CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Human can not liberate from language. Language has its own uniqueness because there are various languages in the world. A language that everyone in the world can understand and use is the International language, namely English. Language also influences of human life so that though language we can understand what other people do or say. According to Oxford Dictionary state that " Language is the system of communication in speech and writing that is used by people of particular country or area". Everyone uses a certain language when they want to communicate with others either directly through the words that come out of our words or the writing that we write to convey. One of the language components is written.Through this language, it will create activity written of someone where he/she can put their mind, their opinion and ideas into written form.

Writing is a process of communication among people to share information. According to Hyland (2003:9) explained that writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her views on a topic. It means that writing is one of the ways that people do to transmit information and give their views on some topics. They are many kinds of text which are studied. They are explnation, description, procedural, analytical exposition, hortatory exposition, narative text, etc. In this case are want focus on narrative text.

Narrative text is a kind of writing that tells a story or relates an event to the reader in personal experience or in personal way. The generic strucrture of narative text has orientation, complication, and resolution. In narrative text the students ability in writing expecially narative

is still very low. They were also afraid to make mistakes about grammar, vocabulary, and language use. Therefore, the students motivation writing was poor .Therefore, it is necessary to find a strategy in teaching writing to enhance students.

Roundtable strategy is the kind of strategy in teaching writing. The students can explore their ideas as much as possible in the group in writing students need ideas for writing. Moreover, roundtable strategy is a good strategy to make students briefer to express themselves to express their ideas and generated it with each other. The students explore their ideas and particpation in their group.

Tabel 1.1 The student's score in pre observation test.

No	Name	Writting Score
1.	AGP	55
2.	AJB	30
3.	DZ	65
4.	DMPH	64
5.	DA	50
6.	FAN	55
7.	HA	45
8.	JAP	60
9.	MFA	60
10.	MH	50
11.	MBP	64
12.	NCS	67
13.	NGC	55

14.	RAS	50
15.	RSS	55
16.	SA	60
17.	SL	66
18.	TSN	64
19.	TAWS	40
20.	VS	50

In pre-liminary observations to know their ability in writing, the writer give the test, for the writting test the writer asked them to create a paragraph of narrative text. Based on the result the writer find some of them many students who are scores still low in writing where standard score achievment (KKM) for English subject is 75 and the students also get difficulties to build a new pragraph based on generic structure . To improve students scores, the research found a suitable strategy for them, namely Roundtable strategy. Where in roundtable strategy they can work together with team/group, they help each other to find ideas and describe about the topic. It makes it easier for them to come up with more creative ideas, and the students can help each other in solving some difficulties in writing. This case makes the writer interested in researching this research with the title "Enhanching Students Skills Writing In Narrative Implementing of Roundtable Strategy on tenth grade at SMA Negeri 6 Medan".

1.2 The Problem of the Study
        In this study the problem is as follow :

"Does implementing Roundtable Strategy enhance students writing skills in narrative on the tenth grade students at SMA Negeri 6 Medan?"

1.3 The Objective of the Study

Based on the background and the problem above, the objective of this research as follow to know does implementing roundtable strategy enhance students writing skills in narrative on the tenth grade students at SMA Negeri 6 Medan.

1.4 The Scope of the Study

In the world of education and teaching, there are various that can be applied in learning. According to Pardiyono (2007:41), states narrative is story talk the past activities or events which order to problematic and to give lesson to readers . There are two of strategies in cooperative learning. They are Peer Editing and Roundtable Strategy. According to Heartland (2006:6) states that roundtable strategy is one paper and pencil are systematically pass around the group, each member writes an idea and then pass it into the person on their left who then writers an idea. The research will use Roundtable on writing narative text, there are some aspects of writing like content, organization, language use, vocabulary, etc. This study will be conducted of the tenth grade students at SMA Negeri 6 Medan.

1.5 The Significance of the Study

Finding of the study are expected to be relevant theoritically and practicallly.

1) Theoretically

   a) For the teachers this research are expected to be able to enhance the theory of teaching writing skill by using Roundtable strategy.

   b) For the students this research can be used as additional information about using the Roundtable Strategy to enhance students skills writing in narrative text

2) Practicallly

a) For the teacher this research can apply the learning startegy to improve their quality of teaching and learning process.

b) For the students this research expected to help students to enchance their writing skills.

CHAPTER II
REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting research, it is important to further explain the theories used in this study so that there is no misunderstnding between author and the reader. Theory is needed to explain some terms. Several terms are use and need to be explained theoretically. In this chapter, the theoretical description of the terms used will be clarified and explained to make it easier to understand and strengthen this study.

2.2 Writing

Writing is one of English basic skill which is important beside listening, speaking, and reading. Writing is a process of comminicating a witer's idea to the readers in written form. Furthermore, Harmer (2004:33) states that writing is frequently useful as preparation for some other activities, in particular when students write sentences as a preamble to disscusion activities.

According to Brown (2001:334), states that writing is sometimes used as a production mode for learning , reinforcing, or testing grammatical concepts. While According to Stott and friends (2001:235) state writing is one way of making meaning from experience for ourselves and for other. Good writing begins with understand how to construct and use effective sentences and paragraphs.

Writing as one of four language skills is considered as a difficult skill because the researcher should make some aspects in writing such as content, organization, purpose, vocabulary, punctuation, and spelling in a balance way. According to Finnochiaro Mary (1974: 86) says that writing has been characterized as written thinking. It means that writing is a way to produce language that comes from our thought. In the writing process, the researcher tries to developing their ideas and feelings to produce into a good sentence, in order to inform the other. Lyons and friends (2006:13) mention writing is a clearly complex process. It means needs a carful attention.

According to Kirszen et. al (2008: 20) states that writing is a process including a series of steps suach as planning, organizing, drafting, revising, and editing.

2.2.1 The Purpose of Writing

According to O"Malley, et. al (1996: 137-138), there are three purposes of writing based on the types of writing in English language learning, those are:

1) Informative

It is represented by "informative writing," that is purposed to share knowledge or information, give directions, and state ideas to other. Informative writing involves describing events or experiences, analyzing concept, speculating on causes and effect, and developing new ideas that are purposed to inform something may important to the readers.

2) Expressive or Narrative

It is represented by "expressive writing" or "narrative writing is" that is purposed to share a personal or imaginative expression. Commonly it is composed by the researcher story or essay. Expressive or narrative often used to perform a pleasure discovery, story, poems, or short play.

3) Persuasive

It is represented by "persuasive writing" that is purposed to persuade the readers to do something. It effort to influences others and initiate action or change. This type of writing includes evaluation of book, movie, consumer product, or controversial issues.

2.2.2 Writing Process

Writing is a process that involves at least four steps : prewriting, drafting, revising, and editing.it is knows a a recursive process. In the process of writing itself, there are some stages that must be followed in order to create the good written text. According to Harmer (2004:4-5), there are four main elements in writing process, They are :

1. Pre-writing

At this stage, the writer must think about three main issues. There are the goal , the audience (readers), and structure of the content. The purpose of writing will affect not only the type of text the author wants to create, the language the writer uses, but also the information the writer chooses to include. Second, the writer must think about the audience. Audience will influence not only form of writing (how it is organized or how paragraphs are structured) but also the choice of language (formal or informal language). Third, the writer must consider the content structure of the work. It means that how the writer sequences the fact, ideas, or the argument.

2. Drafting

Drafting is the first version of a piece of writing. The students should be reminded that at this point students need to focus on the development ideas.

3. Editing (Reflecting and Revising)

After making the draft the writer usually read to make sure because perhaps the order of the information is not clear, ambiguous, or confusing. In editing, the students can find something bad it can be change to make writing well.

4. Final version

After all process have been done, the writer make final version. It may different with an original plan and the first draft because there is the changing in the process but after that the writer is now ready to send the The students can explore their ideas as much as possible in the group in writing students need ideas for writing.

2.2.3 Teaching Writing

Teaching writing is an activity in learning English. According to Harmer (2004:11) for many years the teaching of writing focused on the written product rather than on the writing process. It means, the students attention was directed to the "what" rather that "how" of text

construction. Writing can be one of the most enjoyable and statisfying activities for teachers nd students to do together in a classroom.

As a teacher should encourage and guiede students to explore and develop their ideas, provide them with sufficient language and information to enable them to complete writing assigments. In addition, in giving teaching materials, teachers must be familiar with the instructions given. Wriring instruction can and should include real life , interaction assigments. Effective writing is a life skill that is important in almost every subject in school as well in the work wold. Teaching writing is an ongoing process learning.

2.2.4 Requirements of Good Writing

Good writing in any languages involves knowledge the convention of written discourse in culture as well as the ability to choose the precise words that convey one"s meaning. To write an interesting text and good paragraph, we should know what a paragraph is. "A paragraph is a group of sentences which contain relevant information about one main or central idea"(Bram, Barli, 1995: 13).

A good paragraph normally focuses only on one idea that is expressed in the topic sentence. Topic sentence is important to express an idea. Function of the idea is to control the content of paragraph. Idea is the beginning of creative process. A paragraph basically consists of three parts; those are introduction, body, and conclusion.

In writing a good paragraph, we should concern to two things. They are:

1) Unity

The unity is synonymous with oneness. It means oneness to express the ideas in one paragraph. All sentences in a paragraph should state on the one thing in the topic sentence: all of the sentences stick together.

2) Coherence

Coherence also plays an important role in writing. It plays crucial role in making a paragraph read well. Every coherent paragraph contains smoothly-connected ideas. To achieve coherence, the researcher needs to use some transitions, such as however, although, finally, and nevertheless (Bram, Barli, 1995: 20-21). It involves at least five components. They are:

a) Content   : The substance of writing, the ideas expressed

b) Form   : The organization of the content

c) Grammar   : The employment of grammatical form and syntactic   patterns

d) Vocabulary : The choice of structure and lexical items to give a particular tone or flavor to the writing. It is also called style.

e) Mechanic   : The use of graphic conventions of the language.

2.2.5 General Concept of Genre

Genre is used to refer to particular text-types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purposes; also the level of context dealing with social purpose" (Hartono, Rudi 2005: 4) The meaning of the genres intended is that students are able to understand the concept and they would be able to identify a kind of texts that students will have to write.

Kinds of Genre

There are fifteen types of genre text, the first is recount text, the second is narrative text, news story, expemplum, anecdote text, spoof, procedure text, explanation, report text, analytical exposition, discussion, description, and review.

1) Recount is a kind of genre used to retell events for the purpose of informing or entertaining.

2) Narrative is a kind of genre used to amuse, to entertain and to deal with actual or various experiences indifferent ways.

3) News story is a factual text which informs reader's events of the day which are considered newsworthy or important.

4) Exemplum is a kind of genre used to deal with incidents that are in some respects out of the usual, point to some general values in the cultural context.

5) Anecdote is a kind of genre used to share with others an account of an unusual or amusing incident.

6) Spoof is a kind of genre used to retell an event with a humorous twist.

7) Procedure is a kind of genre used to describe how something is accomplished through a sequence of actions or steps.

8) Explanation is a kind of genre used to explain the processes involved in the formation or workings of natural or socio-cultural phenomena.

9) Report is a kind of genre used to describe the way things are, with reference to arrange or natural, manmade and social phenomena in our enviroment.

10) Analytical exposition is a kind of genre used to persuade the reader or listener to take action on some matter.

11) Discussion is a kind of genre used to present (at least) two points of view about an issue.

12) Description is a kind of genre used to describe a particular person, place or thing.

13) Review is a kind of genre used to critique an art work or event for a public audience.

14) Commentary is a kind of genre used to explain the processes involved in the information (evolution) of a social-cultural phenomenon.

15) Hortatory exposition is a kind of genre used to persuade the reader or listener that something should or should not be the case

2.3 Narrative text

Narrative is one of the most common writing types. Narrative is familiar in the human life. People used the narative to tell the events, information, stories, experience and feeling to entertain the other people. According to Pardiyono (2007:41), states narrative is story talk the past activities or events which order to problematic and to give lesson to readers. Anderson (1997:8), state that narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener. Furthermore, According to Maharani (2007:68) define that narrative text is also often call text telling. The purpose of narrative text is to entertain and attract the readers attention (Iwuk 2007: 80).

Childs (1999:40) said that narrative writing is the way to present a story that consist of events that happen one after the other and the story you tell can be true or ficional. It means that narrative is the kind of true or fictional story that has happened in the past. Djatmika and Wulandari (2013:10) define a narrative text a type of text which can amuse the reader or the listener and also has moral value inside the story. According to Otong (2007:41) said that narrative is kinds of text about story of legend and resolution to amuse and to give entertain to readers. From the statements, it can be concluded that narative is one of the texts that has function to entertain and to recount the truth or the ficional story or events that has happened followed by sequence of actions in that time. According to Bleiman and Webster (2009:50)

describes types of narrative text there are adventure, mystery,detective, fantasy, war, romance, science fiction, horror.

2.3.1 Generic structure in Narrative Text

Generic structure is a package of events in a text. According to Siahaan and Shinoda (2008:73) a naration consist of five elements, they are :

1. Orientation   : a sets the scene , what seemed to be problematic, when it happened. In orientation, the writer tell the participants, personal attitudes, time and place the story in order to give understading about the problem that will appear in the middle of the strory

2. Evaluation   : a stepping back evaluate the plight, usually to make the story more interesting (this element contains of sequence of events which talk about the activity or even in the past). In evaluation, the writer starts to tell the problem of the story

3. Complication : in complication, the writer tell a crisis arises of the story

4. Resolution   : in that section the writer will get a resolution to solve the problems that arise in these complications. It can be better or worse

5. Re-orientation : a brief summary which is aimed to give or submit a moral lessson to the reader

2.3.2 Grammar Feature of Narrative Text

The students must understand and master these grammatical featureto produce a good narrative writing. According to Sarinten (2010:53-54), there are also some grammatical features of narrative text :

1. focus on specific participants

2. use of action verbs

3. use of linking and mental verbs

4. use of noun phrase

5. use of past tenses

6. use of adverb of place

7. use of temporal conjunctions

8. use of adverb of time

2.3. 3 Example of Narrative Text

CRYING STONE

Once upon a time, in Kalimantan. There lived a mother with her daughter. The daughter was really a beautiful girl. But, she had a bad character. She was arrogant, lazy girl. She never helped her mother to do some house work. She always admired her beauty every day. The girl was also a spoiled girl, when she wanted something, his mother had to make it. The girl's mother was really pity. She had to work day and night, but the girl was doing nothing.

One day, the girl and her mother went out. They wanted to buy something in the market. The location of the market was really far from home, so they had to walk miles away. The girl was walking in front of her mother. She wore a beautiful dress. Meanwhile, her mother was walking behind the girl. The mother's dress was dirty and ugly. She brought an umbrella. No one expected that the two people who walked was a mother and her daughter. When they entered the village, the villagers saw the girl and admired her. They're so amazed with the girl's beauty. But, when they saw the woman who walked behind the girl they wondered. Who was the old woman?One of the villagers asked to the girl. "Hey, beautiful girl. Is that your mother who walks behind you?" asked one of the villagers.

The girl arrogantly said, "Of course no, she is my maid," said the girl.

They continued the journey. And then, a young man met them and asked a question.

"Hey sweety, is that your mother who walks behind you?" asked the young man.

"No… of course no, can't you see that? She's really different with me. How could you say that she is my mother? She is my slave," replied the girl.

Everytime they walked, the girl said that the woman walked behind her was her maid/her slave. She never admitted that the woman is her mother.

The mother was really disappointed with her daughter. She couldn't bear it. The girl's saying hurt her heart. The poor mother finally prayed to God.

"Oh God, I can't stand this. My daughter always humiliates me. I am so disappointed with her. Please give her punishment, God, please…" prayed the mother.

With the Power of God, suddenly the girl's body turned into a stone little by little. The changes of the body started from the leg and the other parts of the body. The girl cried and asked for a help to her mother. "Please forgive me mother…forgive my attitude…please mother…please help me," cried the girl. But, it was too late. All of the girl's body was turned

into a stone. Although all of the girl's body was turned into a stone, the people still could see that the stone was crying. The people called the stone "The Crying Stone".

2.4 Peer Editing

According to Felder and Brent (2007: 4) state Peer Editing is for the instructor to do critiquing ang grading. In which pairs of groupsdo the critiquing for each other first draft (written) or run-thoughs (oral) then revise reports and presentations taking into account the critism team's suggestions and the submitting or presenting to the instructor. This practice help students understand what instructors are looking for and always better report preparation, and also help ensure that peer criticism is just as consistent and useful can be.

2.5 Roundtable Strategy

There are some strategies in teaching writing. Teaching writing strtegy is planned that used by the teacher to teach writing to the students. The purpose of using strategy is to find an easy and interesting way of teaching writing. Meanwhile, Felder and friends (2007:10) defines that "Cooperative learning (CL) refers to students working in teams on an assignment or project under conditions in which certain criteria are satisfied, including that the team members be held individually accountable for the complete content of the assignment or project". Roundtable strategy is one of coopertaive learning strategy which leads the students to work together in a small group by talking turns in a roundtable. According to Lie (2000:62) satate that cooperative learning is the type Roundtable can be used in all subjects and for all age levels. Meanwhile, According to Heartland (2006:6) states that roundtable strategy is one paper and pencil are systematically pass around the group, each member writes an idea and then pass it into the person on their left who then writers an idea. In this activity students can determine the color to

recognize their team. The students can explore their ideas as much as possible in the group in writing students need ideas for writing.

According to Kagan (2009:6-24), state that using rountable to improve interpersonal skill like teambuilding and social skill. In using roundtable can enhanche interpersonal ideas and knowledge. Furthermore, According to Lou (2005), the roundtable strategy is useful for express opinions, write review concepts and learn vocabulary. That means that this strategy can help students to express their ideas,rite the text, and review th outline of the text again.. According to Jacobs and friends (2006: 34) said that Roundtable can be done paper per group or with one piece of paper per group member.

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

1) Students are formed in some groups, each group consists of four to six students in heterogeneous. Each student sits in accordance with the group to the position of form a small circle around the table.

2) Students discuss in its group on a theme and equalize perception. Each member group gives the idea related to the theme in turn the paper that hasbeen distributed.

3) The first student, donates the idea, continued next students, and so on until the last student. The compiling of the ideas should be made in collaboration.

4) Ideas accumulated used as group members to draw up a wreath individually, each story of students has been created be exchanged and discussed in the group to repairing or editing.

5) Each group asked to choose and determine one of the story or theme its group to be shown on the front of the class.

6) The representation of each group should read the best writing that had been made by each group as well as to determine one to three of the best writing in each large groups (class).

7) Under the guidance of teachers, writing that is best used as the large group discussions (class).

2.5.1 The Characteristic of Roundable Strategy

Roundtable strategy have an important characteristics. There are several must know the characteristic of roundtable strategy. According to Kagan (1990:21) state that are some chararacteristic of Roundtable , they are :

1. Each group consist of 4-6 persons

2. A paper and a pen or pencil for each group

3. Each member of group has to write his or her answer in the paper

2.5. 2 The Advantages of Roundtable Strategy

Many advantages if we use this strategy which will make it easier for us to do it. Roundtable strategy have some benefits to teaching writing. According to `Trys (1999) state that there are :

1. the responbility of each group the contribution idea in the group,

2. express opinion,

3. views as well as the results though,

4. the thoughsome students better than one students,

5. build and regulate emotional.

2.5.3 Disadvantages of Roundtable Strategy

Besides its advantages this strategy also has weaknessesfor them. There are some the weakness if this strategy is used. Barkley (2005:75) said that roundtable is one of the

brainstorming technique called as the natural way in developing the writer. Roundtable strategy have the disadvantages , there are :

1. The students are possible to cheat each other

2. If there is homework and they have to work closely with their team. However, there is students house is too far from the others.

2.6 Previous Study

The researches take the review of literature from other graduating paper as principles and the comparison with this research. The first one is taken from Dinawali, Eni Rosnija, Wardah (2017) with entitled " Teaching Descriptive Pragrapgh By Using Roundtable Strategy ". She disscussed to investigate either or not the use of Roundtable Strategy effective in teaching writingin Descriptive Paragraph at the tenth grade students of SMA Katolik Talino Ambawang. The similarity between Dinawali, Eni Rosnija, Wardah reserach and the reseracher research is using the same strategy , which is Roundtable Strategy. And difference between Dinawali, Eni Rosnija, Wardah with this reserach is she has research design by using quasi experimental design while the reseracher has research design by using Classroom Action Research.

The second one taken from Agustin (2017) with entitled "The Influence Of The Application Of Roundtable Strategy Ability In Writing Descriptive Text At The Eight Class Of SMP Negeri 4 Palimanan". She disscused many students do not know about familiar vocabulary, lazy to write writing. And to know there any positive significance, influence of the application on the students ability in writing descrptive text. And difference between Agustin with this reserach is she has use descriptive text while the researcher use narative text.

The third one taken from Armi Hartati (2019) with entitled "An Analysis Of Students Ability And Dificulty In Writing Narative Text At State SMA Negeri 1 Kempar Timur". She
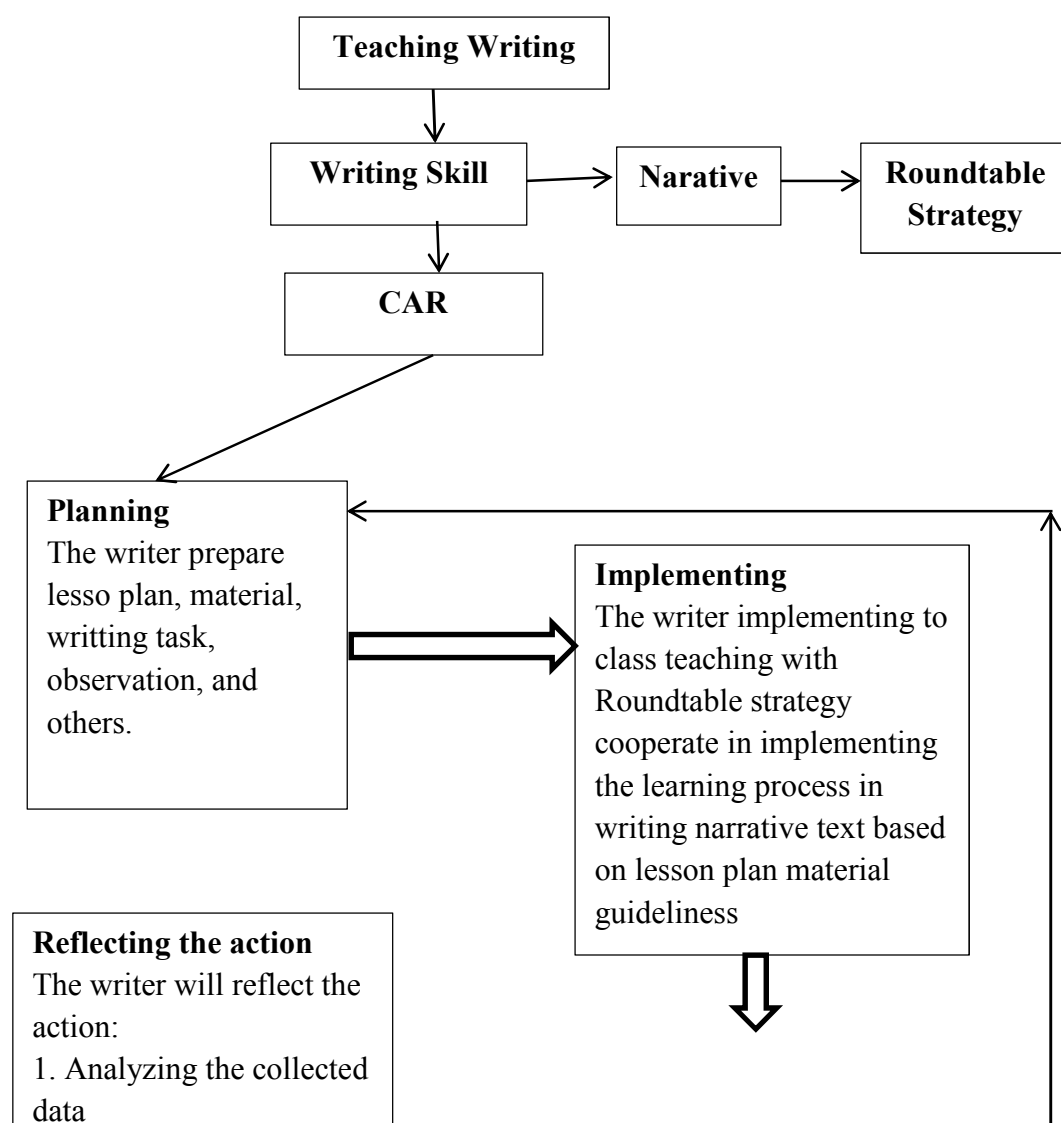
disscused the factor make it difficult to write narative text and determine the ability of the students writer Narative Text. And difference between Armi Hartati with this reserach is she has research design used the descriptive quantitative and she only focus on difficult to write narative text. While the reseracher has research design by using Classroom Action Research.
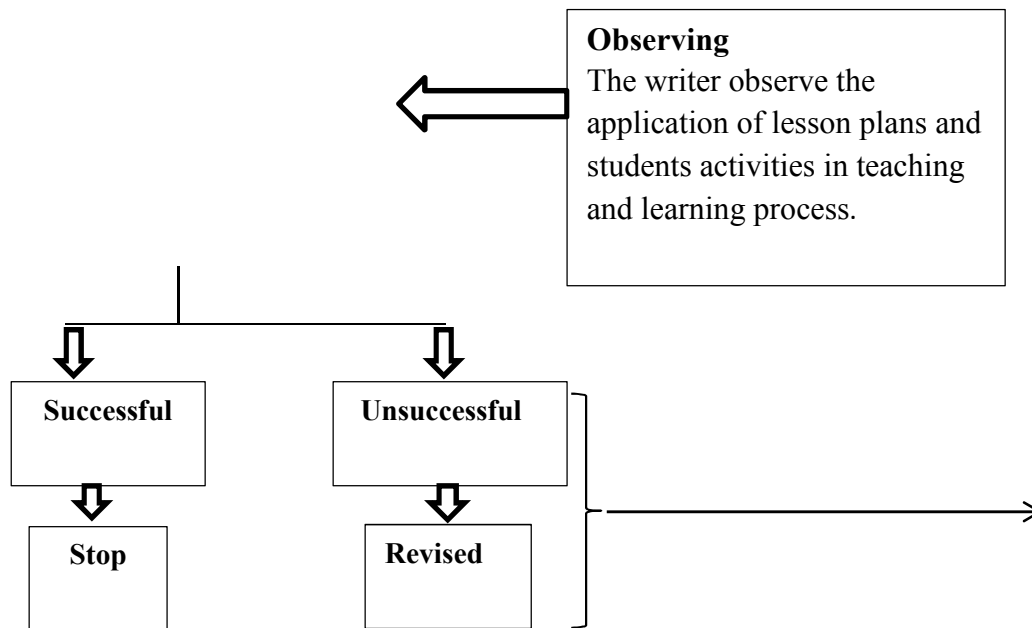
2.7 The Conceptual Framework
Writing is one of English basic skill which is important beside listening, speaking, and reading. Writing is a process of comminicating a witer's idea to the readers in written form. Furthermore, Harmer (2004:33) states that writing is frequently useful as preparation for some other activities, in particular when students write sentences as a preamble to disscusion activities. In the world of education and teaching, there are various that can be applied in learning. According to Pardiyono (2007:41), states narrative is story talk the past activities or events which order to problematic and to give lesson to readers . In this reserach, the researchers was the students got difficulties to write narrative text. They were also afraid to make mistakes about grammar, vocabulary, language use, etc. The reserach use Roundtable Strategy to enhnace writing skills. Roundtable strategy is one paper and pencil are systematically pass around the group, each member writes an idea and then pass it into the person on their left who then writers an idea. In this reserach use Classroom Action Research where the procedure of the research are the first is planning, the second is action, the third is observing, and the last is reflecting.

Planning on solving this problem, the writer conducts stages or preparations in the form of lesson plans, which in this lesson plan, writer make lesson plans according to the topics to be discussed in the learning process, and the next is to prepare material on the topics to be discussed. After the researcher prepares the learning process planning, the researcher immediately jumps into the implementation of the plan that The writer implementing to class

teaching with Roundtable strategy cooperate in implementing the learning process in writing narrative text based on lesson plan material guideliness. The next stage, the writer The writer observe the application of lesson plans and students activities in teaching and learning process. Then after observing these observations, the researcher makes a reflection in analyzing the data obtained from students and connecting the results of the student's work so that the researcher sees the action of the results whether it is success and unsuccessful. Therefore, from this stage of this research the researcher sees that if the researcher makes observations in writing the narrative text, where if the student increases in the first stage with an average value above KKM then it is declared improved or successful, and if the student's score is still below average. Then students have to do the second stage again or revised.

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        ┌─────────────────────┐
        │  Teaching Writing   │
        └─────────────────────┘
                   │
                   ▼
   ┌─────────────────┐      ┌──────────┐      ┌──────────────┐
   │  Writing Skill  │─────▶│ Narative │─────▶│  Roundtable  │
   └─────────────────┘      └──────────┘      │   Strategy   │
            │                                 └──────────────┘
            ▼
        ┌─────────┐
        │   CAR   │
        └─────────┘
```

Planning
The writer prepare lesso plan, material, writting task, observation, and others.

Implementing
The writer implementing to class teaching with Roundtable strategy cooperate in implementing the learning process in writing narrative text based on lesson plan material guideliness

Reflecting the action
The writer will reflect the action:
1. Analyzing the collected data

Observing
The writer observe the application of lesson plans and students activities in teaching and learning process.

Successful

Unsuccessful

Stop

Revised

Figure 2.1 The Framework Conceptual of Roundtable Strategy on Writing narrative
CHAPTER III
RESEARCH METHODOLOGY

3.1 Research Design

This study was conducted by using Classroom Action Reserach. According to Basrowi and Suwandi (2008: 28), CAR is action research in education sector what do in class area and have the goal to repair and or to increase the learning quality. It means that classroom action research is a kind of research has quality with do specific action so it can repair and or increase the learning practices in classroom with more professional. Furthermore, Wiriatmaja (2005: 13) in his book states, Classroom Action Research is method how a group of teacher can organize his teaching learning condition and learn from his own experience.

According to Bodgan and Biklen (1992:223) explain that action research is the systematically collection of information that is designed to bring about social change . Classroom

action research help will be help the teacher to find out what is happening in his or her classroom and to use that information to make wise desicion for the future.

3.2. Population and Sample
3.2.1 Population

The population include all elements that meet certain criteria for inclusion in a study. According to Arikunto (2006: 130) state that the population is the Writing is one of English basic skill which is important beside listening, speaking, and reading. Writing is a process of comminicating a witer's idea to the readers in written form. Furthermore, Harmer (2004:33) states that writing is frequently useful as preparation for some other activities, in particular when students write sentences as a preamble to disscusion activities. subject will be research, it means that unlimited the subject, so to make easy the reseracher must be limited before. The population in this research was the tenth grade students of SMA Negeri 6 Medan. There was six parallel classes of this grade namely X MIA 1, X MIA 2, X MIA 3, X MIA 4, X IIS 1, and X IIS. The total number of students consist of 192 students.

3.3.2 Sample

According to Arikunto (2006:132) said that with this sample the writer intends to general ate all of the result sample. Sample is a part of population, which is use as the source of the real data of the research.. The sample of this research was the students X MIA 4. The class consist of 20 students.

3.3 The Instrument of Collecting Data

In this study, the data was collected by using both quantitative and the qualitative data. The quantitaitive data is collected by using writing test that is made by teacher. The instrument for collecting data is by administering writting test. It used to know students achievement in writing. The reserach uses writing test as the instrument. The research asks the students to write

narrative text, the reseracher used some categories, they are content, organization, vocabulary, language use, and mechanism.

The qualitative data will gathered through observation sheet, diary notes, questionaire sheet, and interview, which are

1. Observation sheet will to record the situation and discover problems find during teaching learning process run.

2. Questionnaire sheet will usefull to know the students opinion in learning narrative text by using Roundtable Staretegy.

3. Diary notes contain personal evaluation about the situation of the class while teaching lerning process and the progress of the project.

4. Interview was conducted toknow the students difficuties in writing expecially in writing narrative text

3.4 The Procedure of the Research
1. Cycle I

The first cycle was conducted based on the problem that be found in orientation test. The study begin in this place by interviewing the English teacher the writer collaborative related to students writing achievement and their problems in writing a text.

According to Kemmis and McTaggard (1998) , the procedure of this reserach were describe in the following :

1. Plan

 Planning refers to the arrangement for doing something solve problems. In the plan step, the writer prepared evertything to the action that should be done in teaching learning process. Some preparations in planning phase were:

    1) Preparing lesson plan.

a. The research selected some narative text that matach with the students level.

b. Preparing writing task

c. Preparing observation an filled up by the collaborator while the teacher implementing Roundtable Strategyin the classroom.

2. Action

At this stage the researcher teaches students about narrative text. First of all, the writer explains the purpose of lesson. Then the writer explains the narrative text and provides it examples of narrative text. The writer introduce the Roundtable Strategies to students and explaining the steps and roles Roundtable Strategy. Furthermore, the writer asked students to make a group of four students and let them sit with the group. Furthermore, the writer explains the steps of the Roundtable Strategy and the role of ensuring that students understand the strategy. Finally, the writer asked students to write narrative text using Round Table Strategy.

3. Observe

The observe step is a step to observe the teaching process and learn in class. It was done concurrently with the implementation of the Roundtable Strategy action step here Collaborators help researchers to observe the teaching and learning process using observation checklist and field notes.

4. Reflect

Results of this reflection is used as a consideration for planning further actions the next cycle and to determine whether the next cycle is needed. If cycle 1 failed or failed, the writer identified the reasons that made this strategy unsuccessful. Then,researchers plan cycle 2 to fix what didn't work out in cycle 2.

2.Cycle II

After doing the cycle 1 , the reserach could decide to continue the next cycle or not. Cycle II would be conducted after reflacting what already happen in Cycle I.

3.5 The Assesment of Writing

To evaluate students mastry of writing skills, the teacher must have an appropriate writing asses writing work appropriately. This research gave the score to the writting test papers of the students. There are some aspects of writing like content, organization, vocabulary, language use and mechanics. According to Arthur Hughes (2005:104) state that are :

Aspects	Score	Criteria
Content	27-30	Very good to excellent
	22-26	Averege to good
	17-21	Fair to poor
	13-16	Very poor
Organization	18-20	Very good to excellent
	14-17	Averege to good
	10-13	Fair to poor
	7-9	Very poor
Vocabulary	18-20	Very good to excellent
	14-17	Averege to good
	10-13	Fair to poor
	7-9	Very poor
Language Use	22-25	Very good to excellent
	18-21	Averege to good
	11-17	Fair to poor
	5-10	Very poor
Mechanics	5	Very good to excellent
	4	Averege to good
	3	Fair to poor
	2	Very poor

Researcher gave score for each component of writting as follows :

1. Content   : the lowest score is 13 and the highesst score is 30

2. Organization   : the lowest score is 7 and the highesst score is 20

3. Vocabulary   : the lowest score is 7 and the highesst score is 20

4. Language Use   : the lowest score is 5 and the highesst score is 25

5. Mechanic : the lowest score is 2 and the highesst score is 5

3.6 Technique of Analyzing Data

The quantittive data was collected and analyzed by computing the scores of writingg task.

The technique of analyzing data are :

1.Calculating the test of cycle 1 & cycle 2

2.Tabulating the students score cycle I & cycle 2

3.Comparing the students score cycle I & cycle 2

4.Making the percentage of tests score cycle I & cycle 2

5.Making conclusion

To find out the class mean score in each cycle, the following formula is :

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

Where :
$\overline{X}$ = Class mean score
$\sum x$ = total score
N = the total number of students
To categorize the number of compotent students the following formula is applied :

$$P\frac{R}{T} \ x \ 100 \ \%$$

Where :
P = Persentage of students getting score 75
R = Number of students getting score 75
T = The total number of students taking the test.