian dalam rangka penulisan Skripsi
dengan judul : *"Improving Student's Ability In Writing A Narrative Text
By Using Round Table Strategy At The Eleventh Grade Of SMA N 2
Sekampung TP. 2016/2017"*.

Demikian surat keterangan/jawaban ini kami sampaikan agar dapat
dipergunakan sebagaimana mestinya.



Sekampung, 21 November 2016

Kepala Sekolah,

Drs. BUDI RAHAYU, M.MPd.

NIP. 19641110 199103 1 015



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : P.1458/In.28/FTIK/PP.00.9/06/2017
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Sdr. Drs. Kuryani Utih, M.Pd.
 2. Sdri. Syahreni Siregar, M.Hum
- Dosen Pembimbing Skripsi
di-

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Saudara/i untuk membimbing mahasiswa tersebut di bawah ini:

Nama : Dian Anggraini
NPM : 13106947
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
 - a. Dosen pembimbing, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
 - b. Ass. Dosen Pembimbing bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
 - a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
 - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan Saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 14 Juni 2017
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP/19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

Nomor : 3587/In.28/R/TL.00/08/2017
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
**KEPALA SEKOLAH SMA N 2
SEKAMPUNG**
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: 3586/In.28/R/TL.01/08/2017, tanggal 01 Agustus 2017 atas nama saudara:

Nama : **DIAN ANGGRAINI**
NPM : 13106947
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA N 2 SEKAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS WRITING ABILITY IN NARRATIVE TEXT BY USING ROUNDTABLE TACHNIQUE AT THE ELEVENTH GRADE OF SMA N 2 SEKAMPUNG EAST LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 01 Agustus 2017
Dekan Tarbiyah dan Ilmu Keguruan,



Dr. Akla M.Pd.
NIP.19691008 200003 2 005



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

SURAT TUGAS

Nomor: 3586/In.28/R/TL.01/08/2017

Rektor Institut Agama Islam Negeri Metro, Menugaskan Kepada Saudara:

Nama : **DIAN ANGGRAINI**
NPM : 13106947
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA N 2 SEKAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS WRITING ABILITY IN NARRATIVE TEXT BY USING ROUNDTABLE TACHNIQUE AT THE ELEVENTH GRADE OF SMA N 2 SEKAMPUNG EAST LAMPUNG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 01 Agustus 2017

Dekan Tarbiyah dan Ilmu Keguruan,



Mengetahui,
Pejabat Setempat

Drs. Budi Rahayu, M.Mpd
Nip. 19641110 199103 1 015



Dr. Akla M.Pd.
NIP. 19691008 200003 2 005



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 2 SEKAMPUNG
TERAKREDITASI 'B'



Alamat: Jl. Raya Sidomulyo Kec. Sekampung Kab. Lampung Timur Kode Pos: 34182,
E-mail: smanduasekampung@yahoo.co.id

Nomor : 420/077/11/SMA.2/2017
Lamp : -
Hal : Keterangan Penelitian

Kepada Yth,
Dekan Tarbiyah dan Ilmu Keguruan IAIN Metro
Di -
Metro.

Dengan Hormat,
Menindaklanjuti surat izin pelaksanaan penelitian mahasiswa IAIN Metro nomor : 3587/In.28/R/TL.00/08/2017, atas :

Nama : DIAN ANGGRAINI
NPM : 13106947
Program Studi : Pendidikan Bahasa Inggris

Bahwa yang bersangkutan telah mengadakan penelitian di SMAN 2 Sekampung dalam rangka menyelesaikan Tugas Akhir/Skripsi dengan judul " IMPROVING STUDENT WRITING ABILITY IN NARRATIVE TEXT BY USING ROUNDTABLE TECHNIQUE AT ELEVENTH GRADE OF SMAN 2 SEKAMPUNG EAST LAMPUNG "

Demikian surat keterangan ini kami sampaikan agar dapat dipergunakan sebagaimana mestinya.

Sekampung, 30 Agustus 2017

Kepala Sekolah,



Drs. BUDI RAHAYU, M.MPd.

NIP. 196411101991031015



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1084/In.28/S/OT.01/10/2017

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : DIAN ANGGRAINI
NPM : 13106947
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

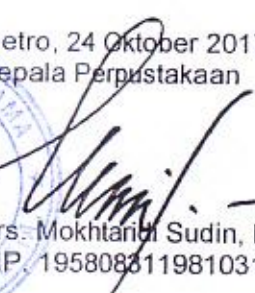
Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 13106947.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.



Metro, 24 Oktober 2017
Kepala Perpustakaan


Drs. Mokhtarudin Sudin, M.Pd.
NIP. 195808311981031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dian Angraini
NPM : 13106947

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	5 10 2017	✓		Gambar dikasih ket foto → pas foto.	
2.	9 10 2017	✓		Revise chapter IV & V	
3.	12 10 2017	✓		Acc for munagafah	

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Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Tuesday 12/09/17		✓	Revise chapter IV - V	
2	Friday 15/09/17		✓	Revise again	
3	Tuesday 19/09/17		✓	Revise your typing	
4	Tuesday 26/09/17		✓	Acc and continue to the first sponsor.	

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