

CHAPTER 1

INTRODUCTION

This chapter, presents: (1) background; (2) problems of the study; (3) objective of the study and (4) significance of the study.

1.1 Background

Language is as a communication tool to connect people each other. Without language, it is difficult for people to communicate with others. According to Algeo (2010, p. 2), a language is a system of conventional vocal signs by means of which human beings communicate. One of languages in the world that many countries use for communication is English. In many countries, English is used as first language, second language, or foreign language and also it can become a lingua franca. According to Harmer (2007, p.1), English is not the language with the largest number of native or 'first' language speaker, therefore it has become a lingua franca. Futhermore, Torgabeh (2007, p.1) states that English is widely distributed and is currently the primary language used in a number of countries. For this reason, many countries have begun to introduce English even from the early level of education.

In Indonesia, English is taught as a foreign language in every level of education, from elementary to university. Based on National Education and Culture Department (2006), English has been compulsory subject that is classified into the most important subject especially in junior high school. Hence, since it is a compulsory subject, students in Indonesia are demanded to learn and practice

their English to support their education as most of academic books and a lot of electronic appliances are set in English.

In learning English, there are four skills that students have to learn. They are listening, speaking, reading and writing. One of the four skills of English is writing, a system to record language meaning and word symbol. Coulmas (2003, p.1) states that writing is a system of recording visible (language meaning) and tactile (word symbol). Writing is a part of language skills and it becomes one important aspects in learning a language. Moreover, writing is emphasized in verse of the holy Qur'an that writing is an important part of learning as follows:

وَمَا كُنْتُمْ تَتْلُوا مِنْ قَبْلِهِ مِنْ كِتَابٍ وَلَا تَخُطُّهُ بِيَمِينِكُمْ إِذَا لَارْتَابَ الْمُبْطِلُونَ
“And you did not recite before it any scripture, nor did you
inscribe one with your right hand. Otherwise the falsifiers would
have had [cause for] daoubt”(QS. Al-Ankabut: 48),

As a result, writing as recording language means a process of some words creating to become a sentence indeed a paragraph that has a meaning. Meanwhile, the number of sentences becomes a text that can be understood by the reader when reading the text. In addition, in the age of globalization, technology, information and internet, writing in English has become a critical demand for any individual who intends to follow up the galloping changes in the modern world.

Writing was taught to junior high school students at each semester. The basic of English writing subject in the eighth grade students is to have the ability to develop and produce simple written functional text. Based on the curriculum KTSP 2006 that is used of MTs Patra Mandiri Palembang especially for eighth

grade students, there are four kinds of texts in junior high school to be learned, such as narrative text, descriptive text, report text and procedure text that the learning materials are provided in textbook including the task as an instrument to assess students' knowledge. However, the students should use right grammar, punctuation, capitalization, spelling, vocabulary, and, organization, thus the process of writing is complex activity.

Writing is one of difficult skills in learning English because there are many aspects to be considered in writing such as, word choices, grammar, punctuation, spelling, coherence and still many others. Those should be integrated to produce meaningful and good coherence writing. In addition, Heaton (1988, p.135) states that writing skills are complex and sometimes difficult to teach, requiring mastery was not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. Likewise, Asaro (2008, p.30) states that writing is difficult because of student's inability to organize, start, and thoughts, or write essays that forced them to rely on previous knowledge.

It can be concluded that writing is not an easy skill because there are many components that should be assessed; unfortunately, mastering the skill of writing in English is not an easy job for almost all of students, especially in schools, which suffer from limited, resources, facilities, equipment and possibilities.

Preliminary study was conducted by interviewing the teacher of English the eighth grade students of MTs Patra Mandiri Palembang. Firstly the teacher said that most of the eighth grade students had difficulties in learning writing skill

especially in learning narrative text. Some of the students had difficulties to start writing because they only translated their thoughts from their native language into English. They did not know what kind of tenses that is used for narrative writing. Secondly, They were also lack of vocabulary and difficult to convey their ideas clearly. Next, the students did not know what they had to write, so they made many mistakes when they wrote. In addition, an interview was also done with the eighth grade students and some questions were asked about their difficulties in learning writing. They mentioned that their difficulties in learning writing were about the difficulties to translate their thoughts from their native language into English, the lack of vocabulary, the students could not write narrative text base on the generic structure, grammar, and ideas.

Roundtable is a good cooperative structure and interactive activity to practice vocabulary, grammar, or even content. Students pass a paper around, adding an item according to the criteria the teacher designate. It is similar to Round robin, which is an oral chain activity. In Roundtable, each student says a response, writes it on the page, and passes it on. Then the teacher may want to brainstorm possible substitutions first. The benefits of round table are; first the students learn from each other; they become the “experts” in their own field and are able to link their own experiences to the curriculum. This grounding of material helps students retain information, second, this strategy provides the flexibility to respond to “teachable moments” such as current events that link to curriculum. It can be concluded that Roundtable strategy is appropriate to used for

teaching writing skill especially in teaching narrative text and suitable for the eighth grade students.

1.2 Problems of the Study

Based on the background, the problems of this study are formulated in the following question:

1. Is there any significant improvement on the eighth grade students' of MTs Patra Mandiri in narrative writing achievement who are taught by using Roundtable strategy before and after the treatment?
2. Is there any significant difference on the eighth grade students' of MTs Patra Mandiri in narrative writing achievement between those who are taught by using Roundtable strategy and those who are not?

1.3 Objectives of the Study

1. To find out whether or not there is a significant improvement on the eighth grade students' narrative writing achievement who are taught by using Roundtable strategy before and after the treatment.
2. To find out whether or not there is a significant difference on the eighth grade students' narrative writing achievement between those who are taught by using Roundtable strategy and those who are not.

1.4 Significance of the Study

The results of this study are expected to give some benefits to some parties. To the teachers of English at MTs Patra Mandiri Palembang, the result of this study can be used as a consideration to increase the teachers' awareness in developing and applying suitable strategy in teaching English narrative writing.

For students at MTs Patra Mandiri Palembang, it is expected that by using round table strategy, it will help students to understand their role as a good writer and how to address their readers. Furthermore, it is hoped that the students will be more proficient in developing their paragraph writing especially narrative paragraph. For the next researcher, it also can be useful source and information for other researchers who are also investigating Roundtable strategy to improve writing achievement, especially for narrative writing, it is expected for futher studies.

CHAPTER II

LITERATURE REVIEW

This chapter present: (1) the concept of teaching (2) the concept of writing; (3) the importance of writing; (4) the purposes of writing; (5) the concept of teaching writing; (6) the concept of narrative text; (7) the concept of Roundtable strategy; and (8) previous related studies.

2.1 The Concept of Teaching

Teaching means to help and cause someone to know something or to do something. According to Brown (2000, p. 7-8), teaching may be defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. Teaching is also to facilitate the students to be able in learning the material. According to Brown (2000, p. 7-8) states that:

“Teaching is guiding and face-lifting learning, enabling the learner to learn, setting the condition for learning. When showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing knowledge, causing to know or understand. Teachers teach students how to make text to text, text to self, text to world connection so that readers can more easily comprehend the text they read”

Teaching is also interaction between teacher and students. According to Moore (2005, p. 4), teaching is the actions of someone who is trying to assist other to reach their fullest potential in all aspects of development. Thus, the researcher assumes that teaching is how the teacher gives someone knowledge or trains someone to instruct. Teaching also gives some information of a subject matter to the students in the classroom.

From that previous explanation, it can be concluded that teaching is interaction or the process of classroom activity between the teacher and students. In other words, teaching is where the teacher provides knowledge, facilities, guides, and helps the students to understand or know something.

2.2. Concept of Writing

Writing is the most difficult subject in the school since the students have to produce a text by using English. They have to write about what they think in their mind and state it on a paper by using the correct procedure. Meyers (2005, p. 2) states that writing is a way to produce language you do naturally when you speak, writing is speaking to other on paper – or on a computer screen. Writing is also an action – a process of discovering and organizing the ideas, putting them on a paper and reshaping and revising them.

The process of writing is complex in which these processes should follow from its first step until the final step of writing. In every step of writing, the researcher should make an evaluation in order to produce good writing quality. It is because once the researcher misses to evaluate one step which could be a mistake, and then another step will be followed by another mistake connected to the previous step. Hedge (2000, p. 302) states that:

“Writing is the result of employing strategies to manage the composing process, which is one of gradually developing a text. It involves a number of activities: setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing. It is a complex process which is neither easy nor spontaneous for many second language researchers”.

Harmer (2007, p. 86) states that writing is a process and that is often heavily influenced by constraints of genres, then these elements have to be present in learning activities. However, writing is not easy, it needs a lot of knowledge to write well such as how to use appropriate vocabulary, grammar, and how to select the ideas so the students doing process of thinking. Boardman (2002, p. 11) states that writing is a continuous process of thinking and organizing, rethinking, and reorganizing. Writing is a powerful tool to organize overwhelming events and make them manageable. Writing is really a form of thinking using the written word.

According to Literacy for Learning (2004, p. 84), teaching students about the processes of writing equips them to produce accurate texts. For most academic purposes, the processes of writing consist generating ideas, drafting, rethinking/ revising, editing/proofreading and publishing or sharing.

a) Generating ideas

Before writing, effective writers immerse themselves in the topic and text form, they reflect on the reasons for writing, establish the purpose or goal, determine the audience, and select an appropriate text form to communicate their message, collect information and brainstorming.

b) Drafting

Writers organize their ideas to express meaning in a logical way, using framework, graphic organizers and other tools as appropriate.

c) Rethinking and revising

Once writers have a draft of the text, they read it for clarity and flow and revise the organization of ideas, sentence structure, word choice and other elements as necessary.

d) Editing and proofreading

During the copy-editing stage, writers improve the clarity, accuracy, and presentation of their message by correcting spelling, punctuation, and grammar.

The final step in the revision process is proofreading. That means carefully reading your draft more than once to check that your revisions and editorial changes were made correctly. The process of writing emphasis on the process of: Researching the subject and the intended reader, drafting firsts ideas, trying the first draft out, redrafting, trying out the second draft, drafting the final version. So, writing is difficult skill, difficulties in beginning writing can be caused by a number of factors such as a lack of confidence in one's own abilities or not knowing how to start. Hence, there are stages in writing.

2.3 The Importance of Writing

Most contexts of life (school, the workplace, and the community) call for some level of writing skill, and each context makes overlapping, but not identical, demands. Proficient writers can adapt their writing flexibly to the context in which it takes place. In the school setting, writing plays two distinct but complementary roles. First, it is a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, such as writing a

report or expressing an opinion with the support of evidence. Second, writing is a means of extending and deepening student's knowledge; it acts as a tool for learning subject matter (Keys, 2000, Shanahan, 2004. According to Byrne (1997).

2.4 The Purposes of Writing

Every communication has its purposes has writing. We need to think the main idea or the point that we will convey in our writing first otherwise the writing will be aimless and has no meaning. According to Cox, (1962, p. 261) writing has four purposes. They are to inform, to amuse, to satirize, and to persuade.

a. To inform

Writing to inform constrains the information about something to the reader. Moreover, it should be accurate, clear, concise, and objective and based on vast factual information. There are many forms of writing to inform, such as essay examination the college, report, repost, recipe books, etc.

b. To amuse

Writing to amuse concerns on entertaining the reader through the writing itself. Choose the humor/joke which is still appropriate and acceptable or not in society is needed by the writer.

c. To satirize

Writing to satirize means writing to criticize and affect reform. The writer need to be sure it can make the reader aware of the fact which is conveyed in the writing. It is important to avoid miss in interpretation for the reader.

- d. To persuade

Writing to persuade is writing to influence the reader's thoughts or actions. In this case, the writer will use persuasion in order to accuse or to defend and to affect the reader's mind.

2.5 Concept of Teaching Writing

According to Harmer (2007, p. 79), the reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style, and most importantly, writing as a skill in its own right. Some students acquire languages in a purely oral/aural way, but most of us benefit greatly from seeing the language written down. Writing is appropriate for such learners. It can also be a quiet reflective activity instead of the rush and bother of interpersonal face-to-face communication.

2.5.1 The Principles of Teaching Writing

Brown (2000, p. 346) proposes there are some principles in teaching writing:

1. Incorporate practices of "good" writers.

This part guideline is sweeping. But as you contemplate devising a technique that has a writing goal in it, consider the various things that efficient writers do, and see if teacher technique includes some of these practices. For example, good writers:

- a. Focus on a goal or main idea writing,
- b. Perceptively gauge their audience,
- c. Spend some time (but not too much) planning to write,

- d. Easily let their first ideas flow onto the paper,
- e. Follow a general organizational plan as they write,
- f. Solicit and utilize feedback on their writing,
- g. Are not wedded to certain surface structures,
- h. Revise their work willingly and efficiently,
- i. Patiently make as many revisions as needed.

2. Balance Process and Product

Because writing is a composing process and usually requires multiple drafts before an effective product is created, make sure that students are carefully led through appropriate stages in the process of composing. This includes careful attention to teacher own role as a guide and as a responder.

3. Account for Cultural/Literary Backgrounds

Make sure that teacher techniques do not assume that the students know English rhetorical conventions. If there are some apparent contrasts between students' native traditions and those that you are trying to teach, try to help students to understand what its is, exactly, that they are accustomed to and then, by degrees, bring them to the use of acceptable English rhetoric.

4. Connect Reading and Writing

Clearly, students learn to write in part by carefully observing what is already written. That is, they learn by observing, or reading the written word. By reading and studying a variety of relevant types of text, students can gain important insights both about how they should write and about subject matter that may become the topic of their writing.

5. Provide as Much Authentic Writing as Possible

Whether writing is real writing or for display, it can still be authentic in that the purposes for writing are clear to the students, the audience is specified overtly, and there is at least some intent to convey meaning. Sharing writing with other students in the class is one way to add authenticity.

6. Frame Teacher Techniques in Terms of Prewriting, drafting, and Revising Stages.

Process writing approaches tend to be framed in three stages of writing. The prewriting stage encourages the generation of ideas, which can happen in numerous ways such as: reading extensively a passage, skimming and scanning a passage, conducting some outside research, brainstorming, listing in writing individually, clustering, discussion a topic or question, instructor-initiated questions and probes, and free writing. Drafting is the first version of a piece of writing. A number of drafts might be produced on the way to the final version, as the writing process proceeds into editing, Editing (reflecting and revising) It is the writing process to make the change of draft which is ambiguous or confusing by using general meaning and overall structure such as individual words and grammatical accuracy. Reflecting and revising are often helped by other readers who comment and make suggestions. The reaction of readers to a piece of writing will help the author to make appropriate revisions.

2.6 Concept of Narrative Text

Narrative is text type that tells about story whether true story (problematic personal experience) or fictional that has purpose to entertain or amuse the readers

with the story. Langan (2008, p. 191) explains that narrative is storytelling, whether relating a single story or several related ones. Through narration, a statement can be clear by relating in detail with something that has happened. In narrative, the details are presented in order. Dietsch (2006, p. 86) states that narrative paragraphs tell a story or relate an event or anecdote. The writer often sets the scene first, telling who or what, when and where. Description, dialogue, or illustrations may be included to kindle interest and to clarify. Action verbs keep the story moving. Narratives often build suspense, reversing a surprise for the end. Furthermore, a narrative paragraph is a story that is created in a constructive format that describes a sequence of fictional or non-fictional events. It is a text which contains about story and its plot consists of climax of the story (complication) then followed by the resolution.

According to Wardiman (2008) narrative text is a true or an imaginary story containing conflict and resolution which function to entertain listener or readers. Further, he explains that narrative text have characteristics with its generic structure which are as follows:

1. Orientation: It is usually the introduction and located in opening paragraph where the characters of the story are introduced. Example: Once upon a time, in West Sumatra, there lived a poor mother with her son.
2. Complication: It is a part in which the problems in the story arise. Example: Semesat and Semesit were exiled from the palace by the King because of their step mother's evil doing.

3. Resolution: It is usually located at the end of the story in which the problems in the story is solved. Example: The princess and the prince finally got married and lived happily ever after.

In Curriculum 2006 narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic event lead to a crisis or turning point of some kind in turn finds a resolution. Anderson (1997, p. 14) states that a good narrative used words to paint a picture in our mind of: what characters look like (their experience), where the action is taking place (the setting), how things are happening (the action).

The characteristics of narrative texts among others:

- a. It tells about a story of event or events.
- b. The events are usually arranged in chronological order- that is, in the order in which they occurred in time.
- c. The narrator has a purpose in mind in telling the story. There are some points the narrator wishes to make, or some impression he or she wishes to convey to the reader. Therefore, the details of the narrative are carefully selected for purpose.

Anderson, (1997, p.15) proposes the language features of narrative text as follows:

Specific characters, time words that connect to tell when they occur, verbs to show the action that occur in the story and descriptive words to portray that character and setting.

2.7 Concept of Roundtable Strategy

According to Lie (2000, p. 62), Learning cooperative strategy of Roundtable can be used in all the subjects and for all levels of students, Roundtable is technique of writing that apply in learning with pointed each group members to participate in turn in its group by forming the roundtable or sits around in a circle (Mccafferty, 2006: p. 191). In summary, definition of learning model cooperative through roundtable type is a learning model by forming small groups each group around a table by the different ability. Each members of the group get a chance to give their contribution and listen to the views of other group.

Additionally, Heartland (2006, p. 6) states that roundtable strategy where one paper and pencil are systematically pass around the group, each member writes an idea and then pass it into the person on their left who then writes an idea. Utilizing different colors for each person reinforces that all team members are contributing equally.

In addition, from Roundtable activity , the students can explore their ideas as much as possible in the group, in writing the students need the ideas to write. Through roundtable strategy, in this study the researcher used the step in Roundtable strategy in planning and writing process.

2.8 Teaching Procedure of Roundtable Strategy

Lie (2000, p. 62) proposed the following steps for teaching writing by using Roundtable as follows:

1. Students are formed in some groups, each group consists of four to six students in heterogeneous. Each student sits in accordance with the group to the position of form a small circle around the table.
2. Students discuss in its group on a theme and equalize perception. Each member group gives the idea related to the theme in turn the paper that has been distributed.
3. The first student, donates the idea, continued next students, and so on until the last student. The compiling of the ideas should be made in collaboration.
4. Ideas accumulated used as group members to draw up a wreath individually, each story of students has been created be exchanged and discussed in the group to repairing or editing.
5. Each group asked to choose and determine one of the story or theme its group to be shown on the front of the class
6. The representation of each group should read the best writing that had been made by each group as well as to determine one to three of the best writing in each large groups (class)
7. Under the guidance of teachers, writing that is best used as the large group discussions (class)

2.9 The Benefits of Roundtable Strategy

Trys (1999) mentions some benefits of Roundtable as follows:

The responsibility of each group, the contribution idea in the group, more than just learning in group, expressed opinion, views as well as the results thought, The thought some students better than one student, build and regulate emotional

Kagan (1990, p. 21) has opinion Roundtable technique will achieve some advantages in terms of academic and social point of view. The advantages of Roundtable strategy are:

Assessing prior knowledge, practicing skill especially writing skill, recalling information, creating cooperative art, teambuilding, and participation of all groups.

From the information above, it can be stated that Roundtable Technique will give many advantages in teaching learning process.

2.10 Previous Related Studies

There were some previous studies related to Roundtable strategy. They are: the First a study conducted by Anggi in (2011) entitled *the use of roundtable technique to improve students' achievement in writing hortatory exposition text*". The research is aimed at describing the difficulties of the ability in writing for students of SMA N 1 grade XI Batang in the learning of writing especially in writing hortatory through the implementation of cooperative learning model of round table. The result of this research conclude that the use of Roundtable technique in teaching writing hortatory exposition text is very beneficial for

students. There are the similarity and differences. The similarities between this study and present study are: 1) both study the same strategy, roundtable strategy. 2) Both also the same skill to be improved, writing skill. The differences are the population and another text, her thesis used hortatory text and this study used narrative.

The second previous related study is entitled "*The implementation of roundtable technique in improving writing skill of the eighth grade students of SMP N 3 Kuta Selatan in academic year 2013/2014*", which was written by Adityawati in (2014)? The objective of her study is aimed to improving the student writing skill especially paragraph writing. The result of the study shows that there was significant improvement from the subject's skill in writing descriptive paragraph. There were some differences and similarities between this study and previous, the similarities are: 1) she also same used the same strategy, roundtable strategy, 2) she also used same skill to be improved, writing skill, and the same level of school. The differences is, Adityawati researched in descriptive text and this research treats the students' narrative writing.

The third previous related study is entitled "*Improving students' achievement in writing descriptive paragraph through simultaneous roundtable strategy*" which was written by Tarigan and Sianipar. The objectives of this study is improving the student achievement in writing skill especially descriptive paragraph. The result of study showed that simultaneous roundtable strategy can improve students' achievement in writing descriptive paragraph. There were some differences and similarities between this study and previous, the similarities are:

1) she also used the same strategy, roundtable strategy, 2) she also used same skill to be improved, writing skill, and the same level of school. The differences was, researched in descriptive text and this research treats the students' narrative writing.

The fourth previous related study is entitled "*The application of roundtable to improve writing skill of the eighth grade students of SMPN 1 Amlapura in academic year 2013/2014*" which was written by Ambarawati. The objectives of the study is improving the student writing skill, the result of study also showed the changing learning behavior in writing as result of the positive responses of the technique that was applied in this research and there was significant improvement.

2.11 Hypotheses

Arikunto (2013, p.110) defines hypothesis as a temporary answer to the problem in the research, until proven by the data collected. The writer proposes two hypothesis in this study, null hypothesis (H_0) and alternative hypothesis (H_a) as stated below:

1. (H_0) 1: there is no significant improvement on the eighth grade students of MTs

Patra Mandiri in narrative writing achivement who are taught by using roundtable strategy before and after the treatment.

(H_a) 1: there is a significant improvement on the eighth grade students of MTs

Patra Mandiri in narrative writing achivement who are taught by using roundtable strategy before and after the treatment.

2. (H₀) 2: there is no significant difference on the eighth grade students of MTs Patra Mandiri in narrative writing achievement between those who are taught by using roundtable strategy and those who are not

(H_a) 2: there is a significant difference on the eighth grade students of MTs Patra Mandiri in narrative writing achievement between those who are taught by using roundtable strategy and those who are not.

2.12 Criteria for testing hypotheses

To prove the research problems, testing research hypotheses is formulated as follows:

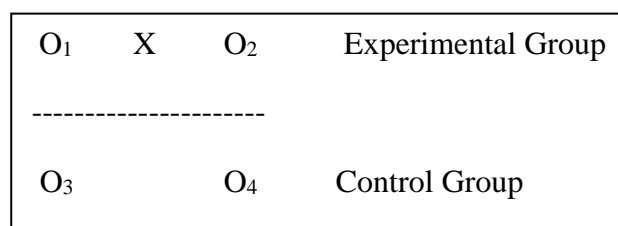
- 1) a. If the p-output (Sig.2-tailed) is lower than 0.05 level and t-obtained is higher than t-table 2,042 (with df =31) the null hypothesis (H₀) is rejected, and alternative hypothesis (H_a) is accepted.
b. If the p-output (Sig.2-tailed) is higher than 0.05 level and t-obtained is lower than t-table 2,042 (with df = 31) the null hypothesis (H₀) is accepted, and the null hypothesis (H_a) is rejected.
- 2) a. If the p-output (Sig.2-tailed) is lower than 0.05 level and t-obtained is higher than t-table 2,806 (with df = 62), the null hypothesis (H₀) is rejected, and the alternative hypothesis (H_a) is accepted.
b. If the p-output (Sig.2-tailed) is higher than 0.05 level and t-obtained is lower than t-table 2,806 (with df = 62), the null hypothesis (H₀) is accepted, and the alternative hypothesis (H_a) is rejected.

CHAPTER III
METHOD OF RESEARCH

This chapter, presents: (1) method of research; (2) research variables; (3) operational definitions; (4) population and sample; (5) technique for collecting the data; and (6) technique for analyzing data.

3.1 Method of Research

This research is called the experimental research. According to Frankel and Wallen (2012, p. 275), experimental research is the best way to establish cause and effect relationships among variables. One of the quasi experimental design the pretest and posttest non-equivalent group design was used. The pretest-posttest non-equivalent group design that two classes, an experimental class and a control class. In experimental class, the class was teach by using roundtable Strategy. The non equivalent control group design was teach by the teacher, suggested by Cohen, Manion, & Morrison (2007, p. 283) is shown below:



Notes :

- O₁ : Pretest of experimental group
- X : Treatment in experimental group by using roundtable strategy
- O₂ : Posttest of experimental group
- O₃ : Pretest of control group
- O₄ : Posttest of control group
- : (Non random)

3.2 Research Variables

A variable is a characteristic or attribute of an individual or an organization that (a) researchers can measure or observe and (b) varies among individuals or organizations studied (Creswell, 2012, p. 112). In this study there are two kinds of variables, they are independent variable and dependent variable. According to Creswell (2012, p. 115-116), a dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable. An independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. So, the independent variable of this study is Roundtable strategy and the dependent variable of this study is the eighth grade student's narrative writing achievement at MTs Patra Mandiri Palembang.

3.3 Operational Definitions

In order to avoid misunderstanding of the terms used in this study, it is necessary for the writer to present operational definitions of some key words in this research. They are; teaching narrative paragraph writing, and roundtable strategy.

3.3.1 Teaching Narrative

Teaching narrative writing is a writing activity of narrative text by writing the writer can describes the story as it is supposed to. Narrative writing is used in fiction and includes the setting, a goal, an obstacle, a climax and a resolution.

3.3.2 Roundtable Strategy

In this study, roundtable strategy is one of the effective strategies in cooperative writing; it will make process of writing easier and building team spirit

of the students. The term of *roundtable strategy* will help student to demonstrate their prior knowledge through written contributions, review and analyze options and information gathered, Roundtable also the strategy to improve students' writing achievement. Writing item test is used. There were some topics such as Timus emas, Malin Kundang and so on. The students have to choose one of topics and write narrative paragraph consist of 200 words.

3.4 Population and Sample

3.4.1 Population

The term population, as used in research, refers to all members of a particular group. The group to whom the researcher would like to generalize the results of a study (Frankel et.al., 2012, p. 137). The populations of this research were all the eighth grade students of MTs Patra Mandiri Palembang in academic year of 2017/2018.

Table 1
The Population of The Study

No	Class	Male	Female	Total
1	VIII. A	14	28	42
2	VIII.B	28	13	41
3	VIII.C	5	27	32
4	VIII.D	7	25	32
Total				147

(Source: MTS Patra Mandiri Palembang academic year 2017/2018)

3.4.2 Sample

A sample is any part of population of individuals on whom information is obtained. It may, for a variety of reasons, be different from the sample originally

selected (Frankel et.al., 2012, p. 137). And the sample, the researcher was took two classes of all eighth classes of MTs Patra Mandiri Palembang by using convenience sampling as the way of taking sample. According to Frankel and Wallen (2012, p.99), a convenience sample is a group of individuals who (conveniently) are available for study. The researcher was took 2 classes consist of experimental group and control group. The sample was choose by considering the class are available, the head master and English teacher give recommendations for eighth grade to be more convincing, Then, the researcher determined the class of sample by using teacher recommendation. The teacher recommended to take VIII.C class and VIII.D class as sample. The reason is because it is not possible to take the VIII.A and VIII.B, as sample because the students of VIII.A and VIII.B class had a better intelligence than VIII.C class and VIII.D class. Besides students of class VIII.C and VIII.D also needed special strategy in teaching writing in order to improve their comprehension of the text. The number of students of VIII.C class was 32 students and VIII.D class was 32 students. So, the total number of sample will be 64 students. Then, the sample will be divided into two groups, VIII.C class as the experiment group and VIII.D class as the control group.

The Sample of the Study

No	Class	Male	Female	Total
1	VIII.C	5	27	32
2	VIII.D	7	25	32
Total				64

3.5 Technique for Collecting Data

In this study, to collect the data the researcher used test. The test is conducted twice as pre-test and post-test in control and experimental group. The purpose of this test is to know the progress of student's writing narrative text achievement by using roundtable strategy. The tests are explained as follows:

3.5.1 Test

According to Brown (2004, p. 3), test is method of measuring a person's ability, knowledge, or performance in a given domain. Based on the statement, the writer can say that test is conducted to measure the student's ability or student's learning achievement. In this study narrative writing test was used.

A. Pre-test

The pretest is the test that given before giving some treatments. According to Creswell (2012, p. 297), a pretest provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment. The pretest was conducted to the sample. Both experimental and control groups was gave pretest. It measures the students' writing achievement before treatment. The purpose of giving pretest to the students is to know the students' writing achievement in learning writing narrative text before using Rroundtable strategy. And the result of students' work was checked and scored by three raters.

B. Post-test

Posttest will be given after conducting treatment to the experimental and the control group. According to Creswell (2012, p. 297), a posttest is a measure on

some attribute or characteristic that is assessed for participants in an experiment after a treatment. The treatment given to the experimental group is Roundtable strategy. The type of posttest was the same as the pretest. The aim of giving posttest to the students is to measure the improvement and the difference of students' writing narrative text achievement after using Roundtable strategy. The same as pretest, three raters checked and give score to the students' work. The result of this test was compared with the result of pretest in order to know the improvement and the difference to students' writing narrative text. From the posttest, the writer can get the data that can be used to measure the students' progress taught by using Roundtable strategy.

3.6 Research Teaching Schedule

The study was conducted in 12 meetings for treatments excluded pre test and post test. The time allocation for each meeting took 80 minutes.

Table 2
Research Teaching Schedule

No	Research Meeting	Writing Exercise	Writing Text	Time Allocation
Pre-Test				
1	2 st	Bawang Merah and Bawang Putih Story	Narrative Text	2x40 Minutes
2	3 nd	Cinderella	Narrative Text	2x40 Minutes
3	4 rd	The Ant and the Grasshopper	Narrative Text	2x40 Minutes
4	5 th	Snow White and Seven Dwarfs	Narrative Text	2x40 Minutes

5	6 th	Kemaro Island	Narrative Text	2x40 Minutes
6	7 th	Mouse Deer and Crocodiles	Narrative Text	2x40 Minutes
7	8 th	The Legend of Prambanan Temple	Narrative Text	2x40 Minutes
8	9 th	The Legend of Surabaya	Narrative Text	2x40 Minutes
9	10 th	The Legend of Toba Lake	Narrative Text	2x40 Minutes
10	11 th	The Legend of Banyuwangi	Narrative Text	2x40 Minutes
11	12 th	Post-Test		

3.7 Validity and Reliability

3.7.1 Validity

According to Fraenkel et.al., (2012, p. 148), validity has been defined as referring to the appropriateness, correctness, meaningfulness, and usefulness of the specific inferences researchers make based on the data they collect. For this research it was used two kinds of validity. They are:

3.7.2 Construct Validity

According to Cohen, et.al. (2007, p. 138), construct is an abstract; this separates it from the previous types of validity which dealt in actualities – defined content. After constructing the instruments related to some aspects measured, then it is consulted to achieve some expert judgments from at least three validators to

evaluate whether the components of the instrument are valid or not to be applied in research activities.

3.7.3 Content Validity

Content validity refers to judgements on the content and logical structure of an instrument as it is to be used in a particular study (Frankel et al., 2012, p.162). Rater was used to see the content validity by administering the test to the other students from different school with the sample, between MTs Patra Mandiri and MTs Aisyiah) Specification test is on table 3.

Table 3
TEST SPECIFICATION

No	Basic Competency	Indication	Item Test	Type of test
1	12.2 Create narrative text writing in past or story and write narrative text based on social function, grammar, tenses correctly.	The student in group or individual write the short text and simple in the form of narrative. About Bawang merah and Bawang Putih, maling Kundang, and Timus Emas.	1	Written test

3.7.4 Reliability Test

Reliability refers to the consistency of the scores obtained - how consistent or answers they are for each individual from one administration of an instrument to another, and from one set of items to another (Fraenkel, 2011, p. 154). To know the reliability of the test used in this study.

In this study, the researcher was use inter rater reliability to know whether the test is reliable or not. The writer needs three raters to evaluate students' writing task by using assessment rubric for a narrative writing piece. According to Brown (2004, p. 21), inter-rater reliability is a common occurrence for classroom teachers because of unclear scoring criteria, fatigue, bias toward particular "good" and "bad" students, or simple carelessness. Inter-rater reliability is degree of agreement among raters. They were lecturer of UIN Raden Fatah Palembang that already finished their master degree. After getting the result of try out that had been scored by the raters, the test could be implemented to both groups.

Spearman Rank Order was used as followed the formula below:

$$p = 1 - \frac{6(\sum d^2)}{N(N^2-1)}$$

P : Spearman Rank Order

$\sum d^2$: The sum of the squared differences

N : Number of Sample

From the calculation, it was found that the reliability of the writing test items by using Spearman Rank Order was 0.93. It was higher than 0.70. Therefore, it could be stated that this instrument was considered reliable for this study (See Appendix H).

3.8 Techniques for Analyzing Data

After all the data needed in this research collected in form of students' grade in writing narrative text and the total number of students in each group, the writer then was analyzed whether there was a significant improvement and a significant difference between the ability in writing narrative text of eighth grade students of MTs Patra Mandiri Palembang in the academic year 2017/2018 of those who was taught by using and without round table strategy. In conducting the test, the raters was gave score to the writing ability of the students. To analyze the students's score in pre test and post test, the writer will use T-test and need Assesment Rubric, it will be calculated by using SPSS version 20.

3.8.1 Data Descriptions

In data description, there are two analyses to be done, they are: 1) distribution of frequency data and 2) descriptive statistic.

3.8.1.1 Distribution of frequency data

In this section, the score of the students are described by presenting a number of the students who got certain score and the percentage. There are six categories in score interval for writing. They are excellent, very good, good, fair, poor, and very poor. The score is excellent if students get 91-100. The students who get 81-90, the category is very good. The students who get 71-80, the category is good. The category is fair if the students get 61-70. The students get 51-60, the category is poor. If the students get score below 50, the category is very poor. The score interval for writing presented in table 4.

Table 4
Score Interval for Writing

Score interval	Category
91 - 100	Excellent
81 – 90	Very Good
71 – 80	Good
61 – 70	Fair
51 – 60	Poor
0 - 50	Very Poor

The distributions of frequency data are obtained from students' pretest score in control group, the students post-test score in control group, students pretest score in experimental group, and students' post-test score in experimental group, then, the distributions of frequency will be displayed in a table analysis.

3.8.1.2 Descriptive Statistics

In descriptive statistics, number of sample, the lowest score, the highest score, mean, standard deviation, and standard error of mean are obtained. Descriptive statistics are obtained from students' pretest and post-test scores in control and experimental group.

3.8.2 Pre-requisite Analysis

Before analyzing the data, pre-requisite analysis is done to see whether the data obtained is normal and homogen. The following is the procedures in pre-requisite analysis.

3.8.2.1 Normality Test

Normality test is used to determine whether the sample data has been drawn from normally distributed population or not. The data is obtained from students' pretest and posttest in experimental and control group. Moreover, Flynn also state that the data that have normal distribution is the score of significance higher than 0.05. (Flynn, 2003, p.17.)

3.8.2.2 Homogeneity Test

Homogeneity test is used to measure the scores obtained whether it is homogen or not. According to Flynn, (2003, p. 17), the data can be categorized homogen whenever the data is higher than 0.05. In measuring homogeneity test, the researcher was used Levene Statistics in SPSS software application.

3.8.3 Hypotheses Testing

In measuring significant difference and significant improvement on students' writing narrative text achievement taught by using roundtable strategy, the using of t-test: paired sample t-test and independent sample t-test in SPSS 20 software application will be used. Paired sample t-test is used to compare pretest and posttest students' score writing narrative text in experimental group and also in control group. Paired sample t-test will be used when the result of students' pretest score in experimental and control, then the result of students' posttest score in experimental and control are obtained. The significancy for paired sample t-test is accepted when the p-output (Sig.2-tailed) is lower than 0.05 and t_{count} is higher than t_{table} . Then, Independent sample t-test will be also used for testing differences or means between students' posttest score in experimental and control. The independent t-test will be used when the posttest score from experimental and control are obtained. The significant difference for independent sample t-test will be accepted whenever the probability value is lower than 0,05.

CHAPTER IV FINDINGS AND INTERPRETATION

This chapter presents: (1) findings; and (2) interpretations of the research study.

4.1 Findings

The findings of the research shows: (1) data descriptions; (2) pre-requisite analysis; and (3) result of hypothesis testing.

4.1.1 Data Descriptions

In the data descriptions, distribution of frequency data and descriptive statistics were analyzed.

1. Distribution of Data Frequency

In distribution of frequency data, score, frequency, and percentage were analyzed. The scores were got from; (1) pretest scores in control group; (2) posttest scores in control group; (3) pretest scores in experimental group; and (4) posttest scores in experimental group. (See Appendix K and L)

a. Students' Pretest Scores in Experimental Group

In distribution of data frequency, the result of the pretest scores in experimental group was described in Table 5.

Table 5
The Distribution of Pretest Scores in Experimental Group

Score interval	Category	Pretest	
		Frequency	Percentage
91 – 100	Excellent	0	0 %
81 – 90	Very Good	0	0 %
71 – 80	Good	0	0 %
61 – 70	Fair	0	0 %
51 – 60	Poor	4	12.5 %
0 – 50	Very Poor	28	87.5 %
Total		32	100.0 %

Based on the result of analysis of students' pretest scores in experimental group, it shows that twenty eight students (87.5 %) got the score 50 or bellow in category very poor and four students (12.5 %) got the score in poor category.

b. Students' Posttest Scores in Experimental Group

In distribution of data frequency, the result of the posttest scores in experimental group was described in Table 6.

Table 6
The Distribution Posttest Scores in Experimental Group

Score interval	Category	Posttest	
		Frequency	Percentage
91 - 100	Excellent	0	0 %
81 – 90	Very Good	0	0 %
71 – 80	Good	8	24.9%
61 – 70	Fair	22	68.8%
51 – 60	Poor	2	6.2%
0 - 50	Very Poor	0	0 %
Total		32	100.0 %

Based on the result analysis of students' posttest scores in experimental group, it shows that twenty two students (68.8 %) got the score between 61-70 in category fair, eight students (24.9 %) got the score between 71-80 in category good, and two students (6.2 %) got the score between 51-60 in category poor.

c. Students' Pretest Scores in Control Group

In distribution of data frequency, the researcher got the interval score, frequency and percentage. The result of the pretest scores in control group was described in Table 7.

Table 7
The Distribution Pretest Scores in Control Group

Score interval	Category	Pretest	
		Frequency	Percentage
91 - 100	Excellent	0	0 %
81 - 90	Very Good	0	0 %
71 - 80	Good	0	0 %
61 - 70	Fair	0	0 %
51 - 60	Poor	7	21.8 %
0 - 50	Very Poor	25	78 %
Total		32	100.0 %

Based on the result analysis of students' pretest scores in control group, it shows that twenty five students (78 %) got the score between 50 or below in category very poor, and seven students (21.8 %) got the score between 51-60 in category poor.

d. Students' Posttest Scores in Control Group

In distribution of data frequency, the result of the posttest scores in control group was described in Table 8.

Table 8
The Distribution Posttest Scores in Control Group

Score interval	Category	Posttest	
		Frequency	Percentage
91 - 100	Excellent	0	0 %
81 - 90	Very Good	0	0 %
71 - 80	Good	4	12.4 %
61 - 70	Fair	25	78 %
51 - 60	Poor	3	9.4 %
0 - 50	Very Poor	0	0 %
Total		32	100.0 %

Based on the result analysis of students' posttest scores in control group, it shows that three students (9.4 %) got the score between 51-60 in category poor, twenty five students (78 %) got the score between 61-70 in the category fair, and four students (12.4 %) got the score between 71-80 in category good.

2. Descriptive Statistics

In the descriptive statistics, the total of sample (N), minimum and maximum scores, mean score, standard deviation were analyzed. The scores were got from; (1) pretest scores in control group; (2) posttest scores in control group; (3) pretest scores in experimental group; and (4) posttest scores in experimental group. (See Appendix M)

a. Students' Pretest Scores in Experimental Group

The result analysis of descriptive statistics in experimental group was described in Table 9

Table 9

Descriptive Statistics of the Students' Pretest Scores in Experimental Group

	N	Minimum	Maximum	Mean	Std. Deviation
pretest_exprmnt	32	36.67	51.67	44.6875	4.34691
Valid N (listwise)	32				

In descriptive statistics, it shows that the total number of sample was 32 students. The minimum score was 36.67, the maximum score was 51.67, the mean score was 44.6875, and the standard deviation score was 4.34691.

b. Students' Posttest Scores in Experimental Group

The result analysis of descriptive statistics in experimental group was described in Table 10.

Table 10
Descriptive Statistics of the Students' Posttest Scores in Experimental Group

	N	Minimum	Maximum	Mean	Std. Deviation
posttest_expermnt	32	60.00	76.67	69.2187	4.03800
Valid N (listwise)	32				

In descriptive statistics, it shows that the total number of sample was 32 students. The minimum score was 60.00, the maximum score was 76.67, the mean score was 69.2187, and the standard deviation score was 4.03800.

c. Students' Pretest Scores in Control Group

The result analysis of descriptive statistics of students' pretest in control group was described in Table 11.

Table 11
Descriptive Statistics of the Students' Pretest Scores in Control Group

	N	Minimum	Maximum	Mean	Std. Deviation
pretest_control	32	38.33	60.00	46.3021	5.46633
Valid N (listwise)	32				

In descriptive statistics, it shows that the total number of sample was 32 students. The minimum score was 38.33, the maximum score was 60.00, the mean score was 46.3021, and the standard deviation was 5.46633.

d. Students' Posttest Scores in Control Group

The result analysis of descriptive statistic in control group was described in Table 12.

Table 12

Descriptive Statistics of the Students' Posttest Scores in Control Group

	N	Minimum	Maximum	Mean	Std. Deviation
posttest_control	32	60.00	75.00	66.5104	3.67495
Valid N (listwise)	32				

In descriptive statistics, it shows that the total number of sample was 32 students. The minimum score was 60.00, the maximum score was 75.00, the mean score was 66.5104, and the standard deviation was 3.67495.

4.1.2 Prerequisite Analysis

In the prerequisite analysis, normality test and homogeneity test were analyzed.

1. Normality Test

In the normality test, the scores were got from; (1) students' pretest scores in control and experimental groups; and (2) students' posttest scores in control and experimental groups.

a. Students' Pretest Scores in Experimental and Control Groups

The computations of normality used the computation in SPSS (Statistical Package for Social Science) Program 20. The result of analysis was figured out in Table 13. (See Appendix N)

Table 13
Normality Test of Students' Pretest Scores in Control and Experimental Groups

No	Students' Pretest	N	Kolmogorov Smirnov Z	Sig. (2-tailed)	Result
1	Control Group	32	0.991	0.280	Normal
2	Experimental Group	32	0.722	0.675	

From the table analysis above, it was found the p-output from students' pretest scores in control group was 0.991 and experimental group was 0.722. From the score, it could be stated that the students' pretest scores in control and experimental groups were considered normal since they were higher than 0.05.

b. Students' Posttest Scores in Experimental and Control Groups

The computations of normality used the computation in SPSS (Statistical Package for Social Science) Program 20. The result of analysis was figured out in Table 14. (See Appendix O)

Table 14
Normality Test of Students' Posttest Scores in Control and Experimental Groups

No	Students' Posttest	N	Kolmogorov Smirnov Z	Sig. (2-tailed)	Result
1	Control Group	32	1.046	0.224	Normal
2	Experimental Group	32	0,980	0.292	

From the table analysis above, it was found the p-output from students' posttest scores in control group was 1.046 and experimental group was 0.980. From the score, it could be stated that the students' posttest scores in control and experimental groups were considered normal since they were higher than 0.05.

2. Homogeneity

In measuring homogeneity test, *Levene statistics* was used. *Levene statistics* is a formula used to analyze the homogeneity data, it was found in *SPSS*. The homogeneity test was used to measure students' pretest scores in experimental and control groups, and students' posttest scores in experimental and control groups. (See Appendix P)

a. Students' Pretest Scores in Experimental and Control Groups

Homogeneity test was used to find whether the group was homogeneity or not. The computations of homogeneity used the computation in *SPSS 20*. The result of homogeneity test of students' pretest was figured out in Table 15.

Table 15
Homogeneity Test on Students' Pretest Scores
In Control and Experimental groups

No	Students' Pretest	N	Levene Statistics	Sig.	Result
1	Control group	32	1.807	0.184	Homogeny
2	Experimental group	32			

Based on measuring homogeneity test of students' pretest scores, it was found that the significance level was 0.184. From the result of the output, it can be stated that the students' pretest scores in control and experimental groups were homogeneity since it was higher than 0.05.

b. Students' Posttest Scores in Control and Experimental Groups

Homogeneity test was used to find whether the group was homogeneity or not. The computations of homogeneity used the computation in SPSS 20. The result of homogeneity test of students' posttest is figured out in Table 16.

Table 16
Homogeneity Test on Students' Posttest Scores
In Control and Experimental groups

No	Students' Posttest	N	Levene Statistics	Sig.	Result
1	Control group	32	0.400	0.530	Homogeneity
2	Experimental group	32			

Based on homogeneity measurement it was found that the significance level was 0.530. From the result of the output, it can be stated that the students' posttest scores in control and experimental groups were homogeneity since it was higher than 0.05.

4.1.3 Result of Hypothesis Testing

In this result of hypothesis testing, measuring means significant difference was presented.

a. Measuring a Significant Improvement on Narrative Writing Achievement by Using Roundtable Strategy

Based on the table analysis, it was found that the p-output was 0.000 with $df=31$ (2.042), and $t\text{-value} = 42.956$. It could be stated that there was a significant improvement from students' pretest to posttest scores in experimental group taught by using Roundtable strategy since the p-output was lower than 0.05. It can be stated that the null hypothesis (H_0) was rejected, and the alternative hypothesis

(Ha) was accepted. The analysis result of paired sample t-test was figured out in table 17 below. (See Appendix Q)

Table 17
Result Analysis in Measuring Significant Improvement on Students' Narrative Writing by Using Roundtable Strategy

Roundtable Strategy	Paired Sample T-Test			Ha
	t	Df	Sig. (2-tailed)	
	42.956	31	0.000	Accepted

b. Measuring a Significant Difference on Students' Narrative Writing Achievement

In this study, independent t-test was used to measure a significant difference on students' narrative writing score taught by using Roundtable strategy and those who were not at MTs Patra Mandiri Palembang. The analysis result of independent sample t-test was figured out in table 18 below. (See Appendix R)

Table 18
Result Analysis of Independent Sample T-test

Using Roundtable Strategy and Those who are Taught Using Teacher's Method	Independent Sample T-test			Ha
	T	Df	Sig.(2-tailed)	
	2.806	62	0.007	Accepted

From the table analysis, it was found that the p-output was 0.007 and the t-value was 2.806. It could be stated that there was significant difference on students' narrative writing score taught by using Roundtable strategy and those who were not at MTs Patra Mandiri Palembang since the p-output was lower than 0.05 and the t-value was higher than t-table (df 62 = 2.000). So, it was concluded

that the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted.

4.2 Interpretations

Based on the findings which have been described in the previous section, some interpretations were made as follows:

In doing this research, the samples of study were given the pretest by two reasons, the first was to know the mean score of their narrative writing before the treatments given and the second was to know which group would become control and experimental groups. VIII D as a control group and VIII C as experimental group was chosen. It was because the students' scores in control group were higher than the students' scores in experimental group. It was also proved that the mean of pretest in VIII D was higher than VIII C.

During the pretest in control and experimental groups, the researcher found students' difficulties in writing, such as the students could not write the narrative text well based on the generic structure of narrative, the tense of narrative text, sometimes they still confused in selection right tenses so the students used the other tenses such like simple present tense, tenses and they get bored in writing because their teacher seldom asked them to write composition, especially narrative text. Then, the researcher did treatments in experimental group by using Roundtable strategy to help students in narrative writing.

First, there was significantly achievement in experimental group through Roundtable strategy during the treatment in 12 meetings include pre-test and posttest. In the first to third meeting, when the researcher implemented

Roundtable strategy in experimental group, the students' difficulty was found such as they got confused to follow the steps of Roundtable strategy. To overcome this problem, the researcher had to explain them again to stimulate their critical thinking. Nevertheless, the media such as pictures used by the students made them interested to learn. In the fourth to sixth meeting, the students could adapt in using this strategy. The students began to use the carried out concepts to create their narrative story. In the seventh to ten meetings, they used to apply Roundtable strategy as their new strategy in learning writing skill. They also felt the advantages when they used the strategy, such as there was responsibility each group, the contribution idea in the group build, regulate emotional and the students got motivation to write and learn. The students also produced the narrative story easily. It is supported by Kagan (1990, p. 21) Roundtable create cooperative art and team building participation of all, so the students in produced narrative text make easier. Those findings could be supported by the differences between the students' pretest and posttest scores in experimental group from category poor to category good. Nevertheless, there were some students could not reach the minimum criterion. It was because they did not focus and learn seriously during the treatment.

Second, the significant difference scores in both groups could be drawn from result of the pretest scores (before treatment) and post test scores (after treatment) got better narrative writing achievement progress. Although, these two groups of students progressed, the progress of the students in control group was not as high as the progress of the students in experimental group. It was because

the teacher also taught narrative writing which became the focus on the eighth grade classes. As a result, it could be interpreted that there was a significant difference on students' writing scores between the students who were taught by Roundtable strategy and those who were taught by teacher's strategy.

Third, based on the result in the research, Roundtable strategy was successfully applied to the eighth grade students of MTs Patra Mandiri Palembang. The researcher hope interpreted that the strategy for teaching narrative writing was appropriate to English Foreign Learners setting in Indonesia. It was in line to Beers (2003, p.15) who emphasizes that the struggling readers are faced whether native or students use English as a foreign language such as Vietnam, or Cambodia, Russia or Mexico, etc and Roundtable was the solution. It was also supported by two previous studies Adityawati (2014) and Ambarawati (2013) that had proven the strategy enabled to apply to English foreign learners in Indonesia.

Finally, this research revealed that there was a significant difference on students' writing scores between the students who were taught by Roundtable strategy and those who were taught by teacher's strategy. It was because the benefits from the implementation of Roundtable strategy. The benefits of this strategy were; they got more interested to learn English and they felt exited to write narrative text because this strategy provided the key concepts (keywords) or vocabularies for students to help them easier in composing narrative text. In addition, the pictures of Roundtable strategy was given for make them in writing narrative easily. These statements are supported by Barkley, Cross and Major

(2005, p. 241) who mention that Roundtable strategy involved students to take turn responding to a prompt by writing one or two words before passing paper along to others who do the same. Therefore, the teacher of English can use Roundtable strategy in teaching and learning process to improve the students' English writing achievement.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents: (1) conclusion; and (2) suggestion based on the findings and interpretation in the previous chapter.

5.1 Conclusions

Based on the findings and interpretations presented in the previous chapter, it can be concluded that: (1) there is a significant improvement on the eighth grade students of MTs Patra Mandiri in narrative writing achievement taught by using Roundtable strategy and (2) there was a significant difference on the eighth grade students of MTs Patra Mandiri in narrative writing achievement between those who are taught by Roundtable strategy and those who are not at MTs Patra Mandiri Palembang. Therefore, it can be inferred that teaching narrative writing by using Roundtable strategy can be considered as one alternative strategy to be used in teaching narrative writing.

5.2 Suggestions

Based on the basis of the conclusions above and based on the research have done. After implementing Roundtable strategy, the result of the writing test on the experimental group, shows the improvement after the treatment was conducted. So, the writer would like to give some suggestion as follows:

First, for the students it was suggested that they could be more active to express themselves to be more interested to learn narrative writing after they have been taught by using Roundtable strategy. The writer wishes that in the future the

students could use Roundtable strategy as their favorite strategy while learning. So that, they can enjoy writing and can get good results in narrative writing.

Second, the teacher can use Roundtable strategy as an alternative strategy to improve students' narrative writing achievement. It can be useful to improve their English teaching and learning especially for teaching narrative writing. They may use this strategy to make students feel more interested in writing narrative, and Roundtable strategy can be guidance for the students to write narrative well based on the generic structure.

Third, for other researchers who want to conduct the research in narrative writing, they can use the result of this research as a basic way for conducting the research and as an additional reference for further research certainly with different variables and conditions. They can also implement this strategy to teach Senior high school students. Other researchers also can consider the weaknesses of the result from this research to conduct a better research.