



**IMPROVING THE SEVENTH GRADE STUDENTS' STRUCTURE
ACHIEVEMENT AND ACTIVE PARTICIPATION BY USING ROUND
TABLE TECHNIQUE IN COOPERATIVE LEARNING
AT SMPN 2 BALUNG-JEMBER**

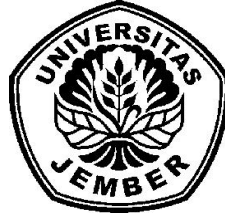
THESIS

Presented as one of the Requirements to Obtain S1 Degree of the English Education
Program of the Language and Arts Education Department of Faculty of Teacher
Training and Education
Jember University

By:

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**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
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DEDICATION

This thesis is dedicated to my beloved father and mother, Heru Darmaji and Siti Mariyatun, as well as to my beloved father and mother in law, Mulyani and Marfuah, my dearest husband, Didin Eko Prasetyo, and my brothers Julien, Ipung, and Wawan.

CONSULTANTS' APPROVAL

IMPROVING THE SEVENTH GRADE STUDENTS' STRUCTURE ACHIEVEMENT AND ACTIVE PARTICIPATION BY USING ROUND TABLE TECHNIQUE IN COOPERATIVE LEARNING AT SMPN 2 BALUNG-JEMBER

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Finally, I hope this thesis will provide some advantages for its readers. Any constructive suggestions or criticism will be respectfully welcomed and appreciated.

Jember, October 2010

The writer

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SUMMARY

Improving the Seventh Grade Students' Structure Achievement and Active Participation by Using Round Table Technique in Cooperative Learning at SMPN 2 Balung-Jember; Yaumul Istiqomah; 050210491088; 36 pages; English Education Program of Language and Arts Department; The Faculty of Teacher Training and Education, Jember University.

This classroom action research was intended to improve the seventh grade students' structure achievement and active participation by using round table technique in cooperative learning at SMPN 2 Balung-Jember. This research was begun by conducting an interview with the English teacher of the seventh grade students of SMPN 2 Balung-Jember on September, 4th 2009. Based on the preliminary study, it was found that the students of class VII C had difficulty in structure. Besides, the students were also lack of participation in the classroom during the teaching and learning process.

Roundtable technique is one of Cooperative Learning's strategies and it was applied in this research. Roundtable is a technique that can be used for brainstorming, reviewing, or practicing a skill. It is not only used as an inter-group competition, but also an excellent team building technique. In Roundtable, the multiple answers encourage creativity and deeper thinking (Kagan, 2000:3).

This classroom action research was done collaboratively with the English teacher. This research was done into two cycles, in which each cycle covered planning of the action, implementing of the action, class observation and evaluation, and reflection of the action. Then, each cycle was conducted in two meetings. The data were collected using structure test, class observation, interview, and documentation. The mean score of structure test in the first cycle was 61.5. Moreover, the percentage of students' active participation was 59.7%. These results did not

achieve the target mean score 65 and 75% of students were active during the teaching learning process. Therefore, the actions were continued to the second cycle by revising the teaching technique and inviting two more observers.

Then, the result of the students' mean score of structure test in the second cycle was 67.5 and the percentage of students' active participation was 79.1%. It means that the students' structure achievement and active participation were increased in the second cycle. Based on the result, round table technique is important in helping the students who had problem in learning structure. So, they understood and were more familiar about the verbs used in the Simple Present and the Simple Past Tenses.

Besides, roundtable technique could improve the students' active participation. It happened when interaction could be promoted in a group work and the students learned to respect the differences of ideas, thoughts, or opinions from other group members. Thus, each member of the group gave his or her contribution to his or her own roundtable group. So, it would make students motivate themselves to be active during the teaching learning process of structure.

The findings of some previous researchers are important to support the action and are made as references. First, an experimental research conducted by Riniati (2006) proved that roundtable model of cooperative learning could improve the writing achievement of the second year students of SMAN 1 Arjasa-Jember 2005/2006 academic year. Second, a research that was conducted by Rahmawati (2010) also proved that roundtable model of cooperative learning could improve the writing achievement of the eight year students of SMPN 2 Rogojampi-Banyuwangi.

Finally, it can be said that the use of roundtable technique could improve the students' structure achievement and active participation at SMPN 2 Balung-Jember.