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

THESIS

Submitted as a Partial Fulfilment of the Requirement for the Attainment of Sarjana Pendidikan degree in English Language Education Study Program

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STATEMENT OF AOUTHORSHIP

Except where references are made in the text of the thesis, this thesis contains no material published elsewhere or exracted in whole or in part from a thesis or any other degree or diploma.

No other person's work has been used without due acknowledgement in the main text in the thesis.

This thesis has not been submitted for the award of any degree of diploma in any other tertiary institution.

All research procedures reported in this thesis were approved by the researcher's advisors and did not break any faculty or university research ethics

Sintang, March 2024

Gabriela Apriani Koli

MOTTO AND DEDICATION

Motto

"SOLI DEO GLORIA"

Philippians 4:6

"Do not be anxious about anything, but in every situation, by prayer and petition,

with thanksgiving, present your requests to God"

Dedication

I dedicate this thesis to my beloved parents, Andreas Sangu, S.Ag and Maria

Magdalena, S.Ag, who have raised me with love and affection. May God always

bless them whenever and wherever they are.

ABSTRACT

Gabriela Apriani Koli. 2024. 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. Thesis. English Education Study Program of STKIP Persada Khatulistiwa. Advisor I: Tuti, M.Pd. Advisor II: Henry Elisa, M.Pd

Keywords: improving, narrative text, round table, writing

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 writer also used measurement 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.

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Praise be to the goodness of God Almighty, for His blessings the writer could started writing this thesis and finished it well. This thesis entitled "The Use Of Roundtable Technique To Improve Students' Writing Ability In Writing Narrative Text At Tenth Grade Of State Senior High School 2 Sintang" used classroom action research design. The writer realized this thesis was not perfect and had a lot of mental, advice, and financial assistance from several parties. Therefore, the writer would like to thank:

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6. The writer wanted to express appreciation to everyone who helped the writer complete this thesis proposal.

7. Last but not least, the writer would like to express her sincerely gratitude to herself for never giving up, surviving and finishing this thesis

The writer therefore hopes for criticism and suggestions to help this research be improved.

Sintang, March 2024

Gabriela Apriani Koli

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF CHARTS

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

In this chapter, the writer explained about background of the research, these parts included the research background, research questions, research purposes, research significance, limitation of research, and terminology.

A. Research Background

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.

The independent curriculum is now used in the Indonesian educational system. Kurikulum Merdeka (Independent Curriculum) was developed with the primary goal of recovering Indonesia's educational system from the COVID-19 pandemic. In addition to developing the existing curriculum in the present independent curriculum era, a learning model based on the six principles of English learning is needed. This is done to guarantee that students' command of English is improve in line with the requirements of the global community, both in oral and writing communication.

In addition, students are expected to learn vocabulary and rules in a suitable and appropriate context for oral and writing communication. Students are required to understand the learning materials while also understanding the social functions, text structure, and linguistic features of the text types described in the learning outcomes. The learning outcomes are explained in an order of learning objectives and materials for instruction. The learning outcomes are detailed in a flow of learning objectives and teaching materials. At the state senior high school level, in the flow of learning objectives in tenth grade of second semester, the material taught to students is related to writing skills in several text types such as narrative text and analytical exposition text.

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.

Writing begins with understanding students writing habits. A teacher should give students the chance to practice practical starting skills including coming up with writing ideas, focusing, organizing, and arranging material. Teachers are urged to have students reflect on the process of creating a piece of writing in order to achieve this.

Teachers have to create efficient teaching methods to help students express their ideas in writing. Cooperative method of learning is one of the choices. Group activities were the main way of learning in cooperative learning. Group activities are thoughtfully designed to increase student connection and encourage participation in one another's learning.

One cooperative learning method that can be used to improve students' writing abilities is the round table technique. The round table technique for brainstorming is one option. In round table, students are expected to come up with a lot of thoughts about a subject in a group setting with other students. It can be an excellent technique for team building because it guarantees that every member of the group is active. The round table technique is important because it allows students to write down their ideas prior to actually starting. In this way, they may be certain that they've discussed all the important topics. They will also be logically covered by the students.

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 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"

B. **Research Questions**

Based on the background has explained above, the writer formulated the questions as follows:

1. How can the implementation of Round Table Technique improve students' participation in writing narrative text at tenth grade of State Senior High School 2 Sintang?

2. How can Round Table Technique improve students' writing ability of narrative text at tenth grade of State Senior High School 2 Sintang?

C. **Research Purposes**

Based on the research questions above, the objectives of this study were:

1. To describe the improvement of students' participation in writing narrative text through the implementation of Round Table Technique

2. To recognize the improvement of students' writing ability through the implementation of Round Table Technique

D. **Research of Significance**

This research has theoretical and practical implications, among other things. The following will be the benefits of this research, in terms of both theoretical and practical significance:

1. Theoretical

The findings of this study can contribute to the development and gain

of English language teaching methodologies. It is also hoped that after reading this research, readers will have a better understanding of the Roundtable Technique as a method of teaching English.

2. Practically

The finding of this research the students were expected to be able to improve their learning participation in the classroom through the use of round table technique. It also hoped that they could increase their writing ability in writing narrative texts. For teacher, the findings of this study could be utilized as a guide and a useful source of knowledge to help students became active in the learning process and better writers, particularly when it came to writing narrative texts using round table technique to make English teaching and learning more interesting and efficient. Last, the findings of this study could serve as a guide for other researchers who wish to conduct studies on enhancing students' writing abilities, particularly in narrative text.

E. Limitation of the Research

In this study, the writer focused on improving the students' participation and writing ability in writing narrative text by using round table technique at tenth grade of State Senior High School 2 Sintang in academic year 2023/2024.

F. Terminology

To avoid misconceptions in reading this thesis proposal, several key terms were used in this study as follows:

a. Writing is a set of graphic symbols that communicate meaning, as well as

the process of writing a text. The writer focus in this research is about writing narrative text for example writing about romance or historical story.

b. Round Table Technique is a strategy that allows students to take part in learning process by sharing the ideas or perspective to their member in a group. In the round table technique, the writer divides the class into groups of 4-6 members each.

c. State Senior High School 2 Sintang is located in Sintang district, West Kalimantan. The subject in this research is class XD which consists of 31 students. The problems that occur in this school especially in class XD are students' imagination is still limited, students also find it difficult to develop their ideas and lack of students' participation the learning process.

CHAPTER II

LITERATURE REVIEW

The theoretical review and relevant studies were presented in this chapter. Theoretical review gave certain theories that served as the study's foundation. Relevant studies presented some research that was also relevant to the study.

A. Writing

Writing is a form of human communication that uses a set of visual symbols that are usually connected to a specific language structure level. Writing is a crucial ability for success in working life, in educational institutions, and in communication. Students can communicate their thoughts, ideas, and feelings through writing, which acts as a tool for self-expression and self-evaluation.

1. The Nature of Writing

Writing includes knowledge of grammar, punctuation, and sentence structure, and can be done for personal use, for a specific audience, or for the general public, in a variety of styles that range from informal to formal. Angelo (1989. p.5) states that writing is a form of thinking. It suggests that writing is an activity in which one expresses ideas, issues, events, feelings, or thoughts to others in written form. By writing we can tell about people, remember the facts and ideas. Writing is, in fact, a transaction with words whereby you free yourself from what you presently think, feel, and perception.

In addition, 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. It depends on their belief. Therefore, when constructing their views (ideas), the people have to make it understandable and acceptable.

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. Together, these points of view provide an explanation of why writing is a result of what has been written. This language sets itself apart from spoken language through a number of characteristics. Additionally, structuring a sentence requires careful thinking both when organizing thoughts and turning them into words and sentences. The audience, purpose, and context all fit them.

From all the theories about writing above, it can be concluded that writing is the process of making a record, information, or story using a script and a specific media. The objective of writing is to give direction, explain, tell, summarize, and persuade readers through its content. Writing is also a kind of communication between the writer and the reader.

2. **Writing Process**

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.

In conclusion, the writing process is a set of processes that writers must do in order to create a well-organized and polished piece of writing. The writing process is frequently described as recursive, which means that writers may switch back and forth between stages while working on a piece of writing. It is also a very personal process, and different writers may approach it differently.

3. **Micro Skill of Writing**

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:

1. Micro-skills: 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.

2. Macro Skills: 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.

Micro skills of writing refer to the specific techniques and abilities that writers use to create effective written communication. Grammar, vocabulary, spelling, punctuation, and sentence structure are a few of these abilities. Micro-writing is a practice that involves completing quick writing assignments that take three to ten minutes. These exercises are made to assist students hone their writing abilities, and they can be used in conjunction with instructor and peer feedback to create sharing and teamwork possibilities. Furthermore, micro writing can let kids see daily improvement, which can be a strong motivation. Writing calls for both

micro and macro talents. By macro skills, it means the larger aptitudes necessary for clear, coherent, and organized written communication. For the purpose of developing writing fluency, micro and macro abilities are both important.

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. While the broader sense of writing goal is accomodated on macro skills focused on cohesive devices in written discourse, rhetorical forms and connections of events and communicative, meaning and writing strategies. Awareness of different micro-skills can be a good solution for teaching listening comprehension enhancement Micro skills of writing refer to the individual components or abilities that collectively contribute to effective writing.

4. Aspect of Writing

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. Choosing words that accurately communicate his or her meaning, rather than skewing or blurring it. Language use refers to the use of proper grammatical form and a synthetic pattern for dividing, combining, and grouping ideas in words, phrases, clauses, and sentences to create logical relationships in paragraph writing.

Last, mechanic refers to the application of the language's graphic convention, i.e., the procedure of arranging letters, words, and paragraphs

utilizing knowledge of structure and certain others related to one another.

5. **Teaching Writing**

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. There are various methods for teaching writing. The choice of strategy ought to be left up to the teachers. To determine which strategy is best for their kids, teachers must pick between the two. Teachers must choose whether they want to emphasize the process over the final product, write based on specific genres, encourage creative writing, and assign students to write independently or collaboratively. The two most common strategies are process- and product-oriented strategies. The following will discuss each of the methods:

1. Product-oriented approach:

Teachers might choose to emphasize the writing process or the final product when instructing students how to write. A long time ago, the product-oriented strategy was fairly common. The goal with this strategy is to keep the end result in mind. Brown (cited in Puspitasari. 2014. p.16) says that a product-oriented strategy has a few qualities. Specifically, the works must adhere to a set of requirements for the English rhetorical style, they must have proper

syntax, and they must be structured consistently. Additionally, using this strategy, students writing will be evaluated according to a set of standards. Given that the ultimate product is the primary goal, it is crucial to focus more on its component parts. Additionally, the scoring standards that are applied to measure some characteristics include writing mechanics, grammar, vocabulary, and content organization.

2. Process-oriented approach

Process-oriented approach is the reversal of product-oriented approach. In this approach, the focus is on the end result of the learning process, what the learner should be able to do as a fluent and competent user of the language (Nunan. 1991. p.87). There is no right or wrong approach. However, the best thing that teachers can do is by letting the students experience as creators of language by doing the process of writing by putting their ideas and organize them. Furthermore, the process-oriented approach has particular characteristics. These characteristics were taken from Tribble (cited in Ngadiman. 2012. p.1); Prewriting, Composing, Revising, and Editing. In conclusion, both a process and product-oriented approach are important. Teachers should balance these two techniques in their instruction since students require experience to each of them in order to generate quality writing.

B. Teaching Writing in Senior High School

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. According to National Council of Teachers of English (NCTE) Executive Committee, the teaching of writing should assume students will begin with the language with which they are most at home and most fluent in their speech, it suggests that educators should value and respect the language that kids bring to the classroom. This comprises their native tongue, 111 regional dialect, and cultural heritage. Teachers should make use of this information to help students improve their language proficiency and apply it to writing in English.

The most significant factor for teachers to consider when teaching writing to senior high school students is that the success of teaching writing to teenaged students appears to be more likely determined by learning styles and aims. As a result, writing instruction and learning must be intended to assist students in developing writing strategies so that they can enhance their writing skills. Writing instruction in Senior High School (also known as middle school) is an important part of the English language arts curriculum. Its goal is to help students improve their writing skills, creativity, critical thinking, and communication talents. At this level, effective writing teaching often consists of a combination of explicit instruction, modeling, guided practice, and independent writing.

Teaching writing effectively in Senior High School involves several key

components and strategies. Here are some of them:

1. Explicit instruction of writing strategies: Teachers should teach writing strategies explicitly through a Model-Practice-Reflect instructional cycle. This involves modeling strategies for students, providing opportunities for students to apply and practice modeled strategies, and engaging students in evaluating and reflecting upon their own and peers' writing and use of modeled strategies.

2. Integrating writing and reading: Teachers should integrate writing and reading to emphasize key writing features. This involves teaching students to understand that both writers and readers use similar strategies, knowledge, and skills to create meaning. Teachers can use a variety of written exemplars to highlight the key features of texts.

3. Using assessments of student writing to inform instruction and feedback: Teachers should assess students' strengths and areas for improvement before teaching a new strategy or skill. They should analyze student writing to tailor instruction and target feedback. Teachers should also regularly monitor students' progress while teaching writing strategies and skills.

4. Teaching cognitive strategies: Teachers should teach cognitive strategies that can improve both writing skills and overall critical thinking. These strategies include planning, goal setting, individualizing goals, and scheme.

5. Sharing exemplars of different writing styles: Teachers should share

exemplars of different writing styles, such as persuasive, narrative, and reflective writing. They should also have students reflect on the writer's Role, Audience, writing Format, and Topic (RAFT) and do a Copy/Change exercise to apply different writing structures to the student's own work.

6. Encouraging practice: Teachers should encourage students to practice writing as much as possible and in as many forms as possible. Writing is a skill that requires practice to improve. Teachers should also encourage students to write even when there isn't an assignment or a deadline to be met.

By incorporating these components and strategies, teachers can help Senior High School students develop effective writing skills that will serve them well in their academic and professional lives.

C. Assessing Writing

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.

D. Roles of Teacher

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 following is an explanation of the teacher's duties by Harmer (2007. p.330).

1. Motivator

    In the writing assignment, the teacher serves as a motivator. It follows that teachers' responsibility is to encourage students to complete the writing assignment. Teachers can inspire students by providing the ideal environment for idea generation, persuading them of the importance of the activity, and pushing them to exert the greatest amount of effort for

the greatest possible gain.

2. Resource

Teachers should be prepared to provide and offer suggestions or advise to students as they complete their writing assignments. By playing this kind of role, teachers might give their students the impression that they constantly have their backs over while they make progress on a job.

3. Feedback provider

Teachers should give the student's writing constructive feedback and words of encouragement. Teachers must also know how to discipline students and provide feedback so that they can receive the right correction that will improve them rather than discourage them. In conclusion, teachers are crucial in the teaching of writing. They can serve as a resource, a motivator, and a source of criticism. Teachers should fulfill these responsibilities in order to promote and aid student in learning more effectively.

E. The Concept of Round Table Technique

One method of cooperative learning is the round table technique, which required the students to work in small groups while cycling around a table. The word "cooperative learning" refers to a broader concept that includes all types of group work, including work controlled or directed by the teacher.

Jollife (2007. p.3) says that the majority of researchers agree that for learning to be really cooperative, it must include several critical components, two of which are especially important:

1) Positive interdependence – 'We sink or swim together'

Because of this, each student in a small group must contribute to the group's learning. Students must cooperate so that each group member depends on the others to finish the task. One for all and one for all is the attitude.

2) Individual accountability – 'No Hitchhiking!'

This means that each team member is accountable for their own tasks. It is critical that no one may "hitch hike" on the efforts of others. Each student in the group must develop a sense of personal responsibility to learn and to help the other students learn. There are some methods used at the planning stage (pre-writing). It includes brainstorming. It is possible to use brainstorming with the cooperative learning approach. Round table brainstorming is one cooperative learning method that can be used in the learning process.

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. Meanwhile, Kagan (cited in Larasati. 2016. p.3) in teams, students take turns generating written responses, solving problems, or making a contribution to the team project.

Based on Hollie's theory (2011. p.162), the students make a group and each group sits around the table. Then their teacher will give them a single sheet. There is only one question on the one sheet that has to do with writing.

Each group member should contribute their thoughts by writing them on that sheet. They then distribute to the person sitting next to him. The next person should also record what they are thinking. When each in a group gets a chance to offer their ideas, the activity will be over. These concepts will assist students in organizing the text. The students won't be perplexed about what they should write because they already have some ideas to utilize as references, because of the group discussion process. They can also get ready to succeed in a respectable organization. Round table brainstorming will help the teachers to improve the writing score of the students.

Lie (cited in Khadafi. 2017. p.59) propose the following steps to teach writing using a round table:

a) Students are divided into different groups, with each group consisting of four to six students in a heterogeneous group. Each student sits in a small circle around the table with his or her group.

b) Students explore a theme in groups and compare perceptions. Each group of participants contributes a concept connected to a theme, which is then turned into a distributed paper.

c) The first student continues the next student, and so on until the final student. The arrangement of thoughts must be done collaboratively.

d) The collected ideas are used by group members to compose individual essays, and each student's tale has been traded and debated in groups for revision or editing.

e) Each group is asked to choose and identify one of the group's stories or

topics to be presented in front of the class.

f)   Each group's delegate must read the best writing written by each group and select one to three of the greatest writings in each major group (class).

g)   Writing is best employed in a large group discussion (class) with the guidance of a teacher.

In addition, Trys (cited in Khadafi. 2017. p.59) recognizes the following advantages of Round tables: The responsibility of each group, the concept contributed by the group, the participation of the group in more than just learning, the ideas and views expressed as well as the conclusions thought certain children are regarded to build and manage emotions better than others. Kagan (cited in Khadafi. 2017. p.59) emphasize that the round table technique will have some benefits from both an academic and social perspective. Assessing previous expertise, practicing skills, particularly writing skills, information recall, producing cooperative art, teambuilding, and participation from all groups are benefits of the round table technique.

It can be concluded that the round table strategy is one of several techniques of instruction for writing. Round table strategy is an information-sharing technique that helps students come up with multiple solutions to a teacher-posted issue. Students react in writing to a query that calls for factual rather than abstract or debatable replies.

F.   The Concept of Narrative Text

Narrative text is any kind of writing that relates a series of events and

such as both fiction (novels, short stories, poems) and nonfiction (memoirs, biographies, news stories). Students' imaginations are stimulated artistic expression is supported, and narrative writing offers interesting details about their ideas and experiences.

1. **Definition of Narrative Text**

Narrative text is one of the texts that the students in senior high school learned. According to David and Crystal (cited in Rosmiyati and Noviati. 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. 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.

In line with Prince, Gerot and Wignell (1994. p.162) mention that the social function of narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways. A resolution is found in narratives that deal with difficult situations that cause a crisis or turning

point of some sort. Reorientation might be added at the conclusion of the narrative. However, using it is not necessary. The purpose of narrative texts is to entertain readers or listeners about the story (fairy tales, legends, fables, etc.) while teaching moral lessons.

From all of these perspectives, it can be concluded that a narrative text is often a piece of writing that is built and connected together to form a story that occurred at a specific point in the past.

2. **The Generic Structure of Narrative Text**

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 Wignel (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.

According to the theory given above, the three primary structural elements of narrative text are orientation, complication, and resolution.

1) Orientation:

The first chapter of the tale includes orientation. It is crucial to create a stimulating beginning story that sparks the reader's interest in reading. Additionally, it should give the reader a foundation for the story's history by establishing the setting, the time period, the main character, their relationship to one another, and other details that build the mood.

2) Complication:

The story's main theme is complication. When usual incidents are disturbed by particular kinds of conflict, this part includes an event that pushes the characters into a complication. Numerous problems could exist, which serves to frustrate the protagonists' efforts to achieve what they want. Additionally, the reader feels anticipation and anxiety as a result.

3) Resolution

For better or worse, the issue ended in resolution. The resolution of the character's issue and have trouble is contained in this part of the story. There are three solutions that might be successful. The story will first come to a nice conclusion. Second, the story will come to a tragic conclusion. The writer lastly gives the reader a chance to predict how the story will end.

3. **Language Features of Narrative Text**

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.

G. Related Studies

The development of research, particularly in the field of education, allowed the researcher to found a variety of related studies that agree with this proposal. The first study was conducted by Rezky Adelina (2017) entitled The Use Of Round Table Technique To Improve Students' Writing Skill Of Narrative Text At Eleventh Grade In Senior High School 1 South Polongbangkeng. This study uses the round table method to enhance students' narrative text writing abilities. Participants in the study, which was carried out at Senior High School 1 South Polongbangkeng, were eleventh graders. The

round table method was employed as a treatment in the study, and the outcomes revealed that the method was successful in enhancing students' narrative text writing abilities. The roundtable method could be employed as an alternate strategy to help students develop their narrative text writing abilities, according to the study's finding.

Furthermore, Resliana Luzen (2019) in her study entitled "Improving Students' Ability in Writing a Narrative Text by Using a Round Table Technique at Tenth Grade of MA Al Khairiyah Sidomulyo South Lampung in the Academic Year of 2019/2020" aims to improve students' writing skills in narrative text using the round table technique. The study was conducted in MA Al Khairiyah Sidomulyo South Lampung, and the participants were tenth-grade students. The round table technique was used as a treatment in the study, and the results showed that the technique was effective in improving students' writing skills in narrative text. The study concluded that the round table technique could be used as an alternative method to improve students' writing skills in narrative text.

Additionally, Study by Nurhasanah (2014) about Improving Students' Ability in Writing a Narrative Text By Using Round Table Strategy At Grade VIIIC Of SMP Negeri 11 Kota Bengkulu. According to the study, using the round table technique helped students improve their ability to produce narrative texts. The method assisted students in improving their writing ability and developing stronger relationships among themselves. The study also discovered that the round table technique increased on-task time and

improved students' perceptions about the class. Overall, the round table model improves students' writing skills and classroom participation.

Some of the relevant studies above were source of references for the writer. However, there were some differences between the relevant research above and the research that have been conducted by the writer, including data collection techniques where the writer used a more complete research instrument, the writer also did not carry out a preliminary study, the focus of the writer's research on student learning participation and student writing skills while the objectives in the relevant research above only focus on student writing skills. Therefore, the writer conducted a research entitled "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"

CHAPTER III

RESEARCH METHODOLOGY

In this part the writer explained about Research Design, Subject of the research, Data Collection Technique, Instrumentation, and Data Analysis.

A. Research Design

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 refo rm.

In line with Hopkins, Mills (2005.p.8) claims that classroom action research is any systematic investigation carried out by teacher researchers, principals, school counselors, or other participants in the teaching and learning environment to learn more about how their specific schools run, how they teach, and how effectively their students learn is known as action research. This indicates that the goal of classroom action research is to deal with challenges in the teaching-learning process in order to enhance educational practice.

While, Carr and Kemmis (cited in Asrori and Rusman. 2020. p.3) claim that action research is a form of self-reflective enquiry undertaken by participant (teacher, student or principals) in social (including educational) situations in order to improve the rationality and justice of (1) their own social

or educational practice; (2) their understanding of these practices; (3) the situations (and institutional) in which the practice are carried out.

From various definitions of classroom action research above, it can be concluded that classroom action research related with gathering empirical data from teacher through classroom action research, a reflective process, to enhance their teaching methods. In order to evaluate and ultimately enhance their pedagogy and practice, educational practitioners and experts frequently adopt this approach to educational research. Teachers do classroom action research on events that occur in their own classrooms, usually to improve their own teaching methods. While it is less formal than traditional educational research, teacher reflection is more systematic and data-based. Classroom action research aims to enhance the teacher's own teaching in their own class, dividing, or organization.

The writer used the classroom action research method, which is based on Lewin's design with four phases each: planning, acting, observing, and reflecting.
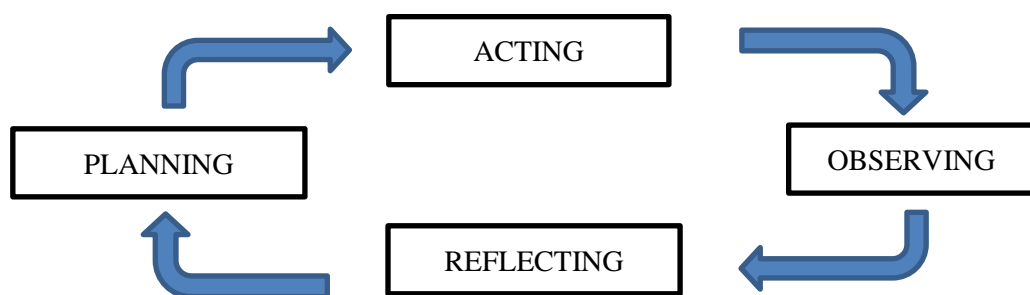
Adapted from Lewin (1990. p.38)

Figure 3.1 Classroom Action Research Design

1. Planning

Using the round table technique, the writer began to prepare all of the activities and materials for teaching writing on narrative text. Preparation of the tools that supported the running of this technique is done as much as possible. Preparation included preparing the learning module, students' worksheet, and also the media that would be needed. In this research the writer used a learning module that consist of material about narrative text and activities that divided into four meetings. The writer also prepared the media such as laptop dan infocus to help writer in explaining the material. Last, the writer prepared the round table technique like preparing the directions about how to implement this technique to the students.

2. Acting

The implementation of previously planned activities was currently ongoing. 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. If something is confusing to the students, they may ask the writer directly.

3. Observing

At this stage, 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.

4. 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 writer divided the research into two cycles because the first cycle failed to fulfill the criteria for research success and stop in second cycle due to the result of students' participation and students' writing ability had reached the criteria of success. By beginning with the same plan as in the first cycle, but being more creative and improving on the plan from the cycle before, both through the learning module and how to apply the round table technique.

B. Subject of Research

The subject of this research was XD grade of State Senior High School 2 Sintang consisted of 31 students which 13 males and 23 females in academic year 2023/2024.

C. The Technique of Collecting Data

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:

a. 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 Cresswell (2012. p.213), observation is the practice of getting open-ended, firsthand information at a research site by observing people and places.

b. 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.

c. 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.

d. Documentation

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.

D. Research Instrumentation

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:

a. 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.

b. Field Notes

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.

c. Interview Guideline

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 th eory (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.

d. Testing

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.

e. 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.

E. The Technique of Data Analysis

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 analytical scoring formula employs the following:

Table 3.1 Analytical Scoring Rubric

Components of Writing	Score	Indicator
Content	4	Relevant to the topic and easy to understand.
	3	Rather relevant to the topic and easy to understand.
	2	Relevant to the topic but is not quite easy to understand.
	1	Quite relevant to the topic but is not quite easy to understand.
Organization	4	Most of the sentences are related to the main idea.
	3	Some sentences are related to the main idea.
	2	Few sentences related to the main idea.
	1	Quite sentences are unrelated to each other.
Vocabulary and	4	Correct in choice of words, spelling and punctuation.

Mechanic	3	Some errors in choice of words, spelling and punctuation.
	2	Occasional errors in choice of words, spelling and punctuation.
	1	Frequent errors in choice of words, spelling and punctuation.
Grammar	4	No grammatical accuracies.
	3	Some grammatical inaccuracies
	2	Numerous grammatical Inaccuracies.
	1	Frequent grammatical inaccuracies.

Adapted from Weigle (2002. p.115)

To gain the mean of students' writing score used the formula:

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

Mx : Mean

X   : Individual score

N   : Number of students

The writer usesd proficiency ratings to assess students' ability to write narrative text with the following table:

Table 3.2 Classification of Level Competence

Number	Score	Classification of Mastery
1.	80-100	Excellent

2.	60-79	Good
3.	50-59	Fair
4.	0-49	Poor

Adapted from Harris (1979. p.116)

Based on explanation above, the writer provided the success criteria in this study are provided in the table below:

Table 3. 3 Criteria of Success

No.	Criteria of Success	Instrumentation
1.	70% of students scored 65 and above. This means that the use of the round table technique is effective in improving students' writing skills in writing narrative texts.	Test
2.	75% students are actively involved in the learning process.	Observation sheet
3.	75% students are actively involved in the learning process and give positive respond.	Interview

CHAPTER IV

FINDING AND DISCUSSION

This chapter contained a detailed explanation of the findings as well as a discussion of the research. This chapter concentrated on describing the findings of the research based on the writer's study at State Senior High School 2 Sintang. The writer described the data of first cycle and second cycle to see students' improvement of participation and writing ability in writing narrative text

A. **Research Finding**

The purpose of this finding is to see the results of students' data in learning writing utilizing the round table technique, with actions taken in Classroom Action Research. The data reported in this study are based on an activity completed in the classroom by the writer. It took two cycles and each cycle was conducted in two meetings. The first cycle was held on February 12th 2024 and February 13th 2024, while the second cycle was conducted on February 15th 2024 and February 16th 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. The findings offered two critical components, namely the finding of the first and second cycles.

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.

1. **Cycle 1**

     a.   **Planning**

            At this point, the writer has prepared all of the important instruments. A plan is a crucial component of a research because it helped the writer to organized the classroom activity step by step. The first cycle was done in two meetings. The writer prepared multiple tools, including the learning module, observation checklist and field notes, interview guidelines, and a camera for recording videos.

     b.   **Acting**

            After ensuring that all necessary tools have been properly prepared, the writer moved on to the next section, acting or action. In this section, the writer held two meetings with different actions; the first meeting focused on introducing and explaining the material to students, while the second meeting focused on students'

performance in writing narrative texts.

c.   Observing

The observation was conducted during both the first and second meetings of cycle 1. During this phase, the writer collaborated with a teacher of English to observe the teaching-learning situation based on some points provided by the writer in the form of observation sheets. The writer served as the teacher and taught the material, while the collaborator helped the writer in monitoring student participation in class. The collaborator was also given a piece of paper with field notes to write down any details that were not recorded on the observation checklist.

1.   The Students' Participation During Teaching and Learning Activities

To collect data on student participation in teaching and learning activities, the writer employed two types of instruments: student observation checklist and field notes. The students' observation checklist was used to observe students' overall actions during the learning and teaching process, such as involvement, active listening to explanations, and reaction. Meanwhile, the collaborator used field notes to make notes about the students' activities, which would assist the writer determine which activities needed to be improved at the next meeting. The writer collaborated with the English teacher as a

collaborator to finish the observation sheet and field notes.

The first meeting of Cycle One was conducted on February 12th 2024. At the first meeting, the writer introduced herself to the students and explained the objective and goals of the research. The students were curious about what activity they would conduct. The class was made up of 31 students. The class is called XD. The students greet the writer as she entered the class, following which the writer asked the students to lead the prayer before the class began, the writer confirmed the students' attendance list to ensure that all of them were already in the class, then the writer as teacher asked the students to did some ice breaking to increase the students' motivation before start the lesson. Next, the writer explained the study's objective. Following the beginning exercises, the writer began introducing the topic to the students. It began by explaining what narrative text is and how the round table might help students establish connections with the text.

The first meeting focused on the students' understanding of narrative text, generic structure, language features, and the use of round table technique. The students listened to the explanation and learned how to construct the paragraph using the round table technique. The writer then provided an example of narrative text in the form of a round table

technique, which students used this technique in a group to share their ideas to each other, students wrote their product of writing using their own words and gave feedback to their friends. Following that, the teacher took them through identifying the generic structure and language aspects of narrative text. The writer asked the students if they had any questions about the explanations they didn't understand. The writer gave the quiz that related to the material and only few students gave the correct answers.

The first meeting was finished by the writer asking them to summarize the material they had studied, but only a few students were brave enough to come up and explain what they had gained. The writer gave the feedback and evaluation to students about the material and the students were told about the activity that will be done in the next meeting such as writing narrative text with the topic about fables.

The second meeting of cycle one was conducted in February 13th. On the second meeting, the writer concentrated on the students' test activity, in which they were instructed to create narrative text using the round table technique. The second meeting's opening activities were the same as the first. The writer asked and directed the students to study or recall the previous information that was presented last week, which

was narrative text and the application of the round table technique.

The writer briefly explained descriptive material and allowed students to discuss it, so that if they were still confused, they may ask the researcher. The writer felt the students were prepared to write descriptive writing after confirming they understood the subject matter, generic structure, and linguistic features. The teacher divided the class into 6 groups which consist of 5 until 6 students for each group, then writer gave a piece of paper to each group and instructed them to choose their title and started to write their product, each student must gave their ideas or opinions and passed the paper to the friend on their right.

After all students have given their story ideas, they began to rewrite their writing based on their own version and used their own words. After they finished their writing product, the students submitted their task. The last activity was the writer and students were concluded the wholes activities. The writer classified the observation sheets into four categories: 1 score indicates that only a few students do the activities (0-8), 2 score indicates that half of the students do the activities (9-16), 3 score indicates that the majority of the students do the activities (17-26), and 4 meant that all students

do the activities (27-36). The description of the result about students' participation see appendix 2.

In the preliminary activities there were activities got score 2, the first when the writer gave the motivation to students, some students still did not listen actively because they still talked to their friends and did something else. Second, when the writer asked the students to did ice breaking, some students seems lazy to followed the instructions. Last, only some students who seem enthusiastic listen to teacher's explanation about the goal of lesson.

In the main activity, there were still score 1 and 2. The activity that got score 1 when the students were asked something related to the material, almost students did not know about the narrative text and forgot the material, some students still afraid to share their knowledge and still nervous to mention what they knew.

Last, in closing activity, there was an activity that got score 1 which was some students had not yet showed their enthusiastic answer the quiz was given by teacher because they were nervous to made mistake. The percentage of the observation sheet during the first meeting was 65.62%, indicating that only 65.62% of the students participated in the learning process. The majority of classroom activities achieved

a score of 2, with one activity receiving a score of 1 in the main study.

In the second meeting of first cycle, the participation of students during teaching learning process was improved. See appendix 3, in the main activity there were some activities got score 2, first, only some students who could mention the language features and generic structure of narrative text, second, 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 work well.

The percentage of students that participated was 76,25%, which was an increase from the previous meeting but did not meet the criterion for success in this study. On the other hand, it was good because there was an improvement in student participation during the teaching-learning activity. Based on the data that was supplied, the overall percentage of observation sheets on the first and second meetings of the first cycle was 71%. It signifies that students' engagement was still low and must improve in order to pass the success standards established by the observation sheets.

2. Students' Writing Perfomance

The writer used writing products as an assessment tool to assess students' writing ability. The score was calculated from students' writing products using a scoring rubric. The scoring rubric included four components of writing: substance, organization, vocabulary or mechanics, and grammar. In this study, the writer assigned a percentage to each area, such as content (25%), organization (25%), grammar (25%), vocabulary, and mechanics (25%). The writer utilized a one-to-four scale for each aspect, indicating poor, fair, good, and excellent criteria.

To assess the total percentage, the writer described extensively every aspect of writing as indicated on the scoring rubric as follows:

1) Content

The table below explains the percentage of students that had a score of 4, 3, 2, and 1.

Table 4.1 Students' percentage score in the content indicator for the first cycle.

Aspect	Score	The Number of Students
Content	4	4 students (13%)
	3	5 students (16%)
	2	15 students (48%)
	1	a. students (23%)

The percentage shown above shows that 23%

(7 students) received a score of 1 due to unclear topics and did not easy to understand. Next, 48%, or 15 students, received a score of 2, indicating that the idea was complete and clear but it was not quite easy to understand. Following that, 16%, or 5 students, received a score of 3, stating that the concept was comprehensive and clear, but the topic was easy to understand. Lastly, 13% (4 students) received a score of 4 because he had submitted an extensive and coherent topic with relevant detail and easy to understand.

2) Organization

The table below explains the percentage of students that had a score of 4, 3, 2, and 1.

Table 4.2 Students' percentage score in the organization indicator for the first cycle.

Aspect	Score	The Number of Students
Organization	4	1 students (3%)
	3	5 students (16%)
	2	13 students (42%)
	1	12 students (39%)

The percentage table above showed that 39%, or 12 student, scored one since a few words were unconnected to one another. Then, 42%, or 13 students, received a score of two due to only a few

lines were relevant to the main topic. Next, 16%, or 5 students, got 3 because some sentences related to the main ideas, and 3%, or 1 students, got 4 because the majority of sentences were related to the main idea.

3) Vocabulary and Mechanics

The graph below explains the percentage of students that had a score of 4, 3, 2, and 1.

Table 4.3 Students' percentage score in the vocabulary mechanic indicator for the first cycle.

Aspect	Score	The Number of Students
Vocabulary Mechanic	4	0 students (0%)
	3	8 students (26%)
	2	11 students (35%)
	1	12 students (39%)

The percentage table above showed that 39%, or 12 students, received a score of 1 due to frequent faults in word choice, spelling, and punctuation. Next, 35% or 11 students got a score of 2 because occasional problems in word choice, spelling, and punctuation. The other 26%, or 8 students, received a score of 3 due to problems in word choice, spelling, and punctuation.

4) Grammar

The table below explains the percentage of students that had a score of 4, 3, 2, and 1.

Table 4.4 Students' percentage score in the grammar
indicator for the first cycle.

Aspect	Score	The Number of Students
Grammar	4	7 students (23%)
	3	6 students (19%)
	2	11 students (35%)
	1	7 students (23%)

From the table above could be seen that there were 23% or 7 students score 1 because frequent grammatical inaccuracies. Next, there were 35% or 1 students got score 2 because numerous grammatical inaccuracies. Then, there were 19% or 6 students got score 3 because some grammatical inaccuracies. Finally, there were 23% or 7 students got score 4 because correct grammatical accuracies.

3. **The Summary of Students' Writing Ability**

The writing ability of the students is divided down into four categories. Less criteria in the first category received a score of 1, fair criteria received a score of 2, good criteria received a score of 3, and excellent criteria received a score of 4. The chart below provides the writer's data on students' writing ability.
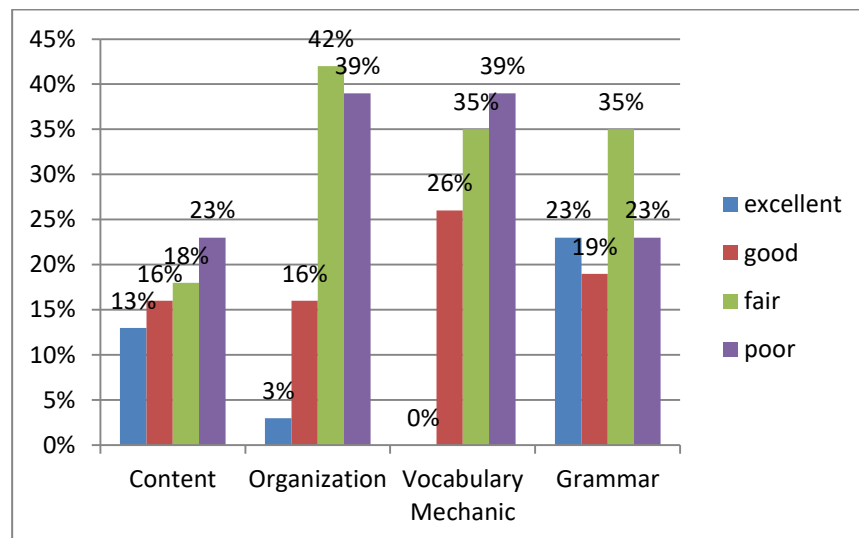
Chart 4.1 Summary of Students' Writing Ability in The First Cycle

The structuring of aspects is the primary problem with students' writing abilities. The research demonstrated that the students' level of aspect organization proficiency remained poor. 13 pupils, or 42% of the total, received a fair score. The majority of students faced difficulties while trying to organize one sentence inside another.

The level of students writing ability in this cycle was determined using data from four characteristics evaluated in fair criteria and four students' scores. There were four criteria for determining the level of students' writing skills. The first criterion is excellent, which is given to students with scores ranging from 80 to 100. The second

criterion is goof, which is granted to students who received scores between 60 and 79. If the students received a score between 50 and 59, the criteria is fair. Finally, if the student's scores range from 0 to 49, the criteria is poor. The table displayed the level of students writing ability in Cycle 1.

Table 4.5 The Level of Students' Writing Ability

Criteria	Score Range	Number of Students	Percentage
Excellent	80-100	3	10%
Good	60-79	7	23%
Fair	50-59	6	19%
Poor	0-49	15	48%

Based on the data in table 4.5, it can be seen that the level of students' writing ability is in the fair criteria because 15 students (48% of the students) received a score between 0-49, which is in the poor criteria. This means that the student's writing ability was low, almost all of the students were unable to write and arrange their ideas well, and their grammar needed to be improved. Aside from that, their vocabulary remains limited, and they regularly use the same words. On the other hand, student content was still restricted because it was difficult to choose a topic and organize it into a coherent paragraph. The

cycle is considered successful if the cycle has passed the success criteria. The following table shows the success criteria of this research:

Table 4.6 Table of Success Criteria of the First Cycle

No.	Criteria of Success	Instrumentation
1.	70% of students scored 65 and above. This means that the use of the round table technique is effective in improving students' writing skills in writing narrative texts.	Test
2.	75% students are actively involved in the learning process.	Observation sheet

Based on table of success criteria above it can be seen that there were 15 students (48% of the students) received a score between 0-49, which is in the poor criteria. Which has mean score for the first cycle was 51. It mentioned that the students' average score remained low, requiring more procedures and treatment in order for the students to achieve the success requirements based on their score.

The treatment was that the writer would guide students harder while they consisting narrative text, and the processes involved improving the teaching and learning steps. A large number of students failed to find a concept and write a paragraph, but some of them achieved it successfully. The score was

determined by analyzing students' written products using a scoring rubric that includes four major writing aspects: content, organization, vocabulary or mechanics, and grammar. Based on the results of observation sheets filled out by the collaborator, the writer identified that students' participation in the learning and teaching activity remains low.

The percentage of students who participated was 67.81%, which failed to satisfy the criteria required for success. It is also supported by field notes in which in the first meeting the collaborator wrote students were afraid to answer the question and still passive, some students still played phone and didn't pay attention to the teacher's explanation it showed the enthusiastic and students response was still low, in the second meeting some students looked active enough to mention the previous material and pay attention to the writer's explanation, but this did not affect the results of the checklist. Students should be more active; unfortunately, some of them remained inactive during the learning sessions.

The data was further supported by the results of an interview in which students were asked about their

opinions about learning and teaching activities, which showed that while the students were happy, some of them still found it difficult to found the idea, difficult to write, lacked confidence, and were nervous of making mistakes.

Furthermore, the result of video recording showed that some students' still lack of attention to the teacher's explanation and was still confused to write narrative text in a group team. In line with this, the writer discussed it with the English teacher and decided to move on to the second cycle in order to assess students' progress in writing narrative text using round table technique.

d. Reflecting

Based on the results of the observation checklist and students' performance in writing narrative text, it was visible that more activities were needed to help students develop their ability to write narrative text. Some students kept showing a lack of enthusiasm in the learning activity, and some students got low grades. As a result, more explanation of narrative text and the application of round table technique should be emphasized, and students should practice writing narrative text using round table technique more often.

2. Cycle 2

The second cycle was conducted after reflecting on the first cycle's results, which failed to fulfill the research criteria for success. As a result, the writer repaired, revised, and improved all of the necessary equipment, including learning module, observation sheets, field notes, and interview guideline. Also, student participation in the classroom has to increase and some students had low scores.

a. Planning

By this moment, the writer has ready all the necessary tools. A research strategy is essential because it aided the writer in organizing the classroom activity in a methodical manner. In two meetings, the second cycle was completed. The learning module, field notes and observation checklist, interview guidelines, and a camera for video recording were among the many resources the writer had ready.

b. Acting

The writer went on to the next phase, acting or action, after making sure that all the equipment were ready. In this section, the writer conducted two different meetings. The first meeting's objective was to go over the material with the students, and the second meeting's goal was to assess their performance in creating narrative texts.

c. Observing

The observation took place at cycle 2's first and second

meetings. In this stage, the writer worked with a teacher of English to examine the teaching-learning situation using some of the observations the writer provided in the form of observation sheets. While the collaborator assisted the writer with maintaining an eye on the students' participation in class, the writer served as the teacher and taught the material. In addition, a piece of paper with field notes was provided to the collaborator so they may record any additional information not included on the observation checklist.

1. Students' Participation During Teaching Learning Process

The first meeting of cycle 2 was conducted on February 15th 2024. The actions were nearly identical to those in the previous cycle, with some enhancements to the writer's processes. The second cycle began similarly to the first cycle although there were differences in the major activity designed by the researcher due to improvements in the teaching technique. The writer asked students about the definition, purpose, generic structure, and language feature of the narrative text that they had learned in the first cycle, and some of them remembered and mentioned the main definition of the narrative text, after which the writer emphasized the narrative text using the round table technique.

On this meeting, 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.

The second meeting began on February 16th 2024. The second meeting, like the first, focused on testing students' writing skills by writing narrative texts using the roun d table technique. The lesson begins with an opening prayer, followed by a check of student attendance, motivation, ice breaking, and an explanation of the learning objectives. The core activities began with a review of previous material, during which students described narrative text theory and the round table technique. The writer then provided a brief explanation related to narrative text.

After ensuring that the students remembered and mention the concept of narrative text as well as the round table technique, the writer instructed them to write a narrative text on a piece of paper. Students began writing in groups by selecting a title, writing their own ideas on a piece of paper, then passing the paper to the friend next to them. The students were then required to develop their

own versions of the text and provide feedback and giving correction to one another.

The writer supported the students while they created the narrative text, allowing them to question the researcher for explanation or guidance on the idea. After students have completed their work, they must submit it to the researcher. The writer organized the observation sheets into four categories: 1 indicates that only a few students do the activities (0-8), 2 indicates that half of the students do the activities (9-16), 3 shows that the majority of the students do the activities (17-26), and 4 indicates that all students do the activities (27-36). The first and second meetings of the second cycle see appendix 4 and 5.

The result reveals that none of the activities received scores of 1 or 2. This indicates that students enhanced their participation in class. The students were also more enthusiastic, active, and involved in the class. The majority of student activities received a score of 4, indicating that almost every student in the class engaged in the teaching and learning activities at the first meeting of the second cycle. With a percentage of 90.62%, the involvement of students has increased from the first cycle, indicating that student participation achieves the success

criteria.

The result of second meeting shows most of the activities got a score of 4, demonstrating that student participation has improved since the first meeting. The percentage of the observation sheet at the second meeting was 94,11%. According to the findings of the study, student engagement has increased since the first cycle. In cycle one, it was 90.62%, and in cycle two, it was 92,36%. This means that student engagement has increased, achieving the study's success criteria.

2. **Students' Writing Perfomance**

The writer used a test to assess the students' writing performance. The test was in the form of a written product. The exact same thing same as the first cycle. The writer employed a scoring system to determine student scores. The scoring rubric also includes five aspects: 25% content, 25% organization, 25% vocabulary and mechanics, and 25% grammar. To determine the mean score of students' writing performance, the writer calculated the percentages for each aspect as follows:

1) Content

To determine the percentage of students that received 4,3,2,1, the writer described the data in the

following manner:

Table 4.7 Students' percentage score in the content
indicator for the second cycle.

Aspect	Score	The Number of Students
Content	4	21 students (68%)
	3	3 students (10%)
	2	0 students (0%)
	1	7 students (22%)

According to the table shown above, no students received a score of 2, however 7 students, or 22%, received a score of 1 because the topic was relevant but difficult to understand, indicating that the result was acceptable. Meanwhile, 10%, or three students, received a score 3 because they were able to create a topic that was both relevant and understandable. Then, 10%, or 3 students, received a score of 4, meaning that the topic was complete and clear, including details relevant to the topic.

2) Organization

To determine the percentage of students that received 4,3,2,1, the writer described the data in the following manner:

Table 4.8 Students' percentage score in the organization indicator for the second cycle.

Aspect	Score	The Number of Students
Organization	4	21 students (68%)
	3	2 students (6%)
	2	2 students (6%)
	1	6 students (20%)

The table showed that 6 students, or 20%, received scores 1. Next, there were 2 studentts or 6% got score 2 and 3 since only a few points were relevant to the major topic. Then, 68% or 21 students earned a score of 1 since the statements they wrote were unrelated to one another.

3) Vocabulary and Mechanic

To determine the percentage of students that received 4,3,2,1, the writer described the data in the following manner:

Table 4.9 Students' percentage score in the vocabulary mechanic indicator for the second cycle.

Aspect	Score	The Number of Students
Vocabulary Mechanic	4	21 students (68%)
	3	18 students (58%)
	2	0 students (0%)
	1	6 students (19%)

As shown in the table above, the writer explains that none of students got scored 2. Next, there were 19%, or 6 students, earned 1 because they continue to make mistakes in word choice, spelling, and punctuation.

Furthermore, 58%, or 18 students, got a score of 2 due to occasional errors in word choice, spelling, and punctuation. Then, up to 23%, or 4 students, received a 3 due to frequent errors in word choice, spelling, and punctuation.

4) Grammar

To determine the percentage of students that received 4,3,2,1, the writer described the data in the following manner:

Table 4.10 Students' percentage score in the grammar indicator for the second cycle.

Aspect	Score	The Number of Students
Grammar	4	32 students (10%)
	3	15 students (49%)
	2	0 student (0%)
	1	6 students (19 %)

The table above shows that no students scored 2, but 19%, or 6 students, scored 1 since they did not finish their paragraphs and there were frequent grammatical errors. Furthermore, 49%, or 15 students, got a score of 3 because they continued to make mistakes, such as grammatical errors. Finally, 32%, or 10 students, obtained a score of four for grammatical accuracy.

3. The Summary of Students' Writing Ability

The writing ability of the students is divided down

into four categories. Less criteria in the first category received a score of 1, fair criteria received a score of 2, good criteria received a score of 3, and excellent criteria received a score of 4. The graph below provides the writer's data data on students' writing ability.
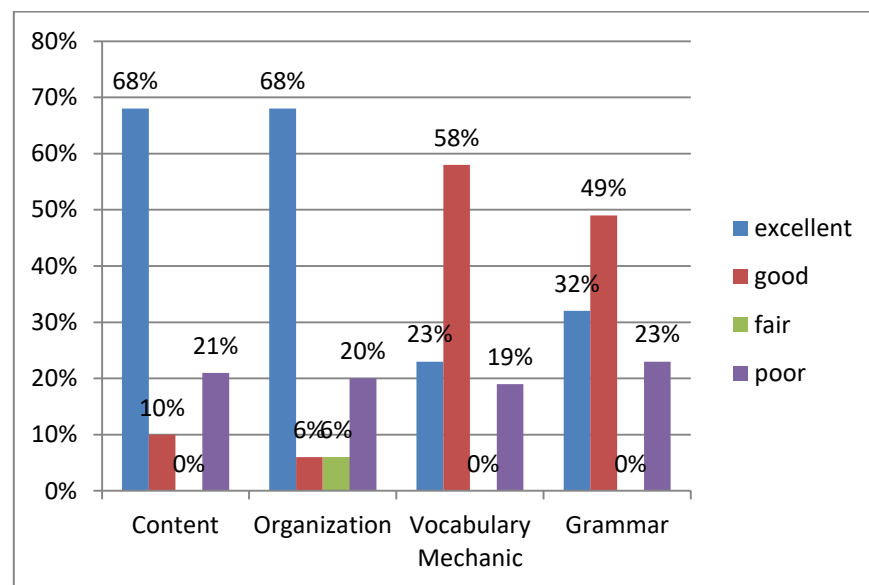
Chart 4.2 Summary of Students' Writing Ability in The Second Cycle

The level of students writing ability in this cycle was determined using data from four characteristics evaluated in fair criteria and four students' scores. There were four criteria for determining the level of students' writing skills. The first criterion is excellent, which is given to students with scores ranging from 80 to 100. The second criterion is goof, which is granted to students who received scores between 60 and 79. If the students received a score between 50 and 59, the criteria is fair. Finally, if the student's scores

range from 0 to 49, the criteria is poor. The table display the level of students' writing ability in cycle 2.

Table 4.11 Table of Level Students' Writing Ability

Criteria	Score Range	Number of Students	Percentage
Excellent	80-100	23	74%
Good	60-79	3	10%
Fair	50-59	0	0%
Poor	0-49	5	16%

Based on the data in table 4.11, it can be seen that the level of students' writing ability is in the excellent criteria because 23 students (74% of the students) received a score between 80-100, which is in the excellent criteria. This means that the student's writing ability was good and improved from the first cycle, almost all of the students could write and arrange their ideas well, and their grammar has been improved. Aside from that, their vocabulary has improved enough, and they regularly use the various words.

On the other hand, students could choose a topic and organize it into a coherent paragraph. Based on the four aspects stated above, the mean score for the second cycle was 82. It mentioned that the students' average score remained good. The score was determined by analyzing students' written products using a scoring rubric that includes four major writing aspects: content, organization,

vocabulary or mechanics, and grammar. Based on the results of observation sheets filled out by the collaborator, the writer identified that students' participation in the learning and teaching activity was good and improved than the first cycle.

The cycle is considered successful if the cycle has passed the success criteria. The following table shows the success criteria of this research:

Table 4.12 Table of Success Criteria of the Second Cycle

No.	Criteria of Success	Instrumentation
1.	70% of students scored 65 and above. This means that the use of the round table technique is effective in improving students' writing skills in writing narrative texts.	Test
2.	75% students are actively involved in the learning process.	Observation sheet

According to the data presented based on every aspect of writing in the table of success criteria above, there are 23 students or 74% got excellent criteria, it means that the use of round table technique was successful to improve students' ability in writing narrative text. It can also be seen that the average score for students' writing performance in the second cycle was 82,23. The number of average scores indicates that the second cycle has a higher average score than the first. The number of student scores increased from

51 to 82,23. The improvement rate since the first cycle was 31,23. This suggests that the round table technique is effective in helping students enhance their writing skills. In keeping with this, the observation sheet findings indicated a higher percentage of 92,36%, indicating that the involvement of students has grown and fulfilled the study's success standards.

This was confirmed by the collaborator's field notes, which showed that students were ready and active during the teaching and learning activities, considering the fact that some were observed joking with their groupmates. The interview findings also indicated a positive response from the students. The writer also used interviews to get information about the overall activities and how they felt during the learning process.

Based on the interviews, the writer concluded that the students liked the lessons and considered it helpful to be able to discuss titles and ideas with their group mates, as well as correct each other's work. Moreover, from the result of video, the students showed some improvement in learning activity, most of them showed their interested and active in discussion of project team to write narrative text using round table technique. The round table technique

works well because students may collaborate to come up with titles, narratives, and concepts while also providing feedback to one another. Although they felt a little passive in the first cycle, and only a few students understand the topic and how to apply the round table technique, students' skill and participation improved as the author progressed to the second cycle.

d. Reflecting

Based on the results of the observation checklist and students' performance in writing narrative text and the reflection of writer and collaborator, the students stated that they enjoyed producing narrative texts using the round table technique. Based on the data returns from the second cycle, which showed good results and fulfilled the success criteria, the writer discussed it with the collaborator and decided to conclude this study cycle with two cycles of data collection. This conclusion was also supported by the collaborator, who claimed that the students' engagement and writing ability had improved.

B. Discussion

At this point, the writer explained how round table strategies helped students enhance their narrative writing skills. The results demonstrated that during the learning process, students follow the lessons with enthusiasm and respond to the instructions given to them

by the researcher. Additionally, the research showed that using the round table technique improved students' capacity to produce narrative prose significantly. During the learning process, the researcher aimed to engage students' attention, and they were included as active participants.

The round table technique is one of the cooperative strategies, in which each group member contributes their ideas by writing them on a sheet. They then distribute to the person seated beside him. These topics will help students organize the text. The students will not be confused about what they should write because the group discussion process has provided them with some ideas to use as references. They can also prepare for success in an important company. Study at SMA Negeri 2 Sintang used the round table technique in class XD, in which students take turns writing responses, solving problems, and contributing to team projects.

The round table technique demonstrated that students can write and that learning activities are not boring, suggesting that students can share their ideas and solve problems collaboratively. The collaborator completed the observation sheet during the learning process. The first cycle's final results showed that some students were unfamiliar with narrative material. Second, a few students remained nervous after reading instances of narrative text. Third, just a few students recognized language components and text structure. Fourth, only a few students

seemed enthused. Finally, the majority of students received lower scores on their writing assignments. Meanwhile, in the second cycle, the collaborator found some significant improvements, such as students were more enthusiastic and active in class, especially in group projects, students were active in discussing titles and writing their own opinions on a topic, students also gave feedback and corrections to each other well, the classroom becomes more fun and interesting, students were not nervous, students pay attention to the writer's explanation and could produce better. The chart below demonstrates the range of improvement in students' participation in cycle 1 and 2.
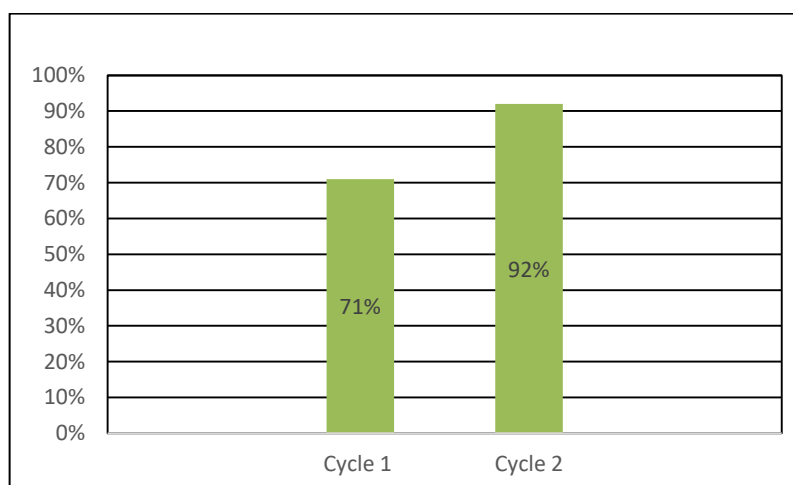
Chart 4.4 Students' Particpation

Based on the graph above, it can conclude that student participation in learning to produce narrative text using round table technique is increasing. As shown in the graph, student involvement was 71% in the first cycle and 92% in the second cycle, indicating a 21% increase. The development was motivated by students who were more excited and involved in each meeting.

The collaborator made various remarks in the field notes, such as: students are very active and enthusiastic when previewing the material. Meanwhile, in the second cycle, students participated actively in the teaching and learning process.

The collaborator also advised that the writer create class agreements, such as requiring students not to use smartphones or be disruptive with their groupmates. In the interview section, students stated that the round table technique helped them in writing narrative texts because it allowed them to share their personal ideas. Additionally, students were not confused about what to write because they already had some ideas that could be used as references as a result of the group discussion process. The writer then documents the activities during teaching and learning in the form of videos. Videos were recorded during the first and second cycles. Quantitative data was derived from student writing results, which were then calculated using an assessment rubric.
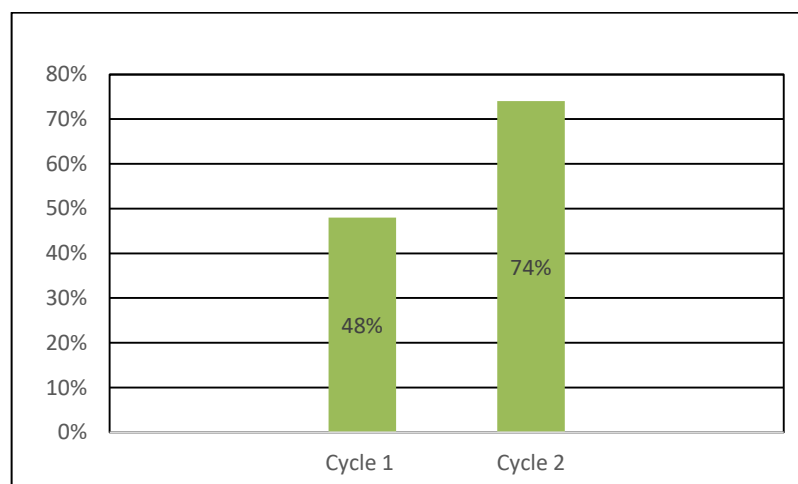
Chart 4.4 Students' Score

The chart shows an increase of students' score percentage from 48% or 15 students got fair criteria with the average score was 51 to 74% or 23 students got excellent criteria with the average score was 82. The number of students who have improved their writing skills through round table technique from the first to the second cycle is 32.

This indicates a significant increase in both categories cycle 1 and cycle 2. This demonstrates that the round table technique could help students in improving their writing skills, particularly in producing narrative text. Based on the results, the writer concluded that using the round table technique has many benefits for students in terms of assisting them in finding and organizing their ideas in a task project because they may develop the plot and provide feedback to one another. So, the writer has known how many students have improved based on success criteria.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer created a conclusion based on the findings of this research. The writer also made suggestions to the readers of this research. The writer believed the findings would be helpful to the readers.

A. Conclusion

This research is motivated by students' weaknesses in writing, especially writing narrative texts. Students are less active when participating in learning activities because they tend to be afraid of making mistakes when writing. some students also find it difficult to find ideas and develop their ideas into a paragraph. Therefore, the writer aims to deal with these issues and increase the ability of students to write narrative texts by employing a technique known as the round table technique. The round table technique is a cooperative technique that can force students to contribute to express their own idea. This technique is essential for increasing students' enthusiasm for studying and improving their ability to write narrative text.

This investigation was carried out in two cycles by the writer. Two meetings were held to conduct the first cycle. The study proceeded to the second cycle of research since the results of the previous cycle demonstrated that student engagement was still low and had not met the study's success criteria. In addition, student scores were still poor and required improvement. The writer has enhanced the instructional strategies in the second cycle to

boost student engagement in the classroom.

Nonetheless, students improved their writing abilities in the second cycle by successfully applying the round table technique. 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.

B. Suggestion

Based on the following conclusions, the writer provided the following suggestions; first, to ensure that the learning process goes on well, students must pay close attention to what the teacher explains. If students have trouble understanding the material or the teacher's explanation, they must ask their teacher. Second, teachers must give or prepare appropriate materials that stimulate students' interest in learning, as the subject matter has a significant impact on the learning process and students' comprehension. Last, the application of Round Table Technique is suggested to teachers in English teaching especially in writing because it provides many interesting that can make students understand more about writing skills, so it can make students more active in the classroom.

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APPENDICES

MODUL AJAR

NARRATIVE TEXT

Pertemuan 1 dan 2

SMA NEGERI 2 SINTANG

BAHASA INGGRIS TAHUN 2023/2024

Nama : **Yuliana Tetean Andryani,S.Pd, M. Pd**
NIP : **196503171988032014**

MODUL AJAR BAHASA INGGRIS
SMA NEGERI 2 SINTANG

MATERI
NARRATIVE TEXT
Pertemuan 1

A. IDENTITAS

MATA PELAJARAN   : BAHASA INGGRIS
PENYUSUN   : YULIANA.T.A, M.Pd
SEKOLAH   : SMA NEGERI 2 SINTANG
TAHUN PENYUSUNAN   : 2024
JENJANG / KELAS   : SMA / X
ALOKASI WAKTU   : 40 MENIT
FASE   : E
DIMENSI CP   :

1. MENYIMAK-BERBICARA (LISTENING-SPEAKING)

Pada akhir fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi . mereka memahami dan mengidentifikasi ide utama dan detil relevan dari diskusi atau presentasi mengenai topik yang dekat dgan kehidupan pemuda. Mereka menggunakan bahasa inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Merek memberikan pendapat dan membuat perbandingan . mereka menggunakan elemen non- verbal seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami dalam sebagian konteks.

2. MEMBACA-MEMIRSA (READING-VIEWING)

Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam text.

3. MENULIS-MEMPRESENTASIKAN(WRITING-PRESENTING)

Pada akhir fase E, peserta didik menulis berbagai jenis teks fiksi dan non fiksi. Melalui aktifitas yang dipandu , menunjukkan kesadaran peserta didik terhadap tujuandan target pembaca. mereka membuat perencanaan, menulis,

mengulas, dan menulis ulang berbagai jenis tipe teks dan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar . mereka menyampaikan ide melalui kosa kata dan kata kerja umum dalam tulisannya . mereka menyajikan informasi menggunakan berbagai metode presentasi untuk menyesuaikan dengan pembaca /pemirsa dan untuk mencapaitujuan yang berbeda-beda dalam bentuk cetak dan digital.

KOMPETENSI AWAL
- Peserta didik memiliki pengetahuan awal tentang Teks Narrative dalam kehidupan sehari-hari, berdasarkan video awal yang diberikan.

PROFILE BELAJAR PANCASILA

- Beriman, Bertaqwa kepada Tuhan Yang Maha Esa dan Berakhlak Mulia
- Gotong Royong
- Mandiri
- Bernalar Kritis
- Kreatif
- Nasionalisme

METODE

- Pertemuan 1dan 2 Menggunakan Project Based Learning dan tatap muka.

SARANA DAN PRASARANA
Pembelajaran menggunakan:
Media/Alat:
Laptop/komputer,   LCD,
Video, Audio, Speaker .

TEKNIK
Roundtable Technique

ASESEMEN
Unjuk kerja
Individu dan kelompok

ISI MODUL

MATERI YANG AKAN DIPELAJARI

TEKS NARRATIVE (NARRATIVE TEXT)

1. Definition

   Narrative text **menceritakan cerita imajinatif ataupun cerita nyata yang dimodifikasi**, dan disusun melalui urutan kejadian yang terjadi di masa lalu.

2. Purpose

   The aim of narrative text is to entertain the readers through the amusing story Tujuan narrative text adalah untuk menghibur para pembaca dengan ceritanya yang menarik.

3. Generic Structure of Narrative Text
   1) Orientation

      Merupakan bagian pembuka dari sebuah cerita teks narasi. Bagian ini mengenalkan tokoh dalam cerita (characters) serta latar terjadinya cerita yang meliputi latar tempat, waktu, suasana, dan keadaan sosial (setting).

   2) Complication

      Bagian ini berisi permasalahan yang terjadi di dalam sebuah cerita. Secara lebih detail, complication terbagi lagi menjadi 3 bagian, yaitu:
      - Rising action: Masalah mulai muncul
      - Climax: Puncak permasalahan
      - Falling action: Tensi permasalahan mulai menurun, dan mulai menemukan titik penyelesaian.

   3) Resolution

      Bagian ini berisi penyelesaian atau akhir dari sebuah cerita teks narasi. Sebuah cerita bisa ditutup dengan akhir yang menyenangkan (happpy ending), akhir yang menyedihkan (sad ending), atau akhir yang menggantung (cliffhanger).

   4) Re-orientation

      Bagian terakhir dari struktur teks narasi (narrative text) ini biasanya berisi kesimpulan, pesan moral (moral value), atau perubahan watak tokoh di akhir cerita. Reorientation ini sifatnya opsional karena tidak harus selalu ada pada suatu teks naratif.

4. Languange Features of Narrative Text
   - Past tense (killed, drunk, etc)
   - Adverb of time (Once upun a time, one day, etc)
   - Time conjunction (when, then, suddenly, etc)

- Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc)
- Action verbs. A verb that shows an action. (killed, dug, walked, etc)
- Direct speech. It is to make the story lively. (Snow White said,"My nam e is Snow White). The direct speech uses present tense.

5. Kinds of Narrative Text
   5) Fictional narrative
   6) Autobiography
   7) Biography
   8) Memoir
   9) Legend

6. Example of Narrative Text

The Rabbit and the Turtle

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone though.

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him.

TUJUAN PEMBELAJARAN

Melalui model pembelajaran **Project base Learning** menggunakan media PPT, Video dan Gambar diharapkan siswa mampu :
1. Mengidentifikasi fungsi social, struktur dan unsur kebahasaan narrative text
2. Menemukan informasi umum dan khusus pada narrative text
3. Mengidentfikasi penggunaan simple past tense dalam narrative text
4. Mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis recount text
5. Secara individu peserta didik mampu *menghasilkan sebuah teks narrative text* **(C6)**
6. Meningkatkan motivasi dan pembentukan karakter peserta didik

PEMAHAMAN BERMAKNA

Setelah mempelajari modul ini, peserta didik dapat :
Pertemuan 1:
1. Mengetahui definisi dan tujuan narrative tex
2. Menganalisis struktur dan unsur kebahasaan narrative text

Pertemuan 2:
1. Membuat narrative text dengan benar

PERTANYAAN PEMANTIK

- Have you ever heard the story of Bukit Kelam?
- What is the story of Bukit Kelam?

LEARNING

Kegiatan Awal (20 Menit)	**Orientasi Kelas**

Orientasi Kelas

1. Pendidik memberi salam (greeting).
2. Pendidik bertanya kabar siswa.
3. Pendidik mengajak peserta didik memulai kegiatan pembelajarandengan berdoa bersama. (beriman,bertaqwa kepada Tuhan YME)
4. Pendidik memeriksa kehadiran peserta didik.
5. Pendidik mengajak siswa melakukan brainstorming

Apersepsi

6. Pendidik mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dan kehidupan sehari harinya.
7. Pendidik mengajukan pertanyaan pemantik berdasarkan gambar (bernalar kritis)

- Have you ever heard the story of Bukit Kelam?
- What is the story of Bukit Kelam?

Kegiatan Inti (50 menit)	1. Pendidik menunjukan sebuah video cerita kepada peserta didik 2. Bersama pendidik, peserta didik menganalisis isi cerita seperti nama tokoh, alur cerita, dan sebagainya 3. Peserta didik diberikan materi melalui PowerPoint 4. Peserta didik diberikan sebuah narrative text 5. Peserta didik mengidentifikasi narrative text sesuai struktur dan unsur kebahasaannya dengan benar
Kegiatan Penutup (20 menit)	1. Guru mengajak siswa bermain games/quis tentang narrative text 2. Memberikan umpan balik terhadap proses pembelajaran 3. Menyimpulkan apa yang dipelajari hari ini. 4. Menyampaikan agenda pertemuan berikutnya 5. Guru dan siswa mengakhiri pembelajaran dengan berdoa dan mengucap salam.

LEARNING

SECOND MEETING

Kegiatan Awal (10 Menit)	**Orientasi Kelas** 1. Pendidik memberi salam (greeting). 2. Pendidik bertanya kabar siswa. 3. Pendidik mengajak peserta didik memulai kegiatan pembelajaran dengan berdoa bersama. (beriman,bertaqwa kepada Tuhan YME) 4. Pendidik memeriksa kehadiran peserta didik. 5. Pendidik mengajak siswa melakukan brainstorming **Apersepsi** 1. Pendidik memberikan pertanyaan sebagai evaluasi materi minggu lalu 2. Pendidik mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dan kehidupan sehari harinya. **Ruang Lingkup** 1. Mengingatkan pekerjaan pekan lalu tentang persiapan pembuatan Project Narrative text 2. Menjelaskan tujuan pembelajaran atau kompetensi dasar yangakan dicapai. 3. Menjelaskan asesmen yang akan didapatkan peserta didik.

Kegiatan Inti (40 Menit)	**Mendesain Perencanaan Proyek** 1. Peserta didik membuat narrative text menggunakan Teknik round table 2. Peserta didik diberikan LKPD oleh guru. 3. Peserta didik diberikan penjelasan tentang LKPD yang diberikan. **Memonitor Keaktifan dan Perkembangan Proyek** 1. Peserta didik secara individu menyiapkan diri untuk menulis narrative text menggunakan round table technique 2. Guru mengamati aktifitas peserta didik 3. Guru memantau keaktifan peserta didik sebelum melakukan rekonstruksi, memantau realisasi perkembangan dan membimbing jika peserta didik mengalami kesulitan. **Menguji Hasil** 1. Siswa memberikan LKPD yang telah dikerjakan kepadaguru. 2. Guru berdiskusi tentang prototipe proyek, memantau keaktifan peserta didik, mengukur ketercapaian standard**.** **Evaluasi Pengalaman Belajar** 1. Peserta didik saling memberi tanggapan tentang proyek dikerjakan 2. Guru memberikan penguatan dan apresiasi kepada peserta didik.

Kegiatan Penutup (10 menit)	1. Guru memberikan soal melalui wordwall sebanyak 5 soal kepada siswa secara individu menggunakan HP masing-masing diakhir sesi.
	2. Memberikan umpan balik terhadap proses pembelajaran
	3. Menyimpulkan apa yang dipelajari hari ini.
	4. Menyampaikan agenda pertemuan berikutnya
	5. Guru dan siswa mengakhiri pembelajaran dengan membacaberdoa dan mengucap salam.

LEARNING

THIRD MEETING

Kegiatan Awal (10 Menit)	**Orientasi Kelas**
	1. Pendidik memberi salam (greeting).
	2. Pendidik bertanya kabar siswa.
	3. Pendidik mengajak peserta didik memulai kegiatan pembelajaran dengan berdoa bersama. (beriman,bertaqwa kepada Tuhan YME)
	4. Pendidik memeriksa kehadiran peserta didik.
	5. Pendidik mengajak siswa melakukan brainstorming
	Apersepsi
	1. Pendidik memberikan pertanyaan sebagai evaluasi materi minggu lalu
	2. Pendidik mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dan kehidupan sehari harinya.
	Ruang Lingkup
	1. Mengingatkan pekerjaan pekan lalu tentang persiapan pembuatan Project Narrative text
	2. Menjelaskan tujuan pembelajaran atau kompetensi dasar yangakan dicapai.
	3. Menjelaskan asesmen yang akan didapatkan peserta didik.

Kegiatan Inti (40 Menit)	**Mendesain Perencanaan Proyek**
	1. Guru mengingatkan kembali project menulis narrative text menggunakan Teknik round table
	2. Siswa latihan menulis narrative text menggunakan Teknik round table
	Memonitor Keaktifan dan Perkembangan Proyek
	1. Peserta didik secara berkelompok menyiapkan diri untuk menulis narrative text menggunakan round table technique
	2. Guru mengamati aktifitas peserta didik
	3. Guru memantau keaktifan peserta didik sebelum melakukan rekonstruksi, memantau realisasi perkembangan dan membimbing jika peserta didik mengalami kesulitan.
	Menguji Hasil
	1. Siswa memberikan LKPD yang telah dikerjakan kepadaguru.
	2. Guru berdiskusi tentang prototipe proyek, memantau keaktifan peserta didik, mengukur ketercapaian standard**.**
	Evaluasi Pengalaman Belajar
	1. Peserta didik saling memberi tanggapan tentang proyek dikerjakan
	2. Guru memberikan penguatan dan apresiasi kepada peserta didik.

| **Kegiatan Penutup (10 menit)** | 1. Memberikan umpan balik terhadap proses pembelajaran
2. Menyimpulkan apa yang dipelajari hari ini.
3. Menyampaikan agenda pertemuan berikutnya
4. Guru dan siswa mengakhiri pembelajaran dengan membacaberdoa dan mengucap salam. |

LEARNING

FOURTH MEETING

Kegiatan Awal (10 Menit)	**Orientasi Kelas**
	6. Pendidik memberi salam (greeting).
	7. Pendidik bertanya kabar siswa.
	8. Pendidik mengajak peserta didik memulai kegiatan pembelajaran dengan berdoa bersama. (beriman,bertaqwa kepada Tuhan YME)
	9. Pendidik memeriksa kehadiran peserta didik.
	10. Pendidik mengajak siswa melakukan brainstorming
	Apersepsi
	3. Pendidik memberikan pertanyaan sebagai evaluasi materi minggu lalu
	4. Pendidik memberikan penjelasan singkat tentang narrative text.
	Ruang Lingkup
	4. Mengingatkan pekerjaan pekan lalu tentang persiapan pembuatan Project Narrative text
	5. Menjelaskan tujuan pembelajaran atau kompetensi dasar yangakan dicapai.
	6. Menjelaskan asesmen yang akan didapatkan peserta didik.

Kegiatan Inti (40 Menit)	**Mendesain Perencanaan Proyek** 3. Guru mengingatkan kembali project menulis narrative text menggunakan Teknik round table 4. Siswa menulis narrative text menggunakan Teknik round table **Memonitor Keaktifan dan Perkembangan Proyek** 4. Peserta didik secara berkelompok menyiapkan diri untuk menulis narrative text menggunakan round table technique 5. Guru mengamati aktifitas peserta didik 6. Guru memastikan setiap peserta didik berpartisipasi aktif dalam menyampaikan ide 7. Guru memantau keaktifan peserta didik sebelum melakukan rekonstruksi, memantau realisasi perkembangan dan membimbing jika peserta didik mengalami kesulitan. **Menguji Hasil** 3. Siswa memberikan LKPD yang telah dikerjakan kepadaguru. 4. Guru berdiskusi tentang prototipe proyek, memantau keaktifan peserta didik, mengukur ketercapaian standard. **Evaluasi Pengalaman Belajar** 3. Peserta didik saling memberi tanggapan tentang proyek dikerjakan 4. Guru memberikan penguatan dan apresiasi kepada peserta didik.

Kegiatan Penutup (10 menit)	5. Memberikan umpan balik terhadap proses pembelajaran 6. Menyimpulkan apa yang dipelajari hari ini. 7. Menyampaikan agenda pertemuan berikutnya 8. Guru dan siswa mengakhiri pembelajaran dengan berdoa dan mengucap salam.

ASESMEN

Rancangan Asesmen Formatif

Waktu dilakukan : Setiap pertemuan
Pelaksanaan   : Arahkan siswa langsung menjawab, beri waktu yang cukup
Tindak lanjut   : Melakukan pengolahan pada hasil asesmen

Tujuan Pembelajaran	Waktu Pelaksanaan	Jenis Asesmen
1. Diperlihatkan video tentang liburan *mengidentifikasi* nama tempat, tokoh dan apa yang dilakukan dalam video tersebut	Pertemuan 1	Lisan
2. Setelah mengamati penjelasan materi dan video, Peserta didik mampu *Menganalisis* fungsi Sosial struktur teks dan unsur kebahasaan dalam kelompoknya dengan benar	Pertemuan 1	Lisan
3. Setelah mengamati penjelasan materi dan video, peserta didik mampu *narrative text* dengan benar menggunakan round table technique	Pertemuan 2	Unjuk Kerja
4. Setelah memberikan evaluasi terhadap hasil kerja siswa, peserta didik mampu menyebutkan struktur umum dan unsur kebahasaan naratif teks dan latihan menulis naratif teks dengan baik	Pertemuan 3	Lisan dan Unjuk Kerja
5. Setelah mereview pembelajaran sebelumnya, siswa mampu menulis teks naratif dengan benar sesuai unsur kebahasaan dan strukturnya	Pertemuan 4	Unjuk kerja

ASSESSMENT INSTRUMENT

Formative Assessment

Meeting	: 2 dan 4	
Tujuan	: Peserta didik mampu menulis narrative text	
Jenis	: Unjuk Kerja	
Rubrik	:	

Components of Writing	Score	Indicator
Content	4	Relevant to the topic and easy to understand.
	3	Rather relevant to the topic and easy to understand.
	2	Relevant to the topic but is not quite easy to understand.
	1	Quite relevant to the topic but is not quite easy to understand.
Organization	4	Most of the sentences are related to the main idea.
	3	Some sentences are related to the main idea
	2	Few sentences related to the main idea
	1	Quite sentences are unrelated to each other.
Vocabulary and Mechanic	4	Correct in choice of words, spelling and punctuation.
	3	Some errors in choice of words, spelling and punctuation.
	2	Occasional errors in choice of words, spelling and punctuation.
	1	Frequent errors in choice of words, spelling, and punctuation
Grammar	4	No grammatical accuracies.
	3	Some grammatical inaccuracies
	2	Numerous Grammatical Inaccuracies.
	1	Frequent grammatical inaccuracies.

LKPD

Mapel	:	Bahasa Inggris
Materi	:	Narrative Text
Kelas/Semester	:	X/Ganjil
Waktu	:	2x45 menit
Petunjuk	:	Buatlah sebuah narrative text sesuai dengan struktur dan unsur kebahasaaannya (Minimal 3 paragraph)

The Result of Students' Observation Sheets on the First Cycle

Observation Checklist
(For Students)

Cycle/Meeting   : 1 / 1

Education Unit   : SMA Negeri 2 Sintang

Class/Semester   : X/2

Sub Material   : Narrative Text

Date and Time   : 12 Februari 2024

Time Allocation   : 2 x 45 minutes

No.	Aspect	Indicator	Rating 1	2	3	4
1.	Preliminary activities	a. Students answer the teacher's greeting actively				✓
		b. Students pray before they start the lesson.				✓
		c. Students provide answers to the attendance checklist.			✓	
		d. Students listen to the motivation that given by teacher well		✓		
		e. Students follow the brainstorming or ice breaking that given by teacher actively		✓		
		f. Students enthusiastic listen to teacher explanation about the learning purpose		✓		
2.	Main Activity	a. Students give respond when teacher ask something related	✓			

		to the material				
		b. The students pay attention when the teacher explains about narrative text			✓	
		c. Students read examples given by teacher		✓		
		d. Students identify the generic and language features of narrative text		✓		
		e. The students pay attention when teacher emphasize about writing narrative text by using round table technique		✓		
3.	Closing activities	a. Students enthusiastic play the games and quiz related to the material		✓		
		b. Students give the conclusion about the material			✓	
		b. Students listen carefully and pay attention to the feedback given by the teacher			✓	

| | | c. Students listen carefully to the next lesson plan that will be done at the next meeting. | | | √ | |
| | | c. Students pray together | | | | √ |

Sintang,
Observer

Yuliana Tetean.A. S.Pd, M.Pd
NIP. 196503171988032014

The percentage of students' involvement: $\dfrac{\text{Total Score}}{\text{Max Score}} \times 100\%$

Scale:

1 = Only few students do the activities (0-8)

2 = Half of students do the activities (9-16)

3 = Most of students do the activities (17-26)

4 = All students do the activities (27-36)

Observation Checklist
(For Students)

Cycle/Meeting   : 1 / 2

Education Unit   : SMA Negeri 2 Sintang

Class/Semester   : X / 2

Sub Material   : Narrative Text

Date and Time   : 13 Februari 2024

Time Allocation : 2 x 45 minutes

No.	Aspect	Indicator	Rating			
			1	2	3	4
1.	Preliminary activities	a. Students answer the teacher's greeting actively				✓
		b. Students pray before they start the lesson.				✓
		c. Students provide answers to the attendance checklist.			✓	
		d. Students listen to the motivation that given by teacher well			✓	
		e. Students follow the brainstorming or ice breaking that given by teacher actively			✓	
		f. Students enthusiastic listen to teacher explanation about the learning purpose			✓	
2.	Main	a. Students review the previous			✓	

	Activity					
		material about narrative text				
		b. Students mention the language features and generic structure of narrative text	✓			
		c. Students listen carefully to teacher's instructions about the procedure of round table technique			✓	
		d. Students actively discuss and choose the topic in a group			✓	
		e. Students give their opinion to each other well			✓	
		f. Students write their opinion in a paper actively			✓	
		g. Students start to write their work based on group's result into their paper using their own word well	✓			
		h. Students correct each other's work well	✓			
		i. Students collect their work			✓	
3.	Closing activities	a. Students enthusiastic play the games and quiz related to the material			✓	

		b. Students give the conclusion about the material			✓	
		c. Students listen carefully and pay attention to the feedback given by the teacher			✓	
		d. Students listen carefully to the next lesson plan that will be done at the next meeting.				✓
		e. Students pray together				✓

Sintang,
Observer

Yuliana Tetean.A. S.Pd, M.Pd
NIP. 196503171988032014

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4 = All students do the activities (27-36)

The Result of Students' Observation Sheets on the Second Cycle

Observation Checklist
(For Students)

Cycle/Meeting : 2 / 1
Education Unit : SMA Negeri 2 Sintang
Class/Semester : X/2
Sub Material : Narrative Text
Date and Time : 15 Februari 2024
Time Allocation : 2 x 45 minutes

No.	Aspect	Indicator	Rating			
			1	2	3	4
1.	Preliminary activities	a. Students answer the teacher's greeting actively				✓
		b. Students pray before they start the lesson.				✓
		c. Students provide answers to the attendance checklist.			✓	
		d. Students listen to the motivation that given by teacher well				✓
		e. Students follow the brainstorming or ice breaking that given by teacher actively			✓	
		f. Students enthusiastic listen to teacher explanation about the learning purpose				✓
2.	Main Activity	a. Students mention the definition of narrative text				✓

		b. Students mention the structure and language features of narrative text well			✓		
		c. The students pay attention when teacher emphasize about writing narrative text by using round table technique					✓
		d. Students writing the text in a group actively			✓		
		e. Students give feedback to each other in a group well			✓		
3.	Closing activities	a. Students enthusiastic play the games and quiz related to the material					✓
		b. Students give the conclusion about the material					✓
		c. Students listen carefully and pay attention to the feedback given by the teacher					✓
		d. Students listen carefully to the next lesson plan that will be done at the next meeting.				✓	
		e. Students pray together					✓

Sintang,
Observer

Yuliana Tetean, A. S.Pd, M.Pd
NIP. 196503171988032014

The percentage of students' involvement: $\dfrac{\text{Total Score}}{\text{Max Score}} \times 100\%$

Scale:

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2 = Half of students do the activities (9-16)

3 = Most of students do the activities (17-26)

4 = All students do the activities (27-36)

Observation Checklist
(For Students)

Cycle/Meeting   : 2 / 2
Education Unit   : SMA Negeri 2 Sintang
Class/Semester   : X/2
Sub Material   : Narrative Text
Date and Time   : 16 Februari 2024
Time Allocation   : 2 x 45 minutes

No.	Aspect	Indicator	Rating			
			1	2	3	4
1.	Preliminary activities	a. Students answer the teacher's greeting actively				√
		b. Students pray before they start the lesson.				√
		c. Students provide answers to the attendance checklist.				√
		d. Students listen to the motivation that given by teacher well				√
		e. Students follow the brainstorming or ice breaking that given by teacher actively				√
		f. Students enthusiastic listen to teacher explanation about the learning purpose				√
2.	Main Activity	a. Students preview the previous material about narrative text			√	

		b. Students pay attention on teacher's short explanation about narrative text				✓
		c. The students prepare their stuff that needed to write in a group			✓	
		d. Students choose the topic actively				✓
		e. Students share their own ideas on a paper and pass the paper to their right friends			✓	
		f. Students start write their work used their own words well			✓	
		g. Students correct and give feedback to each other's acvitely				✓
3.	Closing activities	a. Students enthusiastic play the games and quiz related to the material				✓
		b. Students give the conclusion about the material				✓
		c. Students listen carefully and pay attention to the feedback given by the teacher				✓

		d. Students listen carefully to the next lesson plan that will be done at the next meeting.			✓	
		e. Students pray together				✓

Sintang,
Observer

Yuliana Tetean.A. S.Pd, M.Pd
NIP. 196503171988032014

The percentage of students' involvement: $\dfrac{\text{Total Score}}{\text{Max Score}} \times 100\%$

Scale:

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2 = Half of students do the activities (9-16)

3 = Most of students do the activities (17-26)

4 = All students do the activities (27-36)

The Result of Field Note on First Cycle

Field Note

Cycle/Meeting   : 1 / 1

Date/Time   : 12 Februari 2024

Class/Semester   : X / 2

Theme/subtheme   : Narrative Text

No.	Notes
	• beberapa siswa : - terlihat pasif (kurang berpatisipasi). - bermain ponsel. - bicara bercanda dengan teman sebangku - Ijin ke toilet. - Ada siswa yang mengganggu teman * buat kesepakatan kelas.

Sintang,
Observer

Yuliana Tetean. A. S.Pd. M.Pd
NIP. 196503171988032014
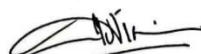
Field Note

Cycle/Meeting   : 1/2

Date/Time   : 13 Februari 2024

Class/Semester   : XD / 2

Theme/subtheme   : Narrative Text

No.	Notes
	~ siswa cukup aktif dalam mengikuti proses kbm di kelas. ~ cukup antusias dalam berpartisipati dalam kerja kelompok

Sintang,
Observer

Yuliana Tetean.A. S.Pd. M.Pd
NIP. 196503171988032014

The Result of Field Note on Second Cycle

Field Note

Cycle/Meeting : 2 / 1

Date/Time : 15 Februari 2024

Class/Semester : X / 2

Theme/subtheme : Narrative Text

No.	Notes
	～ beberapa siswa terlihat kurang antusias ketika mereview pelajaran ～ beberapa siswa berbicara keras, bercanda dengan teman. ～ Izin ke toilet. ＊ buat kesepakatan kelas

Sintang,
Observer
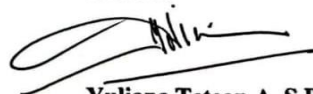
Yuliana Tetean, A. S.Pd, M.Pd
NIP. 196503171988032014

Field Note

Cycle/Meeting : 2 / 2

Date/Time : 16 Februari 2024

Class/Semester : X / 2

Theme/subtheme : Narrative Text

No.	Notes
	• Beberapa Siswa : – Ijin ke toilet . ~ bercanda dengan teman sekelompok. • Sebagian besar terlihat antusias ketika mereview pelajaran • Sebagian besar siswa terlibat aktif dalam diskusi .

Sintang,
Observer

Yuliana Tetean, A. S.Pd, M.Pd
NIP. 196503171988032014

The Interview Transcript of Cycle One

Name : SS

Class : XD

1. What do you think about learning English?

   (bagaimana pendapatmu tentang belajar Bahasa Inggris?)

   Answer: **Untuk sekarang, jujur sedikit bosan miss karena ayah saya buka kursus Bahasa Inggris jadi sudah 10 tahun saya belajar Bahasa Inggris terus**

2. What do you think about writing narrative text?

   (bagaimana pendapatmu menulis teks narrative dalam Bahasa Inggris?)

   Answer: **gampang gampang susah, miss**

3. What do you think about the activities in learning writing using round table technique?

   (bagaimana pendapatmu tentang aktifitas menulis menggunakan Teknik round table?)

   Answer: **asik miss karena bisa bekerja sama dengan teman dan memberikan koreksi satu sama lain**

4. How did you feel after learn writing using round table technique?

   (bagaimana perasaanmu setelah belajar menulis menggunakan Teknik round table?)

   Answer: **senang miss**

5. Does round table technique useful for you to improve your writing ability?

   (apakah Teknik round table membantu kamu meningkatkan kemampuan menulismu?)

   Answer: **iya, membantu miss**

Name : VA

Class : XD

1. What do you think about learning English?

   (bagaimana pendapatmu tentang belajar Bahasa Inggris?)

   Answer: **sedikit membosankan, tapi ada serunya miss**

2. What do you think about writing narrative text?

   (bagaimana pendapatmu menulis teks narrative dalam Bahasa Inggris?)

   Answer: **gampang gampang susah miss**

3. What do you think about the activities in learning writing using round table technique?

   (bagaimana pendapatmu tentang aktifitas menulis menggunakan Teknik round table?)

   Answer: **lumayan seru miss**

4. How did you feel after learn writing using round table technique?

   (bagaimana perasaanmu setelah belajar menulis menggunakan Teknik round table?)

   Answer: **lumayan menyenangkan miss**

5. Does round table technique useful for you to improve your writing ability?

   (apakah Teknik round table membantu kamu meningkatkan kemampuan menulismu?)

   Answer: **iya miss, Teknik ini berguna untuk saya.**

Name : MAR

Class : XD

1. What do you think about learning English?

   (bagaimana pendapatmu tentang belajar Bahasa Inggris?)

   Answer: **lumayan susah miss**

2. What do you think about writing narrative text?

   (bagaimana pendapatmu menulis teks narrative dalam Bahasa Inggris?)

   Answer: **susah miss**

3. What do you think about the activities in learning writing using round table technique?

   (bagaimana pendapatmu tentang aktifitas menulis menggunakan Teknik round table?)

   Answer: **lumayan efektif miss**

4. How did you feel after learn writing using round table technique?

   (bagaimana perasaanmu setelah belajar menulis menggunakan Teknik round table?)

   Answer: **menyenangkan miss**

5. Does round table technique useful for you to improve your writing ability?

   (apakah Teknik round table membantu kamu meningkatkan kemampuan menulismu?)

   Answer: **iya miss**

Name : DAP

Class : XD

1. What do you think about learning English?

   (bagaimana pendapatmu tentang belajar Bahasa Inggris?)

   Answer: **seru miss**

2. What do you think about writing narrative text?

   (bagaimana pendapatmu menulis teks narrative dalam Bahasa Inggris?)

   Answer: **susah tapi terkadang gampang miss**

3. What do you think about the activities in learning writing using round table technique?

   (bagaimana pendapatmu tentang aktifitas menulis menggunakan Teknik round table?)

   Answer: **lumayan membantu miss**

4. How did you feel after learn writing using round table technique?

   (bagaimana perasaanmu setelah belajar menulis menggunakan Teknik round table?)

   Answer: **seru miss**

5. Does round table technique useful for you to improve your writing ability?

   (apakah Teknik round table membantu kamu meningkatkan kemampuan menulismu?)

   Answer: **iya miss, lumayan membantu**

Name : HH

Class : XD

1. What do you think about learning English?

   (bagaimana pendapatmu tentang belajar Bahasa Inggris?)

   Answer: **seru miss**

2. What do you think about writing narrative text?

   (bagaimana pendapatmu menulis teks narrative dalam Bahasa Inggris?)

   Answer: **lumayan susah miss**

3. What do you think about the activities in learning writing using round table technique?

   (bagaimana pendapatmu tentang aktifitas menulis menggunakan Teknik round table?)

   Answer: **bagus miss**

4. How did you feel after learn writing using round table technique?

   (bagaimana perasaanmu setelah belajar menulis menggunakan Teknik round table?)

   Answer: **memudahkan saya miss**

5. Does round table technique useful for you to improve your writing ability?

   (apakah Teknik round table membantu kamu meningkatkan kemampuan menulismu?)

   Answer: **iya miss, membantu saya meningkatkan kemampuan menulis saya**

Name : R

Class : XD

1. What do you think about learning English?

   (bagaimana pendapatmu tentang belajar Bahasa Inggris?)

   Answer: **lumayan suka miss**

2. What do you think about writing narrative text?

   (bagaimana pendapatmu menulis teks narrative dalam Bahasa Inggris?)

   Answer: **kadang susah miss**

3. What do you think about the activities in learning writing using round table technique?

   (bagaimana pendapatmu tentang aktifitas menulis menggunakan Teknik round table?)

   Answer: **menyenangkan miss**

4. How did you feel after learn writing using round table technique?

   (bagaimana perasaanmu setelah belajar menulis menggunakan Teknik round table?)

   Answer: **senang miss**

5. Does round table technique useful for you to improve your writing ability?

   (apakah Teknik round table membantu kamu meningkatkan kemampuan menulismu?)

   Answer: **iya, lumayan membantu saya miss**

The Interview Transcript of Cycle Two

Name : ZS

Class   : XD

1. Do you like learning English?

    (apakah kamu suka belajar Bahasa inggris?)

    Asnwer: **suka miss**

2. What do you think about writing in English?

    (apa pendapatmu tentang menulis dalam Bahasa Inggris?)

    Answer: **sedikit susah miss karna kekurangan kosakata**

3. What do you think about the activities in learning writing using round table technique?

    (apa pendapatmu tentang aktifitas menulis menggunakan Teknik round table?)

    Answer: menyenangkan miss karena bisa mengerjakan Bersama teman teman

4. How do you feel after learn writing using round table technique?

    (bagaimana perasaanmu setelah belajar menulis menggunakan Teknik round table)

    Answer: **Iya miss, meningkatkan**

5. Does round table technique improve your motivation in learning writing?

    (apakah Teknik round table meningkatkan motivasimu untuk belajar menulis?)

    Answer: **Iya miss, memotivasi saya**

6. Do you think there is a difference in your writing ability before and after using the round table technique?

    (menurutmu apakah ada perbedaan kemampuan menulismu sebelum dan setelah menggunakan Teknik round table?)

    Answer: **Iya miss, ada**

Name : SGNS

Class : XD

1. Do you like learning English?

    (apakah kamu suka belajar Bahasa inggris?)

    Asnwer: **kadang suka kadang tidak miss**

2. What do you think about writing in English?

    (apa pendapatmu tentang menulis dalam Bahasa Inggris?)

    Answer: **sedikit susah miss**

3. What do you think about the activities in learning writing using round table technique?

    (apa pendapatmu tentang aktifitas menulis menggunakan Teknik round table?)

    Answer: **menyenangkan miss karena bisa membantu saya untuk berdiskusi dengan teman**

4. Does round table technique improve your writing ability?

    (apakah Teknik round table meningkatkan kemampuan menulismu?)

    Answer: **iya miss, meningkatkan**

5. Does round table technique improve your motivation in learning writing?

    (apakah Teknik round table meningkatkan motivasimu untuk belajar menulis?)

    Answer: **Iya miss**

6. Do you think there is a difference in your writing ability before and after using the round table technique?

    (menurutmu apakah ada perbedaan kemampuan menulismu sebelum dan setelah menggunakan Teknik round table?)

    Answer: **Iya miss, ada**

Name : KS

Class : XD

1. Do you like learning English?

    (apakah kamu suka belajar Bahasa inggris?)

    Asnwer: **lumayan suka miss**

2. What do you think about writing in English?

    (apa pendapatmu tentang menulis dalam Bahasa Inggris?)

    Answer: **agak kesulitan miss**

3. What do you think about the activities in learning writing using round table technique?

    (apa pendapatmu tentang aktifitas menulis menggunakan Teknik round table?)

    Answer: **memudahkan saya untuk berdiskusi dalam kelompok miss**

4. Does round table technique improve your writing ability?

    (apakah Teknik round table meningkatkan kemampuan menulismu?)

    Answer: **iya miss**

5. Does round table technique improve your motivation in learning writing?

    (apakah Teknik round table meningkatkan motivasimu untuk belajar menulis?)

    Answer: **Iya miss, lumayan**

6. Do you think there is a difference in your writing ability before and after using the round table technique?

    (menurutmu apakah ada perbedaan kemampuan menulismu sebelum dan setelah menggunakan Teknik round table?)

    Answer: **ada miss**

Name : D

Class   : XD

1. Do you like learning English?

   (apakah kamu suka belajar Bahasa inggris?)

   Asnwer: **lumayan suka**

2. What do you think about writing in English?

   (apa pendapatmu tentang menulis dalam Bahasa Inggris?)

   Answer: **agak sulit miss karena kesulitan mencari kosakata**

3. What do you think about the activities in learning writing using round table technique?

   (apa pendapatmu tentang aktifitas menulis menggunakan Teknik round table?)

   Answer: **sangat efektif miss karena saya bisa bertukar pendapat atau ide**

4. Does round table technique improve your writing ability?

   (apakah Teknik round table meningkatkan kemampuan menulismu?)

   Answer: **iya miss, meningkatkan kemampuan saya dalam menulis**

5. Does round table technique improve your motivation in learning writing?

   (apakah Teknik round table meningkatkan motivasimu untuk belajar menulis?)

   Answer: **Iya miss**

6. Do you think there is a difference in your writing ability before and after using the round table technique?

   (menurutmu apakah ada perbedaan kemampuan menulismu sebelum dan setelah menggunakan Teknik round table?)

   Answer: **ada miss**

Name : DE

Class : XD

1. Do you like learning English?

    (apakah kamu suka belajar Bahasa inggris?)

    Asnwer: **suka miss**

2. What do you think about writing in English?

    (apa pendapatmu tentang menulis dalam Bahasa Inggris?)

    Answer: **seru miss tapi agak sulit**

3. What do you think about the activities in learning writing using round table technique?

    (apa pendapatmu tentang aktifitas menulis menggunakan Teknik round table?)

    Answer: **seru miss, karena bisa berdiskusi dengan teman teman**

4. Does round table technique improve your writing ability?

    (apakah teknik round table meningkatkan kemampuan menulismu?)

    Answer: **iya miss, meningkatkan kemampuan saya dalam menulis**

5. Does round table technique improve your motivation in learning writing?

    (apakah teknik round table meningkatkan motivasimu untuk belajar menulis?)

    Answer: **Iya miss**

6. Do you think there is a difference in your writing ability before and after using the round table technique?

    (menurutmu apakah ada perbedaan kemampuan menulismu sebelum dan setelah menggunakan Teknik round table?)

    Answer: **ada miss**

Name : AA

Class : XD

1. Do you like learning English?

   (apakah kamu suka belajar Bahasa inggris?)

   Asnwer: **suka miss**

2. What do you think about writing in English?

   (apa pendapatmu tentang menulis dalam Bahasa Inggris?)

   Answer: **lumayan sulit miss tapi seru**

3. What do you think about the activities in learning writing using round table technique?

   (apa pendapatmu tentang aktifitas menulis menggunakan Teknik round table?)

   Answer: **lumayan efektif miss karena membantu berdiskusi dengan teman teman**

4. Does round table technique improve your writing ability?

   (apakah teknik round table meningkatkan kemampuan menulismu?)

   Answer: **iya miss**

5. Does round table technique improve your motivation in learning writing?

   (apakah teknik round table meningkatkan motivasimu untuk belajar menulis?)

   Answer: **iya miss**

6. Do you think there is a difference in your writing ability before and after using the round table technique?

   (menurutmu apakah ada perbedaan kemampuan menulismu sebelum dan setelah menggunakan Teknik round table?)

   Answer: **ada miss**

129

The Result of Students' Writing Perfomance in Cycle One

kalos = XD

NO: _____
DATE:

In anciant times, one day thare lived a mouse dear and a crocodile who were friend, the mouse deer lived on land while the crocodile lived in the water. One day thare was a Festival baing held on land. The mouse deer was confused and didn't know who to go with. He wanted to invite the crocodile but the crocodile couldn't go on land either long. Finally the deer invited the deer and the

C + o + VM + C
3 + 2 + 2 + 3
= 10

Name _____ YD   NO: _____
                    DATE: _____

In a deep Forest there lived a mouse deer
and a crocodile. they had been enemies For
a long time and suddenly a deer came
and asked the deer to look For Food
across the river. Sudenly the saw a
crocodille that had been hit and the
crocodile asked the deer For help and
Seduced the deer until he helped but
after helping him the crocodile bit
the deer's leg and the deer was
in Pain then the mouse deer came
to make the deer and they were safe
then lift the crocodille.

C + D + VM + G
4 + 3 + 3 + 4
= 14

Once upon a time there lived a mous deer
and a crocodile,
the deer and the Crocodile were very
close friends until one day there was
a Party in a jungle. the deer wanted
to go to the Party and wanted to bring
the crocodile to but the crocodile was sick...
and the mouse deer didn't know
what to do but a deer came who
Persuaded the dee.

$$C + O + VM + G$$
$$2 + 2 + 2 + 3$$
$$= 9$$

The ugly duckling

One sunny day on Mr. Putu's farm there was Mr. Putu's favorite duck, namely Abel the mother duck. A few days later te egg finally hatched, but unfortunately this duckling was different from the others, not like the others white and clean, but this duck was the opposite, namely black and dull after he started to grow up, all the animals mocked him because of this shape and skin color. different from the others and he was very sad to see that all his friends with him. Finally, a few months later he had grow up and had white and very shining skin he was very beautiful and in the end from here he knew that he was not a duck is not a goose because he himself is white and all his brothers are black.

C + O + VM + C
3 + 3 + 2 + 4
= 12

xD

No :
Date :

CATS AND DOGS

Once upon a time, there was a cat and dog living in the same neighborhood but they never got along. they sometimes Fight continuosly almost everry day. They also sometimes scratch and bite each other, and when dthere (is) Food and toys they always Fight over each other, there (is) not even a day without Fighting

$C + O + VM + G$

$2 + 1 \quad 4$

$= 10$

The Result of Students' Writing Perfomance in Cycle Two

Once upon a timing there were two people waking in the Forest. They know that something dangerous can happen in the Forest at any time.

After that, his Friend come down form the three and asked his friend on the ground:
C + O + Vm + C
1 + 1 + 1 + 1
= 4

Narrative Text

Bullying of Classmates

Deon is child who Studies at SMA 2 Bandung, he lives in Gedong ombo village, tuban. East Java. He is a quiet child who has high achievements and enthusiasm at SMA 2 Bandung He has Cancer and lung disease.

When Deon entered Bandung 23 High School, Deon had no friends at all, because his friends thought Deon was a nerd (strange), but Deon always got First Place in his Class.

At that time there was a girl who liked Deon, and there was a boy who liked the girl, the boy did not accept that the girl liked Deon.

Then the Boy Planned Something with his friend to hurt the sickly Deon in an empty house. They injured Deon So badly that Deon Suffered greatly and was help less.

After that incident, the children who bullied or bullied Deon received news that Deon had died. They were very Sorry For What they had done to Deon and after reading the letter that Deon had written For them.

C + o + vm + s

4 + 4 + 4 + 3

= 15

Best Friends

In a small town, there lived two boys named Daehyun and Mark. They have been friends since childhood and always do everything together. One day, Daehyun moved to another city because of his father's job. Mark felt very sad because he had to part with he best friends.

Even thought the distance separates them, Daehyun and Mark still maintain their relationship. They wrote letters to each other and told stories about each other's lives. Every holiday they try to meet at the place they have planned.

When they were adults, Daehyun and Mark met again in the big city. They realized how strong their bond of friendship was despite being apart for so long. They support each other in every step of their respective lives.

$$C + O + VM + G$$
$$4 + 4 + 4 + 4$$
$$= 16$$

kelas : XD
mapel : Bahasa Inggris
.

A true Friend
one day there were two people walking in the forest. thy knew that something dangerous could happen in the Forest at any time.

So they both promised each other that if there was any danger they would always be together. Suddenly they saw a very large bear heading towardy them. The two of them quickly gathered the nearest tree.

But unfortunately others don't know how to Plant trees. So guided by his common sense, he gasped the ground and Pretended to be dead. the bear approached the person on the ground. smelled the hearing and slowly left the Place because the bear didn't like to touch dead people

After that, his friend came down from the tree and asked his friend, well what did the bear bear whisper in your ear?" Another friend replied the bear just told me not to trust fake friends
input

$$C + O + V m + B$$
$$= 4 + 4 + 3 + 3$$
$$= 14$$

Bahasa inggris   Date X D

Narative text

Find another best friend.

one day two friends were walking through the forest they are jojo and jeje. They feel and know that this mysterious tragedy will befall them at any moments. So the make an amazing promise to save and hold hands.

big
but a tiger came and tried to eat him. Then jojo immediately climbed the tree to reach a higher posision. But jeje just cried becaus she couldn't climb Then jeje. Then jeje tried to lie on the floor. He behaved like a dead creature.

The tiger came to jeje. It kissed his ear and then slowly left the place. because tiger don't touch dead boadies. Currently jojo come down and came to jeje he asked her

"Hey, what did tiger say in your ear?" jeje then replied, "The tiger suggested that I find another close friend"

C + o + u m + c
4 + 4 + 3 + 4
= 15

The Result of Students' Score in Cycle One

NO	Name	C	O	VM	G	Score	Total Score
1.	AM	1	2	1	2	6	37,5
2.	AAP	2	1	3	3	9	56,25
3.	AA	3	3	2	4	12	75
4.	A	4	2	3	2	11	68,75
5.	CO	1	1	2	1	5	31,25
6.	DAP	1	1	1	2	5	31,25
7.	DDA	1	1	2	1	5	31,25
8.	DP	2	2	1	2	7	43,75
9.	D	2	2	3	2	9	56,25
10.	HC	2	2	3	2	9	56,25
11	HH	1	2	1	2	6	37,5
12.	MZ	2	1	1	2	6	37,5
13.	M	2	2	1	1	4	37,5
14	MDP	2	2	3	4	11	68,75
15.	MAF	2	1	2	2	7	43,75
16.	MAR	1	1	2	2	6	37,5
17.	MF	4	4	3	3	14	87,5

18.	NDS	4	3	3	4	14	87,5
19	RA	4	3	2	4	13	81,25
20	R	3	2	2	3	10	62,5
21	RDL	2	2	1	2	7	43,25
22	RFS	2	1	1	1	5	31,25
23.	SDA	1	1	1	2	5	31,25
24.	SS	2	1	3	4	10	62,5
25	SGNS	3	3	1	1	4	25
26	TCNP	2	2	1	1	6	37,5
27	VA	2	2	1	1	6	37,5
28.	YA	2	2	2	3	9	56,25
29.	YCM	2	1	2	4	9	56,25
30.	YWP	3	3	2	4	12	75
31	ZS	2	1	2	2	4	43,75
TOTAL INDIVIDUAL SCORE						1,562,5	
AVERAGE						51	

The Result of Students' Score in Cycle Two

NO	Name	C	O	VM	G	Score	Total Score
1.	AM	3	3	2	3	11	68,75
2.	AAP	4	4	4	4	16	100
3.	AV	1	1	1	1	4	25
4.	A	4	3	3	3	13	81,25
5.	CO	1	1	1	1	4	25
6.	CSZ	4	4	4	4	16	100
7.	DDA	4	4	3	3	14	87,5
8.	DE	4	4	3	3	14	87,5
9.	DP	4	4	3	3	14	87,5
10.	D	4	4	4	3	15	93,75
11.	HC	3	2	3	3	11	68,75
12	HH	1	1	1	1	4	25
13	KS	4	4	3	4	15	93,75
14.	MZ	1	1	1	1	4	25
15.	M	4	4	3	4	14	87,5
16.	MDP	1	1	1	1	4	25

17.	MAFP	4	4	4	3	15	93,75
18.	MAR	4	4	3	4	15	93,75
19.	MF	4	4	3	4	15	93,75
20.	NDC	4	4	3	4	15	93,75
21.	R	4	4	3	4	15	93,75
22.	RDL	4	4	3	4	15	93,75
23.	RFS	1	1	1	1	4	25
24.	SS	4	4	4	3	15	93,75
25.	SGNS	4	4	3	3	14	87,5
26.	TCNP	4	4	3	3	14	87,5
27.	VA	3	2	3	3	11	68,75
28.	YA	4	4	3	4	15	93,75
29.	YCM	4	4	3	3	14	87,5
30.	YWP	4	4	4	4	16	100
31.	ZS	4	4	3	4	15	93,75
TOTAL INDIVIDUAL SCORE						2,549.25
AVERAGE						82,23

Intrument Validation Request

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SINTANG-KALIMANTAN BARAT
<i>Jl. Pertamina Sengkuang Km.4, Kotak Pos 126, Telp. (0565)2022386, 2022387</i>
Email: stkippersada@gmail.com Website: www.persadakhatulistiwa.ac.id</td>
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Hal   : Permohonan Validasi Instrumen TA
Lampiran : 1 Bendel

Kepada Yth.
Bapak Henry Elisa, M.Pd
Dosen Prodi Pendidikan Bahasa Inggris
Di
Tempat

Dengan hormat,
Sehubungan dengan pelaksanaan Tugas Akhir (TA), dengan ini saya:
Nama   : Gabriela Apriani Koli
NIM   : 200407130
Program Studi   : Pendidikan Bahasa Inggris
Judul AT   : 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

Mohon Bapak berkenan memberikan validasi terhadap instrumen penelitian TA yangtelah saya susun. Sebagai bahan pertimbangan, bersama ini saya lampirkan; (1) Proposal TA, (2) kisi-kisi instrumen penelitian TA, dan (3) draft instrumen penelitian TA.

Demikian permohonan saya, atas bantuan dan perhatian Bapak/Ibu diucapkan terima kasih.

Mengetahui,
Kaprodi Pendidikan Bahasa Inggris

Sijono, M.Pd
NIDN. 1115028901

Sintang, 2 Februari 2023
Pemohon

Gabriela Apriani Koli
NIM. 200407130

Instrument Validation Statement

	PERKUMPULAN BADAN PENDIDIKAN KARYA BANGSA
	STKIP PERSADA KHATULISTIWA SINTANG
	SINTANG-KALIMANTAN BARAT
	Jl. Pertamina Sengkuang Km.4, Kotak Pos 126, Telp. (0565)2022386, 2022387
	Email: stkippersada@gmail.com Website: www.persadakhatulistiwa.ac.id

FORMULIR SURAT PERNYATAAN VALIDASI INSTRUMEN PENELITIAN TA			
Kode :	**Edisi**	**Revisi**	**Tanggal Terbit**
019FA3-1	1	1	1 Agustus 2021

SURAT PERNYATAAN VALIDASI INSTRUMEN PENELITIAN TA

Saya yang bertanda tangan di bawah ini:
Nama   : Henry Elisa, M, Pd
NIDN   : 1131018703
Prodi   : Pendidikan Bahasa Inggris

menyatakan bahwa instrumen penelitian TA atas nama mahasiswa:
Nama   : Gabriela Apriani Koli
NIM   : 200407130
Program Studi : Pendidikan Bahasa Inggris
Judul TA   : 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

Setelah dilakukan kajian atas instrumen penelitian TA tersebut dapat dinyatakan:

	Layak digunakan untuk penelitian
✓	Layak digunakan dengan perbaikan
	Tidak layak digunakan untuk penelitian yang bersangkutan

dengan catatan dan saran/perbaikan sebagaimana terlampir.

Demikian agar dapat digunakan sebagaimana mestinya.

Sintang, 2 Februari 2024
Validator,

Henry Elisa, M. Pd
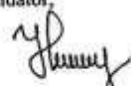NIDN. 1131018703

☐ Beri tanda √
Catatan:

Instrument Validation Result

HASIL VALIDASI INSTRUMEN PENELITIAN TA

Nama Mahasiswa   :   Gabriela Apriani Koli
NIM   :   200407124
Judul   :   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

No.	Variable	Saran/Tanggapan
1.	Observation checklist cycle 1/m1	accepted
2.	observation checklist cycle 1/m2	accepted
3.	Field note	accepted
4.	interview guideline cycle 1	accepted
5.	interview guideline cycle 2	accepted
6.	module	Revise that based on the topic.
	Komentar Umum/Lain-Lain:	

Sintang, 2 Februari 2024
Validator,

Henry Elisa, M. Pd
NIDN. 1131018703

Research Permission

PERKUMPULAN BADAN PENDIDIKAN KARYA BANGSA
SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN
PERSADA KHATULISTIWA
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
SINTANG – KALIMANTAN BARAT
Jl. Pertamina Sengkuang KM. 4 Kotak Pos 126 Telp (0565) 2022386, 2022387
Email: elepersada@gmail.com Website: www.stkippersada.ac.id

Nomor	: 286/B-6/G1/II/2024
Lampiran	: 1 (satu) lembar
Perihal	: Izin Penelitian

Kepada

Yth. Kepala SMAN 2 Sintang

Di Tempat

Dengan hormat,

Berkenaan dengan tugas akhir mahasiswa atau skripsi,   kami mohon kepada Bapak/Ibu untuk memberikan izin kepada mahasiswa kami:

Nama	: Gabriela Apriani Koli
NIM	: 2000407130
Jurusan	: Pendidikan Bahasa dan Seni
Program Studi	: Pendidikan Bahasa Inggris

Untuk melakukan penelitian di sekolah yang Bapak/ Ibu pimpin dengan judul:

"The Use of Round Table Technique To Improve Students' Ability In Writing Narrative Text At Tenth Grade of State Senior High School 2 Sintang ". Adapun tanggal dan waktu penelitian sepenuhnya adalah hasil koordinasi kedua belah pihak.

Demikian surat permohonan ini kami sampaikan, atas perhatian dan kerjasamanya kami ucapkan terima kasih.

Sintang, 02 Februari 2024

Mengetahui
Ketua STKIP Persada Khatulistiwa

Didin Syafruddin, S.P.,M.Si
NIDN. 1102066601

Ketua Prodi PBI

Sijono, M.Pd.
NIDN. 1115028901

Documentation

Picture 1. The students review the material about narrative text

Picture 2. Writer guide the students to write narrative text using round table technique

Picture 3. The students started to write narrative text using round table technique

Picture 4. The writer interviewed the students