Digital-Based Roundtable Cooperative Learning Model on Narrative Text Teaching Materials

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Abstract. This study aims to (1) describe the application of the roundtable cooperative model on narrative text teaching materials, (2) describe students' responses to the application of the roundtable cooperative model on narrative text teaching materials, (3) describe the increase in students' knowledge of narrative text teaching materials. The type of research used was classroom action research. Data collection techniques were observation, interviews, questionnaires, tests, and documentation. The data in this study were in the form of application, response, and increase in students' knowledge of implementing the roundtable cooperative model on narrative text teaching materials. Data were analyzed using interactive techniques, including data reduction, presentation, and concluding. The data validation technique used data and method triangulation. The study results show that (1) applying the roundtable cooperative model to narrative text teaching materials can improve students' understanding and writing skills. These improvements include structure, storyline or sequence of events, writing development, and completeness of information according to the theme; (2) students' responses to the application of the roundtable cooperative model show that 90.3% agree to use the cooperative model in narrative text teaching materials and 9.7% do not agree; (3) there is an increase in student learning outcomes. Before applying the roundtable cooperative model, the students get an average score of 56, and after applying it, they get an average score of 69. The results show that the roundtable cooperative model can be used in the learning process by using media that supports the roundtable cooperative model and teaching materials.

Keywords: Roundtable Cooperative Model · Digital Learning · Narrative Text

1 Introduction

A country's progress indicators can be seen in its education condition. The more developed the education, the better the human resources produced. However, it is not easy to realize. Many problems arise in education, like the problems that often occur in high school in learning Indonesian. Students must develop their literacy knowledge and abilities but are not interested in learning about texts. Learning to listen, read, and write is no longer popular with students because material delivery is less interesting. Millennial-era students cannot be given material in the form of text only. They tend to be interested in more challenging things, such as learning using digital media, where students can play

a direct role. Uninteresting learning will make it difficult for students to understand the material presented. This also makes students unable to listen to the teacher's explanation. Using digital media can trigger enthusiasm for learning and develop student creativity.

The rapid development of technology has become a strong foundation for developing human resources. Adequate utilization of technological equipment will be useless without adaptive, responsive, and reliable human resources. Developing human resources in using technology is through the learning process in schools. The ability of educators to use technology is the right way to prepare competent students. The technological capabilities possessed by students are aimed at maximizing the education system. Students have technological abilities, critical thinking, collaboration, literacy, problem-solving, communication skills, and good character qualities. Understanding technology can help students to obtain positive learning outcomes. Media is a tool, material, or event that can create interesting learning to receive knowledge, skills, and attitudes [1].

Utilization of digital media in the learning process can arouse students' interest to be more active while still optimizing actual teaching materials. Digital media can carry out the learning process effectively and efficiently [2]. Various media are available to help the learning process run [2]. So far, the learning process is still in the classroom, but with digital media, the learning process can be carried out outside of school. Educators can use platform learning like Evernote, which can channel students' creativity in writing works. This digital media application allows users to create written works in short stories, articles, and the like. The application is easily accessible by students via digital devices such as mobile phones and desktops at any time. With the use of digital media, it is hoped that it can improve student learning outcomes and foster student motivation in writing literary works.

Students' interest in writing literary works is still quite low. Students do not want to develop their writing skills because they do not understand the use of good language and struggle to convey ideas or main points. Educators or teachers must create innovations that can improve students' writing skills. One of them is by seeking to use interesting and diverse learning models. The application of learning models with the help of digital media carried out by teachers is not successful because teachers still use the lecture method, so they do not provide stimulus to students. Learners easily get bored because they do not apply various learning strategies or models. The application of this learning strategy is with the help of using digital media to find separate concepts in the teaching and learning process to foster the enthusiasm and creativity of students [3].

The application of various learning models strongly supports the needs of students in curriculum policies requiring system learning by full-day school [4]. This means that the emergence of various alternative media is beneficial in meeting the needs of students so that learning is more effective and efficient. As is the case in Indonesian language subjects which require students to master and understand the techniques of writing literary works. In general, the activities carried out by students in learning Indonesian are divided into two: students must understand the text types and create the type of text being studied [5]. It is challenging for someone to convey his ideas in written form. Each student must understand the structure of their thoughts on a problem so that it will be easy to put their ideas into written form. Understanding language rules also influence students' success

in expressing their ideas or thoughts in written form. An understanding of language can help students express their ideas as they wish.

The teacher's ability to choose a writing learning model that is appropriate to the text and context is a must. Planning a suitable learning model has an important role in the learning process to help students express themselves and as an effort to achieve goals in learning. The selection of continuous methods influences improving students' writing skills [6]. One of the learning models that can help students to develop their skills is the roundtable cooperative model. Roundtable cooperative model is a learning model that focuses on students, where students will work in groups by sitting in a circle to form a round table, and each group member will participate in writing down their ideas or ideas in turn. By using this learning model, students are expected to be able to play an active role in their groups. Submitting ideas or thoughts written by each student in a group will help these students learn to write literary texts. One of the materials that can be applied in the digital-based roundtable cooperative model is narrative text teaching material. Using the roundtable cooperative model in narrative text teaching materials will develop students' ability to express interesting ideas expressed in text form. In line with that, Walef [7] argues that for students' abilities to increase, a learning design is needed to support students in practicing writing skills.

Based on the description of the background above, the research problems of this article are described as follows: (1) How to implement the digital-based roundtable cooperative model on narrative text teaching materials in high schools?; (2) How do the students respond to applying the digital-based roundtable cooperative model to narrative text teaching materials in high schools?; (3) How to increase students' knowledge regarding narrative text teaching materials after applying the roundtable cooperative model? Based on the research problems, this study aims: (1) to describe the application of the digital-based roundtable cooperative model on narrative text teaching materials in high schools; (2) to describe students' responses to the application of the digital-based roundtable cooperative model on narrative text teaching materials in high schools; (3) to describe the increase in students' knowledge regarding narrative text teaching materials after applying the roundtable cooperative model.

2 Literature Review

2.1 Learning Model

The learning model is a concept that is arranged systematically to organize learning activities so that they can run according to the objectives. With this learning model, teaching and learning activities in the classroom will be carried out well to make it easier for students to understand the material presented by the teacher. In implementing the learning model in the classroom, some characteristics can distinguish the several learning models used. According to S. Nasution (cited in Tibahary & Muliana, 2018), there are three characteristics of learning models commonly used in the learning process: 1) A learning model that delivers as much material as possible from the teacher for students to master the material. This learning model is said to be successful if students master the knowledge conveyed; 2) A learning model that is essentially the same as the first where

learning focuses on the teacher; 3) A learning model that organizes the surrounding environment to be connected with students so that an active learning process occurs [8].

The success of the learning process is influenced by the teacher's ability to plan, implement, and evaluate student learning outcomes [9]. If the planning and learning process can be carried out properly, it will achieve the goals of education. The learning model can be said as a plan that can be used to design the learning process in certain situations in building the curriculum. An important function of the learning model is the improvement of effective and interactive learning processes to achieve educational goals that can build curriculum [10].

2.2   Roundtable Cooperative Model

Cooperative learning is a learning strategy that involves students working cooperatively to achieve common goals [11]. Cooperative learning is structured to increase student involvement, make it easier for students to make decisions in groups or individually, and provide opportunities for students to socialize and learn from each other from different backgrounds. Through cooperative learning, students can become a source of learning for other students. Therefore, cooperative learning is developed on the premise that the learning process will be more meaningful if students can help each other understand the teaching material.

In cooperative learning, students can learn from two main sources: the learning process in the classroom and other learning resources. According to Lie in Aljatila [12], cooperative learning provides opportunities for students to work together with other students in doing structured tasks or understanding the material presented by the teacher [12]. Using a cooperative learning model can improve students' ability to communicate subjects so that they look more focused [13]. In addition, applying the cooperative model helps students think critically, solve problems, and apply their knowledge and expertise in groups and around them [14]. Tasks that require students to solve problems and think critically will provide increased results when using the cooperative model [15]. Students' thinking skill is much higher when working in groups than individually. However, in using the cooperative model, the teacher must strive for application in more interesting and diverse learning, no longer in a traditional way, but teachers must create active and creative learning to increase students' learning motivation. Through the roundtable cooperative model, teachers can provide interesting learning.

Roundtable cooperative model is pioneered by Spence Kagan. The roundtable cooperative model is a learning strategy designed to develop students' skills [16]. Roundtable technique trains students to think alternatively by expressing ideas in their writing by adjusting the group assignments in each small group so that students are more motivated when completing tasks with this model [17]. Roundtable cooperative model is an activity of exchanging ideas in one group carried out in rotation. Each group member must provide or convey his ideas on the available worksheets. This process will make it easier for students to properly solve their problems. The advantages of the roundtable cooperative model are [18]: 1) motivating students to think innovatively and critically, 2) giving opportunities to students to explore their abilities, and 3) increasing self-confidence to convey the knowledge they have according to their abilities. According to Jianti (2017), the steps in carrying out the roundtable cooperative model system can be done in groups

by sitting around the table [19], the teacher gives a problem either in the form of an object or another, students write down ideas or thoughts related to these problems on paper [20], students take turns writing ideas by rotating the paper. Each type of learning model has its steps in its application so that the selection of a learning model will be more precisely adapted to its competence [21].

2.3 Digital Learning

In learning, the presence of digital media is so influential because it is proven to help teachers achieve their learning goals. Media is a tool that can be used by teachers in the teaching process to convey knowledge to students. According to Yaumi in Adhiana (2022), learning media are all physical forms which include physical objects such as printed materials, original objects, visuals, audio, audiovisual, and multimedia, which are designed deliberately to convey information in the learning process to create an effective learning atmosphere according to students' needs so that learning objectives can be achieved [22]. The role of technology as digital media in the world of education is important because it can be used as an interaction tool to convey information related to the learning process [23]. Digital learning can improve the quality of educational strategies using technology [24]. According to Hariadi in Zakaria (2022), digital learning allows students to enhance their experience actively. The learning outcomes of high school students using digital media have proven to be effective and positive [25]. It is useful for students and helps teachers carry out self-development to increase their insight into learning activities with students. Valkenburg in Agnesia (2021) states that the development of digital media has changed humans' socializing or communication [26].

2.4 Narrative Text

The narrative text is a text that entertains the reader or listener. The story can be in fairy tales and fables or other true stories that are entertaining and included in narrative texts. Narrative text can also be interpreted as a story that makes readers experience the events the author conveys in his/her writing. Another characteristic of narrative text is the description of the character's actions that occur in a series of times. The narrative text's main elements are actions under the time sequence [27]. To produce a good narrative text, some components must be present in the narrative text. These components include components of content, grammar, spelling, and diction. The basic competence achieved by students in writing narrative texts is presenting events, sequences of events, and information conveyed in texts [28].

In addition to basic competencies, writing narrative texts also pays attention to language rules. Kinds of linguistic rules include the formation of words, sentences, and the preparation of paragraphs. Thus, linguistic aspects in written works are deliberately used to express ideas [29]. Narrative text is usually arranged according to the structure of the text. According to Hasan (2022), the structure of the narrative text consists of [30]:

a. Orientation or the author or writer describes the setting and introduces the characters in the story.

b. Complications or problems arise when the main character encounters obstacles.

c. Resolution or solving the problems that the characters faced.

3 Method

This research was classroom action research. Classroom action research is carried out in stages according to field conditions to increase the learning process and student learning outcomes. This research was conducted at SMA Muhammadiyah 1 Surakarta grade eleven. The research object was grade eleven students of SMA Muhammadiyah 1 Surakarta. The grade eleven students used the roundtable cooperative model on Indonesian narrative text teaching materials. The data in this study were in the form of application, response, and increased students' knowledge of narrative text teaching materials after applying the roundtable cooperative model. Classroom action research was carried out as a cycle that included pre-action, action, and post-action stages. Data collection techniques were observation, interviews, questionnaires, tests, and documentation. Procedures for conducting research included planning, action, observation, and reflection. In the planning stage, the researcher made observations regarding the learning process in the classroom and conducted interviews with teachers regarding the use of media and learning models used. Then the researcher conducted an initial test to determine students' understanding and knowledge of narrative text teaching materials through writing narrative texts. After carrying out the test, the researcher analyzed the results of students' narrative writings.

The data analysis technique used was interactive analysis, including data reduction, data presentation, and drawing conclusions. Data reduction was made by sorting out the most important and relevant data. Data presentation was done by describing or narrating the results of data, figures, and tables, while concluding was done by describing the impact of implementation and its effectiveness. The data validation technique used data and method triangulation. The researcher used several data sources to collect the same data in data triangulation. The data obtained was examined thoroughly with other data sources. In method triangulation, the researcher compared data obtained using specific data collection methods/techniques with similar data obtained using other data collection methods/techniques.

4 Results and Discussion

4.1 Initial Skills of Students on Narrative Text Teaching Materials

The initial research results, from both interview and observation data, show that students' knowledge and skills regarding narrative text teaching materials are still low. From the results of the interviews, it is known that the teacher's narrative text learning activities still use the traditional way, where the teacher explains theories related to narrative texts. The teacher uses conventional and monotonous learning models such as lectures, resulting in less active students. Lecture and question-and-answer learning models will only make students forget the material presented [31]. The teacher's difficulty using technology is an obstacle to making learning more enjoyable. If the teacher has digital

skills, he can help create interesting learning content related to the intended material [32]. In connection with the characteristics of learning the Indonesian language, teachers must apply learning models that can provide direct learning experiences to participants [33].

A suitable learning model is an excellent effort to train students' thinking skills. Using a suitable learning model will make students not bored, and learning will be fun to achieve learning objectives. The cooperative model can increase students' understanding and learning outcomes in Indonesian subjects [34]. To find out students' understanding of the material, the researcher made observations through the pre-action stage. At this stage, the researcher knew students' understanding of narrative text teaching material through filling out questionnaires and writing narratives. From the writing results, the researcher then assessed per the assessment rubric. The following are the assessment results of writing narrative texts in the pre-action cycle of grade eleven SMA 1 Muhammadiyah Surakarta.

Table 1 shows that from 31 students in grade eleven-1 SMA Muhammadiyah 1 Surakarta, only seven got good scores, while 24 other students got poor scores in narrative writing skills. The results of the pre-action show that students' narrative writing skills are still quite low. Then, from the results of filling out the questionnaire, some students have an opinion about learning to write in class. The questionnaire results show that students can accept the teacher's way of teaching, understand and comprehend the material presented, and are helped by the teacher's delivery. However, some students still state that they do not understand and comprehend the structure and elements of narrative text. Students' narrative writing skills need to be improved because it is easier for students to express ideas, knowledge, and ideas in writing [35].

Table 1. Students' Scores in Narrative Writings Before Applying the Roundtable Cooperative Model

4.2   Application of the Roundtable Cooperative Model

Application of the roundtable cooperative model begins with introducing the learning model to students in the classroom. The application of the roundtable cooperative learning model is intended to provide opportunities for students to contribute and provide views or thoughts, and ideas in a small group. In addition, applying the roundtable cooperative model can train students' critical and creative thinking skills. The application of the roundtable cooperative model can be made with digital media. One of the digital media that can be used is the Evernote application. This media may not be widely known because not all students like to write. This medium is appropriate for implementing roundtable cooperative model because the activities carried out in this learning model focus on writing activities. In addition to using the Evernote application, the roundtable cooperative model also uses Instagram social media. Instagram social media is used to publish student writing results after a groupmate gives comments on the writing.

After introducing the roundtable cooperative model, the researcher gives an example of applying the model according to the correct steps. The researcher gives an example directly with four students, and then they form small groups. After forming small groups by sitting in a circle around a table, the researcher gives an object as a picture of the story they will write. From the picture, each student conveys their ideas. The first student conveys an idea and then continues with the next student until the last student. After all the students in one group convey their ideas, everyone writes a story as a narrative text. The narrative text written is exchanged with a groupmate to be corrected regarding the structure and elements of the text. Providing examples of the application of the roundtable cooperative model will provide an understanding of the steps in its implementation later. Small group activities will allow students to develop problem-solving skills rationally and be active in the learning process [36].

After students understand the steps of the roundtable cooperative model, then 31 students of grade 11–1 SMA Muhammadiyah Surakarta apply the roundtable cooperative model to narrative text teaching materials. In its application, students will take turns from the first student to the last student in a small group to convey their ideas on a predetermined topic. The object that students will use to create narrative text is in the form of an illustration. Students use the illustration to determine the theme or content in writing narratives. All students can play an active role in determining the story's contents according to the illustration. Then, in writing the narrative text, students will develop it individually. The development of ideas to become a narrative of everyone must be different according to their creativity and abilities. However, students will be more creative and active using the roundtable cooperative model because the learning process is fun. The evaluation of the results of writing narratives is assessed directly by the researcher according to the assessment rubric to determine the students' skills before and after applying the roundtable cooperative model. The development of ideas or thoughts in each group written in the narrative text will be explained.

Development of Ideas in Narrative Writing S1
Students (S1) create narrative texts developed from ideas written alternately in groups titled *Menyerah* (Surrender). The results of the writing illustrate that Adin can develop narrative writing. However, several aspects of narrative writing do not yet exist, such as

the completeness of information and plot structure. The choice of words and the formation of sentences is still not quite right, causing the writing to be less understandable. The formation of the sentence appears in the sentence *Di suatu hari ada dua pemuda yang sedang menggali di dalam tanah (one day there were two young men digging in the ground).* Spelling errors and wrong word choices are also found in S1's writing. However, the entire narrative writing shows that students (S1) understand the structure and elements of narrative text. It can be seen from the storyline and story development that it is interesting for readers.

Development of Ideas in Narrative Writing S2
In S2's narrative writing, it is enough to convey events chronologically. The relationships between sentences are less neatly arranged but still easy to understand. The development of narrative writing is still lacking, causing the events in writing to seem flat. Students are less skilled in choosing words, and errors still occur in spelling. The structure has no introduction, body, or closing sections.

Development of Ideas in Narrative Writing S3
The ideas in narrative writing written by S3 entitled *Boleh Lelah tapi Jangan Menyerah (Tired but Do not Give up)* are developed creatively according to the theme and title. The completeness of information in writing is complete and easy to understand. It has elements of action, characterization, and point of view. The sequence of events is arranged chronologically and is very interesting. The structure has an opening, body, and closing section. Narrative writing has orientation, resolution, complication, and coda sections. The choice of words, writing sentences, and spelling are correct, but there are still some errors.

Development of Ideas in Narrative Writing S4
The narrative writing by S4 entitled Pantang Menyerah (Never Give up) is developed quite creatively, but the writing does not align with the idea and title. The information provided is incomplete because there is no point of view, so the text is less understandable. The sequence of events in the text is written chronologically but is still uninteresting. The structure of the text has an introduction and body sections. In writing narrative text, the closing or coda is not something that must exist, but in S4's narrative writing, the events that are told do not contain elements of resolution, which is confusing. Word choice, sentence writing, and spelling writing still have some mistakes, but they do not obscure the story's contents.

Development of Ideas in Narrative Writing S5
The narrative writing produced by S5 does not have a title, but from the writing results, it follows the ideas that have been made in groups. The writing is developed creatively according to the theme so that the reader easily understands the story's meaning. The information conveyed is complete and has elements of characterization, action, setting of time and place, and point of view. The events are arranged chronologically, but the text is less attractive. The structure has orientation, complication, and resolution sections. The choice of words is correct, but there are still errors. The writing of sentences still

has errors but does not obscure the story's contents. The spelling in the text also still has some mistakes, such as writing capital letters and using semicolons.

Development of Ideas in Narrative Writing S6
The narrative text written by S6 is entitled *Jangan Putus Asa (Never Loose Hope).* The narrative writing is developed very creatively according to the idea and title. The information is complete and has elements of action, characterization, plot, setting, and point of view, making the text easy to understand. The events arranged in the text are chronological and very interesting. The structure has orientation, complication, resolution, and coda sections. The choice of words in the text is correct, but there are some errors in the writing of sentences and spelling. These mistakes do not obscure the story's meaning, and the writing can be read correctly.

Development of Ideas in Narrative Writing S7
The narrative writing by S7 entitled Usaha Tak Menghianati Hasil (Effort Doesn't Betray Result) is developed creatively according to the idea. The information written is complete and has elements of action, characterization, setting, and point of view. The narrative text with a chronological plot is easy to understand and enjoyable. The structure has orientation, complication, resolution, and coda sections. The choice of words has some errors but does not obscure the sentence's meaning. Sentence writing and spelling have some errors but can be read correctly.

Development of Ideas in Narrative Writing S8
The narrative text written by S8 is entitled *Berusaha (Trying).* The narrative writing is developed quite according to the idea and title of the text. The events that occur do not describe the contents of the text. The information provided is complete and has elements of action, characterization, setting, and points of view that are easy to understand. The sequence of events is arranged chronologically and is quite interesting. The structure has only orientation and complication sections. Word choice, sentence writing, and spelling have some errors but do not obscure meaning. Commas and periods occur frequently.

Development of Ideas in Narrative Writing S9
The narrative writing developed by S9 is titled *Kebodohan (Foolishness).* The writing is developed according to the title, but the content does not have a clear structure. The information provided is quite complete, but the text is less understandable. The sequence of events is arranged in a coherent but uninteresting manner. The structure only has an orientation section. Many mistakes in the choice of words, sentence writing, and spelling still affect the story's meaning.

Development of Ideas in Narrative Writing S10
The narrative text written by S10 is entitled *Bermuka Dua (Two-faced).* The text is developed creatively according to the group's themes and ideas. The information conveyed is complete, with characterization, action, point of view, and background elements. The narrative text is relatively easy to understand, its content and flow. The events are arranged chronologically, interestingly with the various events and their resolution. The

structure has orientation, complication, and resolution sections. There are several mistakes in the choice of words, sentence writing, and spelling, but they do not affect the story's meaning. Errors do not affect meaning or readability.

Development of Ideas in Narrative Writing S11

The title used in S11's narrative writing is *Penolong (Helper).* The narrative writing is developed quite creatively according to the title. The information is incomplete, so it is not easy to understand the storyline and content of the text. The main ideas in the text are less interestingly developed. The sequence of events is arranged less chronologically so that the main ideas are not conveyed to the reader. The structure has orientation and complication sections with inappropriate word choices. Word choice errors do not obscure the meaning of the sentence. Spelling has some errors in using a point or a comma.

Development of Ideas in Narrative Writing S12

The narrative text written by S12 is titled *Jangan Putus Asa (Do not Lose Hope).* The student develops the writing according to ideas and titles. The development of ideas in the form of narrative text has elements of action, characterization, plot, setting, and point of view, making it easier for the reader to understand the storyline conveyed. The structure has orientation, complication, resolution, and coda sections. The arrangement of sentences in the text still has errors but does not change the meaning of the sentences.

Development of Ideas in Narrative Writing S13

The title used by S13 is *Jatuh (Falling).* The text is developed quite creatively according to the theme and title of the text. The information provided regarding the story's main ideas is complete, with elements of characterization, actions, setting, and point of view, so it is relatively easy to follow the storyline. Events are arranged chronologically and are pretty interesting. The structure of the text has orientation, complication, and resolution sections. The sentence relationship is sufficient to explain the sequence of events. Word choice, sentence writing, and spelling still have some mistakes, but they do not obscure the meaning and can be easily understood.

Development of Ideas in Narrative Writing S14

The ideas made before being developed into a narrative entitled *Berusaha (Trying).* The narrative text is developed quite creatively according to the ideas and titles. The information in the text is given quite completely with elements of action, setting, characterization, and point of view that can help to understand the storyline. Events are arranged chronologically and are very interesting. The developed narrative text has orientation, complication, and resolution sections. Word choice, sentence writing, and spelling are pretty understandable. Some errors are only found in spelling. The relationship between sentences is enough to explain the plot and the main idea of the narrative text.

Development of Ideas in Narrative Writing S15

The narrative writing developed by S15 is titled *Tolong (Please).* The writing is developed according to the title, but the content does not have a clear structure. The information provided is complete, but there are no elements of action and point of view, so the

reader cannot understand the text. The sequence of events is arranged chronologically but uninterestingly. The structure only has an orientation section. Word choice, sentence writing, and spelling still have many mistakes that affect the sentence's meaning. The error affects the relationship between sentences that do not explain the sequence of events in the text.

Development of Ideas in Narrative Writing S16
The title given to S16's writing is *Menyerah (Give up)*. The narrative text is developed very creatively according to the formulation of ideas and titles. The complete information provided has elements of action, characterization, setting, and points of view that are easy to understand. The sequence of events is arranged chronologically and is quite interesting. The text has an orientation, complication, and resolution structure. The choice of words is suitable for the developed text, but there are some errors. There are no errors in the writing of sentences and spelling, so it is enough to explain the sequence of events through the relationships between sentences.

Development of Ideas in Narrative Writing S17
The narrative text written by S17 is entitled *Kesempatan (Opportunity)*. The narrative text is developed creatively according to the formulation of ideas and titles. The student conveys complete information about the action, characterization, setting, and point of view. The sequence of events is written chronologically and is quite interesting, but each event's development is still lacking. The writing has orientation and complication sections. The choice of words is correct, and there are some errors. Sentences and spelling are correct throughout the text, but some inaccuracies confuse the sequence of events in the story.

Development of Ideas in Narrative Writing S18
The title used in S18's narrative writing is *Tolong-menolong (Help)*. The development of the narrative text by students is quite creative. However, the development of characters, setting, events, and plot is not clear and confusing for the reader to understand the contents of the text. Spelling and sentence arrangement have several errors. The student does not focus on the main ideas to develop ideas into the narrative text.

Development of Ideas in Narrative Writing S19
The narrative text by S19 does not have a written title in the results of his writing. Narrative writing is developed quite according to the formulation of ideas. The information provided is complete, and elements of action, characterization, setting, and points of view are easy to understand. The sequence of events is arranged chronologically and is quite interesting. The structure has only orientation and complication sections. Word choice, sentence writing, and spelling have some errors but do not obscure meaning. Commas and periods occur frequently.

Development of Ideas in Narrative Writing S20
The title of the narrative text created by S20 is *Celah Kecil Kepompong (A Small Gap of Pupa)*. The narrative text is developed very creatively according to the idea and title. The information conveyed is complete with actions, characterizations, backgrounds,

and points of view. The structures in the narrative text are orientation, complication, resolution, and coda. The choice of words follows the information conveyed and its use. There are some mistakes in writing and spelling, but it does not change the meaning of the sentence. The relationship between sentences is enough to explain the sequence of events in the text.

Development of Ideas in Narrative Writing S21

The narrative text developed by S21 does not have a title. The text developed is less creative and not under the formulation of ideas discussed with the group. The information provided is an element of action only, affecting the reader's understanding because of this lack of information. The structure has orientation and complication sections. The choice of words is appropriate according to the content of the text, but the writing of sentence spelling has several errors. The development of the idea to become a narrative text is still less attractive.

Development of Ideas in Narrative Writing S22

The text written by S22 is *Tukang Kue (A Baker).* The text is developed very creatively according to the formulation of ideas and titles. The information given in the text has elements of action, character, and setting. The writing is easy enough to understand, and the sequence of events is interesting. The sequence of events is written chronologically, marked by the relationship between sentences. The text structure has orientation, complication, and resolution sections. Word choice, sentence choice, and spelling are quite precise and clear, but there are some errors. These errors do not change the sentence's meaning and main idea in each paragraph.

Development of Ideas in Narrative Writing S23

The title of the narrative text that S23 wrote is *Berusahalah (Make an Effort).* The writing is developed creatively according to the idea and title. The meaning of each sentence is easy to understand so that the reader can accept it. The information provided is complete with action elements, time setting, and characters. Events are arranged chronologically and are quite interesting. The structure has orientation, complication, resolution, and coda sections. Word choice, sentence writing, and spelling have some mistakes. However, the errors do not change the meaning.

Development of Ideas in Narrative Writing S24

The narrative text written by S24 is entitled *Hasil dari Sebuah Usaha (The Result of an Effort).* The text is developed very creatively according to the idea and title. The information given in the text is complete. There are characterization, setting, action, and point of view elements. Events are arranged chronologically and are quite interesting. The text structure has orientation, complication, resolution, and coda sections. Word choice, sentence writing, and spelling are appropriate according to their function, but there are still some errors. The error does not change the sentence's meaning or the sequence of events.

Development of Ideas in Narrative Writing S25

The narrative writing produced by S25 does not have a title, but from the writing results,

it is under the ideas in the group. The writing is developed quite creatively according to the theme so that the meaning of the story can be conveyed. The information provided is complete with characterization, action, and background elements. Events are arranged chronologically, but the text is less interesting. The structure has orientation, complication, and resolution sections. The choice of words is correct, but there are still errors. The writing of sentences still has errors but does not change the meaning or main story. Spelling in the text also has some errors, such as writing capital letters and semicolons.

Development of Ideas in Narrative Writing S26

The title of the narrative text written by S26 is *Sani Munafik (Hypocrite)*. The text is written very creatively according to the idea and title. The information in the text is quite complete, with elements of action, characterization, and setting. Events are arranged chronologically and are quite interesting. The structure has orientation, complication, and resolution sections. Word choice, sentence writing, and spelling are quite correct, but there are still some errors. However, the errors do not change the meaning of the sentences in the story.

Development of Ideas in Narrative Writing S27

The title of the narrative text written by S27 is *Seorang Pemenang (A Winner)*. The writing is developed creatively according to the formulation of ideas in the group. The meaning or main idea in the text is quite easy to understand. The information provided comprises elements of action, characters, and background. Events are arranged sequentially and creatively. The text structure consists of orientation, complication, and resolution sections. Word choice, sentence writing, and spelling have several errors.

Development of Ideas in Narrative Writing S28

The title of the narrative text that S28 wrote is *Kesuksesan (Success)*. The writing is developed creatively according to the idea and title. The meaning of each sentence is easy to understand from the delivery of information in the text. The information provided is quite complete, with elements of action, setting of time, place, and character. Events are arranged chronologically and are quite interesting. The structure has orientation, complication, and resolution sections. Word choice, sentence writing, and spelling have several mistakes. The meaning of the story is quite easy to understand.

Development of Ideas in Narrative Writing S29

The title of the narrative text written by S28 is *Formalitas dalam Pertemanan (Formality in Friendship)*. The writing is developed creatively according to the title. The information given in the text has elements of action and characterization. The story's meaning and sequence of events are easy to understand in the text because they are presented quite interestingly. The text structure has orientation and complication sections. Word choice, sentence writing, and spelling have some mistakes but do not change the meaning.

Development of Ideas in Narrative Writing S30

The text written by S30 is based on the formulation of the Pantang Menyerah (Do not Give Up) idea. The text is written creatively based on ideas and the title. The information presented in the text has elements of characterization, action, and setting. The meaning

of the story is easy to understand, with a chronological and interesting sequence of events. The structure of the text has orientation, complication, and resolution sections. The choice of words is correct, but there are some mistakes in writing sentences and spelling.

Development of Ideas in Narrative Writing S31

The text written by S31 is *Jangan Menyerah (Do not Give up)*. The text is written creatively according to the theme. The information presented is quite complete, with elements of characterizations and actions. The sequence of stories is arranged in a coherent and quite interesting way. The text consists of orientation and complication sections with the right choice of words. However, there are some mistakes in writing sentences and spelling.

Based on the data of the application of the roundtable cooperative model for the students at SMA Muhammadiyah 1 Surakarta grade 11–1, the development of ideas in narrative texts can be written according to the structure of the text, the sequence of events, the storyline, and the completeness of the information per the previous draft ideas written in groups. The most dominant ability of students in developing narrative writing is the structure and completeness of the information. Completeness of information and variations of students' writing will help students train their mindset. The more varied the writing, the more patterns of development of the text will be [37]. Writing narrative texts allows students to express their feelings, thoughts, and imaginations in written form. In addition, the teaching materials developed must provide opportunities for students to play an active role by applying the learning model [38]. Fun learning will have a positive impact on students. One of them is by applying learning models or strategies that are appropriate to the teaching materials and characteristics of students [39].

4.3 Student Responses to the Application of the Roundtable Cooperative Model in Narrative Text Teaching Materials

Based on the results of applying the roundtable cooperative model to narrative text teaching materials, students' responses to the application of the model were obtained. There were, 90% of students stated that the application of the roundtable cooperative model appropriate for use in writing, especially in narrative text teaching materials, and 10% stated that the application of the roundtable cooperative model not suitable for learning narrative texts.

Figure 1 shows that 28 (90%) students agree to use the roundtable cooperative model on narrative text teaching materials, and 3 (10%) students do not agree to use the roundtable cooperative model. The reasons students agree to use the roundtable cooperative model in narrative text teaching materials are a) having the opportunity to convey ideas, b) being able to share ideas with other friends, c) helping to solve problems, d) being able to train critical and creative thinking skills, e) making it easier to write narrative texts by predetermined themes, and f) being motivated to write narratives. The reasons students do not agree to the use of the roundtable cooperative model are a) difficulties in writing narrative texts because the theme of the story is determined beforehand, b) not providing an opportunity to express ideas or thoughts, c) being not motivated to write narrative texts because they are not asked to write. According to
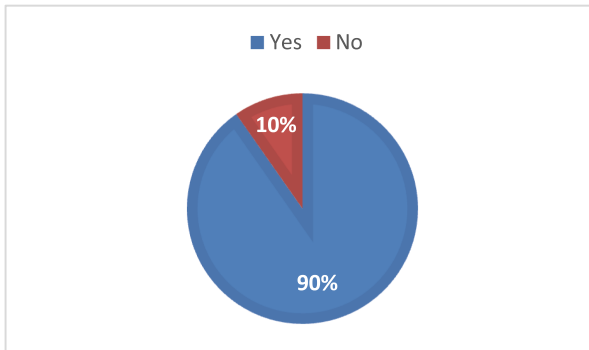
Fig. 1. Diagram of Students' Responses to the Application of the Roundtable Cooperative Model

Mardiyah in Rizki (2022), cooperative learning benefits students because it can help them find and understand challenging concepts [40]. In line with this opinion, Asmawati [41] states that using the roundtable learning model can increase students' creativity in learning to write texts.

From the explanation above, it can be concluded that students accept and agree to use the roundtable cooperative model on narrative text teaching materials. Using the roundtable cooperative model, the learning process is more interactive, motivating students to write narrative texts. In addition, each group member can solve existing problems, and students can interact well with other friends.

4.4   Increase of Students' Narrative Writing Skills by Using the Roundtable Cooperative Model

Applying the roundtable cooperative model with digital media makes the maximum contribution to the learning process of writing narrative texts for grade eleven-1 SMA Muhammadiyah 1 Surakarta. This is evidenced by an increase from before to after the implementation of the roundtable cooperative model. With digital media, the maximum results are obtained because students feel more flexible in expressing their ideas. Students' activeness in the learning process and discussions increases with the application of this learning model. The following are the scores of students of 11–1 SMA Muhammadiyah 1 Surakarta which show an increase in writing narrative texts.

Figure 2 shows an increase in the average score after and before using the roundtable cooperative model based on digital media on students 11–1 SMA Muhammadiyah 1 Surakarta. The average score before the action was 56, and after using the roundtable cooperative model, the average score of student learning outcomes increased to 69. Using this model has the maximum impact on the interaction process of students so that a multi-directional interaction process can occur. The role of peers is important in motivating the learning process because fun learning will make it easier to understand the material received. The ability of students to develop stories according to predetermined themes is seen in the results of writing narratives. The use of learning models influences the improvement in students' writing because it can challenge students to provide their best writing based on input from the group [42]. In addition, students' understanding of
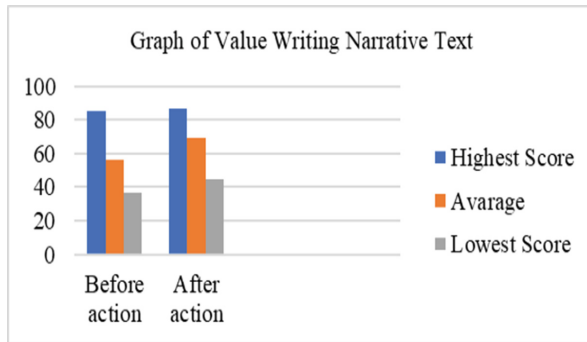
Fig. 2. Students' Scores in Narrative Writing Skills

the structure, elements, and sequence of events greatly influences the results of writing narratives. An increase in learning outcomes can be seen from the average score of writing skills and the presentation of the completeness results in each cycle [43]. The importance of learning outcomes is a benchmark to determine students' skills and to improve learning strategies [44]. Students' writing skills must continue to be trained from various elements, both external elements and elements of their language. One of the writing skills that a student must possess is the ability to write narrative texts to express creative ideas in written form [45].

5   Conclusion

This study concludes that the application of the roundtable cooperative model begins with introducing the model to students, giving examples of the steps in the roundtable cooperative model, and implementing the roundtable cooperative model on narrative texts. Applying the roundtable cooperative model shows students' understanding and ability of narrative text teaching materials. The responses of students show that some students agree and do not agree with using the roundtable cooperative model on narrative text teaching materials. Students agree with using this learning model in narrative text teaching materials because it allows students to convey ideas and train them to think critically and creatively. The increase in learning outcomes indicates students' understanding of teaching materials through applying the roundtable cooperative model before and after applying the roundtable cooperative model on narrative text teaching materials. Before applying the learning model, the average score was 56; after the application, the average score was 69. By applying the roundtable cooperative model, students are motivated to think more creatively, especially in writing narrative texts, and can increase their activeness and contribution to group discussions.

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