

**THE USE OF ROUND TABLE TECHNIQUE TO IMPROVE
STUDENTS' ABILITY IN WRITING NARRATIVE TEXT
AT TENTH GRADE OF STATE SENIOR HIGH SCHOOL 2 SINTANG**

ARTICLE

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THE USE OF ROUND TABLE TECHNIQUE TO IMPROVE STUDENTS' ABILITY IN WRITING NARRATIVE TEXT AT TENTH GRADE OF STATE SENIOR HIGH SCHOOL 2 SINTANG

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ABSTRAK

Penelitian ini dilatarbelakangi oleh partisipasi belajar siswa yang pasif di dalam kelas dan kemampuan menulis siswa yang menunjukkan beberapa masalah terutama dalam memproduksi teks naratif. Tujuan dari penelitian ini adalah untuk mengetahui peningkatan partisipasi siswa dalam menulis teks naratif melalui penerapan Round Table Technique dan peningkatan kemampuan menulis siswa melalui penerapan Round Table Technique. Penelitian ini menggunakan penelitian tindakan kelas yang dilakukan dalam dua siklus, dimana setiap siklus dilakukan dalam dua kali pertemuan. Untuk mengumpulkan data kualitatif, penulis menggunakan beberapa instrumentasi termasuk lembar observasi, catatan lapangan, pedoman wawancara. Penulis juga menggunakan tes dalam bentuk tes tertulis untuk mengumpulkan data kuantitatif. Hasil dari penelitian ini adalah peningkatan partisipasi siswa yang meningkat sekitar 24%. Sejalan dengan partisipasi siswa, jumlah nilai siswa meningkat sekitar 31. Hal ini menunjukkan bahwa teknik meja bundar efektif dalam membantu siswa meningkatkan keterlibatan dan kemampuan menulis mereka. Rata-rata partisipasi siswa dan nilai siswa meningkat secara signifikan pada setiap siklus, hal ini menunjukkan keefektifan teknik round table. Hal ini menunjukkan bahwa teknik round table efektif dalam meningkatkan kemampuan siswa dalam menulis teks naratif untuk kelas sepuluh Sekolah Menengah Atas Negeri 2 Sintang.

ABSTRACT

The background of this research was related to the students' learning participation that passive in the classroom and students' writing ability that showed some problems especially in produce narrative text. The aims of this study were to know the improvement of students' participation in writing narrative text through the implementation of Round Table Technique and the improvement of students' writing skill through the implementation of Round Table Technique. This research employed classroom action research which conducted in two cycles, every cycle conducted in 2 meetings. To collect the qualitative data, the writer used several instrumentation including observation sheets, field note, interview guideline. The write r also used testing in the form of written test to collect quantitative data. The result of this study was students' participation improvement that increased about 24%. In line with students' participation, the number of student scores increased about 31. This suggests that the round table technique is effective in helping students enhance their involvement and writing ability. The average student participation and student scores have increased significantly at each cycle,

it demonstrating the efficacy of the round table technique. This indicated that the round table technique was effective in increasing students' ability to write narrative text for the tenth grade of State Senior High School 2 Sintang.

INTRODUCTION

English is currently said to as an important language of the world despite being regarded as a second language. As a result, it is crucial and must be learned. It also refers to a language used internationally. Indonesia places a high value on English both technology and communication.

Today's globalized society makes English communication skills imperative. Students who are fluent in English are better able to interact with people from different cultural backgrounds, access a wider variety of educational and employment opportunities, and communicate effectively.

In Indonesia, English is a course of study that all senior high schools are required to teach. The curriculum should address all four language competency skills: speaking, listening, reading, and writing. These abilities fall into two categories: productive and receptive.

Reading and listening are receptive skills, while speaking and writing are productive skills. Children with receptive skills just need to hear and grasp language; they are not required to produce it. This is the primary distinction between these two skills.

One of those essential skills is writing. Hyland (2004. p.9) explains that writing is a way to share personal meanings. The people construct their own views on topic. They will share their views on a topic to each other then. A person's views may be different from other people's views.

Furthermore, Luisa and Margarita (2019. p.5) state that writing is a complex task that demands cognitive effort and time. This means that writing requires a lot of mental energy and time to complete. In conclusion, there are various perspectives on how to define properties write. The writing process is a collection of physical and mental processes that individuals perform when writing any type of text. According to Harmer (2004. p.5) the writing process is represented by the stages as below: planning – drafting – editing – final draft. Schmitz (2012. p.380) also explains that writing is a process that requires following steps and using strategies to accomplish your goals.

The writing process included: Prewriting, Outlining the structure of ideas, Writing a rough draft, Revising, and Editing. On the other hand, Kristine and Susan (1993. p.10) claims that writing process depends on who you are writing to, why you are writing, what you are writing about, where you are, how much time you have, and how you feel.

Micro writing abilities are separate components of writing such as grammar, punctuation, spelling, and sentence structure. These abilities are essential for clear and successful writing communication. Based on Brown's theory in Ha Thi Thanh Nguyen's study Southern Illinois University Carbondale (2016. p.4) identifies the following micro and macro skills: first, micro-skills which consists of producing graphemes and orthographic patterns of English, they also produce writing at an efficient rate of speed to suit the purpose, produce an acceptable core of words and use

appropriate word order patterns. Micro skills use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules and express a particular meaning in different grammatical forms.

Second, macro skill that use cohesive devices in written discourse and also appropriately accomplish the communicative functions of written texts according to form and purpose. Last, convey links and connections between events and communicate. According to Susilawati (2018. p.131) micro skill focuses on students' linguistic competence such as graphemes, orthographic pattern of English, efficient rate of speed appropriate word order pattern, and acceptable grammatical systems.

There are several aspects which should be understood by students in order to write well. there are several aspects which should be understood by students in order to write well. Harris (1979. p.116) proposes five aspects of writing namely content (the substance of writing), form (the organization of content), grammar (the employment of grammatical form and syntactic pattern), and style (the choices of structure and lexical items to give a particular tone or flavor to the writing).

The components or aspects of writing that need to be considered by the teachers based on Jacobson (cited in Argawati and Suryani. 2020. p.220) are covering: content refers to the writing's substance, or the experience of the main idea. i.e., a collection of connected statements presented as a unit in elaborating a topic. The paragraph's content conveys

concepts rather than serving a special purpose such as transition, restatement, and emphasis.

Next, organization, relates to the substance of the work, or the experience of the main idea. i.e., a collection of connected statements presented as a unit in the development of a topic. The paragraph's content serves the purpose of expressing ideas rather than performing particular functions such as transition, restatement, and emphasis. Then, vocabulary refers to the selection of words that are appropriate for the material. It begins with the notion that the writer wants to explain his or her ideas as simply and directly as possible.

Writing instruction entails assisting students in the development of their writing skills, comprehending the social and rhetorical components of writing, and identifying writing as a process. Nunan (1991. p.86) mentions that process approach focuses on various classroom practices that are thought to support the development of skilled use of language.

Teaching writing involves helping students in developing the skills needed to communicate effectively through written language. Harmer (2004. p.154) claims that teaching writing means teaching how to generate ideas, how to express the ideas into correct English sentences or paragraph, and how to arrange the paragraphs into good organization.

How to evaluate students' writing is a crucial consideration while teaching writing in the classroom. Brown (2004. p.242) lists three systems of assessment that might be used to evaluate writing. These three types of scoring include analytical, holistic, and primary trait

scoring. Holistic scoring is the first. The reader- evaluator compares an overall impression with the descriptors to determine a score by looking at certain points on a holistic scale, where each point is given a systematic set of descriptors, and each point is given a set of descriptions.

Assessment of important characteristics is the second technique. According to Weigle (2002. p.114), the analytical scoring rubric for writing includes the following five elements: content, organization, vocabulary, language use, and mechanics. The writer analyzes the data related to the students' writing test results for paragraph writing using an analytical scoring rubric. Teachers have an important role in influencing students' lives and contributing to society's progress. According to Brown (2001. p.334) writing is similar to swimming. It's because learning how to swim and write are important life skills. Writing skill does not come naturally; it requires participation in a literate community and the availability of a teacher, among other things.

Meanwhile, McCafferty, Jacobs, & Iddings (1986. p.38) mention that the teacher fulfills three purposes. The teacher serves as a model during the presentation phase of the instruction, establishing an environment in which the criteria for the target structure is established and then modeling the new structure for students to follow.

The writer's focus in this study was on narrative text. Students may find it challenging to produce narrative texts because of a variety of problems including the fact that their imaginative abilities are still limited and that

they have a limited amount of time. Due to the many variables they must take into consideration, students are unable to produce appropriate written work in every genre of writing. Grammar, generic structure, and lexico grammatical order are the three components.

Narrative text is one of the texts that the students in senior high school learned. According to David and Crystal (cited in Rosmiyati and Novianti. 2022. p.1) narrative text is a story that is told to a recipient and, because it needs to be told in certain manners, is converted into sign language. Meanwhile, Prince in his book "Narratology" (cited in Coste 1989. p.13) claims that narrative, indeed universal and infinitely varied, may be defined as the representation of real or fictive events and situations in a time sequence. Writing a story is known as narrative writing.

As with other types of texts, narrative texts have some generic structures that a writer must understand. Siahaan and Shinoda (cited in Adelina. 2017. p.14) explained that the structures of narrative text are orientation (setting the scene and introducing the participants), evaluation (a stepping back evaluate the plight), complication (a crisis arises), resolution (the crises are resolved, for better or for worse), and reorientation (optional).

Meanwhile, Gerot and Wignell (1994. p.162) describe that the generic structure of narrative text are the first, orientation that consist of sets the scene and introduces the participants. Second, evaluation which explains a stepping back to evaluate the plight.

Next, complication that states a crisis arise. Then resolution, it means the crisis is resolved, for better or for worse. And the last is re – orientation that is optional.

In English, first-person narratives can be written using the singular pronoun I and the plural nouns we. Some stories may also be written in the third person, with the singular form he or she and the plural form they. Personal pronouns are frequently used in narrative text to depict the story's characters. It brings the story to life so that the readers can experience its meaning.

A narrative text is one that tells a story or describes an event sequence. It aims to entertain or instruct the reader by presenting a series of events in a logical and interesting way. Narrative text has some language features. According to Cavanagh (cited in Larasati. 2016. p.3) language features of Narrative Text are: Usually particular participants. Time phrases that link events. Complication and resolution use a lot of action words. Noun groupings have a key role in characterizing settings and characters. Writing narrative text can be done simply for enjoyment or to grab and keep the reader's attention in a particular story.

Meanwhile, Anderson and Anderson (cited in Adelina. 2017. p.15) claim that there are some language features in narrative text. These are nouns that identify the specific people and places in the story, adjectives that describe the people and places, time words which connect events to indicate when they take place, and verb that describes the action that takes place in the story. The past tense is usually utilized.

Teachers have to create efficient teaching methods to help students express their ideas in writing. Cooperative method of learning is one of the choices. One cooperative learning method that can be used to improve students' writing abilities is the round table technique.

According to Heartland (2006. p.7), a round table technique is used in which one paper and pencil are gradually passed around the group, each member writes an idea, and then passes it to the person on their left, who also writes an idea. Kagan (cited in Khadafi. 2017. p.59) emphasize that the round table technique will have some benefits from both an academic and social perspective.

Based on the result of pre observation which conducted in tenth grade of State Senior High School 2 Sintang and interview with English teacher, some of students still difficult with writing. They were difficult to successfully brainstorm and develop their ideas in writing. They were also nervous of making mistakes in grammar, vocabulary, and language usage. As a result, students' motivation to write became low. Besides that, from interviews with English teachers, it is also known that students then became passive in the class because they have some problems in learning English.

The writer was interested in the research in State Senior High School 2 Sintang because the writer would like to improve the writing skills of the students at this school, especially when producing narrative texts. The writer was also interested in the problems around English teaching and learning at this school.

The writer aimed to help students in solving their writing ability difficulty. The writer also wanted to help the teacher to find suitable techniques for use in the classroom in order to address the challenges of teaching and learning English in that school, especially with regard to writing abilities. The round table technique is predicted and believes to improve students' writing skills in narrative text.

Based on the statements and theories above, the writer argues that the Round Table Technique seems to be an effective way for improving students' writing skills in narrative text and increasing students' participation in teaching learning process. Therefore, the writer was interested in doing the research under the title "The Use Of Round Table Technique To Improve Students' Writing Ability In Writing Narrative Text At Tenth Grade Of State Senior High School 2 Sintang"

RESEARCH METHOD

The research design of this study is classroom action research. Based on Hopkins's theory (2014. p.58) classroom action research combines a substantive act with a procedure of study: it is action disciplined by inquiry, a personal attempt at understanding while engaged in a process of improvement and reform.

The writer used the classroom action research method, which is based on Lewin's design with four phases each: planning, acting, observing, and reflecting. In planning the writer began to prepare all of the activities and materials for teaching writing on narrative

text. Preparation included preparing the learning module, students' worksheet, and also the media that would be needed. In acting, the writer concentrated on the implementation of established techniques.

Students were taught how to write narrative prose using the round table technique. At this point, the writer discussed narrative text and how to use the round table technique for organizing the ideas they have before writing a paragraph.

In observing, the writer observed the effect of the action and documented the context, with the English teacher serving as a collaborator to complete the observation sheet and field notes that the writer had prepared. It was used to observed students' actions during teaching and learning activities in order to produce understanding regarding the learning process. In reflection, the writer and collaborator reflected on and evaluated the actions that were taken. The focus was on whether or not the round table technique is successful in teaching writing. The subject of this research was XD grade of State Senior High School 2 Sintang consisted of 31 students which 13 males and 18 females in academic year 2023/2024.

In this study, the data were collected through four techniques, namely observation, interview, measurements, documentation.

Both qualitative and quantitative data were collected as part of this study. The writer included qualitative information from interviews and observation. While test results

from students' final writing make up the quantitative data. The full explanation is as follows: first is observation, this observation was carried out to find out how teaching and learning occur in the classroom. What is noticed are the students and their conduct during the learning process. The writer asked the English teacher to observe the whole procedure as an observer.

According to Creswell (2012. p.213), observation is the practice of getting open-ended, firsthand information at a research site by observing people and places. Second is interview, after doing classroom action research, interviews were a highly helpful way to gather information about the students' experience in writing narrative and their participation during teaching learning process.

The interview has been done after implementation of round table to find out the respond of students' experience such as their feeling or problem that had been the challenge during the teaching learning process. Then, the writer used measurement. Measurement A tool in the form of questions is used to assess students' abilities. Tests are valuable data measuring tools in study, and this test is written. Creswell (2012. p.151) mentions that measurement is the way to assess an individual's ability. The last approach were conducting tests to assess student ability to write narrative text. The writer and her collaborator then evaluated the results of the students' written responses on those tests. The outcomes of such tests serve as one of the key

indicators in determining the next plan of action and the research's final.

Documentations were the tools utilized in the technical writings. In this method, the writer got extra information from a number of documents, such as learning module in the learning process. The writer also used camera for recording and capturing the process of teaching learning in the classroom. Creswell (2012. p.223) claims that documents consist of public and private records that qualitative writers obtain about a site or participants in a study.

The instruments that the writer used would be explained below. The writer used classroom action research which combines quantitative and qualitative research, as the focus of the research. The writer used the following data collection techniques, which are given below for further explanation: first, observation checklist, a variety of questions, points, and subjects were listed in a document called an observation checklist to assist an observer in assessing an individual's or group's performance and conduct in a certain situation. In this research, the writer was helped by the collaborator to observe students' involvement during teaching learning process. The writer used 4 observation checklist such as 2 observation checklist in first cycle and 2 observation checklist in second cycle.

Next is field note, in qualitative research, field notes were written notes of what is heard, seen, experienced, and thought in order to collect data and reflect on the findings. Creswell (2012. p.216) says that field notes are

text (words) recorded by the writer during an observation in a qualitative study. The writer took these notes as a record of their experiences and observations while doing the study. Field notes could include descriptions of the setting, participant behaviors, and any additional relevant information that the writer observed. They were an essential component of qualitative research because they offer a full and accurate explanation of the data collected for the study.

After that, the interview guideline is used. Interviewing techniques were employed to obtain more in-depth research-related information. By using interview guidelines, the writer conducted interviews with 6 students. Those students divided into 3 categories, namely 2 students who very active students, 2 moderately active students and 2 very inactive students in the learning process, and they were asked 10 questions. The writer chose the students based on the theory of sample selection techniques, namely purposive sampling.

Based on Patton's theory (2002. p.45) purposive sampling refers to situations that include a lot of information. The logic and effectiveness of selective sampling are derived from the emphasis on in-depth understanding. This led to the selection of information-rich instances for in-depth investigation. This technique allowed the writer to reduce the time and cost involved in the research, as the writer only selects samples that are relevant to the research question. The writer found that this interview guideline was very helpful in

guiding the key questions asked regarding the data needed for the research.

Testing or evaluations were given to participants to assess their level of understanding in an area or subject. Burns (2012. p.151) states that participants take tests that measure their achievement. This assessment aimed to assess how well participants achieve the learning goals or objectives that have been set for them. In this study, the writer gave instructions to students to create their writing products in writing narrative texts that are in accordance with the general structure and linguistic elements of the narrative text itself. This writing practice was carried out at the second meeting of each cycle with a duration of 60 minutes. The result of students' writing product was crucial in determining whether or not the effort to improve the students' writing abilities are successful.

Last, the writer used video, as part of this research, the writer recorded many of the research audiovisual materials in the form of videos collected to aid their understanding of the key phenomena under investigation. This meant that multimedia tools were used to enhance teaching and learning by providing an effective and interactive environment for students. The recording of video has been conducted during the learning process, which help the writer to obtain information that could not be captured by observation checklists and field notes.

In classroom action research, data analysis is an important step to summarize and interpret

the collected data. The type of data collected determined the data analysis techniques that were used. For qualitative data, analysis of the text required the development of an analytical to use as the basis of analysis. On the other hand, quantitative data should be analyzed statistically.

The manner in which data was analyzed in action research depended on the data that was collected. Results from qualitative data in the form of observations and interviews were obtained through analysis using qualitative descriptive techniques. Finding out whether the round table technique may enhance students' writing abilities for narrative material was the major goal of observation. Every time the learning process took occurred, this observation was made. Additionally, the writer conducted interviews to gather information for qualitative data analysis such as student responses, and the extent to which the round table technique could increase student learning activities in the classroom.

In contrast to qualitative data, which the writer analyzed using descriptive statistics. The score or statistical analysis on the results of students' writing skills in writing narrative text for each cycle consisted of quantitative data. In this study, the writer collected quantitative data by using tests. Weigle (2002, p.114) claims that the analytical scoring rubric for writing includes the following four elements: content, organization, vocabulary, language use, and mechanics. The writer analyzed the data related to the students'

writing test results for paragraph writing using an analytical scoring rubric.

The type of data collected determined the data analysis techniques that were used. For qualitative data, analysis of the text required the development of an analytical to use as the basis of analysis. On the other hand, quantitative data should be analyzed statistically using scoring rubric.

FINDING AND DISCUSSION

In this research, the writer used several instrumentations. The first instrument in this research was observation checklist, which were used to examine the situation during the teaching learning activity. The writer's collaborator supported the writer in completing the observation checklist. The second was the field notes, which were utilized by the collaborator to record some specific details regarding the learning and teaching situation.

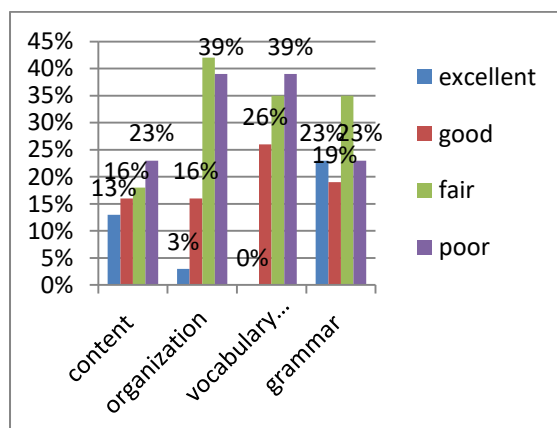
The third was an interview, which the writer utilized to get information from students about teaching and learning activities. The writer then tested the students' ability to produce narrative text using the round table technique. Finally, the writer captures the involvement of students during the teaching-learning process in the form of video recordings, and others documentation such as scoring rubric, learning module, and students' writing product. In classroom action research, there are four stages in every cycle which are planning, acting, observing and reflecting.

1. Cycle One

The first cycle was held on February 12th 2024 and February 13th 2024. The first meeting discussed narrative text and the use of the round table technique for producing narrative text, while the second meeting described the students' performance in writing narrative.

In cycle one, some students still did not listen actively because they still talked to their friends and did something else. When the writer asked the students to do ice breaking, some students seem lazy to follow the instructions. Next, only some students who seem enthusiastic listen to teacher's explanation about the material. Then, just some students that actively start their work based on group result of writing product and finally the activity showed only some students that correct each other's works well. The percentage of students' participation during the first meeting was 71%.

The data of students' score in every aspect was showed by the chart below:

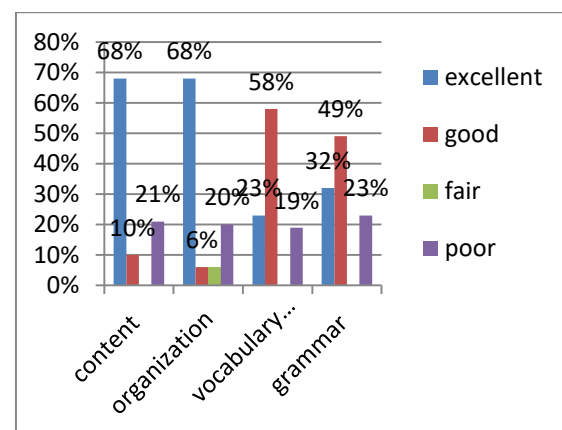


2. Cycle 2

Cycle 2 was conducted on February 15th 2024 and 16th February 2024. On the first meeting of cycle 2, the writer changed the activity from the first cycle by focusing on students' practice of writing the narrative text from the topic mentioned by the writer, which is about friendship in the form of round table technique, and asked students to give feedback to each other. While the second meeting, focused on testing students' writing skills by writing narrative texts using the round table technique.

In this cycle, the students were also more enthusiastic, active, and involved in the class. Almost every student in the class engaged in the teaching and learning activities. The average of students' participation in cycle 2 was 92,36%. This means that student engagement has increased, achieving the study's success criteria.

The data of students' score in every aspect was showed by the chart below:



CONCLUSION

The weaknesses of students' writing, particularly their narrative texts, are the motivation for this study. Because they often worry about making mistakes when writing, students participate in learning activities less actively. Additionally, some students struggle to generate ideas and expand them into a paragraph.

Thus, by using a method called the round table technique, the author hopes to address these problems and improve the ability of students to write narrative texts. The round table technique is a cooperative strategy that can compel students to share and articulate their own ideas. This method is crucial for increasing students' motivation to learn and enhancing their narrative writing abilities.

This investigation was carried out in two cycles by the writer. Two meetings were held to conduct the first cycle. The average student participation and student scores have increased significantly at each meeting, as mentioned in the findings and discussion, demonstrating the efficacy of the round table technique.

The final results showed that students exceeded the success criteria in terms of both student participation and student scores. This indicates that the round table technique was effective in increasing students' ability to write

narrative text for the tenth grade of State Senior High School 2 Sintang.

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