

**AN UNDERGRADUATE THESIS**

**IMPROVING THE NARRATIVE TEXT WRITING ABILITY  
BY USING ROUNDTABLE TECHNIQUE  
AMONG THE NINTH GRADE STUDENTS  
AT MTs DARUN NASYI'IN BUMI JAWA EAST LAMPUNG**

**BY:**

**EVI APRIYANTI**

**ST. NUMBER 1501070059**



**Tarbiyah and Teacher Training Faculty**

**English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1441 H / 2019 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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**1441 H / 2019 M**



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Title : IMPROVING THE NARRATIVE TEXT WRITING ABILITY  
BY USING ROUND TABLE TECHNIQUE AMONG THE  
NINTH GRADE STUDENTS AT MTs DARUN NASYI'IN  
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*Assalamu'alaikumWr.Wb.*

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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USING ROUND TABLE TECHNIQUE AMONG THE NINTH  
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EAST LAMPUNG.

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

*Wassalamu'alaikumWr.Wb.*

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*Assalamu'alaikum, Wr. Wb*

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BY USING ROUND TABLE TECHNIQUE AMONG THE  
NINTH GRADE STUDENTS AT MTs DARUN NASY'IN  
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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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**RATIFICATION PAGE**

No. B-4116/11-28-1/D/PT-00-9/12/2019

An Undergraduate thesis entitled: IMPROVING THE NARRATIVE TEXT WRITING ABILITY BY USING ROUNDTABLE TECHNIQUE AMONG THE NINTH GRADE STUDENTS AT MTs DARUN NASYI'IN BUMI JAWA EAST LAMPUNG, written by Evi Apriyanti, student number 1501070059, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Wednesday, 20<sup>th</sup> November 2019 at 08:00 - 10:00

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**IMPROVING THE NARRATIVE TEXT WRITING ABILITY  
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AT MTs DARUN NASYI'IN BUMI JAWA EAST LAMPUNG**

**ABSTRACT**

**By:  
EVI APRIYANTI**

The purposes of this research are to show that the use of Roundtable Technique can improve the student's narrative text writing ability and their learning activities among the ninth grade at MTs Darun Nasyi'in Bumi Jawa East Lampung in the academic year 2019/2020. The researcher had limited the problems in this research that focused on narrative text writing ability. To improve the narrative text writing ability, the researcher used Roundtable Technique.

Furthermore, the research method of this research is classroom action research (CAR) which was conducted in two cycles. Each cycle consists of planning, acting, observing and reflecting. Object of this research is the narrative text writing ability. In collecting the data, the researcher used test, observation, documentation, and field note. This research was conducted in a collaborative study with an English teacher of the ninth grade students at MTs Darun Nasyi'in Bumi Jawa East Lampung.

Finally, the result of this research proves that the use of Roundtable Technique can improve the narrative text writing ability. It is because based on the result of post-test II, 77% of the students can achieve the minimum mastery criteria (MMC). In addition, the result of post-test II proves that the percentage of students' learning activity is 77%. It means that Roundtable Technique can improve the students' learning activity. Therefore, it is concluded that the use of Roundtable Technique can improve the narrative text ability and student's learning activity among the ninth grade students at MTs Darun Nasyi'in Bumi Jawa East Lampung.

**Keywords:** *Narrative Text Writing Ability, Round Table Technique.*

**PENINGKATAN KEMAMPUAN MENULIS TEKS NARATIF  
DENGANMENGUNAKAN TEKNIKROUNDTABLE  
PADA SISWA KELAS SEMBILANMTs DARUN NASYI'IN  
BUMI JAWALAMPUNG TIMUR**

**ABSTRAK**

**Oleh:**

**EVI APRIYANTI**

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan *Roundtable* dapat meningkatkan kemampuan menulis teks naratif siswa dan aktifitas pembelajaran mereka pada siswa kelas sembilan MTs Darun Nasyi'in Bumi Jawa Lampung Timur pada tahun pelajaran 2019/2020. Peneliti telah membatasi masalah dalam penelitian ini yang berfokus pada kemampuan menulis teks naratif. Untuk meningkatkan kemampuan menulis teks naratif, peneliti menggunakan teknik *Roundtable*.

Selanjutnya, metode penelitian dalam penelitian ini adalah penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Objek penelitian ini adalah kemampuan menulis teks naratif siswa. Dalam mengumpulkan data, peneliti menggunakan tes, observasi, dokumentasi, dan catatan lapangan. Penelitian ini dilakukan dalam studi kolaboratif dengan guru bahasa Inggris siswa kelas sembilan di MTs Darun Nasyi'in Bumi Jawa Lampung Timur.

Akhirnya, hasil penelitian ini membuktikan bahwa penggunaan teknik *Roundtable* dapat meningkatkan kemampuan menulis teks naratif siswa. Karena berdasarkan hasil post-test II, 77% siswa dapat mencapai kriteria ketuntasan minimum (KKM). Selain itu, hasil post-test II membuktikan bahwa persentase aktivitas belajar siswa adalah 77%. Ini berarti bahwa teknik *Roundtable* dapat meningkatkan aktivitas belajar siswa. Oleh karena itu, disimpulkan bahwa penggunaan teknik *Roundtable* dapat meningkatkan kemampuan menulis teks naratif dan aktivitas belajar siswa di MTs Bumi Jawa Lampung Timur.

**Kata Kunci :** *Kemampuan menulis teks naratif, Teknik Roundtable.*



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Metro, November 2019

The writer,

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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, November 2019  
Penulis,

  
NPM. 1501070059

## MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا (الإنشراح, ٦)

**Indeed, with hardship (will be) ease.  
(Al-insyirah, 6)**

## DEDICATION PAGE

**This undergraduate thesis is especially dedicated to:**

*My beloved parents, Mr. Jumingan and Mrs. Dwi Puji Astuti  
who always support me by their endless love*

*Futhurmore, to my beloved almamater, State Institute for Islamic of  
Metro, Lampung*

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As human being who constantly have faith to Allah the Almighty, let us continuously offered our praise to Him for all abundant blessing, especially the precious health to the writer that she can accomplish this Undergraduate Thesis. Sholawat and Salam be upon our prophet Muhammad SAW, the great leader of moral awakening in the world.

In this occasion, the researcher would like to express her greatest appreciation, honor and gratitude to her beloved parents (Mr. Jumingan and Mrs. Dwi Puji Astuti), for all their valuable supports and moral encouragement in motivating the researcher to finish her research.

The researcher also would like to express her deepest gratitude to his sponsor and co-sponsor, Dr Umi Yawisah, M.Hum, Ahmad Subhan Roza, M.Pd for their advice, guidance, correction, and suggestion in finishing this undergraduate thesis. Her gratitude also goes to:

1. Prof. Dr. Enizar, M.Ag, the Rector of State Institute for Islamic Studies of Metro (IAIN Metro).
2. Dr. Akla, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty.
3. Ahmad Subhan Roza, M.Pd, the Head of English Education Department.
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6. Mustoleh, S.Pd. SD, The Headmaster of MTs Darun Nasyiin Bumi Jawa, who has allowed the researcher to conduct the research in his school.
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12. Any other person who cannot be mentioned one by one for their contribution to the researcher during finishing her undergraduate thesis. The words are not enough to say any appreciation for their help.

The researcher feels that is really pleasure for her to receive criticisms and suggestion to make this undergraduated thesis better. She also hopes that this undergraduate thesis would be beneficial, particularly for her and for those who are interested in it.

Metro, October 2019

The Writer



Evi Apriyanti  
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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

English is one of the languages that is used by people to communicate with others. Moreover, English is one of the important languages to learn in almost countries. Therefore, English becomes an international language received as the universal communication. In Indonesia, English is a foreign language. It means that English is a compulsory learning subject where must be thought for the student in the school from the elementary school until university.

Furthermore, mastering English as a foreign language of course is not as simple as learning a national language. Indonesian may find some difficulties in mastering English. There are many English vocabularies that people do not know the exact meaning and others. There are some aspect that made this language is different with other language. There are pronunciation, vocabulary, and grammatical structure. These differentiations which make some people feel difficult to learn English language.

In addition, In English teaching and learning, there are four skills that should be learned namely listening, reading, writing, and speaking. Each skill plays at important role of our English development. According to Sanggam Siahaan, there are four skills that must be learned by all language learners if they want to master this language. They are listening,



speaking, reading, and writing<sup>1</sup>. In addition, writing skill is a difficult and complicated skill. In writing, people have to pay attention on grammar, diction, punctuations, structures, cohesion and coherence to make sure that the sentences that they make are right and appropriate with the contexts. There are twelve kinds of genre of texts, such as recount, report, procedures, news item, and descriptive, hortatory, narrative.

Furthermore, narrative text is a series of related events-a story.<sup>2</sup> Narrative text is a kind of text used to retell the story that past tense. It means that narrative text is a true or an imaginary story containing conflict and resolution which function to entertain listener or readers. Besides that, narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. The purpose of the text is to entertain or to amuse the readers or listeners about the story (fairy tales, legends, fables, etc.) and take some moral values on it.

Based on the syllabus of the ninth grade students of Junior High School, narrative text is one of the texts that should be learnt by student of junior high school. The students are required to be able to understand and to make a narrative text cohesively based on the social function and generic structure of the text. Writing narrative text is one kind of writing text. In writing narrative text, the students have some difficulties because of some factors such as the poor idea and imagination, limitation of time.

---

<sup>1</sup> Sanggam Siahian, *Issue In Linguistics*, (Graham Ilmu; Yogyakarta, 2008) p.221

<sup>2</sup> Thomas S. Kane, *Essential Guide to Writing*, (Oxford University Press; New York, 1988)

Based on an observation done by the researcher with English teacher at the ninth grade of MTs Darun Nasyi'in Bumi Jawa East Lampung, her name is Dwi Astuti, S.Pd.Ing, there are students in MTs Darun Nasyi'in Bumi Jawa that have difficulties in Writing. The students are difficult in brainstorming and developing their ideas well in writing. They are also afraid to make mistakes about grammar, vocabularies and language use. Moreover, the students' motivation was lack in learning English.

In addition, the researcher had done a pre-survey on November, 21<sup>st</sup> 2018 at MTs Darun Nasyi'in Bumi Jawa East Lampung especially at the ninth grade of students. From the data of pre-survey, the researcher found out the problem of the student. The students of MTs Darun Nasyi'in Bumi Jawa have low ability to write of narrative text and interest to learn English.

The pre-survey data of the narrative text writing ability at MTs Darun Nasyi'in Bumi Jawa East Lampung as follows:

Table 1  
The pre-survey data from the Students of Narrative Text Writing Ability at the ninth Grades

No	Score	Interpretation	Frequency	Percentage (%)
1	$\geq 70$	Complete	8	26 %
2	$< 70$	Incomplete	23	74 %
<b>Total</b>			<b>31</b>	<b>100 %</b>

*Source: The English teacher, taken on the pre-survey at 21<sup>st</sup>, November, 2018*

Based on the interview result and in the process of pre-survey, the researcher investigated that, some students are still difficult to develop their ideas. It can be seen they have low motivation to write in narrative text, they have in sufficient narrative text writing ability and they are not interested in writing activities. From the table above, the researcher assumed that the narrative text writing ability at the ninth grade students of MTs Darun Nasyi' in Bumi Jawa East Lampung is still low. It can be seen from the 31 students, there are 23 students (74%) who get score  $<70$ . There are 8 students (26%) who get  $\geq 70$  score. It means that most of students cannot reach Minimum Mastery Criteria (MMC) yet. There are 8 students who achieve MMC. Meanwhile, there are 23 students who are not able to achieve MMC. It means that total of students who achieve MMC is less than that who are not able to achieve MMC.

Moreover, the ninth grades have studied about writing text and they need a technique for helping to write some paragraphs and they can write their idea quickly. In Line, with the students' problem in writing above, it is very important to implement an appropriate teaching technique. By implementation of beneficial strategy, the student can improve their writing. Based on the problem above, to motivate students to write, the teacher also has to improve her teaching ability by implementing suitable technique that can help student raising their interest in writing. In this case, the writer uses cooperative learning type Roundtable technique to improve narrative text writing ability. In cooperative learning, group activities at the mayor mode of learning. Group activities are carefully planned to

maximize students' interaction and to facilitate students' contributions to each other learning.

In addition, Roundtable is one of teaching technique which is implemented by cooperative learning to reach the high quality group work all the members of group must be cooperative as the social skills should be developed.<sup>3</sup> Roundtable is a technique that can be used for brainstorming. The reason it is important to do roundtable technique is so that the student can see their ideas down on paper before they actually begin. That way they're sure to cover all of the key points they want to cover. The importance of teaching writing through Roundtable is that the students' can share what information they know with the other friends, they can help the other friends to make good paragraph and students' understand the material better. Based on statements above, this study emphasize on improving the narrative text writing ability at MTs Darun Nasyi'in by using Roundtable technique.

Therefore, the researcher had outlined a classroom action research in the title of: **“IMPROVING THE NARRATIVE TEXT WRITING ABILITY BY USING ROUNDTABLE TECHNIQUE AMONG THE NINTH GRADE STUDENTS AT MTs DARUN NASYI'IN BUMI JAWA EAST LAMPUNG.**

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<sup>3</sup>Megawati Sinaga, “The Effect of Roundtable and Clustering Teaching Techniques and Students' Personal Traits on Students' Achievement in Descriptive Writing” in *Advances in Language and Literary Studies*, (Australian International Academic Centre PTY.LTD), ISSN 2203-4714, p. 70

## **B. Problem Identification**

The problems can be identified, as follow:

1. The students are still difficult in developing ideas.
2. Students have low motivation to write in narrative text.
3. The students have insufficient narrative text writing ability.
4. The students are not interested in writing activities

## **C. Problem Limitation**

Based on the identification on the problem above, the researcher limits the problem in the students' insufficient narrative text writing ability. Therefore, the researcher used Roundtable as a teaching technique to improve narrative text writing ability among the ninth grade students at MTs DARUN NASYI'IN BUMI JAWA EAST LAMPUNG.

## **D. Problem Formulation**

The problem of this research as follows:

- a) Can Roundtable Technique improve the narrative text writing ability among the ninth Grade students at MTs Darun Nasyi'in Bumi Jawa East Lampung?
- b) Can Roundtable Technique improve learning activities among the ninth Grade students at MTs Darun Nasyi'in Bumi Jawa East Lampung?

## **E. Objective of The Research**

Dealing with the problems statement above, the objectives of this research are as follows:

1. Determine whether the use of Roundtable Technique can improve the narrative text writing ability with implementation of Roundtable among the ninth grade students at MTs Darun Nasyi'in Bumi JawaEast Lampung.
2. Investigate whether the use of Roundtable Technique can improve students' learning activities among the ninth grade students at MTs Darun Nasyi'in Bumi Jawa East Lampung.

## **F. Benefit of the Research**

### **A. For Students**

By Roundtable technique, it is hoped that the students are more interested and improve the narrative text writing ability. They can change their mind about writing and change in writing lesson is not difficult lesson to do anymore.

### **B. For Teacher**

It is hoped that technique can be one of references in the teaching writing. Learning writing is not always home assignment and the teacher can control the development of the students' writing skill as classroom activity.

### **C. For the School**

The headmaster can convey to the teacher that they should know about students' problem in order to reach learning process effectively.

### **D. For the Others researcher**

Hopefully, this research is able to give inspiration to other researchers to develop new technique in teaching writing to improve students writing skill. Furthermore, it can give a reference to other researcher to improve this research.

### **G. Prior Research**

The research was done by considering some prior researches. The first prior research was done by Anggi Sinta Hapsari with the title is "The use of Roundtable technique To Improve student's Achievement in Writing Hortatory Exposition Text (A Case of grade XI Students of SMA Negeri 1 Batang in The Academic Year 2010/2011). She said the use of roundtable technique in teaching writing Hortatory Exposition Text is very beneficial for students. It gives significant progress in students' achievement in writing hortatory exposition text.<sup>4</sup>

The first prior research had similarity and contradiction with this research. The similarities are in the same language skill and learning technique. Those are writing skill and roundtable technique. The differentiation between the prior research and this research are the sample

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<sup>4</sup>Anggi Sinta Hapsari, "The use of Roundtable technique To Improve student's Achievement In Writing Hartatory Exposition Text a Case of grade XI Students of SMA Negeri 1 Batang", Semarang State University. 2011

of research and the type of the text. Her research investigated the students in senior high school and hortatory exposition text. This research taught the students in junior high school and narrative text.

The second prior research was done by Muammar Khadafi. The purpose is to give information about technique in teaching writing by using roundtable and describe strategy to write narrative text for the students. The sample is junior high school by the quasi experiment. Result of research is there was a significant improvement from students' pretest to posttest scores in experimental group taught by using Roundtable.<sup>5</sup>

The prior research had similarity and contradiction with this research. The similarities between the second prior research and this research are the same sample research and language skill. The language skill is narrative text writing. The samples are students in junior high school. The differentiation between the prior research and this research is research method. His research is quasi experimental meanwhile this research is classroom Action Research.

The next prior research was done by Anisa husni Alkaromah from English Education, Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic university of Lampung 2017, entitled "The Use of Roundtable technique to Improve Students Speaking Skill at the Second Semester of the Eight Grades of SMP N 3 Bandar Lampung in the

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<sup>5</sup>Muammar Khadafi, *"Teaching Narrative Writing By Using Roundtable Strategy to Islamic Junior High School Students"* no. 2 (2017), p. 1



Academic Year of 2016/2017. She conducted that there was a significant influence of using Roundtable technique to improve students speaking skill at the Second Semester of the Eight Grades of SMP N 3 Bandar Lampung in the Academic Year of 2016/2017. It can be seen from the data analysis the researcher found that the result obtained in the independent sample t-test, that the value of significant generated sig. ( $P_{\text{value}}$ ) = 0.002  $> \alpha$  = 0.05. So,  $H_a$  is accepted and  $H_o$  is rejected.<sup>6</sup>

The prior research had similarity and contradiction with this research. The similarity with this research is sample research and the learning technique. The research samples are students in junior high school meanwhile the learning technique is roundtable technique. The differentiation the prior research and this research are the method and language skill. His research used quantitative meanwhile this research used Classroom Action Research.

Based on the three prior researches above, in this research the researcher continued the research and focused to apply Roundtable technique to improve the narrative text writing ability. This research was conducted in junior high school MTs Darun Nasyi'in Bumi Jawa East Lampung. The researcher used the classroom Action Research. In this research the researcher used some instrument of research such as observation and documentation and field note. Therefore, the researcher conducted a research entitled "Improving the Narrative Text Writing

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<sup>6</sup>Anisa Husni Alkaromah, "The Use of Round Table technique to Improve Students Speaking Skill at the Second Semester of the Eight Grades of SMP N 3 Bandar Lampung in the Academic Year of 2016/2017" Raden Intan State Islamic University of Lampung, 2017.

Ability by Using Roundtable Technique among the Ninth Grade Students  
at MTs Darun Nasyi'in Bumi Jawa East Lampung".

## CHAPTER II

### THEORETICAL REVIEW

#### A. The Concept of Narrative Text Writing Ability

##### a) The Definition of Writing Ability

The word ability in Oxford Advanced Learners Dictionary can be defined as to do something the fact that somebody/something is able to do something and a level of skill or intelligence.<sup>7</sup> Therefore, writing ability is the skill to express ideas, thoughts, and feeling to other people in written symbols to make other people or readers understand the ideas conveyed. The word ability means the mental or physical capacity, power or skill required to do something.

Moreover, ability depends on how close an agent manages to approach the goal.<sup>8</sup> It means that ability is the process to do something and to achieve a certain goal. Based on the definition above, the researcher can conclude that ability is a talent or skill which is owned by a person to do activities in her or his life.

In English learning, there are four skills that must be mastered by students, those are listening, speaking, writing and reading. All of skills are important to learn about English directly. In this research, the

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<sup>7</sup> A. S, Homby, *Oxford Advanced learner`s Dictionary*, (New York, Oxford University Press, 2010), p.2

<sup>8</sup>Waltraud Brennenstuhl, *Control and Ability towards a Biocybematics of Language*, (Philadelphia, John Benjamins Publishing Company, 1982), p. 27

researcher focused on writing because the students got difficult in English writing.

According to I.S.P Nation in the book, entitled “Teaching ESL/EFL Reading and Writing” said that writing is an activity that can usefully be prepared for by work in other skill of listening, speaking, and reading.<sup>9</sup> Writing as one of four skill mentioned above is important to be mastered beside the three other skill because it can be said that they are a unity of English knowledge.

In addition, Hyland Klan said that writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic.<sup>10</sup> Based on the definition above, the researcher concludes that writing is a process to share meaning through hand write in the paper. This activity can help student to improve their knowledge especially in writing ability. Writing is one of language skills and indirect communication that conveys meaningful and expressive information from the writer to the readers in form of written language. By writing, language learners can express their feelings, ideas, thoughts, emotions, and attitudes.

H. Douglas Brown state that writing pedagogy that focuses students on how to a taken ideas, how to arrange them coherently, how to

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<sup>9</sup>I.S.P Nation, *Teaching ESL/EFL Reading and Writing*, (new York: Routledge, 2009), page. 113

<sup>10</sup>Hyland, Klan, *Second Language Writing*, (USA: Cambridge University Press, 2003), Page 9.

discourse markers and rhetorical conventions to put them cohesively into written paragraph, how to revise paragraph for clearer meaning, how to repair paragraph for appropriate grammar, and how to create a final product.<sup>11</sup> It means that writing is a process to sharing meaning from the brain which create or write on the paper. It can be used for a variety of purposes, ranging from being merely of major syllabus strand in it is own right. It essential feature of learning language, because it provide that very good mean by using spelling, vocabulary, and sentence pattern.

Based on the definition above, the researcher concludes that teaching writing guides the students not only to write sentence in paragraph but also to organize ideas in written form. Thus teaching writing can develop student`s ability in writing, they can organize their ideas into written form. Then the teacher must guide the students to able to express their ability of writing well.

#### **b) Writing Narrative Text**

According to Nikki, narrative relates a sequence of events.<sup>12</sup> It means that narrative is a text that contain of sequences of events. Besides that, a Narrative relates a realistic, imagined, or fictitious story. It is written to entertain, amuse and interest the reader but

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<sup>11</sup>H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language pedagogy*, Second Edition, (San Francisco State university, Longman, 2001), page 335

<sup>12</sup>Nikki Gamble and Sally Yates, *Exploring Children's Literature: Teaching the Language and Reading of Fiction*, (New Delhi: Sage Publication Inc. 2002), page, 20.

simultaneously teaches, explains or informs.<sup>13</sup> In other word, the purpose of narrative is to entertain the reader and give knowledge. In Addition, narrative also places occurrences in time and tell what happened according to natural time of sequence. Then, Narrative is a sequence of events told in words.<sup>14</sup> It means that narrative is story which not only relate with sequences of events but also occurrences in time.

Narratives can be divided into traditional fiction including folktales, fairy tales, parables, fables, moral tales, myths and legends; and modern fiction which includes modern and contemporary realistic fiction.<sup>15</sup> 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.

Based on the quotations above, it can be referred that narrative text is a kind of writing report events or experience that happened in the past. Narrative texts, story which used the correlation about story as happened and tell a story connect with structure time, e.g.: short story, novel, legend and happened in our life.

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<sup>13</sup> *Targeting Text Narrative, poetry, drama upper level*: Bloke edition. ( Singapore: Bloke edition, 1999) page 4

<sup>14</sup> Thomas S. Kane, "*Essential Guide to Writing*", (New York: Oxford University Press, 2000), Page 7

<sup>15</sup> *Targeting Text* ,.....page 4

### **a. The Function of narrative Text**

Generally, every text has the functions. Narrative text is one of the text that has the function is aimed to the reader.<sup>16</sup> The function of narrative text is to entertain, amuse and interest the reader, the reader or listener responds in a reflective, imaginative or emotional manner.

### **c) Narrative Text Writing Ability**

Narrative text describes the actions that occur within a story. These consecutive groups of sentence help more the story along by explaining what happens next and why. They are written in such as a way as to place the writer, the reader, or both rights in the center of the action which contains about a story or fairy tale (can be folklore (folktale), an animal story (fable), the legend, short stories, etc). In it there is a conflict/top problem, followed by statement. The main function of this text is to entertain readers.

Writing ability is the process to express ideas, thoughts, and feeling to other people in written symbols to make other people or readers understand the ideas conveyed. The word ability means the mental or physical capacity, power or skill required to do something.

From explanation above, the researcher concludes that narrative text writing ability is the an ability of students to express or write based on ideas, thoughts, and felling to other people in written

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<sup>16</sup>Ibid., 4

symbol to make other people or readers understand the ideas conveyed and the students describe the actions occur within a text and contains usually about a story or fairy tale (can be folktale (folktale), an animal story (fable), the legend, short stories, etc) and in their story there is a conflict / top problem, followed by settlement and the main function of this text is to entertain readers.

#### **a. The Characteristics of Narrative Text Writing Ability**

Narrative text describes the actions that occur within a story. These consecutive groups of sentence help more the story along by explaining what happens next and why. They are written in such as a way as to pale the writer, the reader, or both rights in the center of the action. When written in the third person (he, she, etc), the reader follows the character around, mentally visualizing he events and must always be written in an active voice and normally cover past tense.

Narrative is also has text element which relate each other in order to be a good narrative writing. Otong S. Djuharie said that there are the elements of narrative text<sup>17</sup>, as follow:

- 1) Orientation is told about the interdiction figure's story, time and the location's story.
- 2) Complication is developing of the conflict.

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<sup>17</sup>Otong Setiawan Djuharie, *Essay Writing*, (Bandung: Yrama Widya, 2009). hal. 168



- 3) Resolution is resolving of the conflict or the steps take to response of the conflict or problems.
- 4) Reorientation is expressions to show the story had done, and this story ha optional character.

Narrative has a language features as follows:

- 1) Use of noun as a pronoun of people, animal, and thing in the story; for example are stepmother, household.
- 2) Use of past tense; for instance are went, ran, ate.
- 3) Use of time connectives and conjunction to sequence of events, such as after, before, soon, and then, after that.
- 4) Use of action verbs to indicate an event; for instance are stayed, climbed, killed.
- 5) Use of adverbs and adverbial phrases to locate the particular events; such as once upon a time, one day, etc.

From explanation above the researcher concludes that kinds of ability that students have to mastery in narrative text writing ability are the ability to understand and write elements of writing text, including ability to write narrative text with using generic structure and language features of narrative text. Here is ability to write narrative text with using generic structure, the first making orientation, in element sequence of even has told effectively as an introduction, and then story continued until conflict to climax,

next step is make resolution (solving the problem), finally making coda (moral lesson) from the story.

Next is the ability to write narrative text by using language feature itself, it included write narrative text with use of noun phrases, connectives, adverbial phrases of time and place, simple past tense, action verb, saying verb, the last is of thinking verb, feeling verb, verb of sense.

#### **b. The Measurement of Narrative Text Writing Ability**

Writing involves the mastery of all elements in target language such as content, organization, vocabulary, grammar and mechanic. It involves complex process.

According to Heaton, the criteria of each writing score are: content (13-30), organization (7-20), vocabulary (7-20), language use (5-25) and mechanic (2-5). So, the total of the score of writing students is 100. There are five measure of writing ability as follows<sup>18</sup>:

**Table 2**

#### **The Measurement Rubrics of Writing**

<b>Writing Skill</b>	<b>Score</b>	<b>Criteria</b>	<b>Details</b>
Content	30-27	Excellent	Knowledgeable, substantive some adequate range.
	26-22	Good	Some knowledge of subject adequate range. Limited knowledge of

<sup>18</sup>J.B Heaton, *Language English Language Test*(New York: Longman, 1990), p. 146

			subject little substance.
	21-17	Fair	Limited knowledge of subject, little substance.
	16-13	Very Poor	Does not show knowledge of subject, non-substantive.
Organization	20-18	Excellent	Fluent expression, ideas clearly stated.
	17-14	Good	Somewhat choppy, loosely organized but main ideas stand out.
	13-10	Fair	Non-fluent, an idea confused or disconnected
	9-7	Very Poor	There is no communicate-no organization.
Vocabulary	20-18	Excellent	Sophisticated range-effective word/idiom choice and usage
	17-14	Good	Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair	Limited range, frequent errors of work/idiom form, choice, usage.
	9-7	Very Poor	Essentially translation-little knowledge of English vocabulary.
Language use	25-22	Excellent	Effective complex constructions
	21-18	Good	Effective but simple constructions,
	17-11	Fair	Major problems in simple complex constructions
	10-5	Very Poor	Virtually no mastery of sentence construction rule.
Mechanic	5	Excellent	Demonstrates mastery of conventions.
	4	Good	Occasional errors of spelling, punctuation.
	3	Fair	Frequent errors of spelling, punctuation, capitalization.
	2	Very Poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization

**Table 3**  
**The Classification of Writing Grade Category**

No	Category	Grade
1	Excellent	86-100
2	Good	68-85
3	Fair	47-67
4	Very Poor	0-46

*Sources: J.B Heaton Writing Rubrics*

## **B. The Concept of Roundtable Technique**

### **1. Definition of Roundtable Technique**

Roundtable is one of type of cooperative learning. According to Kagan, Roundtable is learning technique where the students take turn generating written responses, solving problem, or making a contribution to a project.<sup>19</sup> It means that students take turn in their team achieve the learning objective.

In addition, roundtable is a classic cooperative learning used primarily for brainstorming.<sup>20</sup> The students are assigned in a group and sit in circular fashion while a pad of paper is passed from one student to the next. Each student verbalizes and records a possible response to the problem or question proposed by the together, then passes the paper to the next student. One person is then called on to report for the entire group. It is very important

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<sup>19</sup>Kagan, S, *Cooperative Learning*, ( San Juan Capistrano, CA: Resources For Teacher, Inc, 1992) page 352

<sup>20</sup>Deborah, L. Ulrich, Kellie J. Glendon, *Interactive Group Learning*, (New York: Springer Publishing Company. Inc, 2005), page. 41

that students both respond in turn and verbalize their thoughts. This prevents one or two members of the group from dominating the others members of the group and requires that everyone must participate. No one can just sit and listen.

It is generally defined that roundtable is a technique useful for brainstorming, reviewing, or practicing a skill. Students use a single sheet of paper and pen for each group. Students in the group respond in turn to a question or problem by stating their ideas aloud as they write them on the paper.<sup>21</sup> It means that Roundtable is a teaching technique that is useful to brainstorm and to practice a specific skill.

Moreover, roundtable is a cooperative learning structure useful for brainstorming reviewing, or practicing a skill, uses a single sheet of paper and pen for each cooperative learning group.<sup>22</sup> Students in the group respond in turn to a question or problem by stating their ideas aloud as they write them on the paper. Team members are encouraged not to skip turns, but if their thoughts are at a standstill, they are allowed to say "Pass" rather than to turn the brainstorm into a brain drizzle. Thus, there is almost universal participation in Roundtable.

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<sup>21</sup>Jette Senlev and Peter Siemund, *Roundtable as Cooperative learning technique: English Language and Linguistics*, Volume 18/Issue 01/March 2011, page. 40-45

<sup>22</sup>Astrianto Setiadi ,”Improving the Students Writing Skill Through Roundtable technique: Jurnal Kwguruan dan Ilmu Pendidikan (JKIP), Volume: 2 No. 1/Juni 2015, Page 67

Based on the quotations above, it can be referred that roundtable technique is one of the cooperative learning types that highly effective with creative writing and enjoyable brainstorming activities. In other hand, Roundtable is a technique where students learn and work in small groups in a cooperative manner whose members consist of several students who sit in circular facing up a table with one pen and one piece of paper and they write the answer one by one. This Cooperative Roundtable learning model emphasizes providing broader learning opportunities and a conducive atmosphere for students to acquire and develop useful social knowledge, attitudes, values and skills by using Cooperative Roundtable, students not only learn and accept what is presented by the teacher in learning, but can learn from other students and have the opportunity to share knowledgment to other students.

The purpose of roundtable brainstorming technique is to motivate the students to be active to participate in the teaching learning process.<sup>23</sup>By using this technique, the students are trained to share their ideas and they are given a chance for expressing their ideas so they have same contribution and responsibility for the success of the group.

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<sup>23</sup>Sutarno,” Integrating Roundtable Brainstorming Into Team pair Solo Technique for Improving students participation in Writing for Descriptive Text”: SMART, Volume: 1 No. 1/Januari 2015, page 11

## **2. The Procedure of Roundtable technique in the classroom**

Roundtable Technique is originally designed for teaching writing, but in practice this technique can be developed to teach all kinds of subjects and skills. The Procedure of Roundtable technique in teaching and learning process was drawn as follows:<sup>24</sup>

- a. The teacher asks the students in group to sit in a circle facing up to a table.
- b. The teacher instructs the students to do writing worksheet by using one pen and one piece of paper.
- c. The teacher asks the students in the group to write words or phrases related to the theme.
- d. The group writes a simple text using the word or phrases that had been written.
- e. The each group presents their writing to the whole class.
- f. The teacher asked each group to make correction.
- g. The each group revises their work/writing.

## **3. The Benefits of Roundtable**

There are some benefits of Roundtable as follows:<sup>25</sup>

- a. Encouraging students to communicate with one another, and help them to begin to work in team.
- b. Giving the students chance to practice in communicating through writing.

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<sup>24</sup>Robert Slavin, at.al, *Learning to Cooperate, Cooperating to Learn*, (New York, Springer Science+Business Media, 1985), P. 454

<sup>25</sup>Ibid, P. 440

- c. Providing chance to student in learning important communication and social skill.
- d. Guiding students to soon realize the important of preparation before coming to the class.

#### **4. The Advantages and Disadvantages of Roundtable Technique**

##### **a. The Advantages of using Roundtable Technique**

Meanwhile, there are some advantages of Roundtable itself, as follows:<sup>26</sup>

- 1) A lot more done in a shorter amount of time.
- 2) Each member of group has something unique to contribute.
- 3) Students are motivated by other in a group.
- 4) Emotionally, students relate to one another more easily than to a teacher and feel more comfortable asking their own peers questions because they are also on the same level, in addition. Group creates a comfort zone, the final is making the assignment or project more fun.
- 5) The last is social benefits.

In addition, Barkleystates Roundtable ensures equal participation among group members and exposes students to multiple viewpoints and ideas.<sup>27</sup>By having students write their ideas as opposed to speaking them, Roundtable helps students

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<sup>26</sup>Jette Senlev and Peter Siemund, Roundtable as Cooperative learning technique: English Language and Linguistics, Volume 18/Issue 01/March 2011, page. 40-45

<sup>27</sup>Rizki Adelia, "The use of Roundtable Technique to Improve Student's Writing Skill in Narrative Text At Eleventh Grade In Senior High School Shout Polongbangkeng", Allaudin State University of Makassar, 2017.



to focus their attention, gives students quite time to think about their responses, and provide an accumulative record. In Roundtable, students were able to build upon each other contributions. It encourages students to adjust their writing (in areas like content, conventions, style, and vocabulary) as they respond and react to the comment of the writer that preceded them.

#### **b. The Disadvantages of Roundtable as Technique**

The disadvantages of cooperative learning type Roundtable are:<sup>28</sup>

- 1) People need to go at different speeds, as students need more time than others to understand and absorb the information,
- 2) Some Students may try to take over the group.
- 3) Emotionally the quiet students may not feel comfortable and some students are shy reserved and feel awkward when working with others, and end, they are not sure whether others will appreciate a person's beliefs and values.
- 4) Sometimes people just don't get along owing to sometimes people just don't get along no matter how hard they try because of personality difference.

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<sup>28</sup>Jette Senlev and Peter Siemund,-----, page. 40-45

Based on the steps of roundtable technique, this technique needs a long time. Roundtable is one of the brainstorming technique called as the natural way in developing the writing. It is only used for fairly simple task, not for the complex or reasoning ones. It is only the surface of technique teaching writing actually. So it does not a good technique when it is use to write an essay writing while has long paragraph. Sometimes the learners are confused how to use it because the learners confused when start writing. Meanwhile the learners do this way under pressure to make this technique as an effective way as an effective way. Time is wasted and students will likely get bored.

### **C. Action Hypothesis**

Based on the theoretical review above, the researcher formulated the action hypothesis as follows:

“Using Round Table Technique can improve the Narrative Text Writing Ability and student’s learning activity among the ninth Grade students at MTs Darun Nasyi’ in Bumi Jawa East Lampung”

### **CHAPTER III**

#### **RESEARCH METHOD**

##### **A. Variable and Operational Definition of Variable**

###### **a) Variable Research**

This research consists of two variables; they are independent and dependent variables. The independent variable in this research is Roundtable technique that was implemented to increase the narrative text writing ability.

The dependent variable of this research is writing as one of the four of language skills that has to be mastered by the students in order to be able to write their ideas effectively.

###### **b) Operational Definition of Variable**

Operational definition is the definition based on characteristic of the things that was defined, and it can be observed or measured. Meanwhile, according to Creswell, a variable is characteristics or attribute of an individual or an organization that researcher can measure or observe and varies among individuals or organization studied, they are key ideas that researcher seek to collect information on to address the purpose of their study.<sup>29</sup> It means that a variable refers to characteristic that can take on different value score of the study.

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<sup>29</sup> John W. Creswell, *Educational Research*, (New York: Pearson, 2012) , Page. 112

Based on the statement, the definition operational of variable in this research are:

a. Dependent Variable

The dependent variable of this research is the narrative text writing ability. To measure writing ability of students, the researcher took the writing test. The students were asked to compose a simple narrative text. The indicators of a written test in this variable are:

1. The students are able to write the narrative text in English that has a clear organization.
2. The students are able to write the narrative text in English that has knowledgeable content.
3. The students are able to write the narrative text in English that has sophisticated range of vocabulary.
4. The students are able to write the narrative text in English that has the effective complex construction in language use.
5. The students are able to write the narrative text in English that has demonstrates mastery mechanic.

b. The independent variable

Independent Variable is a variable that the researcher suspects may relate to or improve the dependent variable. It means that independent variable depends on the Independent variable. The independent variable of this research is using Roundtable technique.

This variable was measured by observation. To observe this variable, the researcher used observation sheet. The indicators of this variable are:

- 1) The students are able to identify the procedure of Roundtable technique in example narrative by filling the students' worksheet.
- 2) The students are able to evaluate the identification result.
- 3) The students are able to develop the writing idea in to a simple narrative writing.
- 4) The students are able o give feedback to the result of narrative writing in group.
- 5) The students are able to revise their writing result individually.

#### **B. The Research Location**

The researcher conducted the Classroom Action Research (CAR) at Mts Darun Nasyi'in Bumi jawa East Lampung. The object of this research is the narrative text writing ability of the ninth grade students at MTs Darun Nasyi'in, consists of 31 students. The location of this school at Nusantara Raya street V Bumi Jawa East Lampung. It was established in 2009.

#### **C. The Subject of the Research**

The subjects of the research is the students of ninth grades students of MTs Darun Nasyi'in, East Lampung. The researcher took the ninth class which has 31 students as the subject of this research because in this class most of the students had a lower average grade in writing especially in narrative text. Based on the teacher's experience during teaching and learning activities in

writing of English subject, the teacher indicated that the student are difficult to develop the ideas for making sentences in paragraph, exactly the Roundtable technique is the problem solution to make the students better. Bellow the data of total students of class IX at MTs Darun Nasyi'in Bumi Jawa East lampung.

**Table 4**

**The Total Students of the ninth grade students at MTs Darun Nasyi'in East Lampung**

Class	Gender	
	Male	Female
IX	12	19
<b>Total</b>	<b>31</b>	

*Source: Ledger of the Teacher at MTs Darun Nasyi'in, taken on November, 21<sup>st</sup> 2018.*

#### **D. Research Procedure**

The design of this research is classroom action research (CAR). It is called CAR because the research aims at developing certain instructional technique to solve problems in a class.

Watts states that action research is a process in which participants examine their own educational practice systematically and carefully, using the technique of research.<sup>30</sup> Action research is a method for improving and modifying the working system of a classroom in the school.<sup>31</sup>

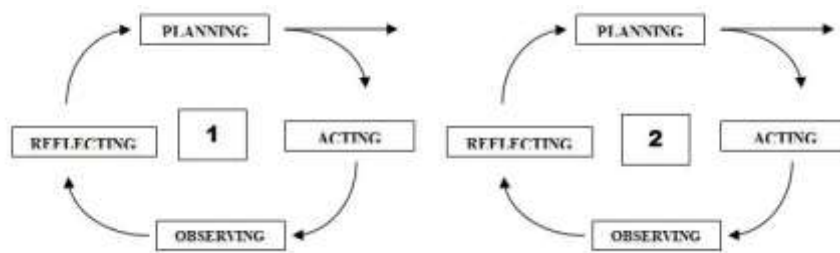
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<sup>30</sup> Eileen Ferrance, *Action Research*, (New York: LAB at Brown University, 2000), page. 1

<sup>31</sup> Yogesh Kumar Singh, *Doing Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International (p) Ltd., Publishers, 2016), Page 261.

Based on the statement above, the researcher can say that Classroom action research is a research that is used to investigate and to evaluate the students and teachers work in teaching and learning with the aim of collecting information about what they want. Its help the teacher to solve a problem by applying a method, strategy or technique and help students got an easy way to learning process. The researcher describes the cycles though the scheme of action research design by Kurt Lewin as follow:

Here is step of classroom action research design :



Picture 1 spiral Classroom Action Research.<sup>32</sup>

CAR was applied in this research since it is regarded important to develop writing ability of the ninth grade students at MTs Darun Nasyi'in Bumi Jawa, East Lampung by Roundtable Technique applying. By applying this technique, it is expected to solve students' problem in the teaching-learning process of writing ability.

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<sup>32</sup>Jean McNiff and Jack Whitehead, *Action Research: principles and practice*, (London and New York: Rutledge Flamer, 2002), page. 41

The Classroom Action Research (CAR) design applied in this research is a collaborative classroom action research. In conducting the research, the researcher collaborated with the real English teacher at MTs Darun Nasyi'in Bumi Jawa as an observer and collaborator. The researcher played a role as an English teacher who taught writing narrative text through Roundtable technique to the students. Meanwhile the real research while teaching learning activities happens in the classroom. The real English teacher is as an observer who observes the action of the researcher while teaching-learning activities happen in the classroom. Also, the real teacher acts as a collaborator when helps the researcher in designed, carried out the reflection, and determined the follow up of the study. The real English teacher is Dwi Astuti, S.Pd. Ing. Here, the researcher was not only as an observer but the researcher also taken actions by making lesson plan and giving assessment. Then, the researcher also collected and analyzed data by collaborating with the teacher to know the result of students writing result.

According to the Kurt Lewin's action research design, the researcher described a plan Action Research (CAR) as follows:

## **1. Cycle I**

### **1. Planning**

Planning is the first step before us going to teach in the learning program. The material must be suitable with the syllabus,



and the instrument of evaluation.<sup>33</sup> In the first phase, after analyzing the finding of the preliminary study such as identified and diagnosed student's problem in writing skill, the researcher and the collaborator (English teacher) prepared some plans to conduct the classroom. They were the following:

- 1) The researcher prepared the lesson plan based on 2013 curriculum and English syllabus.
- 2) The researcher prepared the observational note and guidelines.
- 3) The researcher prepared the instrument of written test before and after CAR.

## **2. Acting**

In this phase, the researcher acted as the teacher and the real teacher became observer. The researcher conducted some activities in the class as follow:

- 1) Pre – Teaching
  - a) The researcher greeted the students and checked the attendance list.
  - b) The researcher gave a warm-up activities.
  - c) The researcher explained the general overview related to the topics of narrative text.

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<sup>33</sup>Ernest T. Stringer, *"Integrating Teaching, Learning, and Action Research"*, (United States: SAGE Publications.Inch, 2010), Page 4.

## 2) While Teaching

- a) The researcher explained how to make a good sentence in English and then combine into a good paragraph.
- b) The researcher asked the students in group to sit in a circle facing up to the table.
- c) The researcher instructed the students to do writing worksheet by using one pen and one piece of paper.
- d) The researcher asked the students in the group to write words or phrases related to the theme.
- e) The researcher asked group writes a simple text using the word or phrases that had been written.
- f) The each group presented their writing to the whole class.
- g) The researcher asked each group to make correction.
- h) The each group revised their work/writing.

## 3) Post – Teaching

- a) The researcher asked student's difficulties in learning narrative text.
- b) The researcher summarized the material and gives reflection to what have been done (self reflection).
- c) The researcher closed the class.

### **3. Observation**

In this phase, the researcher conducted some activities as follows:

- 1) The real teacher observed teaching learning activities in the classroom, such as class situation, teacher's performance, and students' respond.
- 2) The researcher identified the students' achievement in learning writing by giving the test after CAR in cycle 1.
- 3) The researcher calculated students' improvement score from test before CAR to test after CAR in cycle 1 whether improving or not.

### **4. Reflecting**

In this phase, the researcher and the teacher have some activities as follows:

- 1) The teacher and the researcher discussed not only about the result of implementation of CAR but also students' achievement and the media.
- 2) The teacher and researcher prepared the lesson plan for the next cycle and test after CAR in cycle 1 to know the improvement of students' grade and to solve the problem unfinished yet.

## **2. Cycle 2**

### **a. Re-planning**

After interviewing, observing and conducting a test before CAR. The teacher and researcher make instruments, as follows:

- 1) The researcher prepared the lesson plan based on 2013 curriculum and English syllabus.
- 2) The researcher prepared the observational note and guidelines.
- 3) The researcher prepared the instrument of written test before and after CAR.

### **b. Acting**

In this phase, the researcher acted as the teacher and the real teacher become observer. The researcher conducted some activities in the class as follow:

- 1) Pre – Teaching
  - a) The researcher greeted the students and checked the attendance list.
  - b) The researcher gave a warm-up activities.
  - c) The researcher explained the general overview related to the topics of narrative text.
- 2) While Teaching
  - a) The researcher explained how to make a good sentence in English and then combine into a good paragraph.

- b) The researcher asked the students in group to sit in a circle facing up to the table.
- c) The researcher instructed the students to do writing worksheet by using one pen and one piece of paper.
- d) The researcher asked the students in the group to write words or phrases related to the theme.
- e) The researcher asked group writes a simple text using the word or phrases that had been written.
- f) The each group presented their writing to the whole class.
- g) The researcher asked each group to make correction.
- h) The each group revises their work/writing.

### 3) Post – Teaching

- a) The researcher asked student's difficulties in learning narrative text.
- b) The researcher summarized the material and gives reflection to what have been done (self reflection).
- c) The researcher closed the class.

### **c. Observation**

- 1) The real teacher observed the teaching learning activities in the classroom, such as class situation, teacher's performance, and students' respond.

- 2) Students were given the test after CAR in cycle 2.
- 3) The researcher calculated students' improvement grades from test before CAR to test after CAR in cycle 1 to test after CAR in cycle 2.

#### **d. Reflection**

- 1) The researcher and the teacher discussed about the result of the implementation CAR by modified a new technique in action, about student's respond with the media, about improvement students' grade in writing and about analyzing the result from test after CAR in cycle 1 to test after CAR in cycle 2.
- 2) And then, the researcher and teacher made an agreement, if target as not achieve, the action continued to cycle III, but if the target is achieved, the action stopped.

### **E. Data Collection technique**

There are two type of collecting data: qualitative data and quantitative data. The researcher used observation dealing with the qualitative data. On the other side, the researcher used the students' final result grade of writing as a pre-test and post-test to obtain the quantitative data.

Some instruments are applied to obtain the data in this study. The completely explanation of those instruments as follow:

#### **1. Test**

The researcher used test to get data result of the students' writing ability. The result of this test is students' writing score based on the

technique applied. The aim of this test is to measure the narrative text writing ability. The tests consist of the some types, as follows:

a. Pre-test

The pre-test conducted before implementing Roundtable Technique in preparations study. Pre-test of this research was in the form of essay test that asked the students to write a composition of simple narrative text in English.

b. Post-test

The post-test was implemented after using Roundtable technique in teaching narrative text writing ability. Post-test of this research was in the form of essay test that asked the students to wrote a composition of simple narrative text in English.

## **2. Observation**

Observation is a mainstay of action research. Observation is a process of watching or listening to professional action either while it was happening, or form a tap sequence. It means that, observation is election, alteration and coding series of action and situation connecting with organism which was suitable with empiric purpose.

In this case, the researcher observed the students directly in the classroom and got the description about students' activity in learning writing process. The real teacher also observed the researcher who thought in the classroom and the implementation of CAR based on observation

note which already made before. The data was taken based on the students participants during teaching and learning activities according to lesson plan. The information obtained from this observation is used to as a basic to determined the planning for following cycle.

### **3. Documentation**

Documentation is a tool to collect some information in the form of written source or documenter. The researcher used the documentation sheet to complete the research information about:

- a. The history of MTs Darun Nasyi'in East Lampung.
- b. The vision and mission of MTs Darun Nasyi'in East Lampung.
- c. The condition teachers and officials employs in MTs Darun Nasyi'in East Lampung.
- d. The quantity of the students of MTs Darun Nasyi'in East Lampung.
- e. The Organization structure of MTs Darun Nasyi'in East Lampung.
- f. Writing worksheet, course overviews and classroom materials of the students at MTs Darun Nasyi'in East Lampung.

### **4. Field Note**

In this research, the researcher used field note to focus on a particular issue or teaching behavior over a period of time. Moreover, the researcher took field note related to the paying attention on the teacher's



explanation, asking/answering on teacher's question, being active in the class, doing the task given by the teacher and Being active in group activity.

## F. Research Instrument

### 1. Writing Test

To identify the narrative text writing ability of the ninth grade students of MTs Darun Nasyi'in, the researcher applied writing test. The test is measuring the ability of the students about the topic on writing subject.

The test consists of pre-test and post-test, of this research was in the form of essay text that asked the students to wrote a composition of simple narrative text in English. The table specification of essay writing test is providing as follows:

**Table 5**

**The table of Test Specification of Essay writing test in Pre-Test:**

Basic Competence	Performance Goal	Oral Test Items of Intonation	Total Points
3.8 Capturing meaning, composing narrative of verbal and written text in short and simple folk legend.	3.8.2 Students Compose the narrative text with neat handwriting of some of the narrative texts in the form of folk legend, short and simple use spelling and	Please write a simple narrative text about <i>Timun Mas</i>	0-100

	punctuation correctly.		
Total Point			100

(Source: Syllabus of English Subject Provided in 2013 Curriculum Used by English teacher at Ninth Grade Students in Madrasah Tsanawiyah SA Darun Nayi'in)

**Table 6**

**The table of Test Specification of Essay writing test in Post-Test I:**

Basic Competence	Performance Goal	Oral Test Items of Intonation	Total Points
3.8 Capturing meaning, composing narrative of verbal and written text in short and simple folk legend.	3.8.2 Students Compose the narrative text with neat handwriting of some of the narrative texts in the form of folk legend, short and simple use spelling and punctuation correctly.	Please write a simple narrative text about <i>Bawang Merah Bawang Putih</i>	0-100
Total Point			100

(Source: Syllabus of English Subject Provided in 2013 Curriculum Used by English teacher at Ninth Grade Students in Madrasah Tsanawiyah SA Darun Nayi'in)

**Table 7**

**The table of Test Specification of Essay writing test in Pre-Test:**

<b>Basic Competence</b>	<b>Performance Goal</b>	<b>Oral Test Items of Intonation</b>	<b>Total Points</b>
3.8 Capturing meaning, composing narrative of verbal and written text in short and simple folk legend.	3.8.2 Students Compose the narrative text with neat handwriting of some of the narrative texts in the form of folk legend, short and simple use spelling and punctuation correctly.	Please write a simple narrative text about <i>Malin Kundang</i>	0-100
Total Point			100

(Source: Syllabus of English Subject Provided in 2013 Curriculum Used by English teacher at Ninth Grade Students in Madrasah Tsanawiyah SA Darun Nayi'in)

## 2. Observation Sheet

In order to observe the learning activity in each cycle, the researcher used an observation sheet. It is used to observe the following items:

- a. Paying attention on the teacher's explanation
- b. Asking/answering on teacher's question
- c. Being active in the class.
- d. Doing the task given by the teacher.

- e. Being active in group activity.

### 3. Documentation Sheet

The researcher used the documentation sheet to complete the research information about:

- a. The history of MTs Darun Nasyi'in East Lampung.
- b. The vision and mission of MTs Darun Nasyi'in East Lampung.
- c. The condition teachers and officials employs in MTs Darun Nasyi'in East Lampung.
- d. The quantity of the students of MTs Darun Nasyi'in East Lampung.
- e. The Organization structure of MTs Darun Nasyi'in East Lampung.
- f. Writing worksheet, course overviews and classroom materials of the students at MTs Darun Nasyi'in East Lampung.

### 4. Field Note Sheet

The field note sheet supports the data from the research. It was aimed to recording the process of teaching and learning. The researcher took field note related to the paying attention on the teacher's explanation, asking/answering on teacher's question, being active in the class, doing the task given by the teacher and Being active in group activity.

### G. Data Analysis Method

Data analysis was conducted by taking the average grade of the pre-test, post-test 1 and post-test 2. The researcher used a statistical technique. In scoring the test the researcher computes data of the average rates of pre-test (X-pre) and post-test (X-post) by using formula as follows:<sup>34</sup>

$$\overline{X} = \frac{\sum X}{N}$$

Where:

$\overline{X}$  : Mean of average score

$\sum X$  : the sum of individual score

$N$  : Total number of student

Then, to know the result the researcher compared between pre-test and post-test. The result matched by the minimum standard in the school at least 70. If in cycle I there are some students not successful, so the researcher conducted cycle II.

The formula to know the percentage of the students who pass the Minimum Standard Criteria (MSC) in each cycle as follow:<sup>35</sup>

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

$P$  : Class Percentage

$F$  : Frequency

$N$  : Number of Students

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<sup>34</sup>Donald Ary.et.al, *Introduction ton Research in Education. Eight Edition*", (USA: Wadsworth Cengage Learning, 2010), Page 108.

<sup>35</sup>Neil A Weiss, *Introductory Statistics* ( Buston, Ma: Addison-Weseley, 2012), p.41

## **H. The Indicator of Success**

The indicator of success takes from the process and the result of the action research. This research is called success if 75 % of the students get minimal score 70 and 75 % of the students' are active in learning activities.

## CHAPTER IV

### RESEARCH RESULT AND DISCUSSION

#### A. Research Result

##### 1. Description of Research Location

###### a. The History of MTs Darun Nasyi'in Bumi Jawa East Lampung

Based on the collected documents, it was obtained that Madrasah Tsanawiyah (MTs) Darun Nasyi'in Bumi Jawa East Lampung Timur was established in 2008. MTs Darun Nasyi'in was built with financial assistance from the Australian Government in collaboration with the Indonesian. MTs Darun Nasyi'in Bumi Jawa was built under the auspices of the Darun Nasyi'in Islamic Boarding School Foundation. In addition, it also became a member of MMC of MTs Negeri 2 East Lampung.

The physical construction or building of the MTs was carried out by a construction committee called the Madrasah Development Committee chaired by Mr. Gianto. This committee was formed by *Darun Nasyi'in* Islamic Boarding School together with the local community. The construction of MTs involves and prioritizes the role of the community, starting from the committee to its work force. Madrasah Tsanawiyah Darun Nasyi'in began operating in July 2009.

As for those who have served as school principals since their establishment until now are:

- 1). Mr. Drs.H. Kusnandar from 2009 to 2011
- 2). Mr. Mustoleh, S.Pd.SD from 2012 until now.

**b. Vision and Mission of MTs Darun Nasyi'in**

**1) Vision of School**

Faith and piety, excel in achievement, knowledge, technologically, skilled and independent.

**2) Mission of School**

- a) Realizing active learning that is creative, effective, fun, and religious
- b) Providing quality education
- c) Creating professional educators and education staff
- d) Realizing the skills that form a healthy body and soul.



**c. The Quantity of the Students of MTs Darun Nasyi'in**

There are 163 students of Mts Darun Nasyi'in. Each grader consists of 2 classes. The seventh grade consists of two classes with 54 students, the eighth grade consists of two classes with 53 students, and the ninth grade consists of two classes with 56 students. The Quantities of the students at MTs Darun Nasyi'in Bumi Jawa that could be identified as follows:

**Table 8**

The Students Quantity of MTs Darun Nasyi'in Bumi Jawa East Lampung in the academic year of 2018/2019

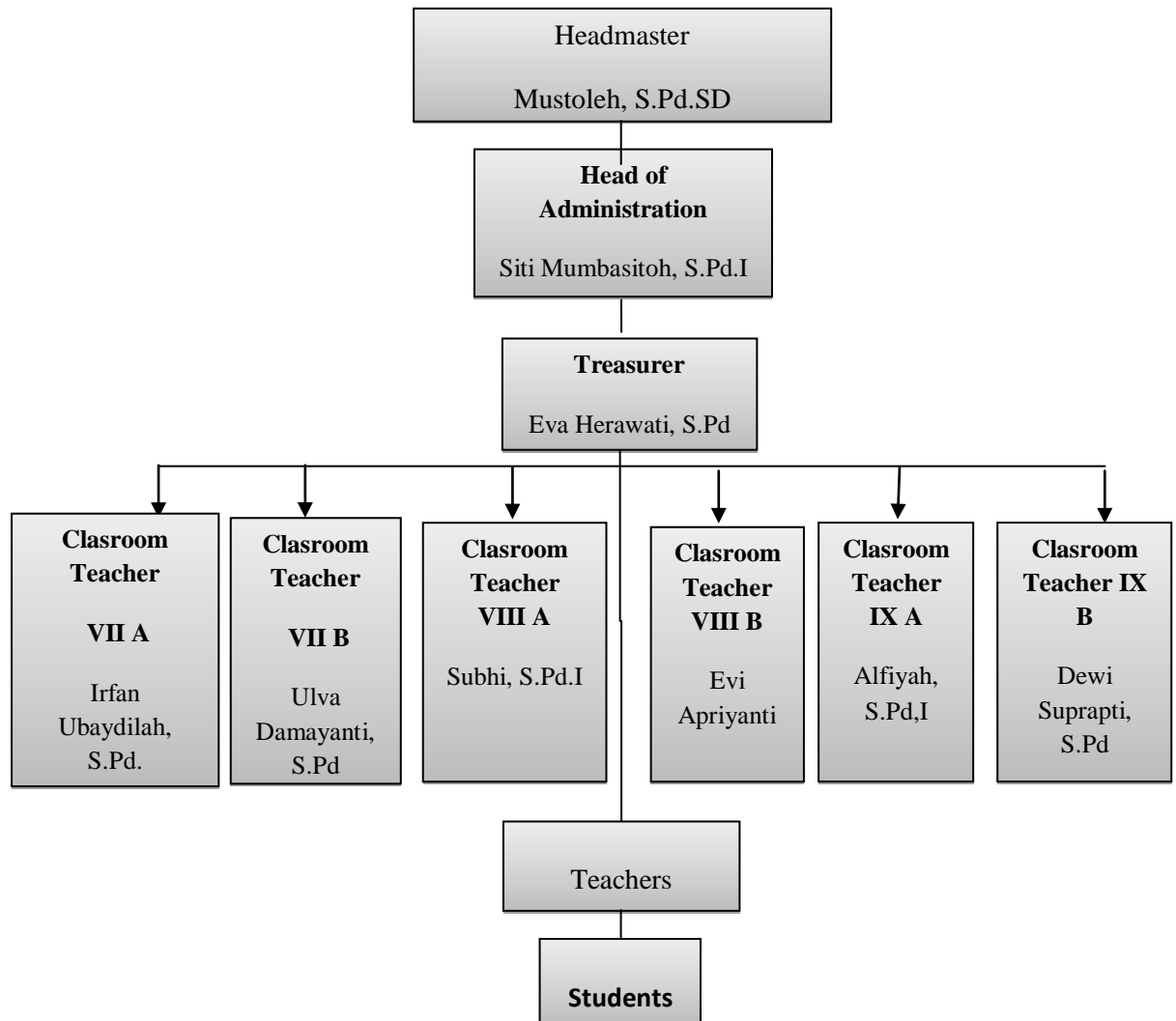
No	Class	Male	Female	Total
1	VII A	10	15	25
2	VII B	13	16	29
3	VIII A	16	13	29
4	VIII B	13	11	24
5	IX A	12	19	31
6	IX B	13	18	25
Total				163

*Source: Documentation of Students' Quantity at MTs Darun Nasyi'in in the academic year 2018/2019*

**d. The Organization of MTs Darun Nasyi'in Bumi Jawa**

**Figure 1**

**Organization Structure of MTs Darun Nasyi'in**



## 2. Description of the Research Data

This research used classroom action research. It was conducted in two cycles that include of cycle I and cycle II. Each cycle consists of two meetings and each meeting takes 2×45 minutes. Each cycle comprised of planning, action, observation and reflection. To manage the class, the researcher made lesson plan. The action of this research used Roundtable Technique to improve the students' Narrative Text Writing Ability.

### a. Pre-test activity

The researcher conducted pre-test on Wednesday, July 31<sup>rd</sup>, 2019 at 13.00 until 14.30. All students had been already in the class when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their narrative text writing ability before doing the classroom action research. The researcher informed the students that they were going to do the pre-test to investigate their narrative writing ability. The pre-test was administrated to the students to be finished individually. The kind of the test was a writing test in the form of essay test that asked the students to write a composition of narrative text of *Timun Mas*. In addition, the students' pre-test results are presented on the following table:

**Table 9**

## Students' Pre-test Grade

<b>No.</b>	<b>Students' Name</b>	<b>Grade</b>	<b>Category</b>
1.	APS	<b>56</b>	INCOMPLETE
2.	ARF	<b>48</b>	INCOMPLETE
3.	AN	<b>27</b>	INCOMPLETE
4.	ADA	<b>34</b>	INCOMPLETE
5.	AZ	<b>50</b>	INCOMPLETE
6.	ALU	<b>47</b>	INCOMPLETE
7.	ARM	<b>35</b>	INCOMPLETE
8.	DS	<b>36</b>	INCOMPLETE
9.	DL	<b>43</b>	INCOMPLETE
10.	FJS	<b>45</b>	INCOMPLETE
11.	HN	<b>48</b>	INCOMPLETE
12.	KA	<b>37</b>	INCOMPLETE
13.	KAA	<b>47</b>	INCOMPLETE
14.	MDA	<b>39</b>	INCOMPLETE
15.	MRA	<b>46</b>	INCOMPLETE
16.	MH	<b>36</b>	INCOMPLETE
17.	MA	<b>48</b>	INCOMPLETE
18.	MUR	<b>72</b>	COMPLETE
19.	NA	<b>72</b>	COMPLETE
20.	NAK	<b>48</b>	INCOMPLETE
21.	RAF	<b>75</b>	COMPLETE
22.	RAT	<b>61</b>	INCOMPLETE
23.	RAA	<b>75</b>	COMPLETE
24.	SSB	<b>48</b>	INCOMPLETE
25.	SND	<b>34</b>	INCOMPLETE
26.	TK	<b>46</b>	INCOMPLETE
27.	TM	<b>76</b>	COMPLETE
28.	TTA	<b>49</b>	INCOMPLETE
29.	ZI	<b>48</b>	INCOMPLETE
30.	ZAM	<b>78</b>	COMPLETE
31.	NAI	<b>63</b>	INCOMPLETE
<b>Total</b>		<b>1567</b>	
<b>Average</b>		<b>51</b>	

*Source: The Grade Result of writing pre-test at IX a class of MTs Darun nasyi'in on July 31<sup>rd</sup> 2019.*

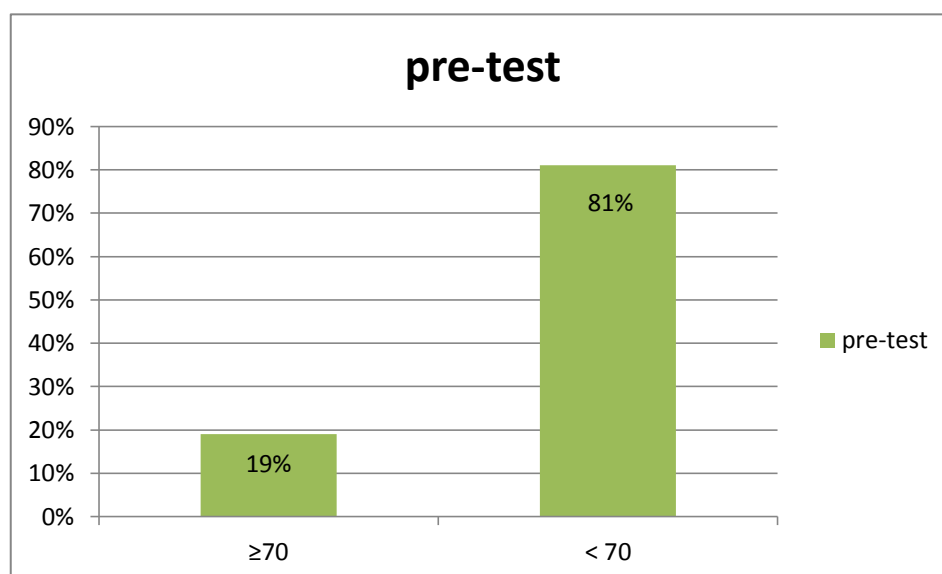
**Table 10**  
Frequency of students' Grade in Pre-test

No	Grade	Frequencies	Percentage	Explanation
1	$\geq 70$	6 students	19 %	Complete
2	$< 70$	25 students	81 %	Incomplete
	<b>Total</b>	<b>31 students</b>	<b>100 %</b>	

*Source: The Grade Result of writing pre-test at the ninth grade of MTs Darun Nasyi'in on July 31<sup>rd</sup> 2019.*

**Figure 2**

The Percentage of the Students' Completeness Grade on Pre-test



Based on the data above, it could be inferred that 25 students (81%) were not successful and 6 other students (19%) were successful. The successful students were those who got the minimum mastery criteria at MTs Darun Nasyi'in at least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 51, so the

result was unsatisfied. Therefore, the researcher used roundtable technique to improve the Narrative text writing ability.

## **b. Cycle I**

After analyzing and identifying the data from pre-test. The researcher knew the students' difficulties and problems in learning of writing narrative paragraph. Hence, the researcher determined to apply Roundtable Technique in teaching writing of narrative paragraph to overcome those problems. The implementation of the action in cycle I was held from August 05<sup>th</sup> 2019 up to August 7<sup>th</sup>, 2019 at IX A grade of MTs DARUN NASYIIN. There were 31 students followed this implementation. This cycle consists of planning, acting, observing, and reflecting.

### **1) Planning**

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as, as follows;

- a) Preparing the lesson plan, the instrument that would be examined as post test in the cycle I, the learning material, the observation sheet of the students' activity.
- b) Identifying the problem and found the causes of problem at the beginning and the end of learning activities.

- c) The researcher also planned to give evaluation to measure the students' mastery on the given materials.

## 2) Acting

- a) The first meeting

The first meeting was conducted on Monday, August 05<sup>st</sup> 2019 at 10.30 until 12.30 and followed by 31 students. The meeting was started by praying, greeting and checking the attendance list.

In this stage, the condition of the class was effective because the collaborator handed the researcher to make sure the students' effectiveness before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher when the study time came.

For the beginning, the researcher started to introduce the procedure of technique that was used in the learning process, then started to deliver the material. The researcher asked to the student to open handbook (LKS) on page 13 that is text about "*Sangkuriang*" and asked the students to read it. Then, the researcher said "Well students, now I want to ask you, what the type of the text is?" some students answered "descriptive text", some students kept silent, and three students answered "narrative text". The researcher said "Good! The type is narrative text. Today we will discuss together a narrative text.

The researcher explained that the used text in the teaching learning was organized in the narrative form. The generic structure included orientation-complication-resolution-reorientation. The purpose of the text is to amuse or to entertain the reader with a story. Furthermore, a student asked “Miss, is it about *Bandung Bondowoso*?” The researcher answered “yes, of course such as Snow White, *Timun mas*, etc”.

Moreover, in teaching narrative text writing, the researcher implemented seven procedures of Roundtable technique. The first procedure of Roundtable technique is the teacher asked the students in group to sit in a circle facing up to a table. In this procedure, the researcher divided the students into four groups that consist seven up to eight students in each group. The way to divide the group was asking the students to count themselves from number 1 up to four. The students who had the same number gathered in the same group.

In addition, the researcher did the second procedure of Roundtable technique that is the teacher instructed the students to do writing worksheet by using one pen and one piece of paper. In this procedure, the researcher gave the topics about narrative text for each group. The researcher distributed the learning worksheet to the students. The topic of narrative text contained in students’ worksheet is *Roro jonggrang*.



Furthermore, the researcher applied the third procedures of Roundtable that the teacher asked the students in the group to write words or phrases related to the theme. In this procedure, the researcher asked the each member of groups to write word or phrases related to *Roro Jonggrang*, individually. In addition, the researcher implemented the fourth procedure of Roundtable, which is the group wrote a simple text using the word or phrases that had been written. In this procedure, the students start to write a short or simple text using the word or phrases written.

Moreover, the researcher applied the fifth procedure of Roundtable that is the each group presented their writing to the whole class. In this procedure, the group that had completed the students worksheet number one and two, the group presented the result of *Roro Jonggrang* in front of the class, in this meeting there are two group presented. Furthermore, the researcher applied the sixth procedure of Roundtable, which is the teacher asked each group to make correction. In this procedure, the researcher asked each group to make correction related to the writing result. The last, the researcher implemented the seventh procedure of Roundtable, that is the each group revised their work/writing. In this procedure, the researcher asked to each group revised their result of simple or

short text of *Roro Jonggrang* cooperatively. The last, the researcher close the class.

In this stage, some students were still trouble faced to the students. Such as, some of the students were not confident to write the text by using Roundtable because they are confused that their result true or false. In addition, the student are lack of desire in writing English text for some students, they lost the time to work.

b) The second meeting

The second meeting was conducted on Wednesday, August 7<sup>th</sup> 2019 at 13.00 until 14.30 for 2×45 minutes after the students given the action. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity continued by giving some explanation more about narrative text how to apply Roundtable.

Moreover, in teaching narrative text writing, the researcher implemented seven procedures of Roundtable technique. The first procedure of Roundtable technique is the teacher asked the students in group to sit in a circle facing up to a table. In this procedure, the researcher divided the students into four groups that consist seven up to eight students in each group. The way to divide the group was asking the students to count themselves

from number 1 up to four. The students who had the same number gathered in the same group.

In addition, the researcher did the second procedure of Roundtable technique that is the teacher instructs the students to do writing worksheet by using one pen and one piece of paper. In this procedure, the researcher gave the topics about narrative text for each group. The researcher distributed the learning worksheet to the students. The topic of narrative text contained in students' worksheet is *Sangkuriang*. The example of student's worksheet used in meeting 2 of cycle 1 is provided in appendix 12. The topic of worksheet is *Sangkuriang*.

Furthermore, the researcher applied the third procedures of Roundtable that was the teacher asked the students in the group to write words or phrases related to the theme. In this procedure, the researcher asked the each member of groups to write word or phrases related to *Sangkuriang*, individually. In addition, the researcher implemented the fourth procedure of Roundtable, which was the group wrote a simple text using the word or phrases that had been written. In this procedure, the students start to write a short or simple text using the word or phrases written. Moreover, the researcher applied the fifth procedure of Roundtable that was the each group presents their writing to the whole class. In this procedure, the group that had

completed the students worksheet number one and two, the group presented the result of *Sangkuriang* in front of the class, in this meeting there are two group presented. Furthermore, the researcher applied the sixth procedure of Roundtable, which is the teacher asked each group to make correction. In this procedure, the researcher asked each group to make correction related to the writing result. The last, the researcher implemented the seventh procedure of Roundtable, that was the each group revised their work/writing. In this procedure, the researcher asked to each group revised their result of simple or short text of *Sangkuriang* cooperatively. The Last, the researcher close the class.

### c. Post Test I Activity

Then, on Wednesday, August 14<sup>th</sup> 2019 at 10.30 until 12.30 the researcher conducted post test 1 cycle I, the researcher gave post-test 1 of cycle 1 with similar task on pre test before. Kinds of the test was an essay test which consisted of 1 question item, these was maked a short narrative text about *Bawang Merah Bawang Putih*. The result of the students' test in post test 1 was better than test in pre-test before. In addition, the students' post-test 1 results are presented on the following table:

**Table 11**  
The Students' Post-test 1 Grade

No.	Students' Name	Grade	Category
1.	APS	67	INCOMPLETE
2.	ARF	56	INCOMPLETE
3.	AN	50	INCOMPLETE
4.	ADA	63	INCOMPLETE
5.	AZ	56	INCOMPLETE
6.	ALU	72	COMPLETE
7.	ARM	53	INCOMPLETE
8.	DS	45	INCOMPLETE
9.	DL	70	COMPLETE
10.	FJS	70	COMPLETE
11.	HN	70	COMPLETE
12.	KA	43	INCOMPLETE
13.	KAA	63	INCOMPLETE
14.	MDA	66	INCOMPLETE
15.	MRA	70	COMPLETE
16.	MH	65	INCOMPLETE
17.	MA	45	INCOMPLETE
18.	MUR	71	COMPLETE
19.	NA	78	COMPLETE
20.	NAK	65	INCOMPLETE
21.	RAF	70	COMPLETE
22.	RAT	70	COMPLETE
23.	RAA	71	COMPLETE
24.	SSB	64	INCOMPLETE
25.	SND	54	INCOMPLETE
26.	TK	70	COMPLETE
27.	TM	70	COMPLETE
28.	TTA	70	COMPLETE
29.	ZI	67	COMPLETE
30.	ZAM	80	COMPLETE
31.	NAI	66	INCOMPLETE
<b>Total</b>		<b>1990</b>	
<b>Average</b>		<b>64</b>	

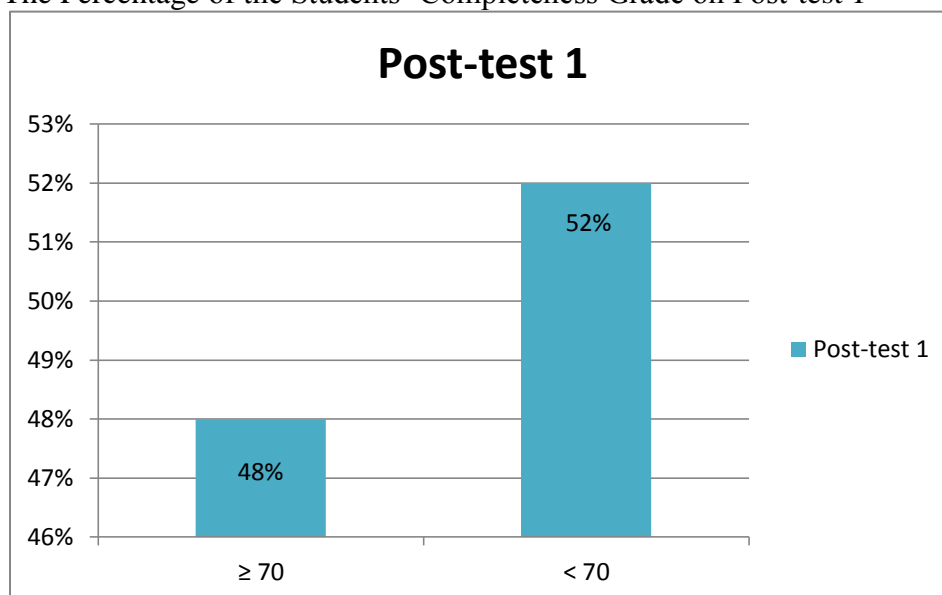
*Source: The Grade Result of writing post test 1 at ninth of MTs Darun nasyi'in on August 14<sup>th</sup> 2019*

**Table 12**  
The Frequency of Students' Grade in Post-test 1

No	Grade	Frequencies	Percentage	Explanation
1	$\geq 70$	15 Students	48%	Complete
2	$< 70$	16 Students	52%	Incomplete
	Total	31 Students	100 %	

Source: The Grade Result of writing post test 1 at ninth of MTs Darun nasyi'in on August 14<sup>th</sup> 2019

**Figure 3**  
The Percentage of the Students' Completeness Grade on Post-test 1



Source: The Grade Result of writing post test 1 at ninth of MTs Darun nasyi'in on August 14<sup>th</sup> 2019

Based on the result above, it could be seen that 15 students (48%) got grade up to the standard and 16 students (52%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said success when 75% students got Grade  $\geq 70$ . The fact showed that the result was unsatisfied.

### 3) Observing

In observation, the collaborator observed the students' activities. The researcher as a teacher gave material about writing text especially narrative text by using Roundtable technique. While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting 1 and meeting 2. The indicators of the students' activities were:

- a) Paying attention of teacher's explanation.
- b) Asking/answering teacher's question.
- c) Being active in the class.
- d) Doing the task given by the teacher
- e) Being active in group activity.

The result of the students' learning activities are presented on the following table:

**Table 13**  
The Students' Learning Activities Observation in Cycle I

No.	Name	The Indicators of Student's Learning Activity				
		Paying attention to teacher's explanation	Asking/ answering the teacher's question	Being active in class	Doing the task given by the teacher	Being active in group activity
1.	APS	√	√	√		√
2.	ARF	√				
3.	AN			√		
4.	ADA	√	√			√
5.	AZ	√		√		
6.	ALU		√		√	√
7.	ARM				√	
8.	DS	√				
9.	DL	√	√	√	√	√
10.	FJS	√			√	
11.	HN	√		√		
12.	KA			√		
13.	KAZ	√	√	√		√
14.	MDA		√	√		
15.	MRA	√	√	√	√	√
16.	MH	√				
17.	MA	√				√
18.	MHR	√		√	√	√
19.	NA	√	√	√	√	√
20.	NAK	√			√	√
21.	RAF			√	√	
22.	RAT	√	√		√	√
23.	RAA	√			√	
24.	SSB	√				√
25.	SND		√			
26.	TK	√		√	√	
27.	TM	√	√	√	√	√
28.	TTA	√			√	√
29.	ZI					√
30.	ZAM	√	√	√	√	√



31.	SA	√		√		√
→	<b>TOTAL</b>	<b>23</b>	<b>12</b>	<b>15</b>	<b>15</b>	<b>17</b>

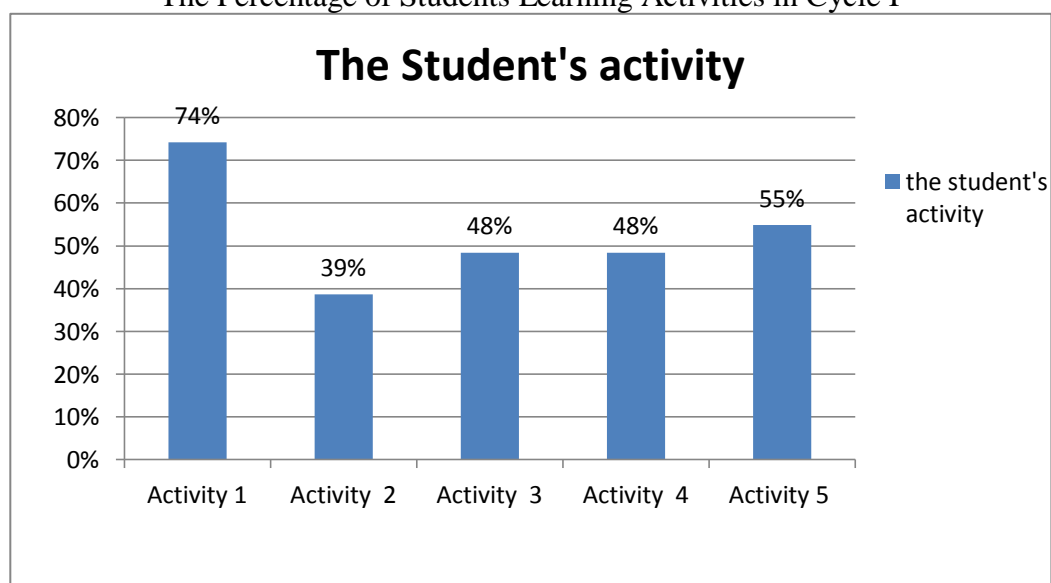
Source: The students' learning activity in cycle 1 at ninth of MTs Darun Nasyiin

**Table 14**  
The Frequency Students' Learning Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	Paying attention to teacher's explanation	23 Students	74%
2	Asking/ answering the teacher's question	12 Students	39%
3	Being active in class	15 Students	48%
4	Doing the task given by the teacher	15 Students	48%
5	Being active in group activity	17 Students	55 %
<b>The Average percentage</b>			<b>53%</b>
<b>Total Students</b>			<b>31 Students</b>

Source: The result grade of students' activities in cycle 1 at class Ixa of MTs Darun Nasyiin August 14<sup>th</sup> 2019

**Figure 4**  
The Percentage of Students Learning Activities in Cycle I



The table showed that not all the students' active in learning process. There were 23 students (74%) who gave attention to the teacher explanation. 12 students (39%) who understood the materials, 15 students (48%) were able to do the task and 15 students (48%) who active in the class, 17 students (55%) who active in group activity. The average of the students learning activity in cycle I is 53 %.

#### 4) Reflecting

From the result observation in learning process in cycle I, it could be concluded that in the learning process has not achieved Minimum Mastery Criteria (MMC) of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test Grade and the result of students' post-test I Grade. The comparison between post-test Grade and post-test I Grade was as follow:

**Table 15**  
The Comparison between Pre-test and Post-test I Grade in Cycle I

NO	Name Initial	Pre Test	Post Test I	Improving	Explanation
1.	APS	56	67	11	Improved
2.	ARF	48	56	7	Improved
3.	AN	27	50	23	Improved
4.	ADA	34	63	29	Improved
5.	AZ	50	56	6	Improved
6.	ALU	47	72	25	Improved
7.	ARM	35	53	18	Improved
8.	DS	37	45	8	Improved
9.	DL	43	70	27	Improved
10.	FJS	45	70	25	Improved
11.	HN	48	70	22	Improved
12.	KA	37	43	6	Improved
13.	KAZ	47	63	16	Improved

14.	MDA	39	66	27	Improved
15.	MRA	46	70	24	Improved
16.	MH	36	65	29	Improved
17.	MA	48	45	-3	Declined
18.	MHR	72	71	-1	Declined
19.	NA	70	78	8	Improved
20.	NAK	48	65	20	Improved
21.	RAF	75	70	-5	Declined
22.	RAT	61	70	9	Improved
23.	RAA	75	71	-4	Declined
24.	SSB	48	64	16	Improved
25.	SND	34	54	20	Improved
26.	TK	46	70	24	Improved
27.	TM	76	70	-6	Declined
28.	TTA	49	70	21	Improved
29.	ZI	48	67	19	Improved
30.	ZAM	78	80	2	Improved
31.	SA	63	66	3	Improved
<b>Total</b>		<b>1567</b>	<b>1990</b>	<b>445</b>	
<b>Average</b>		<b>51</b>	<b>64</b>		
<b>High Grade</b>		<b>78</b>	<b>80</b>		
<b>Low Grade</b>		<b>27</b>	<b>40</b>		

(Source: the result of writing test between pre-test and post-test I grade in cycle I at the ninth of MTS Darun Nasyi'in Bumi Jawa)

**Table 16**

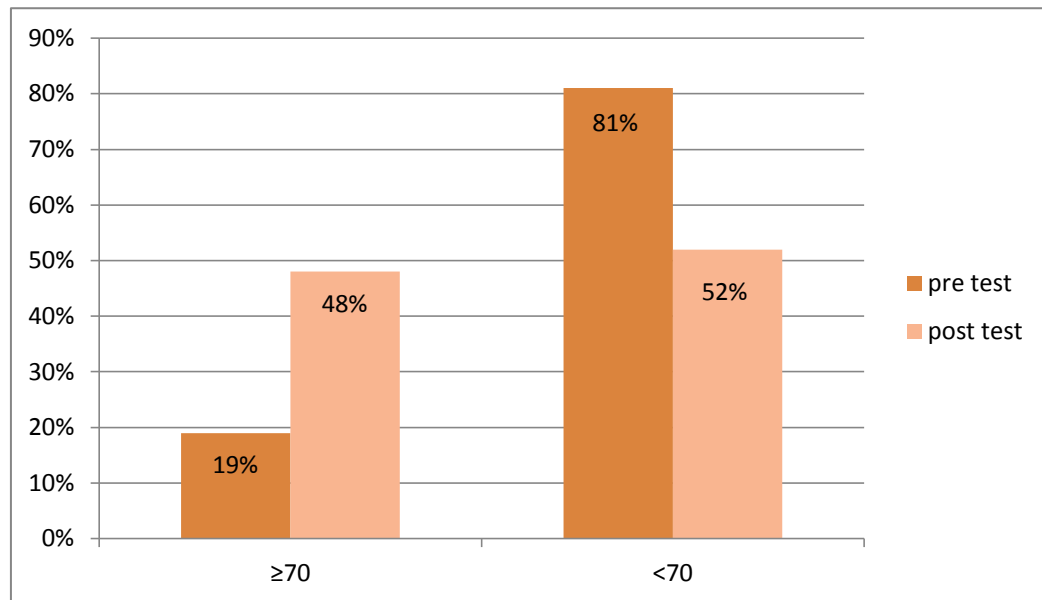
The Comparison of Students' Frequency of Pre-Test and Post-Test I in Cycle I

Interval	Pre-Test	Post-Test I	Explanation
$\geq 70$	6 Students	15 Students	Complete
$< 70$	25 Students	16 Students	Incomplete
<b>Total</b>	<b>31</b>	<b>31</b>	

(Source: the result of writing comparison between pre-test and post-test I grade in cycle I at the ninth of MTS Darun Nasyi'in Bumi Jawa)

Then, the graph of comparison students narrative text writing ability pre-test and post-test I Grade in cycle I could be seen as follows:

**Figure 5**  
The Comparison of Percentage of the Students' Completeness Grade on Pre-test and post-test I



The table and the graphic above, in pre-test it could be seen that total from 31 students, it could be conclude that 19% or 6 students among the interval  $\geq 70$  students, was complete the minimum standard criteria. Then the students who were incomplete the minimum standard criteria were 81% or 25 students among the interval  $\leq 70$ . In post-test I, it could be concluded that 48% or 15 students among the interval  $\geq 70$  students, was complete the minimum standard criteria. Then, who incomplete the minimum standard criteria were 52% or 16 students among interval  $\leq 70$ . Average Grade of pre-test was 51 and average Grade of post-test I was 64. There was improvement between pre-test and post-test 1, but did not fulfill the indicator of success. It could be concluded that the result was

unsuccessful, because of the indicator of success could not be achieved yet that was 75% of the total students must be passed the criteria.

Regarding to the result of student's post-test I Grade and the observation of student's activities in cycle I it caused of giving a subject material was not run well, so some students could not clear to understanding the material. Some students were not satisfied because most of the students did not pay attention toward the teacher explanation and they did not get difficulties to answer the question and some students got failure in test of cycle I. So, the researcher had to continue in cycle II which consisted of planning, acting, observing, and reflecting.

#### **d. Cycle II**

The action in the cycle I was not successful enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. the steps of the cycle II as follows:

##### **1) Planning**

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. Then, the researcher and collaborator planned to give the material for students in writing ability by narrative text with the Roundtable Technique.

The researcher and collaborator prepared the lesson plan, observation sheet of the students' activities, identified the problem,

and found the causes of problem at the first and the last of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

## **2) Acting**

### **a) The first meeting**

The first meeting was conducted on Monday, August 19<sup>th</sup> 2019 at 13.00 until 14.30 followed by 31 students. The researcher began the lesson greeting, praying, checking attendance list and asking the students' condition. The researcher continued the material in the last meeting, explained the generic structure and tenses in the text. The researcher gave the students narrative text and asked the students to read the text. Then, the researcher asked the students to underline the general structure and keyword in the text.

Moreover, in teaching narrative text writing, the researcher implemented seven procedures of Roundtable technique. The first procedure of Roundtable technique is the teacher asked the students in group to sit in a circle facing up to a table. In this procedure, the researcher divided the students into four groups that consist seven up to eight students in each group. The way to divide the group was asking the students to count themselves from number 1 up to four. The students who had the same number gathered in the same group. In addition, the researcher

did the second procedure of Roundtable technique that was the teacher instructed the students to do writing worksheet by using one pen and one piece of paper. In this procedure, the researcher gave the topics about narrative text for each group. The researcher distributed the learning worksheet to the students. The topic of narrative text contained in students' worksheet is *The Tiger and The fox*. The example of student's worksheet used in meeting 1 of cycle 2 is provided in appendix 13.

Furthermore, the researcher applied the third procedures of Roundtable that was the teacher asked the students in the group to write words or phrases related to the theme. In this procedure, the researcher asked the each member of groups to write word or phrases related to *The Tiger and The fox*, individually based on media. In addition, the researcher implemented the fourth procedure of Roundtable, which is the group wrote a simple text using the word or phrases that had been written. In this procedure, the students start to write a short or simple text using the word or phrases written.

Moreover, the researcher applied the fifth procedure of Roundtable, which is the each group presented their writing to the whole class. In this procedure, the group that had completed the students' worksheet number one and two, the group

presented the result of *The Tiger and The fox*. Furthermore, the researcher applied the sixth procedure of Roundtable, which is the teacher asked each group to make correction. In this procedure, the researcher asked each group to make correction related to the writing result. The last, the researcher implemented the seventh procedure of Roundtable, that was the each group revised their work/writing. In this procedure, the researcher asked to each group revised their result of simple or short text of *The Tiger and The Fox* cooperatively. The last, the researcher close the class.

When the time was up, the researcher called the name one of students than were standing up. The researcher gave the same question for all students who had the name and they answered it. In this stage, the students were very active in following the lesson. It might be caused they could adapt the condition of the class. The students looked getting more spirit and enthusiasm in following learning process. It looked from their activeness in the class. The good condition of the environment of the class was very helpful in teaching learning process.

#### b) The second meeting

The second meeting was conducted on Wednesday, August 21<sup>th</sup> 2019 at 10.30 until 12.30 followed by 31 students. The researcher began the lesson greeting, praying, checking



attendance list and asking the students' condition, sing together and motivated students to be more spirit in study English. The activity continued by giving some explanation more about narrative text how to apply Roundtable.

Moreover, in teaching narrative text writing, the researcher implemented seven procedures of Roundtable technique. The first procedure of Roundtable technique is the teacher asked the students in group to sit in a circle facing up to a table. In this procedure, the researcher divided the students into four groups that consist seven up to eight students in each group. The way to divide the group was asking the students to count themselves from number 1 up to four. The students who had the same number gathered in the same group. In addition, the researcher did the second procedure of Roundtable technique that was the teacher instructed the students to do writing worksheet by using one pen and one piece of paper. In this procedure, the researcher gave the topics about narrative text for each group. The researcher distributed the learning worksheet to the students. The topic of narrative text contained in students' worksheet is *Snow White*.

Furthermore, the researcher applied the third procedures of Roundtable that was the teacher asked the students in the group to write words or phrases related to the theme. In this

procedure, the researcher asked the each member of groups to write word or phrases related to *Snow White*, individually based on media. In addition, the researcher implemented the fourth procedure of Roundtable, which is the group wrote a simple text using the word or phrases that had been written. In this procedure, the students start to write a short or simple text using the word or phrases written. Moreover, the researcher applied the fifth procedure of Roundtable, which is the each group presented their writing to the whole class. In this procedure, the group that had completed the student's worksheet number one and two, the group presented the result of *Snow White*.

Furthermore, the researcher applied the sixth procedure of Roundtable, which is the teacher asked each group to make correction. In this procedure, the researcher asked each group to make correction related to the writing result. The last, the researcher implemented the seventh procedure of Roundtable, that was the each group revised their work/writing. In this procedure, the researcher asked to each group revised their result of simple or short text of *Snow White* cooperatively. The last the teacher closed the class.

In this stage, the students were very active in following the lesson. It might be caused they could adapt the condition of the class. The students looked getting more spirit and enthusiasm in

following learning process. It looked from their activeness in the class. The good condition of the environment of the class was very helpful in teaching learning process.

In this stage, the students were actively following the teaching learning process. Furthermore, their desire and motivation to write the simple narrative text in the second meeting are higher than those in first meeting.

#### e. Post test II Activity

Then, on Monday, August 26<sup>th</sup> 2019 at 13.00 until 14.30 the researcher conducted post test 2 cycle II. The researcher gave post-test 2 of cycle 2 with similar task on post test I before. Kinds of the test was an essay test which consisted of 1 question item, these was made a simple narrative text about *Malin Kundang*. In this meeting almost all of the students could answer well. It could be seen from the result of the post test II. There were only 7 of 31 students got the grade under the minimum mastery criteria. The result of the students' test in post test II was better than test in pre-test and post test 1 before. In addition, the students 'post-test 2 results are presented on the following:

**Table 17**  
The Students' Post Test II Grade

No.	Students' Name	Grade	Category
1.	APS	84	COMPLETE
2.	ARF	63	INCOMPLETE

3.	AN	<b>66</b>	INCOMPLETE
4.	ADA	<b>83</b>	COMPLETE
5.	AZ	<b>74</b>	COMPLETE
6.	ALU	<b>81</b>	COMPLETE
7.	ARM	<b>80</b>	COMPLETE
8.	DS	<b>60</b>	INCOMPLETE
9.	DL	<b>75</b>	COMPLETE
10.	FJS	<b>72</b>	COMPLETE
11.	HN	<b>81</b>	COMPLETE
12.	KA	<b>60</b>	INCOMPLETE
13.	KA	<b>69</b>	INCOMPLETE
14.	MDA	<b>77</b>	COMPLETE
15.	MRA	<b>80</b>	COMPLETE
16.	MH	<b>65</b>	INCOMPLETE
17.	MA	<b>80</b>	COMPLETE
18.	MUR	<b>89</b>	COMPLETE
19.	NA	<b>79</b>	COMPLETE
20.	NAK	<b>76</b>	COMPLETE
21.	RAF	<b>76</b>	COMPLETE
22.	RAT	<b>74</b>	COMPLETE
23.	RAA	<b>75</b>	COMPLETE
24.	SSB	<b>75</b>	COMPLETE
25.	SND	<b>67</b>	INCOMPLETE
26.	TK	<b>78</b>	COMPLETE
27.	TM	<b>80</b>	COMPLETE
28.	TTA	<b>82</b>	COMPLETE
29.	ZI	<b>70</b>	COMPLETE
30.	ZAM	<b>85</b>	COMPLETE
31.	NAI	<b>75</b>	COMPLETE
<b>Total</b>		<b>2331</b>	
<b>Average</b>		<b>75.19</b>	

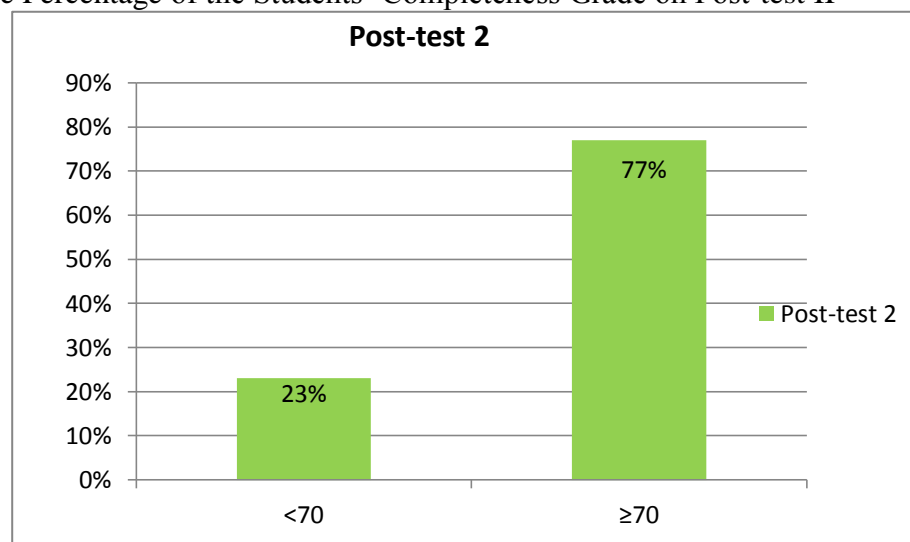
*Source: The result of post test 2 the ninth of MTs Darun Nasyiin Bumi Jawa August 26<sup>th</sup> 2019*

**Table 18**  
The Frequency of students' Grade in Post-test II

No	Grade	Frequencies	Percentage	Explanation
1	$\geq 70$	24 Students	77 %	<b>Complete</b>
2	$< 70$	7 Students	23%	<b>Incomplete</b>
	<b>Total</b>	<b>31</b>	<b>100 %</b>	

Source: The result of post test 2 the ninth of MTs Darun Nasyiin Bumi Jawa August 26<sup>th</sup> 2019

**Figure 6**  
The Percentage of the Students' Completeness Grade on Post-test II



Based on the result above, it could be inferred that 24 students (77%) were successful and 7 other students (23%) were not successful. From the post test 2 results, the researcher got the average of 75. It was higher than post test 1 in cycle I.

### 3) Observing

In this step, the researcher presented the material by Roundtable technique. In learning process, there were also five indicators used to know the students' activities like in learning

process previously. Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result Grade of students' learning activities observation, as follows:

**Table 19**  
The Students' Learning Aactivities Result in Cycle II

No.	Name	The Indicators of Student's Learning Activity				
		Paying attention of teacher's explamation	Asking/ answering teacher's question	Being active in class	Doing the task given by the teacher	Being active in group activity
1.	APS	√	√	√	√	√
2.	ARF	√				
3.	AN			√		
4.	ADA		√	√	√	√
5.	AZ	√	√	√	√	
6.	ALU		√	√	√	√
7.	ARM	√	√	√	√	√
8.	DS					
9.	DL	√	√	√	√	√
10.	FJS	√	√	√	√	√
11.	HN	√	√	√	√	√
12.	KA		√			
13.	KAZ	√	√	√		√
14.	MDA	√	√	√	√	√
15.	MRA	√	√	√	√	√
16.	MH	√				
17.	MA	√	√	√	√	√
18.	MHR	√	√	√	√	√
19.	NA	√	√	√	√	√
20.	NAK	√		√	√	√
21.	RAF	√		√	√	√
22.	RAT	√	√	√	√	√
23.	RAA	√	√	√	√	√

24.	SSB	√	√		√	√
25.	SND	√	√			
26.	TK	√		√	√	√
27.	TM	√	√	√	√	√
28.	TTA	√	√	√	√	√
29.	ZI		√	√	√	√
30.	ZAM	√	√	√	√	√
31.	SA	√	√	√	√	√
→	TOTAL	25	24	25	24	24

Source: The students' learning activity in cycle II at ninth of MTs Darun Nasyiin August 26<sup>th</sup> 2019.

**Table 20**  
The Frequency Students' Learning Activity in Cycle II

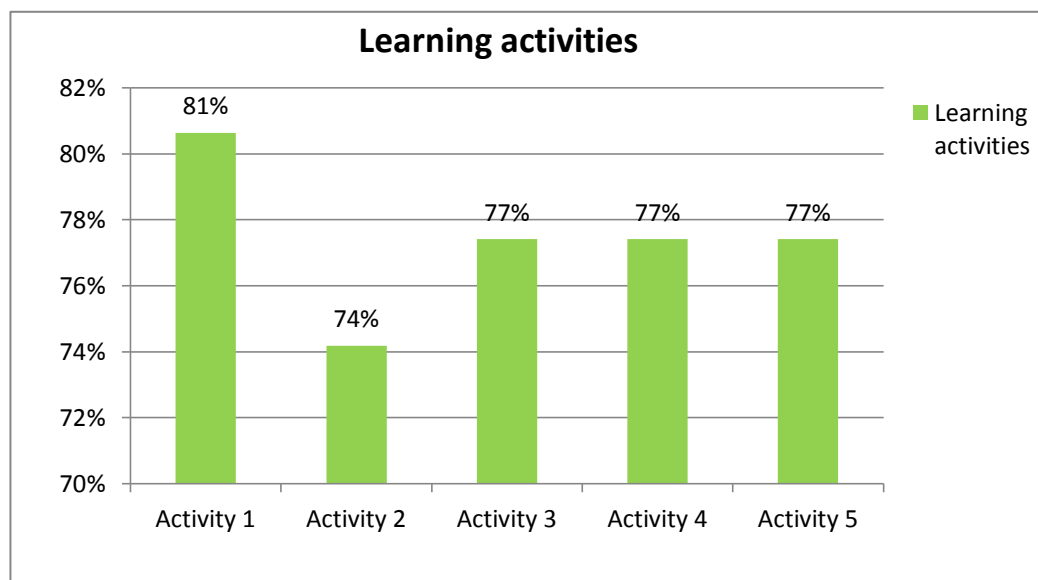
No	Students Activities	Frequency	Percentage
1	Paying attention to the teacher's explanation	25 Students	81%
2	Asking/answering the teacher's question	23 Students	74%
3	Being active in the class	24 Students	77%
4	doing the task given by the teacher	24 Students	77%
5	Being active in group activity	24 Students	77%
<b>The Average Percentage</b>			<b>77%</b>
<b>Total Students</b>			<b>31 Students</b>

Source: The students' activity at the ninth at MTs Darun Nasyiin on August 26<sup>th</sup> 2019.

Then, the graph of percentage students activities in cycle II, as follows:

**Figure 7**

The Percentage of Students Learning Activities in Cycle II



Source: The students' activity at the ninth of MTs Darun Nasyiin on August 26<sup>th</sup> 2019.

The table above showed that the students' activity in cycle II was increase. The students' activity that had high percentage were the students pay attention of the teacher explanation 81%, then, the students ask/answer the question from the teacher 74% and the students active in the class 77%, and the students able do the task 77% and the last the student able to active in group activity 77%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage  $\geq 75\%$ .



#### 4) Reflecting

From the result of learning process in cycle II the researcher analyzed that generally by using Roundtable technique, the writing narrative text ability would improve.

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II Grade and observation of student's learning activities. The comparison between students post test I Grade and post-test II Grade could be compared on the following table.

**Table 21**  
The Comparison between Post-Test I Grade and Post-Test II Grade

NO	Name Initial	Post-Test I Grade	Post-Test II Grade	Improving	Explanation
1.	ADS	67	84	17	Improved
2.	ARF	56	63	7	Improved
3.	AN	50	66	16	Improved
4.	ADA	63	83	20	Improved
5.	AZ	56	74	18	Improved
6.	ALU	72	81	9	Improved
7.	ARM	53	80	27	Improved
8.	DS	45	60	20	Improved
9.	DL	70	75	5	Improved
10.	FJS	70	72	2	Improved
11.	HN	70	81	11	Improved
12.	KA	43	60	17	Improved
13.	KAZ	63	69	6	Improved
14.	MDA	66	77	11	Improved
15.	MRA	70	80	10	Improved
16.	MH	60	65	5	Improved
17.	MA	45	80	35	Improved
18.	MHR	71	89	18	Improved
19.	NA	78	79	1	Improved

20.	NAK	65	76	11	Improved
21.	RAF	70	76	6	Improved
22.	RAT	70	74	4	Improved
23.	RAA	71	75	4	Improved
24.	SSB	64	75	11	Improved
25.	SND	54	67	13	Improved
26.	TK	70	78	8	Improved
27.	TM	70	80	10	Improved
28.	TTA	70	82	12	Improved
29.	ZI	67	70	3	Improved
30.	ZAM	80	85	5	Improved
31.	SA	66	75	8	Improved
<b>Total</b>		<b>1990</b>	<b>2331</b>	<b>350</b>	
<b>Average</b>		<b>64</b>	<b>75</b>		
<b>Lowest Grade</b>		<b>43</b>	<b>60</b>		
<b>Highest Grade</b>		<b>78</b>	<b>89</b>		

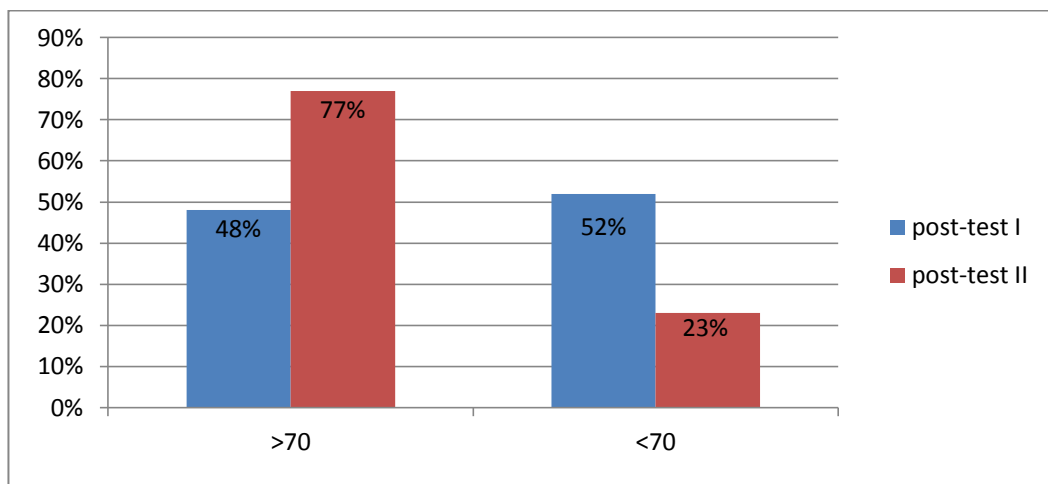
**Table 22**

The Comparison of Students' Frequency Grade in Post-test I and Post-Test II

<b>Interval</b>	<b>Post-Test I</b>	<b>Post-Test II</b>	<b>Explanation</b>
$\geq 70$	15 Students	24 Students	<b>Complete</b>
$< 70$	16 Students	7 Students	<b>Incomplete</b>
<b>Total</b>	<b>31 Students</b>	<b>31 Students</b>	

Then, the graph of comparison students writing narrative text post-test I and post-test II Grade in cycle II could be seen as follow:

**Figure 8**  
The Precentage of Comparison of Students' Grade on Post-test I and Post-test II



From the table above, it could be seen that the Grade of the students in post-test II was various. The highest Grade was 89 and the lowest Grade is 60. The average Grade of post-test II was 75. Besides, the percentages of students' successfulness of post-test II Grade was 77% or 24 students of the total students passed the minimum standard criteria and 23% or 7 students did not pass the minimum standard criteria at least 70. It means that the indicator of success of this research had been achieved that was  $\geq 75\%$  students was gotten Grade 70. It indicated that the writing narrative text ability was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR). It was successful and it would not be continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that Roundtable technique improve the narrative text writing ability.

## **B. INTERPRETATION**

Writing would be easier to understanding when it supported by the right strategy or technique because the lesson will take more concrete for students and the students have to complete understanding. During the research, the researcher observed that the students were enthusiastic to attention from teacher explanation in learning process. The researcher assumes that teaching writing by Roundtable technique can improve writing narrative text ability of the students.

### **1. Result of Students Learning**

#### **a. Result of Students' Pre- Test Grade**

In this phase, the researcher presented the pre- test to measure the students ability before implementing the treatment. The researcher obtained the data through test in the from of essay test which completed for 65 minutes. It was done on Wednesday, July 07<sup>st</sup>, 2019. From the result of pre-test showed that most of the students got difficult for doing the test. Based on the table 9 the students average were 51, it showed that most of the students have not passed yet in achieving the Minimum Mastery Criteria at least 70. In this phase, only 6 students out of 31 students passed of the MMC.

b. Result of Students' Post- Test 1 Grade

In this research, to know the narrative text writing ability after implementing the treatment the researcher conducted the post- test I. It was done on Wednesday, August 14<sup>th</sup>, 2019. Based on the table 11 the students average was 64 it shown that most of the students have not passed yet in achieved the MMC at least 70. In this stage there are 15 students out of 31 students passed of the minimum mastery criteria. It can be conclude that most of the students failed in achieving the material.

c. Result of Students' Post- Test II Grade

In this phase, the researcher continued to cycle II because the Grade of post test I in cycle I did not fulfilled the MMC yet that was only 48% passed the MMC. The researcher presented the post-test II to measure the students' ability after implementing the treatment. The researcher obtained the data through test in the form of essay test which completed for 65 minutes. It was done on August 26<sup>th</sup>, 2019. Based on the table 17 students average were 75 it showed that most of the students have achieving the MMC at least 70. In this phase, 24 students out of 31 students of 77% students passed of the MMC and the research was successful.

## 2. Comparison of Grade in Pre-Test, Post-Test I in cycle I, and Post-Test II in Cycle II.

English learning process was successful in cycle I but the students' average Grade was low. While, the Grade of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average Grade was higher than cycle I. the following was the table of illustration Grade in cycle I and cycle II.

**Table 23**

The Comparison of the Narrative Text Writing Ability of Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II

No	Grade		
	Pre-Test	Post-Test I	Post-Test II
1.	56	67	84
2.	48	56	63
3.	27	50	66
4.	34	63	83
5.	50	56	74
6.	47	72	81
7.	35	53	80
8.	36	45	60
9.	43	70	75
10.	45	70	72
11.	48	70	81
12.	37	43	60
13.	47	63	69
14.	39	66	77
15.	46	70	80
16.	36	65	65
17.	48	45	80
18.	72	71	89
19.	72	78	79
20.	48	65	76
21.	75	70	76
22.	61	70	74
23.	75	71	75
24.	48	64	75

25	34	54	67
26	46	70	78
27	76	70	80
28	49	70	82
29	48	67	70
30	78	80	85
31	63	66	75
<b>Total</b>	<b>1567</b>	<b>1990</b>	<b>2331</b>
<b>Average</b>	<b>51</b>	<b>64</b>	<b>75</b>
<b>Complete</b>	<b>6</b>	<b>15</b>	<b>24</b>

*Source: The result of the pre-test grade, post-test I grade and post-test II grade of the ninth at MTs Darun Nasyi'in Bumi Jawa*

**Table 24**

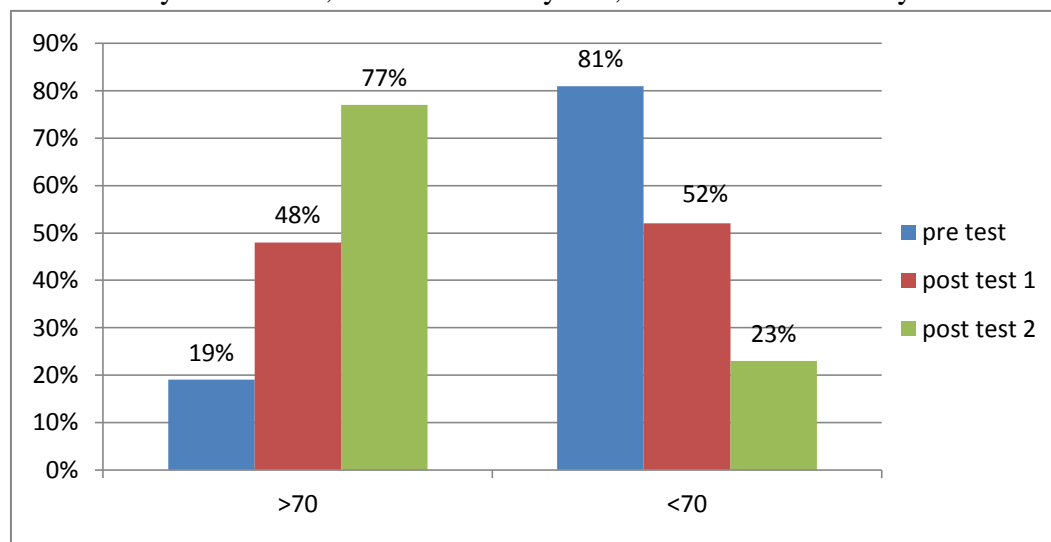
The Comparison of Students' Pre-Test, Post-Test I Grade in Cycle I and Post-Test II Grade in Cycle II

Interval	Pre-Test		Post-Test I		Post-Test II		Explanation
	F	P	F	P	F	P	
$\geq 70$	6 Students	19%	15 Students	48%	24 Students	77%	Complete
$< 70$	15 Students	81%	16 Students	52%	7 Students	27%	Incomplete
<b>Total</b>	<b>31 Students</b>	<b>100%</b>	<b>31 Students</b>	<b>100%</b>	<b>31 Students</b>	<b>100%</b>	

*Source: The Comparison of the Narrative Text Writing Ability of Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II*

Based on the result of the pre-test, post-test I and post-test II, it was know that there was a positive significant increasing of the students' Grade. Therefore, the researcher concluded that the research was successful because the indicator of success in this research had been achieved. The researcher show the graph of the result of pre-test, post-test I and post-test II, as follows:

**Figure 9**  
The Comparison Percentage of the Narrative Text Writing Ability in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle II



Based on the graph above, it could be inferred that Roundtable technique could improve the narrative text writing ability. It is supported by improving grade of the students from pre-test to post-test I and from post-test I to post-test II.

### 3. The Result of Students' Learning Activities in Cycle I and Cycle II

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement of it as follows:

**Table 25**  
The Percentage of Students Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Improving
		F	P	F	P	
1	Paying attention to teacher's explanation	23	74%	25	81 %	Improved
2	Asking/answering the teacher's question	12	39%	23	74%	Improved

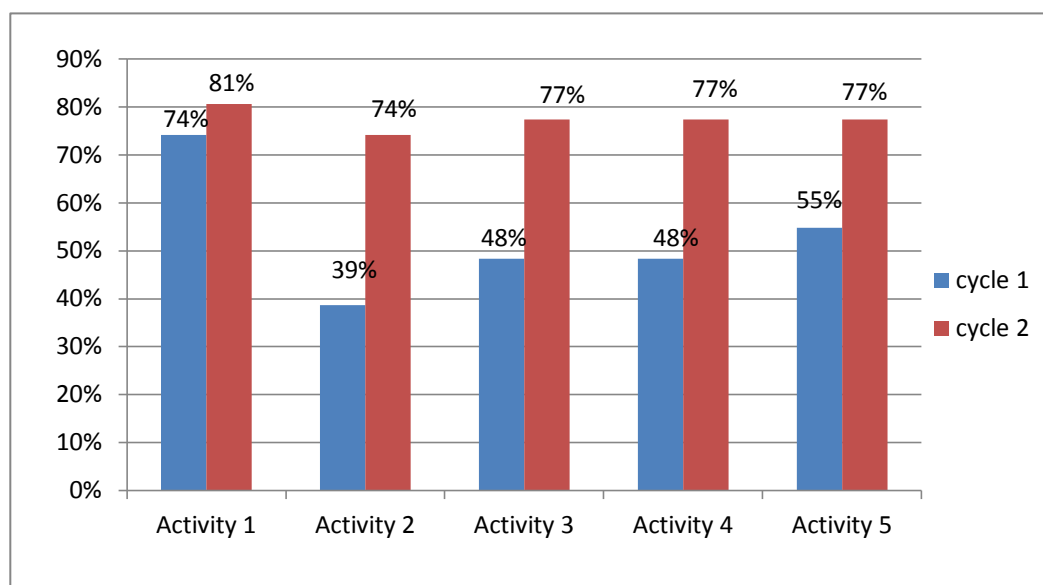


3	Being active in the class	15	48%	24	77 %	Improved
4	Doing the task given by teacher	15	48%	24	77%	Improved
5	Being active in group activity	17	55%	24	77%	Improved
<b>The Average Percentage</b>		<b>53%</b>		<b>77 %</b>		<b>Improved</b>

*Source: The result of the students' activity in cycle I and cycle II of the ninth grade Students at MTs Darun Nasyi'in*

**Figure 10**

Figure of Student's Learning Activity in Cycle I and Cycle II



Based on the data had gotten, it can be explained as follow:

**a) Paying attention to the teacher's explanation**

The students' learning activity in paying a attention to the teacher explanation from the first meeting to the next meeting was increased. In cycle I was only 74% and in cycle II 81%, it improved 6%.

**b) Asking/answering the teacher's question**

The students who asking/answering question from the teacher was increased from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. For this activity was improved 35%, from cycle I 39% and cycle II 74%.

**c) Being active in the class**

The active students in class were improved. It could be seen on the cycle I 48% and cycle II also 77%, it improved 29%.Based on the data above, it could be concluded that the students felt comfort and active with the learning process because most of the students shown good improving in learning activities when Roundtable was applied in learning process from cycle I up to cycle II.

**d) Doing the task given by teacher**

The students who had done the task were increased. It could be seen on the cycle I 48% and cycle II 77%, it increased 29%. Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of Roundtable technique improve the narrative text writing ability. There was progress average Grade from 51 to 64 and to 75.

From the graph 23, we could be seen that there was an improving on the average Grade and total of the students who passed the test from pre-test, post-test I to post-test II. In the graphs above, the average Grade in the pre-test was 51 and only 6 students or (19%) passed the test.

Moreover, in the post-test I there was 15 students or (48%) passed the test the indicator students get Grade  $\geq 70$  with average 64. And in the post-test II there was 24 students or (77%) passed the test the indicator students get Grade  $\geq 70$  with average 75. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success 75% of students got Grade 70 was reached.

### **C. DISCUSSION**

The researcher chooses Roundtable technique to improve the narrative text writing ability. This technique is used to organize and develop idea of students and made students more active in writing ability in learning English. There was improvement about students learning activities using Roundtable. Therefore Roundtable hopefully is useful in the learning activities.

Based on the explanation of cycle I and cycle II, it can be shown that the use of Roundtable Technique could improve the narrative text writing ability. There is progress from the students gets grade  $\geq 70$  from

pre-test 19% or 6 students, post-test I 48% or 15 students and post-test II become 77% or 24 students. We can see that is an improving on the students complete grade and total of grade of the students who passed the least from pre-test, post-test I to post-test II.

Moreover, the minimum mastery criteria was 70 in this research, in the post-test I there is 15 students or 48% passed the test with the average 64 and the post-test II is 24 students or 77% who passed the test with average 77. From the explanation, the researcher concludes that the research is successful and it can be stopped in the cycle II because the indicator of success 75% of students got Grade  $\geq 70$  are reached.

The result of the student's activities in cycle I and cycle II are improve. Paying attention of the teacher's explanation from 74% become 81%, asking/answering the teacher's question from 39% become 74%, being active in the class from 48% become 77%, doing the task given by teacher from 48% become 77%, the student are active in group activity from 55% become 77%. The result of students' activities in cycle I and cycle II, there are improving about students' learning activities from 53% to 77%.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the narrative text writing ability could be improved through Roundtable Technique at the ninth grade students at MTs Darun Nasyi' in Bumi Jawa East Lampung.

Roundtable technique can improve the narrative text writing ability at the ninth grade students at MTs Darun Nasyi' in Bumi Jawa East Lampung. It can be seen on the progress from pre-test to cycle I and cycle II. The percentage of students that complete Minimum Mastery Criteria in pre-test is 19% or 6 students. In Post-test I, the percentage of students that complete Minimum Mastery Criteria is 48% or 15 students. Meanwhile the percentage of students that complete Minimum Mastery Criteria in post-test II is 77% or 24 students. It means that result of cycle II had already reached the indicator of success that was  $\geq 75\%$  students fulfill the minimum mastery criteria (MMC).

Moreover, Roundtable technique can improve learning activity at the ninth grade students at MTs Darun Nasyi' in Bumi Jawa East Lampung. It was investigated that the percentage of learning activity of cycle 2 is 77%. It means that Roundtable technique can improve the student's learning activity.

## **B. Suggestion**

Based on the conclusion above, it can be delivered some suggestions to be shared more attention in teaching and learning process go to:

### **1. For English Teacher**

- a. The researcher suggested to the teacher prepare and select appropriate technique and materials to produce the effective teaching learning process. Also, the teachers should determine the target of the teaching which must be achieved. The teacher should be able to create the enjoyable teaching learning process, such as selecting text or implementing an appropriate teaching strategy.
- b. It is suggested for the teacher to use Roundtable technique in English learning especially in writing, because it can improve the narrative text writing ability.
- c. The teacher supposed give motivation to the students in order to be active in learning process.

### **2. For the Students**

It is suggested to the students to be more active in learning process in the class and improve their narrative text writing ability so they can be successful in English learning.

### **3. For Headmaster**

It is recommended for the headmaster to support the English teacher to use Roundtable technique in learning process because Roundtable technique is so helpful.

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# **APPENDIXES**

## SILABUS SMP/MTs

Nama Sekolah : MTs Darun Nasyi'in  
Mata Pelajaran : Bahasa Inggris  
Kelas : IX  
Kompetensi Inti :

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.  
KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya  
KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.  
KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang)sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.					
2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.					

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.					
<p>3.8 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk cerita rakyat, sesuai dengan konteks penggunaannya.</p> <p>4.8 Menangkap makna, menyusun teks naratif, lisan dan tulis, berbentuk cerita rakyat, pendek dan sederhana.</p>	<p>Teks naratif, berbentuk cerita rakyat pendek dan sederhana</p> <p>Fungsi sosial</p> <p>Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita rakyat.</p> <p>Struktur text (gagasan utama dan informasi rinci)</p> <p>a. Memperkenalkan tokoh, tempat, waktu, terjadinya cerita (orientasi).</p> <p>b. Memberikan penilaian (evaluasi) tentang situasi dan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> <li>Siswa menyusun dengan tulisan tangan yang rapi dari beberapa teks naratif berbentuk cerita rakyat, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.</li> <li>Siswa membaca dan mendengarkan cerita rakyat tersebut untuk memahami isi pesannya.</li> <li>Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap cerita rakyat tersebut.</li> </ul> <p>Menanya</p>	<p>Kriteria Penilaian</p> <p>Tingkat pemahaman fungsi sosial teks naratif berbentuk cerita rakyat, pendek dan sederhana.</p> <p>Tingkat kelengkapan dan keruntutan pemahaman isi pesan cerita rakyat.</p> <p>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan,</p>	8 JP	<ul style="list-style-type: none"> <li>Buku Teks wajib</li> <li>Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat</li> <li>Contoh teks dari sumber otentik</li> <li>Sumber dari internet, seperti: <ul style="list-style-type: none"> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/re_source_files">http://americanenglish.state.gov/files/ae/re_source_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> <li><a href="https://www.google.c">https://www.google.c</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>kondisi terjadinya cerita.</p> <p>c. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)</p> <p>d. Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih</p> <p>e. Memberikan alasan atau komentar umum (reorientasi), opsional.</p> <p>Unsur kebahasaan</p> <p>(1) Tata bahasa: Simple Past tense, Past Continuous Tense</p> <p>(2) Kalimat langsung dan tidak langsung</p>	<p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap cerita rakyat tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> <li>Secara kolaboratif, siswa mencari dan mengumpulkan beberapa cerita rakyat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.</li> <li>Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari cerita rakyat.</li> <li>Siswa membaca semua cerita rakyat yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:</li> </ul>	<p>tanda baca, kerapian tulisan tangan.</p> <p>Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan memahami isi pesan cerita rakyat.</p> <p>Cara Penilaian: Kinerja (praktik) Menganalisis isi pesan cerita rakyat. Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p>		<a href="#">om/</a>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>(3) Kosakata: tokoh binatang dalam fabel, tempat dan benda-benda terkait tokoh</p> <p>(4) Adverbia penghubung waktu: first, then, after that, before, at last, finally, dsb.</p> <p>(5) Adverbia dan frasa preposisional penunjuk waktu: a long time ago, one day, in the morning, the next day, immediately, dsb.</p> <p>(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my,</p>	<ul style="list-style-type: none"> <li>- fungsi sosial setiap teks</li> <li>- tokoh, tempat, waktu, terjadinya cerita</li> <li>- krisis yang terjadi terhadap tokoh</li> <li>- akhir cerita di mana krisis berakhir</li> <li>- komentar atau penilaian umum tentang cerita rakyat (opsional, jika ada)</li> <li>- kosakata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan</li> </ul> <p>Mengasosiasi</p> <ul style="list-style-type: none"> <li>• Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa cerita rakyat yang telah dikumpulkan dari berbagai sumber tersebut di atas.</li> <li>• Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis</li> </ul>	<p>Observasi terhadap tindakan siswa berusaha memahami dan menganalisis isi pesan cerita rakyat pendek dan sederhana.</p> <p>Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</p> <p>Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		dalam bahasa Indonesia.			

Collaborator



**Dwi, Astuti, S.Pd. Ing**  
NIP. -

Bumi Jawa, .....

Researcher



**Evi Apriyanti**  
NPM. 1501070059

Mengetahui  
Kepala Sekolah



**LESSON PLAN 1**  
**RENCANA PELAKSANAAN PEMBELAJARAN (RPP) SIKLUS KE-1**

Satuan Pendidikan	: MTs Darun Nasyi'in
Kelas/Semester	:IX/Ganjil
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Narrative Text(folktale)
Alokasi Waktu	: 4 x 45 menit (2 x pertemuan)

**A. Kompetensi Inti (KI)**

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

**B. Kompetensi Dasar dan Indikator**

**Kompetensi Dasar**

Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai



- 1.1: bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
- 2.1: Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.8: Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk cerita rakyat, sesuai dengan konteks penggunaannya.
- 4.8: Menangkap makna, menyusun teks naratif, lisan dan tulis, berbentuk cerita rakyat, pendek dan sederhana..

### **Indikator**

#### **Pertemuan I**

Siswa dapat:

1. Memahami materi Narrative Text
2. Memahami fungsi sosial, struktur teks, dan unsure kebahasaan dari Narrative Text
3. Mengidetifikasi atau menganalisis fungsi sosial, struktur teks, dan unsure kebahasaan dari contoh Narrative Text yang diberikan

#### **Pertemuan II**

Siswa dapat:

1. Mempresentasikan hasil pemahaman dan analisis contoh dari Narrative Text
2. Menuliskan Narrative Text secara mandiri sesuai denganfungsi social, struktur teks, unsur kebahasaannya

### **C. Tujuan Pembelajaran**

Pada akhir pembelajaran, siswa dapat:

1. Memahami materi Narrative Text
2. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari Narrative Text
3. Menuliskan Narrative Textsesuai dengan fungsi sosial, struktur teks, dan unsur kebahasaannya.

### **D. Materi Pembelajaran**

Teks Narrative Text

## Fungsi Sosial

Berfungsi untuk menghibur khalayak umum

## Struktur teks

### 1. Orientation

Introducing the participants and informing the time and the place. Pada bagian ini kalian akan disuguhkan siapa yang memerankan cerita tersebut atau dalam bahasa lain adalah Character dari cerita dan akan juga disuguhkan tentang latar (dimana, kapan, dan bagaimana cerita tersebut berlangsung)

### 2. Complication

Describing the rising crises which the participants have to do with Pada bagian ini konflik antar karakter mulai terjadi

### 3. Resolution

Showing the way of participant to solve the crises, it can be better or worse. Pada bagian ini para tokoh atau karakter dalam cerita Narrative akan berupaya menyelesaikan masalah yang mereka hadapi, kadang dalam menghadapi masalah tersebut para karakter itu menyelesaikannya menjadi lebih baik atau lebih buruk.

Unsur Kebahasaan:

Language Features adalah tata bahasa yang digunakan dalam Narrative Teks, karena Narrative Teks adalah menceritakan sesuatu maka secara otomatis teks ini menggunakan Tenses past tense, atau masih keluarga dengan past tense atau tenses yang menceritakan tentang masa lalu seperti Past Perfect atau Past Continuous.

## E. Teknik Pembelajaran

*Round Table Technique*

## F. Kegiatan Pembelajaran

### Pertemuan Ke-1

Kegiatan dan Langkah Pembelajaran
A. Kegiatan Pendahuluan (20 Menit)
Orientasi

- ✓ Guru mengucapkan salam dan saling tegur sapa kepada siswa
- ✓ Guru Memeriksa kehadiran siswa.

#### **Apersepsi**

- ✓ Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi sebelumnya.

#### **Motivasi**

- ✓ Memberikan gambaran tentang mamfaat mempelajari pelajaran yang akan di pelajari dalam kegidupan sehari-hari

#### **Memberi Acuan**

- ✓ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu,  
Pengaertian naratif teks, generic structure, dan penggunaanya.

### **B. Kegiatan Inti (60 Menit)**

#### **Mengamati (Observing)**

- ✓ Peserta didik membaca contoh teks naratif legenda rakyat
- ✓ Guru menjelaskan materi tentang naratif
- ✓ Siswa diminta untuk menemukan fungsi sosial,struktur teks, dan unsur kebahasaan dari contohyang dibagikan
- ✓ Guru memperkenalkan roundtable technique kepada siswa
- ✓ Guru mengelompokkan siswa menjadi beberapa kelompok dengan masing-masing kelompokterdiri dari 4-5 siswa.

#### **Menanya (Questioning)**

- ✓ Siswa yang belum paham dengan materi,bertanya kepada guru atau teman kelompok yang faham dengan materi yang dipelajari

#### **Mengumpulkan Informasi ( Exploring)**

- ✓ Siswa diminta untuk mencatat apa saja pembahasan yang dianggap penting dari materiyang mereka pelajari
- ✓ Siswa diminta untuk mencatat hasil temuanmereka mengenai fungsi sosial, struktur teks,dan unsur kebahasaan dari contoh yang dibagikan

**Menalar (Associating)**

- ✓ Guru menjelaskan arah umpan balik berkelompok yang efektif dan memberikan model untuk menggunakan roundtable technique.

**Mencoba (Experimenting)**

- ✓ Guru mendistribusikan worksheet yang berjudul “Roro Jonggrang”
- ✓ Setiap siswa dalam grup mulai menulis beberapa kata atau prasa yang berkaitan dengan tema secara bergantian.
- ✓ Guru meminta siswa untuk membuat simple teks naratif dengan menggunakan kata atau prasa yang sudah di tulis.

**Mengkomunikasikan (Networking)**

- ✓ Setiap grup mempresentasikan hasil tulisan ke depan kelas.
- ✓ Guru memandu setiap grup untuk membuat koreksi pada tulisanya.
- ✓ Setiap grup memperbaiki dengan tulisan yang rapi tulisan mereka

**C. Kegiatan Penutup (10 Menit)****Menyimpulkan**

- ✓ Guru menyimpulkan materi tentang pertemuan hari ini.
- ✓ Guru menyampaikan kegiatan pada pertemuan selanjutnya yaitu mempresentasikan hasil diskusi kelompok dan kegiatan individu menuliskan Narrative Text
- ✓ Guru menutup pertemuan dengan mengucapkan salam

**Pertemuan Ke-2**

Kegiatan dan Langkah Pembelajaran
<b>A. Kegiatan Pendahuluan (20 Menit)</b> <b>Orientasi</b> <ul style="list-style-type: none"><li>✓ Guru mengucapkan salam dan salingtegursapa kepada siswa.</li><li>✓ Guru Memeriksa kehadiran siswa</li></ul> <b>Apersepsi</b> <ul style="list-style-type: none"><li>✓ Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi</li></ul>

sebelumnya.

### **Motivasi**

- ✓ Memberikan gambaran tentang mamfaat mempelajari pelajaran yang akan di pelajari dalam kegidupan sehari-hari

### **Memberi Acuan**

- ✓ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu,  
Pengaertian naratif teks, generic sttructure, dan penggunaannya.

## **B. Kegiatan Inti (60 Menit)**

### **Mengamati (Observing)**

- ✓ Peserta didik membaca contoh teks naratif legenda rakyat
- ✓ Guru menjelaskan materi tentang naratif
- ✓ Siswa diminta untuk menemukan fungsi sosial,struktur teks, dan unsur kebahasaan dari contohyang dibagikan
- ✓ Guru memperkenalkan roundtable technique kepada siswa
- ✓ Guru mengelompokkan siswa menjadi beberapa kelompok dengan masing-masing kelompok terdiri dari 4-5 siswa.

### **Menanya (Questioning)**

- ✓ Siswa yang belum paham dengan materi,bertanya kepada guru atau teman kelompok yang fahamdengan materi yang dipelajari

### **Mengumpulkan Informasi ( Exploring)**

- ✓ Siswa diminta untuk mencatat apa saja pembahasan yang dianggap penting dari materi yang mereka pelajari
- ✓ Siswa diminta untuk mencatat hasil temuan mereka mengenai fungsi sosial, struktur teks,dan unsur kebahasaan dari contoh yangdibagikan

### **Menalar (Associating)**

- ✓ Guru menjelaskan arah umpan balik berkelompok yang efektif dan memberikan model untuk menggunakan roundtable technique.

### **Mencoba (Experimenting)**

- ✓ Guru mendistribusikan worksheet yang berjudul “Sangkuriang”

- ✓ Setiap siswa dalam grup mulai menulis beberapa kata atau prasa yang berkaitan dengan tema secara bergantian.
- ✓ Guru meminta siswa untuk membuat simple teks naratif dengan menggunakan kata atau prasa yang sudah di tulis.

#### **Mengkomunikasikan (Networking)**

- ✓ Setiap grup mempresentasikan hasil tulisan ke depan kelas.
- ✓ Guru memandu setiap grup untuk membuat koreksi pada tulisanya.
- ✓ Setiap grup memperbaiki dengan tulisan yang rapi tulisan mereka

#### **C. Kegiatan Penutup (10 Menit)**

##### **Menyimpulkan**

- ✓ Guru menyimpulkan materi tentang pertemuan hari ini.
- ✓ Guru menyampaikan kegiatan pada pertemuan selanjutnya yaitu mempresentasikan hasil diskusikelompok dan kegiatan individu menuliskan Narrative Text
- ✓ Guru menutup pertemuan dengan mengucapkan salam

#### **G. Alat dan Sumber Belajar**

1. Silabus bahasa Inggris kelas IX SMP
2. Contoh Narrative Text
3. Students Worksheet
4. Papan Tulis
5. Spidol

#### **H. Penilaian Proses dan Hasil Pembelajaran**

1. Untuk mengukur KBM penilaian diambil dengan menggunakan field Notes
2. Untuk hasil Performance Test (The narrative text Ability) atau hasil siswa dalam membuat Narrative Text digunakan Students worksheet dan scoring rubric sebagai berikut:

Score	Level	Criteria
Content	30-27	Excellent to very good: knowledgeable; substantive; thorough development of thesis; relevant to assigned topic
	26-22	Good to average: some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic; but lacks detail
	21-17	Fair to poor: limited knowledge of subject; little substance; inadequate development of topic
	16-13	Very poor: does not show knowledge of subject; non-substantive; non pertinent; or not enough to evaluate
Organization	20-18	Excellent to very good: fluent expression; ideas clearly stated/supported; succinct; wellorganized; logical sequencing; cohesive
	17-14	Good to average: somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing
	13-10	Fair to poor: non-fluent; ideas confused or disconnected; lacks logical sequencing and development
	9-7	Very poor: does not communicate; no organization; or not enough to evaluate
Vocabulary	20-18	Excellent to very good: sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register
	17-14	Good to average: adequate range; occasional errors of word/idiom form, choice, usage; but meaning not obscured
	13-10	Fair to poor: limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured
	9-7	Very poor: essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate
Language Use	25-22	Excellent to very good: effective complex constructions; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to average: effective but simple constructions; minor problems in complex

		constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	17-11	Fair to poor: major problems in simple constructions; major problems in complex constructions; frequent errors agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions; meaning confused or obscured
	10-5	Very poor: virtually no mastery of sentence construction rules; dominated errors; does not communicate; or not enough to evaluate
Mechanics	5	Excellent to very good: demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	Very poor: no mastery of conventions, deminated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or no enough to evaluate

Total Nilai=100

Collaborator

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## LESSON PLAN 2

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP) SIKLUS KE-2

Satuan Pendidikan	: MTs Darun Nasyi'in
Kelas/Semester	: IX A / Ganjil
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Narrative Text(folktale)
Alokasi Waktu	: 4 x 45 menit (2 x pertemuan)

#### A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

#### B. Kompetensi Dasar dan Indikator

##### Kompetensi Dasar

Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai :

- 1.1: bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.

2.3:Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.8: Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk cerita rakyat, sesuai dengan konteks penggunaannya.

4.8: Menangkap makna, menyusun teks naratif, lisan dan tulis, berbentuk cerita rakyat, pendek dan sederhana..

### **Indikator**

#### **Pertemuan I**

Siswa dapat:

1. Memahami materi Narrative Text
2. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari Narrative Text
3. Menuliskan contoh Narrative Text dalam kelompok berdasarkan materi yang dipelajari

#### **Pertemuan II**

**Siswa dapat:**

1. Mempresentasikan hasil pemahaman dan contoh dari Narrative Text
2. Menuliskan Narrative Text secara mandiri sesuai dengan fungsi sosial, struktur teks, unsur kebahasaannya

### **C. Tujuan Pembelajaran**

Pada akhir pembelajaran, siswa dapat:

1. Memahami materi Narrative Text
2. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari Narrative Text
3. Menuliskan Narrative Text sesuai dengan fungsi sosial, struktur teks, dan unsur kebahasaannya.

### **D. Materi Pembelajaran**

#### **Teks Narrative Text**

#### **Fungsi Sosial**

Berfungsi untuk menghibur khalayak umum

## **Struktur teks**

### **1. Orientation**

Introducing the participants and informing the time and the place. Pada bagian ini kalian akan disuguhkan siapa yang memerankan cerita tersebut atau dalam bahasa lain adalah Character dari cerita dan akan juga disuguhkan tentang latar (dimana, kapan, dan bagaimana cerita tersebut berlangsung)

### **2. Complication**

Describing the rising crises which the participants have to do with Pada bagian ini konflik antar karakter mulai terjadi

### **3. Resolution**

Showing the way of participant to solve the crises, it can be better or worse. Pada bagian ini para tokoh atau karakter dalam cerita Narrative akan berupaya menyelesaikan masalah yang mereka hadapi, kadang dalam menghadapi masalah tersebut para karakter itu menyelesaikannya menjadi lebih baik atau lebih buruk.

Unsur Kebahasaan:

Language Features adalah tata bahasa yang digunakan dalam Narrative Teks, karena Narrative Teks adalah menceritakan sesuatu maka secara otomatis teks ini menggunakan Tenses past tense, atau masih keluarga dengan past tense atau tenses yang menceritakan tentang masa lalu seperti Past Perfect atau Past Continuous.

## **E. Teknik Pembelajaran**

Round Table Technique

## **F. Kegiatan Pembelajaran**

### **Pertemuan Ke-I**

<b>Kegiatan dan Langkah Pembelajaran</b>
<b>C. Kegiatan Pendahuluan (20 Menit)</b>
<b>Orientasi</b>
✓ Guru mengucapkan salam dan saling tegursapa.
✓ Guru memeriksa kehadiran siswa
<b>Apersepsi</b>

- ✓ Guru Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi sebelumnya.

#### **Motivasi**

- ✓ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan di pelajari dalam kegidupan sehari-hari

#### **Memberi Acuan**

- ✓ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu,  
Pengaertian naratif teks, generic sttructure, dan penggunaanya.

### **B. Kegiatan Inti (60 Menit)**

#### **Mengamati (Observing)**

- ✓ Peserta didik membaca contoh teks naratif legenda rakyat
- ✓ Guru menjelaskan materi tentang naratif
- ✓ Siswa diminta untuk menemukan fungsi sosial,struktur teks, dan unsur kebahasaan dari contohyang dibagikan
- ✓ Guru memperkenalkan roundtable technique kepada siswa
- ✓ Guru mengelompokkan siswa menjadi beberapakelompok dengan masing-masing kelompokterdiri dari 4-5 siswa.

#### **Menanya (Questioning)**

- ✓ Siswa yang belum paham dengan materi,bertanya kepada guru atau teman kelompok yang fahamdengan materi yang dipelajari

#### **Mengumpulkan Informasi ( Exploring)**

- ✓ Siswa diminta untuk mencatat apa saja pembahasan yang dianggap penting dari materi yang mereka pelajari
- ✓ Siswa diminta untuk mencatat hasil temuan mereka mengenai fungsi sosial, struktur teks,dan unsur kebahasaan dari contoh yangdibagikan

#### **Menalar (Associating)**

- ✓ Guru menjelaskan arah umpan balik berkelompok yang efektif dan memberikan model untuk menggunakan roundtable technique.

**Mencoba (Experimenting)**

- ✓ Guru mendistribusikan worksheet yang berjudul “The Fox and The Tiger”
- ✓ Setiap siswa dalam grup mulai menulis beberapa kata atau prasa yang berkaitan dengan tema secara bergantian.
- ✓ Guru meminta siswa untuk membuat simple teks naratif dengan menggunakan kata atau prasa yang sudah di tulis.

**Mengkomunikasikan (Networking)**

- ✓ Setiap grup mempresentasikan hasil tulisan ke depan kelas.
- ✓ Guru memandu setiap grup untuk membuat koreksi pada tulisanya.
- ✓ Setiap grup memperbaiki dengan tulisan yang rapi tulisan mereka

**C. Kegiatan Penutup (10 Menit)****Menyimpulkan**

- ✓ Guru menyimpulkan materi tentang pertemuan hari ini.
- ✓ Guru menyampaikan kegiatan pada pertemuanselanjutnya yaitu mempresentasikan hasil diskusikelompok dan kegiatan individu menuliskanNarrative Text
- ✓ Guru menutup pertemuan dengan mengucapkansalam

**Pertemuan Ke-2**

Kegiatan dan Langkah Pembelajaran
<b>A. Kegiatan Pendahuluan (20 Menit)</b> <b>Orientasi</b> <ul style="list-style-type: none"><li>✓ Guru mengucapkan salam dan salingtegursapa kepada siswa</li><li>✓ Guru Memeriksa kehadiran siswa.</li></ul> <b>Apersepsi</b> <ul style="list-style-type: none"><li>✓ Mengaitkan materi/tema/kegiatan pembelajaran yanga akan dilakukan dengan pengalaman peserta didik dengan materi sebelumnya.</li></ul> <b>Motivasi</b> <ul style="list-style-type: none"><li>✓ Memberikan gambaran tentang mamfaat mempelajari pelajaran yang akan di pelajari dalam kegidupan sehari-hari</li></ul>

**Memberi Acuan**

- ✓ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu,
- Pengertian naratif teks, generic structure, dan penggunaannya.

**B. Kegiatan Inti (60 Menit)****Mengamati (Observing)**

- ✓ Peserta didik membaca contoh teks naratif legenda rakyat
- ✓ Guru menjelaskan materi tentang naratif
- ✓ Siswa diminta untuk menemukan fungsi sosial, struktur teks, dan unsur kebahasaan dari contoh yang dibagikan
- ✓ Guru memperkenalkan roundtable technique kepada siswa
- ✓ Guru mengelompokkan siswa menjadi beberapa kelompok dengan masing-masing kelompok terdiri dari 4-5 siswa.

**Menanya (Questioning)**

- ✓ Siswa yang belum paham dengan materi, bertanya kepada guru atau teman kelompok yang paham dengan materi yang dipelajari

**Mengumpulkan Informasi ( Exploring)**

- ✓ Siswa diminta untuk mencatat apa saja pembahasan yang dianggap penting dari materi yang mereka pelajari
- ✓ Siswa diminta untuk mencatat hasil temuan mereka mengenai fungsi sosial, struktur teks, dan unsur kebahasaan dari contoh yang dibagikan

**Menalar (Associating)**

- ✓ Guru menjelaskan arah umpan balik berkelompok yang efektif dan memberikan model untuk menggunakan roundtable technique.

**Mencoba (Experimenting)**

- ✓ Guru mendistribusikan worksheet yang berjudul “Snow White”
- ✓ Setiap siswa dalam grup mulai menulis beberapa kata atau prasa yang berkaitan dengan tema secara bergantian.
- ✓ Guru meminta siswa untuk membuat simple teks naratif dengan menggunakan kata atau prasa yang sudah ditulis.

### **Mengkomunikasikan (Networking)**

- ✓ Setiap grup mempresentasikan hasil tulisan ke depan kelas.
- ✓ Guru memandu setiap grup untuk membuat koreksi pada tulisanya.
- ✓ Setiap grup memperbaiki dengan tulisan yang rapi tulisan mereka

### **C. Kegiatan Penutup (10 Menit)**

#### **Menyimpulkan**

- ✓ Guru menyimpulkan materi tentang pertemuan hari ini.
- ✓ Guru menyampaikan kegiatan pada pertemuan selanjutnya yaitu mempresentasikan hasil diskusi kelompok dan kegiatan individu menuliskan Narrative Text
- ✓ Guru menutup pertemuan dengan mengucapkan salam

### **G. Alat dan Sumber Belajar**

1. Silabus bahasa Inggris kelas IX SMP
2. Students Worksheet
3. Papan Tulis
4. Spidol

### **H. Penilaian Proses dan Hasil Pembelajaran**

1. Untuk mengukur KBM penilaian diambil dengan menggunakan fieldnotes
2. Untuk hasil Performance Test (Students' Writing Ability) atau hasil siswa dalam membuat Narrative Text digunakan Students Worksheet dan scoring rubric sebagai berikut:

Score	Level	Criteria
Content	30-27	Excellent to very good: knowledgeable; substantive; thorough development of thesis; relevant to assigned topic
	26-22	Good to average: some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic; but lacks detail
	21-17	Fair to poor: limited knowledge of subject; little substance; inadequate development of topic
	16-13	Very poor: does not show knowledge of subject; non-substantive; non pertinent; or not enough to evaluate
Overall	20-18	Excellent to very good: fluent expression; ideas

		clearly stated/supported; succinct; wellorganized; logical sequencing; cohesive
	17-14	Good to average: somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing
	13-10	Fair to poor: non-fluent; ideas confused or disconnected; lacks logical sequencing and development
	9-7	Very poor: does not communicate; no organization; or not enough to evaluate
Vocabulary	20-18	Excellent to very good: sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register
	17-14	Good to average: adequate range; occasional errors of word/idiom form, choice, usage; but meaning not obscured
	13-10	Fair to poor: limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured
	9-7	Very poor: essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate
Language Use	25-22	Excellent to very good: effective complex constructions; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to average: effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	17-11	Fair to poor: major problems in simple constructions; major problems in complex constructions; frequent errors agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions; meaning confused or obscured
	10-5	Very poor: virtually no mastery of sentence construction rules; dominated errors; does not communicate; or not enough to evaluate



		communicate; or not enough to evaluate
Mechanics	5	Excellent to very good: demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

Total Nilai=100



Dwi Astuti, S.Pd/Ing  
NIP. 196307111990001

Bumi Jawa,  
Researcher

Evi Apriyanti  
NPM. 1501070059

## PRE TEST

Nama :

Class :

Student Number :

Theme : Please Write a simple narrative text in the topics of  
“ Timun Mas”

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CYCLE I

POST-TEST I

Nama :

Class :

Student Number :

Theme : Please Write a simple narrative text in the topics of  
“ Bawang Merah Bawang Putih”

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## CYCLE II

## POST-TEST II

Nama :

Class :

Student Number :

Theme : Please Write a simple narrative text in the topics of  
“ Malin Kundang”

.....

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## DOCUMENTATION



Pre-Test



Pre-Test



**Treatment Cycle I (First Meeting)**



**Treatment Cycle I (First Meeting)**





**Treatment Cycle I (Second Meeting)**



**Treatment Cycle I (Second Meeting)**



Post-Test I



Post-Test I





**Treatment Cycle II (First Meeting)**



**Treatment Cycle II (First Meeting)**



**Treatment Cycle II (Second Meeting)**



**Treatment Cycle II (Second Meeting)**



Post-Test II



Post-Test II

**The Condition of Teachers and the Official Employers at MTs Darun  
Nasyi'in**

<b>NO</b>	<b>Name</b>	<b>Subjects</b>	<b>Educational Background</b>	<b>KET</b>
1	Fatkhuloh, S.Ag, M.Pd.I	<i>Aswaja</i> teacher	S2 PAI	The leader of institution
2	Mustoleh, S.Pd.SD	<i>Aqidah Akhlak Teacher</i>	S1 PGSD	Headmaster
3	Dwi Astuti, S.Pd.Ing	English Teacher	S1 English Education	Vice headmaster on Curriculum affairs
4	Subkhi, S.Pd.I	Civic Education Teacher	S1 PAI	Vice headmaster on Students affairs
5	Alfiyah, S.Pd.I	<i>Al-Qur'an Hadis Teacher</i>	S1 PAI	Teacher
6	Kusaeni, S.Pd.I	Arabic Teacher	S1 PAI	Teacher
7	Samrodin, S.Pd.I	<i>SKI Teacher</i>	S1 PAI	Teacher
8	Yudi Rahmad, S.Pd.Ing	Sport Education Teacher	S1 English Education	Teacher
9	Eva Herawati, S.Pd	<i>Lampung Language Teacher</i>	S1 Konseling	Teacher
10	Lilik Setianingsih, S.Pd	Science Teacher	S1 Biology Education	Teacher
11	Sutinah, S.Pd	Indonesion Language Teacher	S1 Indonesian Education	Teacher
12	Siti Rokhayah, S.Pd.I	Arabic Teacher	S1 Arabic Education	Teacher
13	Siti Mumbasitoh, S.Pd.I	<i>Fiqih</i> Teacher	S1 PAI	Teacher
14	Ali Udin, S.Pd.I	<i>Aswaja</i> Teacher	S1 PAI	Teacher
15	Dewi Suprapti,	Mathematic	S1	Teacher

	S.Pd	Teacher	Mathematics Education	
16	Fristi Wandini, S.Pd	Socials Teacher	S1 Mathematics Education	Teacher
17	Eko Pepi Irawan, S.Pd	Science Teacher	S1 Biology Education	Teacher
18	Restilawati WTC, M.Pd	Mathematics Teacher	S2Mathematics Education	Teacher
19	Irham Satari, S.H.I	<i>Aswaja</i> Teacher	S1 Hukum Islam	Teacher
20	M. Irfan Maulana, S.Pd	Social Teacher	S1 English Education	Teacher
21	Evi Apriyanti	Art Education Teacher	Senior High School	Teacher
22	Sri Utami	Operator	Senior High School	Operator

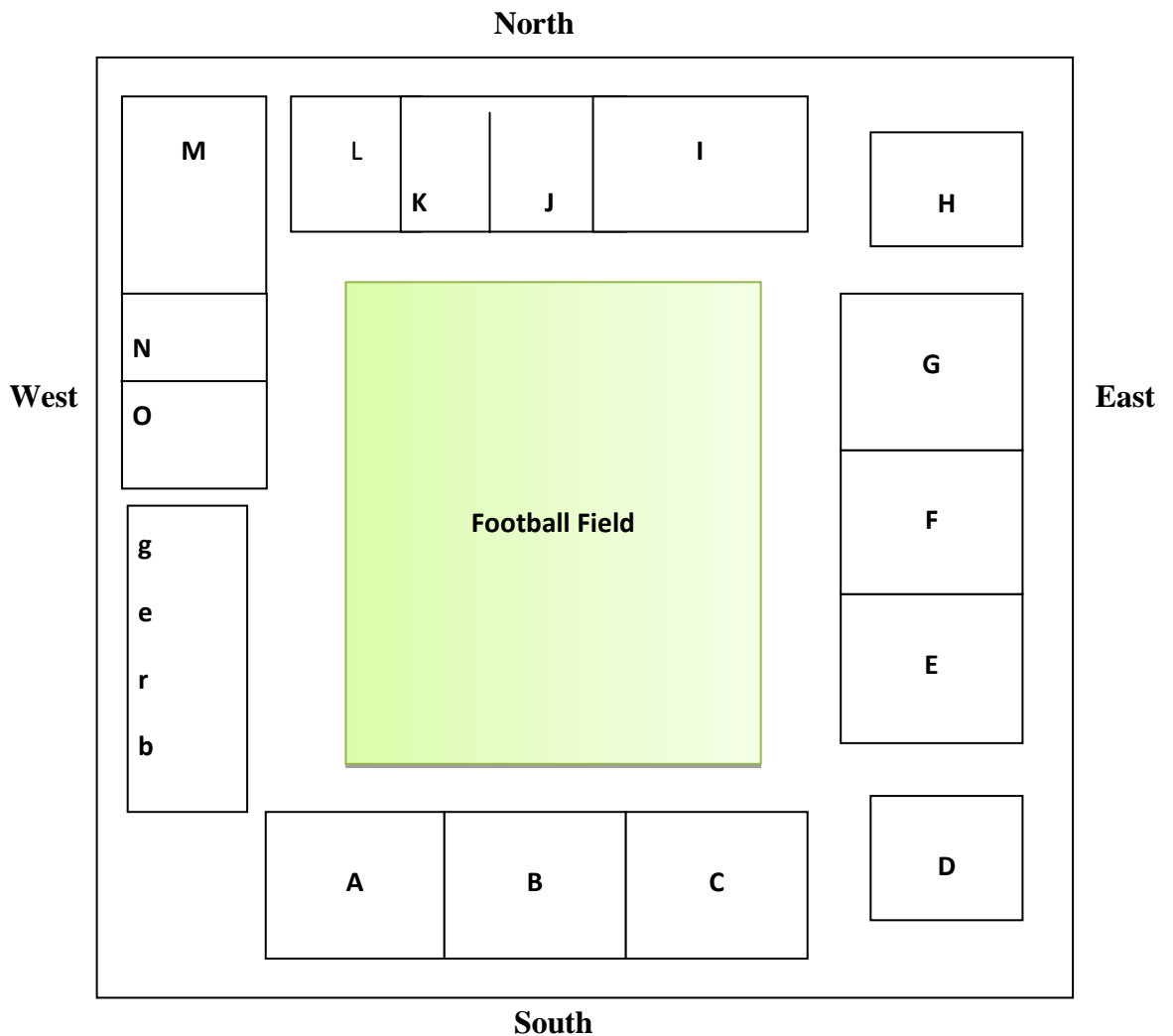
*Sources: Documentation of The Condition of Teachers and the Official Employers at MTs SA Darun Nasyi 'in in the academic year of 2018/2019*

### Condition of Building at MTs Darun Nasyi'in

No	Name of Building	Total	Condition of Building		
			Good Condition	Damage Condition	Complicated Damage Condition
1	Principle's room	1 Room	1	-	-
2	Teacher's room	1 Room	1	-	-
3	Classroom	6 Room	6	-	-
4	Lab. Komputer	1 Room	1	-	-
5	Library	1 Room	1	-	-
6	BK Loungue	1 Room	1	-	-
7	Osis Room	1 Room	1	-	-
8	TU/Operator room	1 Room	1	-	-
9	UKS room	1 Room	1	-	-
10	Canteen	2 Room	2	-	-
11	WC	2 Room	2	-	-

*Source: Documentation of building at MTs-SA Darun Nasyi'in 2018/2019*

## The Sketch Location of MTs Darun Nasyi'in



*Source: Documentation of Sketch Location at MTs Darun Nasyi'in on September 2019.*

Note :

- |                   |                                 |
|-------------------|---------------------------------|
| A. = Class IX B   | I. = Laboratorium Computer room |
| B. = Class IX A   | J. = Osis room                  |
| C. = Class VIII B | K. = TU/Operator room           |
| D. = WC           | L. = BK Lounge                  |
| E. = Class VIII A | M.=Principle and teacher office |
| F. = Class VII B  | N. = UKS room                   |
| G. = Class VII A  | O. = Library                    |
| H. = Canteen      |                                 |





**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  
METRO Telp (0725) 41507, Faks (0725) 47206, Website: [digilib.metrouniv.ac.id](http://digilib.metrouniv.ac.id), [pustaka.iain@metrouniv.ac.id](mailto:pustaka.iain@metrouniv.ac.id)

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-842/In.28/S/OT.01/09/2019**

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

Nama : EVI APRIYANTI  
NPM : 1501070059  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 1501070059.

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, 14 Oktober 2019  
Kepala Perpustakaan



Drs. Mochitandi Sudin, M.Pd.  
NIP. 195806311981031001



## SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Evi Apriyanti

NPM : 1501070059

Fakultas : Tarbiyah dan Ilmu Keguruan

Angkatan : 2015

Telah menyerahkan buku berjudul : Grammar Practice for upper intermediate studies

Metro,  
Ketua Jurusan TBI



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

## SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Evi Apriyanti

NPM : 1501070059

Fakultas : Tarbiyah dan Ilmu Keguruan

Angkatan : 2015

Telah menyerahkan buku berjudul : Grammar Practice for upper intermediate studies

Metro,

Ketua Jurusan TBI



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



**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](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iaim@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id)

Nomor : B-3520/In.28.1/J/TL.00/11/2018  
Lampiran : -  
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,  
KEPALA MTs DARUN NASYI'IN BUMI JAWA  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **EVI APRIYANTI**  
NPM : 1501070059  
Semester : 7 (Tujuh)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : **IMPROVING THE STUDENTS' WRITING NARRATIVE TEXT BY  
USING ROUND TABLE TECHNIQUE AMONG THE EIGHTH  
GRADE AT MTs DARUN NASYI'IN BUMI JAWA IN THE  
ACADEMIC YEAR OF 2018/2019**

untuk melakukan *pra-survey* di MTs DARUN NASYI'IN BUMI JAWA.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 05 November 2018  
Ketua Jurusan  
Pendidikan Bahasa Inggris  
  
**Ahmad Subhan Roza, M.Pd.**  
50610 200801 1 014



MADRASAH TSANAWIYAH SATU ATAP ( MTs-SA )

## "DARUN NASYI'IN"

DESA BUMI JAWA KEC. BATANGHARI NUBAN KAB. LAMPUNG TIMUR

Alamat : Jln. Nusantara Raya Dusun V Desa Bumi Jawa Kec. Batanghari Nuban Kab. Lampung Timur

Nomor : 068/MTs-DN/566/BJ/XI/2017  
Lampiran : -  
Pribal : Balasan Izin Pra-Survey

Kepada Yth  
Dekan Fakultas Tarbiyah  
dan Ilmu Keguruan IAIN Metro  
di Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh

Teriring salam dan do'a Allah SWT senantiasa melimpahkan rahmat serta hidayah-Nya Kepada kita semua dalam kehidupan ini. Amin . Shalawat dan salam semoga senantiasa dicurahkan atas teladan kita Rasulullah SAW.

Berdasarkan surat nomor: B-5320/In.28.1/J/TL.00/11/2018 perihal izin Pra Survey maka kami berkenaan memberikan izin, berikut nama mahasiswa yang akan melaksanakan Pra Survey:

Nama : Evi Apriyanti  
Npm : 1501010059  
Jurusan : Pendidikan Bahasa Inggris  
Judul : Improving The Students' Writing Narrative Text By Using Round Table Technique Among The Eight Grade At MTs Darun Nasyi'in Bumi Jawa In The Academic Year of 2018/2019.

Demikian surat ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Bumi Jawa, 19 November 2018

Kepala MTs-SA Darun Nasyi'in



Mustoleh, S.Pd,SD



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

Jalan Ki. Hajar Dewantara Kampus 15 A Ikingmulyo 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 : B-2309/In.28/D.1/TL.00/07/2019  
Lampiran : -  
Perihal : IZIN RESEARCH

Kepada Yth.,  
KEPALA MTS DARUN NASYIIN  
di-  
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2308/In.28/D.1/TL.01/07/2019,  
tanggal 12 Juli 2019 atas nama saudara:

Nama : EVI APRIYANTI  
NPM : 1501070059  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS DARUN NASYIIN, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE NARRATIVE TEXT WRITING ABILITY BY USING ROUND TABLE TECHNIQUE AMONG THE NINTH GRADE STUDENTS OF THE MTS DARUN NASYIIN BUMI JAWA IN THE ACADEMIC YEAR OF 2018/2019".

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

Wassalamu'alaikum Wr. Wb.



12 Juli 2019

Wakil Dekan I,

Dra. Isti Fatonah MA

NIDN 19670531 199303 2 003



MADRASAH TSANAWIYAH SATU ATAP ( MTs-SA )

“DARUN NASYI'IN “

DESA BUMI JAWA KEC. BATANGHARI NUBAN KAB. LAMPUNG TIMUR

Alamat :Jln. Nusantara Raya Dusun V Desa Bumi Jawa Kec. Batanghari Nuban Kab. Lampung Timur

Nomor : 095/MTs-SA/DN/566/BJ/VII/2019  
Lampiran : -  
Perihal : Balasan Research/Penelitian

Kepada Yth  
Rektor IAIN Metro  
di-  
Tempat


*Assalamu'alaikum, Wr. Wb*

Berdasarkan Surat Tugas dari Izin Research Institut Agama Islam Negeri IAIN  
Metro Fakultas Tarbiyah dan Ilmu Keguruan, maka kami memberi izin kepada :

Nama : Evi Apriyanti  
NPM : 1501010059  
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)  
Jurusan : Pendidikan Agama Islam (PAI)

Untuk melakukan research di MTs-SA Darun Nashi'in Bumi Jawa Kecamatan  
Batanghari Nuban Kabupaten Lampung Timur.  
Demikian surat keterangan dibuat dengan sebenarnya agar dapat dipergunakan  
sebagaimana mestinya.

*Wassalamu'alaikum, Wr. Wb*

Bumi Jawa, Juli 2019  
Kepala Madrasah  
  
Mustoloh, S.Pd.SD





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

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

**SURAT TUGAS**

Nomor: B-2308/In.28/D.1/TL.01/07/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,  
menugaskan kepada saudara:

Nama : EVI APRIYANTI  
NPM : 1501070059  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTS DARUN NASYIIN, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE NARRATIVE TEXT WRITING ABILITY BY USING ROUND TABLE TECHNIQUE AMONG THE NINTH GRADE STUDENTS OF THE MTS DARUN NASYIIN BUMI JAWA IN THE ACADEMIC YEAR OF 2018/2019".
  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 : 12 Juli 2019





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INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Nomor : B-1961 /In.28.1/J/PP.00.9/6/2019  
Lamp : -  
Hal : BIMBINGAN SKRIPSI

24 Juni 2019

Kepada Yth:

1. Dr. Umi Yawisah, M.Hum (Pembimbing I)
  2. Much Deiniatur, M.Pd.B.I (Pembimbing II)
- Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Evi Apriyanti  
NPM : 1501070059  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : Improving The Narrative Text Writing Ability By Using Roundtable  
Technique Among The Ninth Grade Students Of The MTs Darun  
Nasyi'in Bumi Jawa In The Academic Year Of 2018/2019

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
  - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
  - a. Pendahuluan  $\pm$  1/6 bagian
  - b. Isi  $\pm$  2/3 bagian
  - c. Penutup  $\pm$  1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.





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**FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Evi Apriyanti  
NPM : 1501070059

Jurusan : TBI  
Semester : VIII / 2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin 10/5 - 19/5	✓		- Revise Cover - Table of contents	
2.	Selasa, 14/5	✓		- Revisi is OK - Acc for seminar	

Mengetahui,

Ketua Jurusan TBI

**Ahmad Subhan Raza, M.Pd**  
NIP. 19750610 200801 1 014

Dosen Pembimbing I,

**Dr. Umi Yawisah, M.Hum**  
NIP. 19620424 199903 2 001





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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA

Nama : Evi Apriyanti  
NPM : 1501070059

Jurusan : TBI  
Semester : VII

No.	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Paraf
		I	II		
1.	Kamis / 22/11/2018		✓	Revisi ch. 1 - Table on ch 1 - Problem identification - Problem limitation	✓
2.	Thursday / 29/11/18		✓	Add footnote ch 1	✓
3.	Thursday / 10/11/18		✓	check the grammar Chapter I ACC	✓
4.	Friday / 15/11/18		✓	Chapter II : add the journal that is published by English Dept in Iain Univ.	✓
5.	Thursday / 12/11/19		✓	Chapter II : add the advantages & disade Chapter II ACC	✓

Mengetahui,  
Ketua Jurusan TBI

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

Dosen Pembimbing II

Much Deiniatur, M.Pd.Ing  
NIP. 19880308 2015031 006



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**INSTITUT AGAMA ISLAM NEGERI METRO**  
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**FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Evi Apriyanti  
NPM : 1501070059

Jurusan : TBI  
Semester : VIII / 2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
6.	Rabu/13/11/2019		✓	Chapter III - Use Present Future tense - Write when will You conducted Pre test, Post test I, Post test II	
7.	Thursday/13/11/2019	✓	✓	Chapter II Acc Acc I - II to Seminar	

Mengetahui,  
Ketua Jurusan TBI

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

Dosen Pembimbing II,

**Much Deiniatur, M.Pd, Ing**  
NIP. 19880308 201503 1 006



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Evi Apriyanti  
NPM : 1501070059

Jurusan : TBI  
Semester : VIII / 2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Rabu 3/9	✓		acc for Research Instrument	

Mengetahui,  
Ketua Jurusan TBI

Ahmad Subhan Noza, M.Pd  
NIP. 19750610 200801 1 014

Dosen Pembimbing I,

Dr. Umi Yawisah, M.Hum  
NIP. 19620424 199903 2 001



NAMA : Evi Apriyanti  
NPM : 1501070059

JURUSAN : TBI  
SEMESTER : VIII

No.	Hari/Tanggal	Pembimbing		Hal-hal yang dibicarakan	Tanda Tangan
		I	II		
	Senin, 01/07/2019		✓	ACC Instrumen ABD	<i>[Signature]</i>

Mengetahui  
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd  
NIP. 19720610 200801 1 014

Dosen Pembimbing II

**Much Deiniatur, M.Pd.B.I.**  
NIP. 19880308 201503 1 006



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

Nama : Evi Apriyanti  
NPM : 1501070059

Jurusan : TBI  
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Senin, 14/10/19	✓		- chapter I - revise - II : critical & elaborate the theories	
2	Selasa, 15/10/19	✓		- chapter IV → revise based on the theory on chapter II - abstract & key words	
3	Rabu, 16/10/19	✓		- Revision is ok - acc for munasusyah	

Mengetahui  
Ketua Jurusan TBI

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

Dosen Pembimbing I

**Dr. Umi Yawisah, M. Hum**  
NIP. 19620424 199903 2 011





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

Nama : Evi Apriyanti  
NPM : 1501070059

Jurusan : TBI  
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Rabu, 09/10/19			Revise - Cover title Abstrack Table of content Background of s Problem limitation Objective of research	
2	Kamis, 10/10/19		✓	Revise chapter III	
3	Jum'at, 11/10/19		✓	M. Munyora Sec I Advisor	

Mengetahui  
Ketua Jurusan TBI

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

Dosen Pembimbing II

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

## **CURRICULUM VITAE**



The writer was born in Rejo Mulyo, on April 26, 1997. She is the daughter of Mr. Jumingan and Mrs. Dwi Puji Astuti. She lives in Bumi Jawa, Batanghari Nuban East Lampung.

She began her study at Elementary School at SD N 01 Rejo Mulyo Mesuji, on 2004-2009 and Junior High School at MTs SA Darun Nasyi'in East Lampung , on 2009-2012. Furthermore, in period of 2013-2015 she continued her study at Senior High School at MA Darun Nasyi'in Bumi Jawa East lampung.

After she graduated from Senior High School, she chose IAIN Metro to continue her education. She was registered as student of S1 English Education Study Program of State Institute for Islamic Studies Metro (2019).