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Risca Ferdiana

Jember, February 28th 2013



**THE EFFECT OF USING ROUNDTABLE TECHNIQUE IN COOPERATIVE
LANGUAGE LEARNING ON TENSE ACHIEVEMENT OF THE EIGHTH
YEAR STUDENTS AT SMPN 1 JENGGAWAH IN THE 2012/2013
ACADEMIC YEAR**

THESIS

By

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
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2013**

DEDICATION

This thesis is honorably dedicated to:

1. My beloved father, Bapak H Riyadi Kadir S.Pd, I will always make you proud.
My beloved mother, Ibu Sutinah, thank you for all your sacrifice.
2. My younger brothers Yudha Sakti D and Viki Fitrananda, who always give me support and accompany me.
3. All of my family who always support me and pray for me to finish my thesis.
4. My best friends, Setya Agustin, Siti Aisyah, Lailiyah Kamali, and Dwi Widya Retno who always support me and give me suggestions.

MOTTO

Great minds discuss ideas; average minds discuss events;
small minds discuss people^{*)}

^{*)} Eleanor Roosevelt

CONSULTANTS' APPROVAL

THE EFFECT OF USING ROUNDTABLE TECHNIQUE IN COOPERATIVE LANGUAGE LEARNING ON TENSE ACHIEVEMENT OF THE EIGHTH YEAR STUDENTS AT SMPN 1 JENGGAWAH IN THE 2012/2013 ACADEMIC YEAR

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I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve the thesis will be wisely appreciated.

Jember, 26 January 2013

The Writer

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SUMMARY

The Effect of Using Roundtable Technique in Cooperative Language Learning on Tense Achievement of the Eighth Year Students at SMPN 1 Jenggawah in the 2012/2013 Academic Year; Risca Ferdiana, 080210401030; 2013:49 Pages; English Language Education Study Program, Language and Arts Department, The Faculty of Teacher Training and Education, Jember University.

English tense is one of the language components of English that is very important in learning English. It cannot be ignored because it is needed by the students to master four language skills, namely: listening, speaking, reading, and writing. Based on the result of the interview with the English teacher of SMPN 1 Jenggawah, many students have problems in learning English tenses. There are many reasons that cause this problem. One of the reasons is the students do not have motivation in learning English, especially the English tenses. Many students are bored when they learn English tenses in the same situation, by using lecturing method.

Therefore, to solve this problem, the English teacher has to find the appropriate techniques to reduce the students' boredom and to motivate the students in learning English tenses. One of the techniques that can be used by the teacher is Roundtable Technique in Cooperative Language Learning. Lan and Rapman (1995) said that Cooperative learning enhanced students' enthusiasm for learning and their determination to achieve academic success. In another research who conducted by Istiqomah (2010) found out that the use of roundtable technique could improve the students' tense achievement after she taught English tenses by using roundtable technique to the seventh grade students at SMPN 2 Balung-Jember. With those considerations, the use of Roundtable Technique is hoped to increase the students' tense achievement that can help them to comprehend the English tenses to master the four language skills, namely speaking, listening, reading, and writing.

The purpose of this research was to know whether or not there was a significant effect of using Roundtable Technique in Cooperative Language Learning on Tense Achievement of the Eighth Year Students at SMPN 1 Jenggawah in the 2012/2013 Academic Year. The area of this research was SMPN 1 Jenggawah which was chosen purposively because the English teacher had never applied Roundtable Technique in teaching English, especially in teaching English tenses. The population of the research was the eighth year students of SMPN 1 Jenggawah in the 2012/2013 academic year which consisted of eight classes (8A, 8B, 8C, 8D, 8E, 8F, 8G, and 8H). The respondents of the research were class H (the experimental group) that consisted of 38 students and class E (the control group) that consisted of 37 students.

There were two kinds of data in this research; they were the supporting data and the primary data. The supporting data were got from the interview to the English teacher of SMPN 1 Jenggawah and from the documentation of the list and the names of the respondents (the experimental group and control group). The primary data were got from the tense test achievement which consisted of the homogeneity test, try out test, and tense posttest.

In this research, pre-experimental with non equivalent posttest-only design was applied. In the first step, the researcher gave the homogeneity test to the eighth year students at SMPN 1 Jenggawah. After the results of the homogeneity test were analyzed, the result was homogeneous, the researcher took the respondents as the experimental and the control groups by lottery. After that, the experimental group was taught the English tenses (Past Continuous Tense and Past Perfect Tense) by using Roundtable Technique while the control group was taught them by using lecturing method. Then, both classes were given tense post-tested with the same test items. At last, the tense posttest scores were analyzed by using ANOVA through SPSS.

The result of the analysis of t-test showed that the value of significant column of Lavene's test was 0.013. It was lower than 0.05. Consequently, the row that must

be read was the second row of t-test column. In t-test column, the value of significant (2 tailed) was less than 0.05 that was 0.000. It means that there was a statistical difference between the experimental group and the control group.

Based on the explanation above, it was concluded that there was a significant effect of using Roundtable Technique on the eighth year students' tense achievement at SMPN 1 Jenggawah in the 2012/2013 academic year.