

## THE EFFECT OF ROUNDTABLE TECHNIQUE ON THE SEVENTH GRADE STUDENTS' TENSE ACHIEVEMENT AT SMPN 1 JELBUK IN THE 2013/2014 ACADEMIC YEAR

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### Abstract

*This article presents research findings on the effect of using Roundtable technique on the seventh grade students' tense achievement at SMP Negeri 1 Jelbuk in the 2013/2014 academic year. This research was conducted to investigate the effect of using roundtable technique on the Seventh Grade Students' Tense Achievement at SMPN 1 Jelbuk in the 2013/2014 Academic Year. The population of this research was all of the seventh year students of SMP Negeri 1 Jelbuk in the 2013/2014 academic year. The research respondents were determined by students' English scores in the previous semester final examination. The number of the respondents was 64 students, consisting of 32 students of grade VII-C as the control class and 32 students of VII-D as the experimental class. The primary data of this research were obtained from the students' scores of tense test and were analyzed by using T-Test formula. Based on the result, it was known that the value of t-test was 2.01 and it was higher than that of t-table (1.67). It showed that there was a significant difference on the students' tense achievement from the two classes. This means that the null hypothesis ( $H_0$ ) of this research was rejected, while the alternative hypothesis ( $H_a$ ): "There is a significant effect of using Roundtable technique on the seventh grade students' tense achievement at SMP Negeri 1 Jelbuk" was accepted.*

**Keywords:** roundtable, tense, test, tense achievement,

### INTRODUCTION

There are some differences between English structure and Indonesian structure. One of them is that English structure has a particular verb (form) used for a certain time signal according to the time at which the action takes place in the statement, which is not found in Indonesian structure. It causes the students to have difficulties to memorize the rule of the English tense and the form of the verbs. As the result, the students often make mistakes and get confused to produce English sentences.

However, as a part of English grammar, tenses are very important to be learned by the students. As stated in The School-Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan/KTSP*) for Junior High Schools, the mastery of structure is needed to help the students improve the four language skills, such as listening, speaking, reading, and writing. Rusli, et al (1988:1-2) states that the achievement of tense will be useful in reading sentences or written text in English. By mastering tense, the students can produce English sentences grammatically both in spoken and written forms.

Considering the students' difficulties in learning tense and the importance of tense above, the teacher needs an interesting and challenging teaching technique that can be used to encourage students to learn English tense. Tarigan (1987:9) states that a teacher must be able to select, combine, and practice various ways of presenting teaching materials. It means that the teacher must vary teaching

materials and select the most appropriate way in presenting teaching materials, including tense materials, so the students will be interested and actively participate in the teaching learning process.

One of the techniques of cooperative learning that could be used is roundtable technique. The researcher proposed this technique because of several reasons. First, roundtable technique is applicable for teaching grammar, especially tense. Second, roundtable technique can be used for brainstorming, reviewing, and practicing skills.

Adapted from Millis (2006:12), the researcher proposed a procedure of using roundtable technique in teaching tense, and modified it as follows:

#### 1. Formatting Team or Group

In this research, each group was formulated of four students that consisted of a high achiever, two middle achievers, and a low achiever.

#### 2. Posing "Multiple Answers" Question

The teacher asked a question which had multiple answers.

#### 3. Responding "Multiple Answers" Question

The teacher asked each student to write an answer on a single sheet of paper and then passed the paper and pencil clockwise to the next person. Every student had a turn at answering the question and had the same amount of time for answering the "multiple answers" question.

#### 4. Discussing the Answer of the "Multiple

#### *Answers" Question*

In this stage, the teacher asked each group to share and discussed the answers to the entire class. The students knew all the correct answers for the "multiple answers" question by discussing.

The objective of the research was to know whether or not there is a significant effect of roundtable technique on the Seventh Grade Students' Tense Achievement at SMPN 1 Jelbuk in the 2013/2014 Academic Year.

### **RELATED RESEARCH FINDINGS**

Roundtable technique is one of cooperative learning's techniques that was applied in this research. According to Kagan (1989:14), roundtable technique is a technique where each student in turn writes the answer as a paper and a pen are passed around the group. Millis (2005:6) also states that roundtable technique is a technique which is useful for brainstorming, reviewing, or practicing skills that use a single sheet of paper and a pen for each team. Based on the definitions above, it can be concluded that roundtable technique is a technique which can be used for brainstorming, reviewing, or practicing skills where each student in turn writes the answer as a single sheet of paper and a pen are passed around the group. Roundtable technique encourages the students to work together in a group to achieve the goal.

Using roundtable technique in teaching learning process gives some advantages. Millis (2005:6) states that in roundtable, the multiple answers encourage creativity and deeper thinking. It is because when the students know that the question has many correct answers and they know that the job of their group is to get as many correct answers as possible, each member of the groups will try to think of as many correct answers as possible to be contributed to his or her own group. Roundtable technique can also build positive interdependence among team members. In addition, roundtable technique can build team cohesion and reinforces the power of teamwork because students see in action the value of multiple viewpoints and ideas. So, it is clear that roundtable technique have many advantages since they give contribution to the students in the teaching learning process.

The study on the effect of roundtable technique was supported by some previous researchers who proved that roundtable technique was able to improve the students' tense achievement. The previous researches were done by Riniati (2006) and Istiqomah (2010). Riniati (2006) reported that roundtable technique had a significant effect on the second year students' writing skill of SMAN 1 Arjasa, Jember in 2005/2006 academic year. The study showed that the students who applied roundtable technique got better scores than those who did not. Meanwhile, Istiqomah (2010) through classroom action research at SMPN 2 Balung, Jember showed that roundtable technique could improve students' tense achievement and could make the students actively participate in the teaching learning process. From these findings, it can be concluded that roundtable technique could give a significant effect on the students' tense achievement.

From the explanation above, the alternative hypothesis can be formulated that there is a significant effect of roundtable technique on the seventh grade students' tense achievement at SMPN 1 Jelbuk in the 2013/2014 academic year

### **RESEARCH DESIGN**

SMP Negeri 1 Jelbuk was purposely chosen as the research area due to the permission that the researcher got, and mainly, because there was no research done in applying roundtable technique in teaching tenses at this school.

The population of this research was all the seventh grade students of SMPN 1 Jelbuk in the 2013/2014 academic year that consists of six classes consisting of 32 students in each class. The researcher then used the students' English score in the previous semester to know the homogeneity of the population. The result of ANOVA showed that the population was homogeneous. Thus, the researcher chose two classes randomly by using lottery.

The research design used in this research was pre experimental research with Nonequivalent-Groups Posttest-Only Design. This design was chosen because the researcher wanted to know whether there was a significant effect of using roundtable technique on the seventh grade students' tense achievement at SMPN 1 Jelbuk in the 2013/2014 academic year.

In this research, the experimental group was given a treatment, that was, teaching tenses by using roundtable technique, while the control group was taught tenses by using lecturing technique. Then, after the treatment, posttest was given to both groups to know the significant difference of the tense achievement between the experimental and the control groups. The results of the test were analyzed by using t-test formula.

There were two kinds of data which were used in this research, namely primary data and supporting data. The primary data were the students' results that were collected from the scores of the tense test while the supporting data were collected by using interview and documentation.

The primary data obtained from the post test then analyzed by using t-test formula to know whether or not there was a significant difference between the results of the control class and experimental class.

### **RESEARCH FINDINGS**

Before conducting the writing post test to the respondents, the test was tried out first to a different class which was not included as the respondent. This try out test intended to establish reliability of the test items, difficulty index, and time allocation, so it could be revised before being given to the respondents. The try out test in this research was given to class VII A of SMPN 1 Jelbuk consisting of 32 students.

The result of the try out test showed that the reliability coefficient of the whole test was 0.78 which was considered that the test had a high reliability. They were given 60 minutes to do the try out test and they could do it within the time given. It means that the time was enough

for the students to do the post test. From the explanation above, it could be concluded that the test items did not need to be revised. Thus, the test for the post test administered to the participants was the same as the test of the try out.

The post test was administered to both the experimental and the control groups on February 10<sup>th</sup> 2014 after the students had been given the treatment. The scores of the post test were used to know the significant difference between the experimental and the control groups. The result of post test was analyzed statistically by using t-test formula to know whether the mean difference between the experimental and control groups was significant or not.

The t-test result showed the statistical value of t-test was 2.01, while the value of t-table with the significance level of 5% and the degree of freedom (Df) of 62 was 1.67. Having been compared, the result of statistical value of t-test was higher than that of t-table ( $2.01 > 1.67$ ). It means that the null hypothesis was rejected. Consequently, the alternative hypothesis was accepted, that "there is a significant effect of using roundtable technique on the seventh grade students' tense achievement at SMPN 1 Jelbuk in the 2013/2014 academic year".

### PEDAGOGIC IMPLICATIONS

The result of the research showed that roundtable technique significantly affected the seventh grade students' tense achievement at SMPN 1 Jelbuk. Based on the data analysis of the students' scores of post test, it was known that the value of t-test was 2.01 and it was higher than that of t-table (1.67). It means that roundtable had a significant effect on the seventh grade students' tense achievement at SMP Negeri 1 Jelbuk in the 2013/2014 academic year.

Based on the result of the post test above, it was proven that the experimental group got better achievement (better tense posttest scores) than that of the control group. The experimental group was taught tenses by using roundtable technique, while the control group was taught tense by using lecturing technique.

The students in the experimental group had a new learning experience in learning tenses by using roundtable technique. In roundtable activity, the students could work cooperatively to cope the problems and they could also share and discuss their answers to the entire class. This is in line with Millis (2005:6) who states that roundtable technique is a technique which is useful for brainstorming, reviewing, or practicing skills

Even though the result showed that there was a statistically difference between the scores of the experimental and the control class, but it was obvious that the scores of both classes were considered as low. It might be because of the students' lack of ability in remembering the pattern of tenses, that a few of the students could not finish the post test well.

Second, roundtable technique could not be applied optimally to the experimental group. It was difficult for the researcher to manage the small size of the classroom with a large number of students. It took several minutes to ask them to sit in a group chosen by the teacher. Moreover, most students wanted to choose their own group. As the

solution, the researcher gave a solution to handle this by giving reinforcement to the groups who worked cooperatively each other. Thus, it is suggested for the teacher to explain his/her students about their group and the learning activity for the next meeting previously. Then, the teacher asks them to prepare their own group before the lesson begins. It will save a lot of time for teaching and learning tenses.

Apart from the weakness, the research result showed that roundtable technique was an appropriate technique for teaching tenses. It was proved by the result of this research which indicated that the use of roundtable technique has made a difference of the score between the control and experimental class, which can indicate that the use of roundtable technique in teaching tenses gave a significant effect on the students' tense achievement.

### CONCLUSION

Regarding the results of the research, it could be concluded that there was a significant effect of using roundtable technique on the seventh grade students' tense achievement at SMPN 1 Jelbuk in the 2013/2014. Considering this, some suggestions are given to the following people; the English teacher and the students of SMPN 1 Jelbuk. It is suggested to the English teachers of SMPN 1 Jelbuk to apply roundtable technique in teaching grammar, especially tenses, since this technique can make the students enthusiastic in learning tenses and actively involve in the teaching and learning process. While for the students, it is suggested to learn tenses using roundtable technique because this technique can motivate them in learning tenses. Future researchers could also use the results of this research as some information to do another research with different design or subject such as a classroom action research to improve the students' tense achievement through roundtable technique or using the same design, that is, an experimental research to know the effect of roundtable technique but on different language skill or components, such as in writing skill.

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