



**INCREASING THE EIGHT GRADE STUDENTS' VOCABULARY
MASTERY AND ACTIVE PARTICIPATION BY USING
ROUNDTABLE MODEL OF COOPERATIVE LEARNING AT
SMPN 2 BANYUWANGI**

THESIS PROPORSAL

Proposed to Fulfill One of the Requirements to Obtain the Degree of S1 at the
English Education Program, Language and Arts Department The Faculty of Teacher
Training and Education Jember University

By :

Rahmat Sudana

100210401098

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

2015

STATEMENT OF THESIS AUTHENTICITY

I certify that this research is an original and authentic piece of work by the author himself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedure and guidelines of the thesis writing from the university and the faculty have been followed.

I am aware of the potential consequences of any breach of the procedures and guidelines, e.g. cancelation of academic award.

I hereby grant to the University of Jember the right to archive and to reproduce and communicate to the public my thesis or my project in whole or in part in the University/Faculty libraries in all forms of media, now or hereafter known.

Jember, 5 June 2015

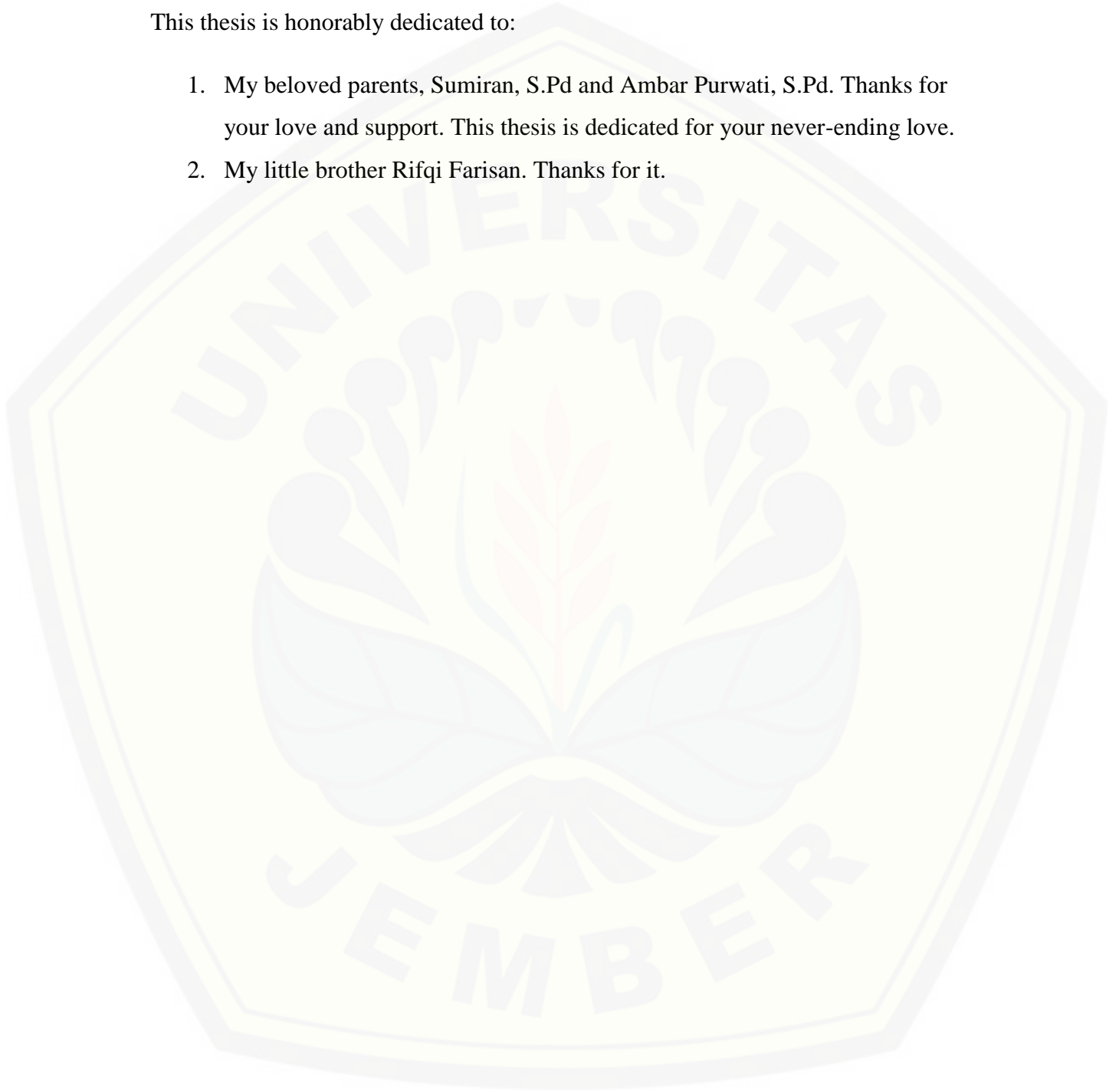
Rahmat Sudana

NIM.100210401098

DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Sumiran, S.Pd and Ambar Purwati, S.Pd. Thanks for your love and support. This thesis is dedicated for your never-ending love.
2. My little brother Rifqi Farisan. Thanks for it.



MOTTO

“If you want to go fast, go alone. If you want to go far, go together.”

~ African Proverb

“Don’t underestimate the seductive power of a good vocabulary.”

~ Whisper



CONSULTANTS' APPROVAL

**INCREASING VIII B STUDENTS' VOCABULARY MASTERY AND
ACTIVE PARTICIPATION BY USING ROUNDTABLE MODEL OF
COOPERATIVE LEARNING AT SMPN 2 BANYUWANGI**

THESIS

Composed to fulfill one of the requirements to obtain S1 Degree at the English Education Program of the Language and Arts Education Department of the Faculty of Teacher Training and Education of Jember University

Name : Rahmat Sudana
Identification Number : 100210401098
Level : 2010
Place, Date of Birth : Banyuwangi, February 17th, 1992
Department : Language and Arts
Program : English Education

Approved by:

Consultant I

Consultant II

Drs. Bambang Suharjito, M.Ed.
NIP. 196110251989021004

Asih Santihastuti, S.Pd, M.Pd.
NIP. 198007282006042002

APPROVAL

The thesis entitled “Increasing VIII B Students’ Vocabulary Mastery and Active Participation by Using Roundtable Model of Cooperative Learning at SMPN 2 Banyuwangi” is approved and accepted by the Faculty of Teacher Training and Education, Jember University on:

Date : Friday, June 5th, 2015

Place : The Faculty of Teacher Training and Education, Jember University

The Committee

The Chairperson

The Secretary

Dra.Zakiyah Tasnim, M.A.

Asih Santihastuti, S.Pd, M.Pd.

NIP. 196201101987022 001

NIP. 198007282006042 002

Member 1

Member II

Drs. Bambang Suharjito, M.Ed

Dr. Budi Setyono, M.A.

NIP. 196110251989021 004

NIP. 19630717199002 1 001

The Dean

The Faculty of Teacher Training and Education

Jember University

Prof. Dr. Sunardi, M.Pd

NIP.195405011983031005

ACKNOWLEDGEMENT

First and foremost, I would like to express my greatest gratitude to Allah SWT for blessing me and giving me strength so that I can finish writing the thesis entitled “Increasing VIII B Students’ Vocabulary Mastery and Active Participation by Using Roundtable Model of Cooperative Learning by Using Roundtable Model of Cooperative Learning at SMP Negeri 2 Banyuwangi”.

In relation to the writing and finishing of this thesis, I would like to express the deepest and sincerest thanks to:

1. The Dean of the Faculty of Teacher Training and Education, Jember University
2. The Chairperson of The Language & Arts Department
3. The Chairperson of English Language Education Study Program
4. The first and second consultants, Drs. Bambang Suharjito, M.Ed. and Asih Santihastuti, S.Pd, M.Ed. Thank you for spending your time and giving me suggestions and many ideas to make my thesis better.
5. The first examiner, Dra.Zakiyah Tasnim, M.A and the second examiner, Dr. Budi Setyono, M.A.
6. The lecturers of the English Education Program who have given me moral supports to work harder in my attempt to complete the thesis
7. The examination committee that have given me a lot of suggestion
8. The principal and the English teachers of SMPN 2 Banyuwangi for giving me an opportunity, help, and support to conduct this research
9. The Eighth grade students of SMPN 2 Banyuwangi in the 2014/2015 academic year.
10. My best friends Muhammad Nashrudin, Okky Cendana G, Ridwan Fanani, Rudy Prasetyo. Lisareny Oktara thanks for the support. DNC class friends and other friends too.

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, 5 June 2015

The Writer

SUMMARY

Increasing the Eight Grade Students' Vocabulary Mastery and Active Participation by Using Roundtable Model of Cooperative Learning at SMPN 2 Banyuwangi; Rahmat Sudana, 100210401098; 2015; 80 pages; English Language Education Study Program Language and Arts Department The Faculty of Teacher Training and Education, Jember University.

Consultants : 1. Drs. Bambang Suharjito, M. Ed.
2. Asih Santihastuti, S.Pd, M.Pd.

Keywords : Vocabulary Mastery, Active Participation. Roundtable

Generally in English, when we are going to learn the four language skills, we need to know the vocabularies then we can understand what is being listened, spoken, read, and written. Vocabulary cannot be separated with four language skills namely listening, reading, writing, and speaking. Vocabulary itself is as if pillars to maintain the four language skills. Usually English learners still have some difficulties to learn or memorize vocabularies, because they still bound with their mother tongue in daily communication. This condition has been the main problem in English language learning. The English teacher should use variety of techniques or media that will attract students' interest to learn English.

This classroom action research was intended to increase the eighth grade students' vocabulary mastery and active participation by using roundtable model of cooperative learning at SMPN 2 Banyuwangi in February 2014/2015 academic year. Based on the preliminary study, the researcher got the information from the English

teacher that the students of class VIII B had difficulty in memorizing vocabulary, the average score of the students' vocabulary score was 70, while the standard passing grade of the school was 75. Furthermore, the students were not active in the classroom during the teaching learning process. It was also very seldom for the teacher to ask the students working in group. As a result, students felt depressed as they were unable to ask or share their difficulties during the teaching learning process. From the result of preliminary study, class VIII B that consists of 40 students was chosen as the research subjects.

Roundtable model of cooperative learning is a type of cooperative learning strategy in which students work in small group consist of 4-6 students. In doing roundtable, all students sit around the table with their own group so that they can interact directly with other members. Each group is suggested to be heterogeneous and formatted by the teacher from different gender and level of ability. The group consists of high achiever, middle achiever, and low achiever in order that each member can help each other's learning. Low achiever students can gain understanding from high achievers and middle achievers. Each group is given a pen and a piece of paper to answer teacher's questions. The members of the group take turn writing the answers on the paper, passing the paper around.

This research was done collaboratively with the English teacher. This research was done in one cycle. The cycle covered four activities they were, planning of the action, implementing of the action, class observation and evaluation, and reflection of the action. The cycle is conducted in two meetings. The supporting data were from interview with the English teacher and documentation. The mean score of the students' vocabulary test was 79.65. Then, the percentage of students' active participation was 77.5%. It means that the students' vocabulary mastery and active participation pass the minimum target that is 75 as minimum target for average students' vocabulary achievement and active participation

In summary, it could be concluded that the use of roundtable model of cooperative learning was able to help the students to improve their active participation as well as their vocabulary mastery in the vocabulary teaching and learning process.



TABLE OF CONTENTS

CHAPTER 1. INTRODUCTION	Page
1.1 The Background of the Research	1
1.2 The Problem of the Research.....	4
1.3 The Objective of the Research	4
1.4 Significance of the Research.....	4
1.4.1 The English Teacher	4
1.4.2 The Students.....	5
1.4.3 Other Researcher.....	5
 CHAPTER 2.RELATED OF LITERATURE REVIEW	
2.1 Definition of Vocabulary	6
2.2 Classification of Vocabulary	6
2.3 Vocabulary Achievement	10
2.4 The Concept of Cooperative Learning.....	10
2.4.1 The Characters of Cooperative Learning	11
2.4.2 The Advantages of Cooperative Learning	12
2.4.3 The Disadvantages of Cooperative Learning.....	14
2.5 The Roundtable Model of Cooperative Learning	15

2.6 The Implementation of Roundtable Model of Cooperative Learning in Teaching Vocabulary.....	16
2.7 Action Research of Hypothesis	18
 CHAPTER 3. RESEARCH METHOD	
3.1 Research Design	19
3.2 Research Area Determination Method	21
3.3 Research Subject Determination Method.....	22
3.4 The Operational Definition of the Terms	23
3.4.1. The Students' Vocabulary Achievement	23
3.4.2 Roundtable Model of Cooperative Learning	23
3.5 Data Collection Method.....	23
3.5.1 Vocabulary Test	23
3.5.2 Observation	24
3.5.3 Interview	24
3.5.4 Documentation	25
3.6 Research Procedure	25
3.6.1 The Planning of the Action	25
3.6.2 Implementation of the Action	26
3.6.3 Observation and Evaluation	26

3.5.4 Reflection of the Action.....	27
3.7 Data Analysis Method.....	27

CHAPTER 4.RESULT AND DISCUSSION

4.1 The Result of the Action in Cycle 1	29
4.1.1. Implementation of the Action in Cycle 1	29
4.1.2 The Result of Observation in Cycle 1	32
4.1.3The Result of Vocabulary Achievement Test in Cycle 1.....	35
4.1.4The Result of Reflection in Cycle 1	38
4.2Discussion.....	38

CHAPTER 5. Conclusion and Suggestion

5.1 Conclusion	41
5.2 Suggestions.....	41
5.2.1. The English Teacher	41
5.2.2 The Students.....	42
5.2.3 The Future Researcher	42

REFERENCES

APPENDIX

LIST OF APPENDIX

APPENDIX 1	Research Matrix	43
APPENDIX 2	The Guidelines of Research Instruments	46
APPENDIX 3	The Result of Interview.....	49
APPENDIX 4	Observation Checklist.....	51
APPENDIX 5	Lesson Plan Meeting 1	52
APPENDIX 6	Lesson Plan Meeting 2	63
APPENDIX 7	Vocabulary Test.....	73
APPENDIX 8	Students' Active Participation in First Meeting.....	77
APPENDIX 9	Students' Active Participation in Second Meeting.....	79
APPENDIX 10	List of the VIII B Students' Name	81
APPENDIX 11	Roundtable Groups	83

I. INTRODUCTION

This chapter presents the background of the research, problem of the research, objective of the research, optional of the terms, and significances of the research which are presented respectively.

1.1 The Background of the Research

English is one of the compulsory subjects that need to be learned by students. There are four language skills in English learning namely listening, speaking, reading, and writing. In order to master English, students have to learn those four skills well.

Generally in English, when we are going to learn the four language skills, we need to know the vocabularies then we can understand what is being listened, spoken, read, and written. According to Milton (2009:171), vocabulary knowledge ties into some language skills rather better than others that it can contribute more to some aspects of language performance in particular. Learning vocabularies allow us to acquire everything in language use, we may also have a chance to master the language.

According to Zimmerman (in Coady and Huckin 1997:5) vocabulary is central to language and of critical importance to the typical language learner. It means that, vocabulary is important to learn the language. Vocabulary contains meaning and may describe expression in order to use language properly. The learners may not be able to communicate, express, or share their idea if they only have small numbers of vocabulary. Tarigan (1989:2) says that the quality of someone's language skill depends on his quality and quantity of vocabulary mastery. Once the students enrich their vocabulary knowledge, they also have a chance to learn well or even master the language.

Based on the explanation above, it can be concluded that vocabulary is a source of language in order to learn listening, speaking, reading, and writing well. Usually foreign language learners still have some difficulties to learn or memorize vocabularies, because they still bound with their mother tongue in daily communication. This condition has been the main problem in foreign language learning especially English.

The result of the preliminary study by interview the English teacher of class VIII B was many students still have difficulty in understanding English words. In class, students still gave their respond at introduction section however when it came to material explanation most of students did not pay attention to the teacher. The teacher did not use variety of techniques in teaching and it made students reluctant to join English Class.

Moreover, the teaching technique in SMPN 2 Banyuwangi also influenced the result of students' English achievement. There are 3 teachers in SMPN 2 Banyuwangi for Class VIII and teacher of class VIII knew that his class had the lowest score of vocabulary. The teacher used only communicative learning to teach English. The English teachers only used teacher's guide book to deliver material and asked the students to do exercises in students' guide book. It was very seldom for teacher to ask students to work in group. As a result, students felt depressed as they were unable to ask or share their difficulties during the teaching learning process.

To solve the problem, the researcher tried to find an appropriate technique that would improve students' vocabularies and also to make them active, give them opportunity to share the idea and improve their vocabularies. The technique was known roundtable model of cooperative learning. Cooperative learning will involve students into small teams based on any levels of ability in order to give more understanding about the subject.

Roundtable technique can be used for brainstorming the idea between students in a group they may also share their idea to other groups. Crandall in Arnold (1999:230) states that students take turns giving answers, providing information or sharing ideas. Students will offer their ideas in written form, share one piece of paper and a pen then pass them to make students having contributions during activity. This activity will not only improve their brainstorming, but also develop their interaction with different backgrounds.

Many researches have done the research using cooperative learning. One of them is Riniati (2006) who took an experimental research at SMAN 1 Arjasa-Jember. The research was intended to know whether there is significance effect of using roundtable technique in the second year students' writing achievement at SMAN 1 Arjasa-Jember. The result showed that there is significant effect of roundtable technique in the second year students' writing achievement at SMAN 1 Arjasa-Jember. Writing skill cannot be separated from vocabulary enrichment. Without vocabularies the writers cannot know what the right words to express their idea. Another research was done by Sholihah (2010) who took a classroom action research at SMPN 1 Jangkar-Situbondo. Based on the interview with the English teacher, it was revealed that the eight grade students of class VIII B have a problem with vocabularies. The students were hard to memorize the words, they were also not active in teaching learning process. The result of the research could improve the eighth grade students' vocabulary and active participation at SMPN 1 Jangkar Situbondo. Sholihah's research made certainty that roundtable is one of appropriate techniques to improve students' vocabulary achievement.

Roundtable model of cooperative learning had never been applied in SMPN 2 Banyuwangi. Based on the explanation above, it is necessary to conduct a research entitled **“Increasing VIII B students' vocabulary mastery and active participation by using roundtable model of cooperative learning at SMP Negeri 2 Banyuwangi ”**.

1.2 The Problem of the Research

Based on background of the research above, the problems of the research are:

1. How can the use of roundtable model of cooperative learning increase class VIII B students' vocabulary mastery at SMP Negeri 2 Banyuwangi?
2. How can the use of roundtable model of cooperative learning increase class VIII B students' group active participation at SMPN 2 Banyuwangi?

1.3 Objective of the Research

The objectives of this research learning are:

1. To increase class VIII B students' vocabulary mastery by using roundtable model of cooperative learning at SMP Negeri 2 Banyuwangi.
2. To increase class VIII B students' group active participation by using roundtable model of cooperative learning at SMP Negeri 2 Banyuwangi.

1.4 The Significances of the research

The results of this research are expected to be useful for the English teacher, the students, and the other. Positive Interdependence

1. For the English Teacher

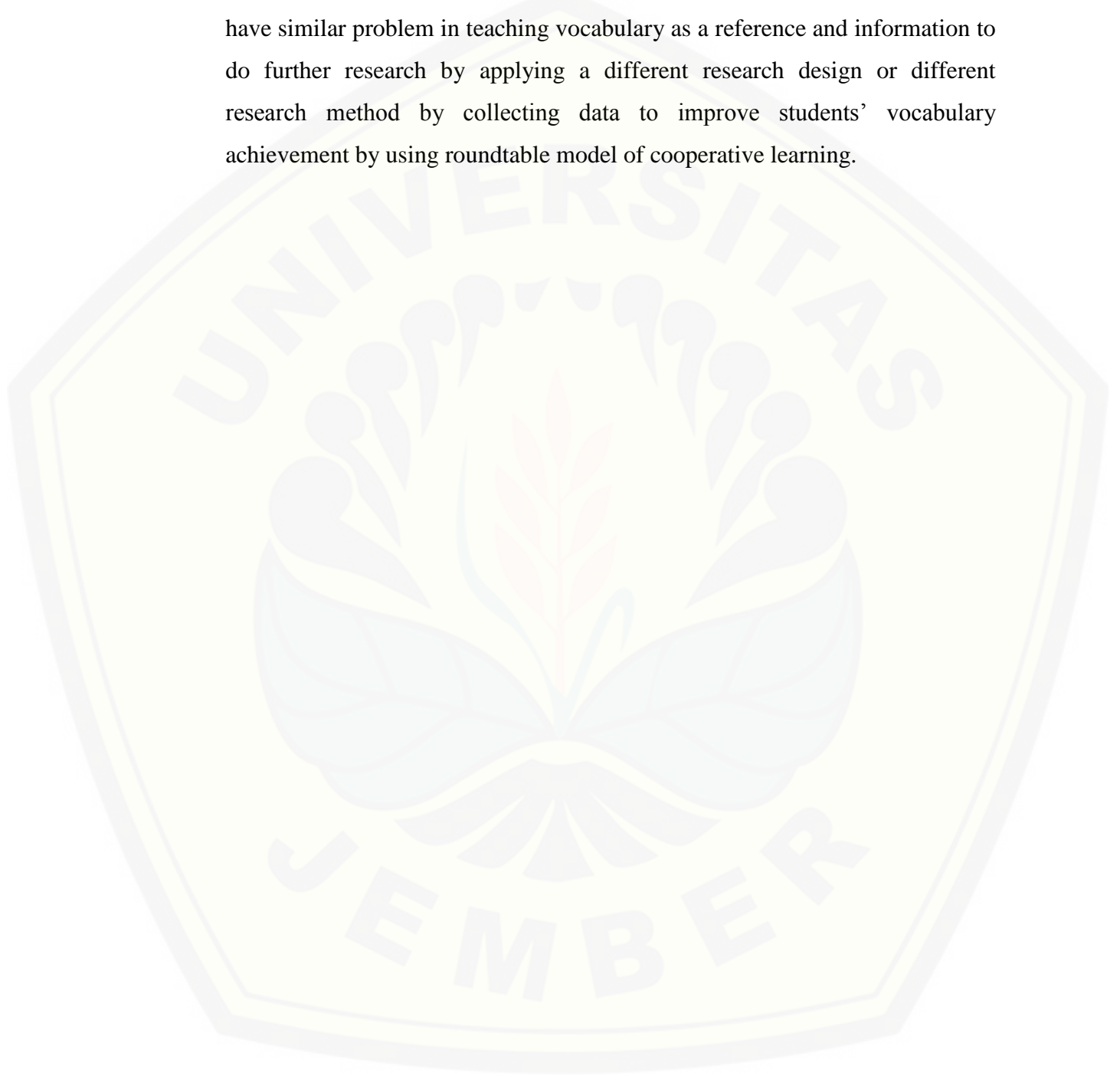
The English teacher can use roundtable model of cooperative learning as a technique in teaching English, especially vocabulary to make teaching learning more interesting and more variety also to improve students' vocabulary achievement.

2. For the Students

The results of this research are useful to motivate the students to improve their vocabulary by using roundtable model of cooperative learning.

3. For Other Researches

The research results are hopefully useful for other researches who have similar problem in teaching vocabulary as a reference and information to do further research by applying a different research design or different research method by collecting data to improve students' vocabulary achievement by using roundtable model of cooperative learning.



II. RELATED LITERATURE REVIEW

This chapter presents the review of aspects related to the research topics. They are the definition of vocabulary, classification of vocabulary, vocabulary achievement, the characteristic of cooperative learning, the benefit of cooperative learning, the Roundtable Model of cooperative learning and action research hypothesis.

2.1 The Definition of Vocabulary

In learning English, vocabulary has an important role to help the students to understand the materials. If the students master vocabulary, they can learn English well whether it is spoken, read, or written. Vocabulary cannot be separated with four language skills namely listening, reading, writing, and speaking. Vocabulary itself is as if pillars to maintain the four language skills.

According Hiebert and Kamil (2005:3) vocabulary is the knowledge of meaning of words. Hatch and Brown (2001:1) states that vocabulary refers to a list or asset of words that individual speaker of language might use. Moreover, Thornburry (2002:14) states that vocabulary is largely a collection of items.

Based on the explanation above, it can be concluded that vocabulary is a source of language in order to learn listening, speaking, reading, and writing. Vocabulary also contains meaning to express our thought and feeling.

2.2 Classification of Vocabulary

Based on their functional categories words are classified into parts of speech, which include noun, verbs, adjectives, and adverbs. In addition of these major classes, there are pronouns, prepositions, conjunctions and interjections. According to Thornburry (2002:4) grammatical words (or function words) and are generally prepositions, conjunctions, determines, and pronouns. On the other hand, there are the

content words, those that carry a high information load. Content words are usually nouns, verbs, adjectives, and adverbs. However, this research focuses only on content words since they are mostly presented in Junior High School.

According to Hatch and Brown (2001:219) noun refers to a person, place, or thing. Nouns can be divided into subclasses which are:

- Proper nouns: noun that gives the actual name of the person, place, thing, or idea (Everyone knows who *Andi* is; *Indonesia* is my beloved homeland)
- Common nouns: noun that simply names people, places, things, or ideas but they are not actual names of people, places, things, or ideas (I love that *girl*, *state laws* are passed by the legislature)
- Abstract nouns: noun that refers to intangible things, like feelings, ideals, concepts, and qualities (*Love* is a wonderful feeling between two people; Sarah has great *taste* in clothes)
- Concrete nouns: objects and substances that can be experienced through our sense (The yellow *flowers* flowed from a glass red vase; suddenly, a large roaring black *panther* appeared from behind the rock)
- Count nouns: noun that can add a number to the front of a noun (Dany offered me a chocolate-chip *cookie*; at class, I lost all of my *pens* yesterday)
- Mass nouns: noun that cannot usually be counted (I add *sugar* to make my tea sweet; my mom asked me to buy *soy sauce*)
- Group nouns: noun that refers to a group of people or things (It is safe to save your money on *bank*, I join football *club*)

For noun, the focus only on proper noun, and common noun

Hatch and Brown (2001:222) state that verbs are words that denote action. According to Carnes (2005) verbs are divided into four types which are:

- Intransitive: action verb that does not have an object to receive the action (I ate, I *ate* quickly)
- Transitive: action verb that has an object to receive the action (he *got* the ball, she *loves* him, I think that you are beautiful)
- Linking: connects the subject with a word that gives information about the subject, such as condition or relationship (he *is* a teacher, I *feel* tired)
- Passive-voice: the subject is acted upon by the verb (our team was *beaten* at softball)

For verb, the focus is only on transitive verb.

Hatch and Brown (2001:228) state that adjectives are typically used to describe particular nouns. Thompson and Martinet (1986:22) divide kinds of adjective which are:

- Demonstrative: adjective that helps indicate a noun and are close proximity of that noun in a sentence (*this* is the best day of my life, *that* dog is so adorable, *these* shoes fit me very well, *those* shoes are very expensive)
- Distributive: adjective that is used to refer to members of a group as individuals (*each* participant is asked to complete a survey, *every* book in the series had a forward by a noted scholar, *either* of these movies would be interesting to me, *neither* pen will do as I need to sign in pencil)
- Quantitative: adjective that shows the quantity of a thing is called the adjective of quantity (I ate *some* rice, I don't have *any* money left, *many* of things happened since that day, I don't know *much* about that problem)
- Interrogative: adjective that modifies another term, especially noun (*which* coat is Andy's, *what* program are you watching?, *whose* camera is this? *whom* are you going to invite?)

- Possessive: word that replace a noun (she got *my* heart, I love *your* hair, *his* sister is cute, *her* boyfriend is not really that nice, it only wants *its* ball back, *our* team should be the winner, *their* project is impressive)
- Quality: adjective that is used to identify the qualities or features of a person or thing (that Ben is not really that *clever*, I like *fat* boys)
For adjective, the focus is only on quality adjective.

Hatch and Brown (2001:230) state that adverbs are similar to adjective in many ways although they typically assign attributes to verbs, to clauses, or to entire sentence rather than nouns. Krohn (1986) classifies adverbs into seven classes which are:

- Adverb of time: adverb that tell us when usually placed at the end of sentence (My mom prepare our breakfast *in the morning*, I usually wake up *at 4:00 AM*)
- Adverb of place: adverb that tell us where something happens (I came *here* once, I searched *everywhere* I could think of, come *in*)
- Adverbs of frequency: adverb that is used to say how often we do something (don't be *always* so rude, we *usually* drink coffee, she *sometimes* visits me at home, *I never* want eat that food, *I often* go to cinema)
- Adverbs of manner: adverb that is used to tell us the way or how something is done (I can't do it *correctly*, he learned *well*)
- Adverbs of purpose: adverb that indicates the purpose which the verb may address (he went *to buy some books*)
- Adverbs of means (he came *by plane*)
- Adverbs of instrument (he wrote *with a pen*)

For adverb, the focus for the research is only on adverb of frequency.

2.3 Vocabulary Achievement

Vocabulary is one of the important things in learning a language. Without vocabulary it is hard to understand the meaning of words or sentences. Vocabulary helps the listeners to hear what are heard, the readers to what are read, to the writers to know what are going to write, and even the speakers to express their words and sentences.

In language learning, achievement is needed to measure students' development for what they have learned. Hughes (2003:13) states that achievement is directly related to language course, their purpose being to establish how successful individual students, groups of the students, or the courses themselves have been in achieving objectives.

In this research, achievement means the result of vocabulary test through each cycle after students have been taught vocabulary using roundtable model. The vocabulary learning will include nouns, verbs, adjectives, and adverbs. The achievement test will be done in multiple choices and matching words. The total number of the test item is 40 items.

2.4 The Concept of Cooperative Learning

Kagan(2009) state that cooperative learning includes social interaction over content, and literally the brains in a cooperative learning classroom are more engaged. Furthermore, Richards and Rodgers (2001:192) state that cooperative learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small group of learners in the classroom. Cooperative learning is presently used in schools and even universities in every part of the world. Cooperative learning is one of the success stories both in psychology and education.

Cooperative learning gives students the opportunity to cooperate with the other. By cooperating with another, students will have the chance to share their own

view, asking something they do not understand, and react to other students' opinion positively. Moreover, cooperative learning allows students to interact with one another to achieve learning objectives. Kagan (2009) explains that cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of language.

2.4.1 The Characteristics of Cooperative Learning

Orlichet *al* (1998:277) mentioned five characteristics of cooperative learning which have an impact in language classroom. They are: positive interdependence, face-to-face interaction, individual (accountability, development of social skills, and group evaluation. The following is the details of those characters:

a. Positive Interdependence

Cooperative learning emphasizes cooperation among the learners. There will be not only one student in a group who will give contribution, but also another member. Success or failure is dependent on how individual works in the same group.

b. Face-to-face Interaction

All members of the group are expected to help each other to be prepared for group discussion or quiz. In order to achieve cooperative learning objectives, teachers also need to arrange how much members are needed in one group. Number of members will decide how well of members' participation based on their multiple ideas and the roles of each members. The small numbers should help group to interact easily.

c. Individual Accountability

Each member has their own role in a group, it also means one student has different responsibility from other member. Cooperative learning will give chance for students to develop themselves through group activities.

d. Development of Social Skills

To achieve the goal in cooperative learning both intelligence and social skill are needed. Students with good intelligence are not enough to succeed in cooperative learning. Effective communication, understanding appreciation of others, decision making, problem solving, conflict resolution, and compromise are needed to learn in how to cooperate with other members as a team, assuming that cooperation is needed in cooperative learning.

e. Group Evaluation

Groups of students should be able to evaluate their project, goal, and discussion progress. They can evaluate their progress during class discussion by communicate with other group.

2.4.2 The Advantages of Cooperative Learning

Cooperative learning gives positive contributions by improving classroom climate, providing supportive learning, and giving opportunities for students to use the language. Crandall (in Arnold, 1999:233) mentions some benefits of cooperative learning as follows:

a. Reducing Anxiety

Fear of giving wrong answer is always happened to foreign language learners. This anxiety commonly happens when teachers ask questions and only few students can answer. This situation may be reduced when teachers give opportunities to students to give contribution based on their ability and they can

share with their friends before informing it to entire class, cooperative learning gives those facilities to students.

b. Promoting Interaction

Expressing an idea in foreign language becomes a frustrating situation for students. Fear of being ashamed when doing mistakes could be a problem in language learning, they may not learn the language appropriately. Students may not feel fear in cooperative learning they will be given opportunities to interact with their friends before sharing an idea.

c. Providing Comprehensible input and output

Input in cooperative learning includes group interaction and teachers explanation, and output includes an oral report, a written summary or a completed form. In order to make good output, the input should be effective there must be productive contribution in group activity.

d. Increasing Self-confidence and Self-esteem

Group interdependence will improve cooperative learning activities. Interdependence may improve learners' self-confidence and self-esteem through productive group activities.

e. Increasing Motivation

Motivation will lead students to do more, especially in learning activities. In cooperative learning, motivation can be found through teachers' instruction, and peer support.

2.4.3 The Disadvantages of Cooperative Learning

According to Bartsch (2014) there are 3 disadvantages of using cooperative learning:

1. Group Dynamic Dilemma

The group with heterogeneous format may cause conflict between its members. Sometimes they will argue about which one who has the best answer or solution. Conflict between individuals may also be the problem. Teacher should watch how students cooperate with their teams. Teacher should explain that cooperation is needed to be succeeding in cooperative learning.

2. Uneven Workloads and Evaluations

In cooperative learning, students should support and encourage their group mates. However, in certain conditions high achievement students will try to take over the work so they will finish it quickly. In the other hand, low achievement students will rely the work to another member. Teacher should help students to manage how team members should work. A good explanation in how cooperative learning work should deal with the problem and the teacher role as a class controller is needed.

3. Classroom Management Challenges

The teacher should have the ability to control the class during activity. The teacher has to minimize the distractions in students' activity. The students who have low responsibility will try to abandon the work, disturb other members, or even to disobey teacher's order. However when handling these kind of students, teacher should not get distracted to handle the other group.

2.5 The Roundtable Model of Cooperative Learning

According to Miller and Spencer (in Sherman, 1991:30) roundtable is a technique that can be used for brainstorming, reviewing, or practicing a skill. Roundtable can improve students' active participation during learning activity and also their skills in language learning. Richard and Rodgers (2001:198) say that in roundtable, there is one piece of paper and one pen for each team, one student make contribution and passes the paper and pen to the student of his or her left, each student makes contribution in turn. The procedures of conducting roundtable model of cooperative learning in vocabulary teaching are: formatting the group, "posing multiple" answers question, responding "multiple answers" question, and discussing "multiple answers" question. The following will discuss the procedure of using roundtable model of cooperative learning.

1. Formatting Roundtable Team

Crandall (in Arnold, 1999:227) says that group 4 or 6 can be particularly effective, since students can engage in both pair and group activities without having to change groups. In roundtable, heterogeneous teams are recommended. Heterogeneous teams maximize the potential for cross-ability tutoring, positive race relation, improve gender relation, and efficient classroom management. In addition, heterogeneous teams will help low achievement students by seeing better students study the problem. Further, the better students can help low achievement students to understand how to study.

Heterogeneity of groups is based on gender and academic ability. In order to do that, students are not allowed to choose their own teammates because students' self-selection may deviate of the true goal of heterogeneity in roundtable model of cooperative learning.

2. Posing “Multiple Answers” Question.

Miller and Spencer (in Sherman, 1991:30) says that it must be one with multiple answers and one which offers a high probability of success to all participants. Problem with multiple answers may allow students having different right answers that will encourage creativity and deeper thinking.

3. Responding “ Multiple Answers” Question

In roundtable to respond “multiple answers” question there are some rules to follow. According to Miller and Spencer (in Sherman, 1991:30) they are:

- a) Group members must take turn writing answers on a piece of paper, passing the paper around the circle clockwise.
- b) Members must not skip a turn, teacher may decide if helping is allowed.
- c) Groups must stop writing when time is called.

4. Discussing “Multiple Answers” Question

Students are given time to answer and respond “multiple answer” questions. When the time is called, students have to stop answering. The groups may discuss and share the answers to entire class. By sharing and discussing, the groups will know all the correct answer for “multiple questions” question. Groups can count their correct answers written on the paper. The teacher will reward group with greatest number of correct answers.

2.6The Implementation of Roundtable Model of Cooperative Learning in Teaching Vocabulary

There are some procedures in doing roundtable technique. According to Kagan (2009) the procedures are the teacher provides a task which there are multiple possible responses, and provides think time, students take turns passing a paper and pencil or a team project, each writing one answer or making a

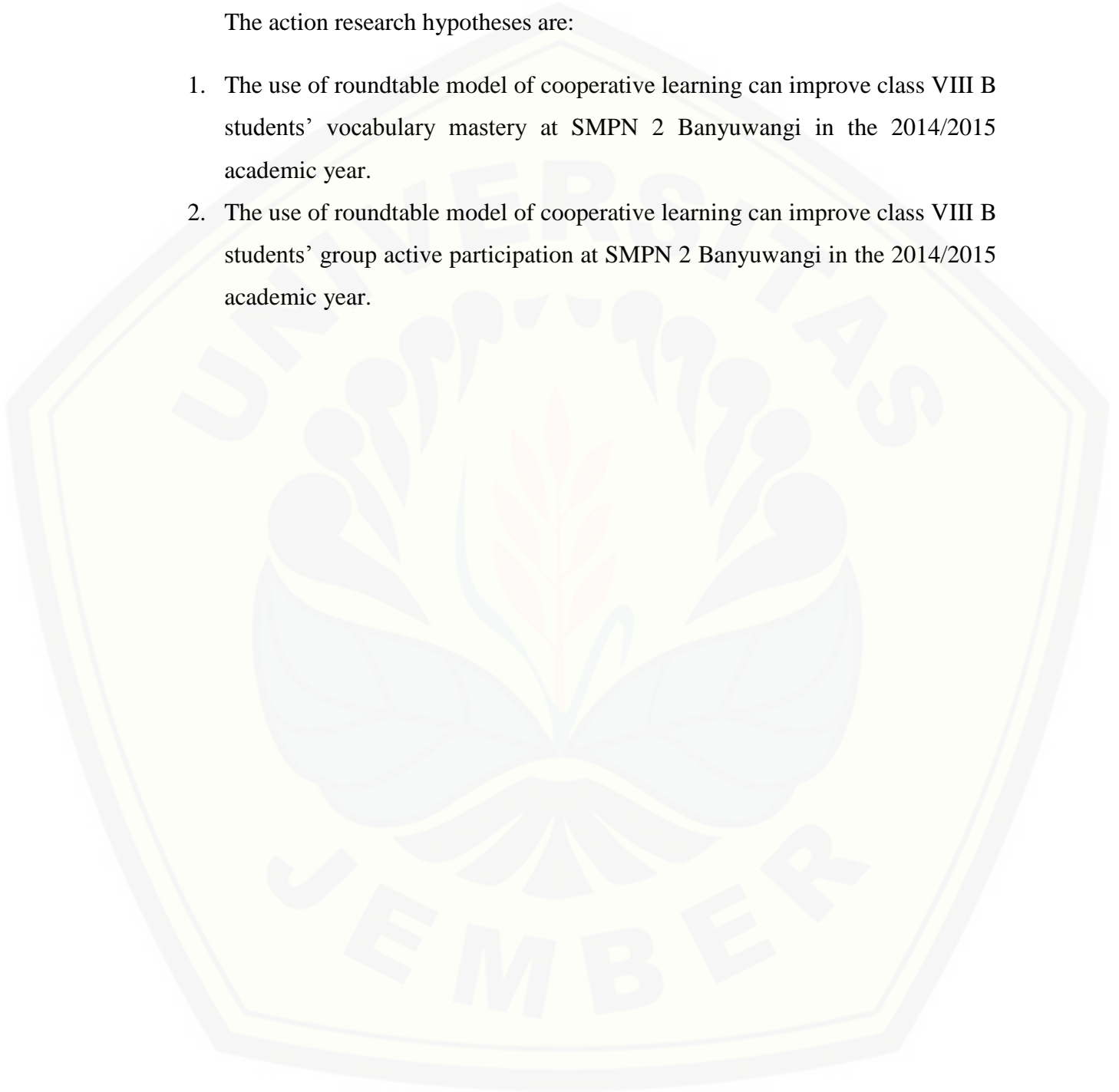
contribution. Kagan (in Dotson, 2001) says that cooperative learning is a teaching arrangement that refers to small, heterogeneous group of students working together to achieve a common goal. For this research, the researcher will adapt and modify some procedures to match with situation and material in the research. They are:

1. Formatting heterogeneous group. The group consists of 4 students with different gender and academic ability. After making group, students will sit around the table with their group members in order to work cooperatively and interact directly each other. Then the teacher will give a piece of paper and a pen for each group to answer teacher's questions.
2. Posing "multiple answers" question. Before giving questions, the teacher will explain the material about noun, verb, adjective, and adverb. The question must be one that has multiple answers.
Example: Find noun, verb, adjective, and adverb from the text above!
3. Responding to "multiple answers" question. Each group has to answer the teacher's questions by using a piece of paper and a pen that given by the teacher. Members take turn writing the answers and passing the paper around. Each group will be given 20 minutes to answer multiple answer task. When time is called, groups have to stop answering.
4. Discussing "multiple answers" question. The students will discuss the answers among the group. The teacher will ask each group to share and discuss the answers with entire class. Then, groups will count the correct answers. The group with the greatest number of correct answers will be recognized.

2.7 Action Research Hypothesis

The action research hypotheses are:

1. The use of roundtable model of cooperative learning can improve class VIII B students' vocabulary mastery at SMPN 2 Banyuwangi in the 2014/2015 academic year.
2. The use of roundtable model of cooperative learning can improve class VIII B students' group active participation at SMPN 2 Banyuwangi in the 2014/2015 academic year.



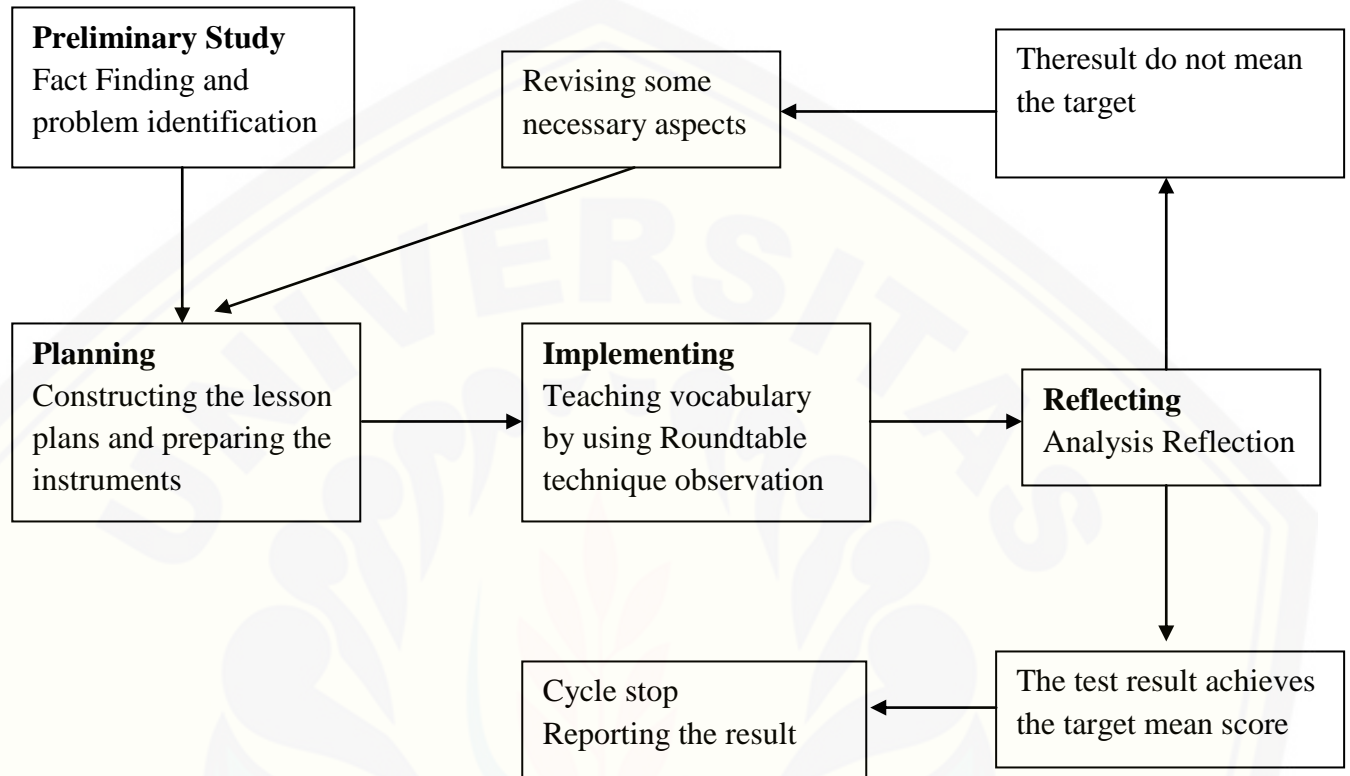
III. RESEARCH METHODS

Chapter III presents the research methods used in this research that will be explained in detail in the following parts. They cover research design, research area, determination method, data collection methods, and research procedures.

3.1 Research Design

This research was intended to improve class VIII B students' vocabulary achievement through the Roundtable Model as a technique. The classroom action research would be conducted in cycle model, which each cycle consists of two meetings. According to Elliot (1991:69) the action research is the study of a social function with a view to improving the quality of action within it. Furthermore, McMillan (1992:12) states that action research is a specific type of applied research to solve a specific classroom problem or make a decision at a single local site.

In conducting this research, the researcher carried out the preliminary study in order to know the problem that the students face in learning vocabulary. The English teacher and researcher would work cooperatively in identifying research problem, choosing themes, constructing lesson plans, implementing the actions, doing observation, constructing vocabulary test, and reflecting the result of the actions. The classroom action research procedures are as follows. (1) planning the action, (2) the implementation of action, (3) observation and evaluation of the action, and (4) data analysis and reflection of the action. If the result of the first cycle did not meet the target mean score that is 75, the cycle would be continued to the second cycle.

Figure 3.1 The Design of Classroom Action Research

(Taken from Lewin in Elliot, 1993:70)

The activities of research used the following procedures:

1. Taking preliminary study by interviewing the English teacher of SMPN 2 Banyuwangi to identify the problems that were faced by English teacher and students in learning vocabulary.
2. Finding some school documents as supporting data.
3. Determining the class as the research subject based on data from English teacher.
4. Planning the actions (constructing the lesson plans for the first cycle and test materials).

5. Constructing the observation guide in the form of checklist consisting of indicators observed.
6. Implementing the actions in cycle 1 by teaching vocabulary through Roundtable technique. The teacher will observe students' activity, while the researcher carrying out teaching practice. It will be done in turn.
7. Giving vocabulary test including nouns, verbs, adjectives, and adverbs in the form of objective test after the actions in cycle 1.
8. Analyzing the results of vocabulary test.
9. Reflecting the results of observation and vocabulary test in cycle 1. If the result of vocabulary test in cycle 1 could not achieve the standard mean score requirement, the researcher will construct the lesson plan for second cycle by revising the lesson plan in the first cycle.
10. Implementing the actions in cycle 2 by teaching vocabulary through roundtable technique. The teacher will observe students' activity, while the researcher carrying out teaching practice. It will be done in turn.
11. Giving vocabulary test including nouns, verbs, adjectives, and adverbs in the form of objective test after the actions in cycle 2.
12. Analyzing the results of vocabulary test.
13. Reflecting the results of observation and vocabulary test in cycle 2.
14. Drawing conclusion to answer the research problem.

3.2 Research Area Determination Method

The area of this research was SMPN 2 Banyuwangi. The method that was used in determining the research was purposive method. SMPN 2 Banyuwangi was chosen as the research area in the classroom action research considering some following reasons:

1. The roundtable model of cooperative learning had never been applied by English teacher in teaching vocabulary yet.
2. The headmaster gave permission to the researcher to conduct this classroom action research.
3. The English teacher agreed to conduct this classroom action research.

3.3 Research Subjects Determination Method

The subject of this research was the students of class VIII B in SMPN 2 Banyuwangi in the 2014/2015 academic year. The class was chosen because it had the lowest mean score among other class based on data from English teacher. The standard passing grade of the school is 75, but the students who could not reach the score was 22 students (55%) of 40 students. According to the teacher, they had low capability in understanding vocabulary and low participation during the lesson. The mean score of the vocabulary test of class VIII B was 70.

Table 1. The Mean Score of the Eight Grade Students' Vocabulary

No	Class	Mean Score
1.	8A	86
2.	8B	70
3.	8C	80
4.	8D	75
5.	8E	74
6.	8F	80
7.	8G	76
8.	8H	79

*Scores were taken from teachers' lists

3.4 The Operational Definition of the Key Terms

Some items used in the research title are operationally defined in order to avoid misunderstanding of the terms which are also the variable of the research. The variables are vocabulary achievement and teaching of roundtable model of cooperative learning.

3.4.1 The Students' Vocabulary Mastery

Vocabulary achievement in this research deals with the result of the students' vocabulary test in the form of scores of vocabulary with indicators of nouns, verbs, adjectives, and adverbs. In this research, it is dependent variable because its value depends on the implementation of teaching vocabulary with roundtable model of cooperative learning.

3.4.2 Roundtable Model of Cooperative Learning

The students will form heterogeneous group of 4. Teacher will give multiple answer questions as task. Each group passes paper to their teammates in circle clockwise to answer multiple answer questions. When the time is called students stop answering then discuss each group's answers with others. Additionally, the roundtable model of cooperative learning in this research is independent variable because it influences the scores of the vocabulary mastery as the dependent variable.

3.5 Data Collection Method

In this research, data would be obtained from observation and vocabulary test. Meanwhile, interview and documentation was used to obtain supporting data.

3.5.1 Vocabulary Test

A test is an instrument that presents to each subject a standard set of question that requires the completion of a cognitive test (Mcmillan, 1992:114). Test is used to measure knowledge owned by a person or group using questions or exercises. In this classroom action research, vocabulary test would be given after students learning

vocabulary through the Roundtable technique. Vocabulary test items included nouns, verbs, adjectives, and adverbs.

Generally, there are two kinds of test, namely subjective and objective test. However in this research, researcher used objective test since it is easy to score. According to Djiwandono (1996:28) an objective test is more practical and easier to do in term of scoring. Further, he adds that objective test can avoid subjectivity. The scoring objective test would be conducted in the third meeting. In the test, students would be given 30 test items with the distribution as follows: multiple choice (30 items) Total result would be divided by 30 then multiplied by 100. The time allocation for doing test was 40 minutes. The distribution of test item was as follows: nouns (13 items), verbs (6 items), adjectives (6 items), adverbs (5 items).

3.5.2 Observation

In this research, observation was done while teaching vocabulary using Roundtable technique in each meeting of each cycle. Researcher would use checklist as an observation guide to record students' active participation. The checklist told students if they were active or passive during learning process. The students would be categorized as active students if they fulfill at least 3 of indicators below:

1. The students write the answer of multiple questions on a piece paper in turn and pass the paper around.
2. The students share their opinions among high achiever, middle achiever, and low achiever to the class
3. The students find nouns, verbs, adjectives, and adverbs from the text given.

3.5.3 Interview

McMillan (1992:132) states that interview is a form data collection in which questions are asked orally and subject's responses are recorded. In this research, interview was between researcher and English teacher to support the primary data

concerning with English teaching at the school. The researcher would interview the English teacher to collect data about the curriculum used at SMPN 2 Banyuwangi, the English books, the students' problem in learning English, the students' problem in learning English, how to solve their problems and the teaching techniques used by the English teacher in teaching vocabulary. (See Appendix 3)

3.5.4 Documentation

Arikunto (2006:158) says that documentation is a method in searching data in form of books, magazines, documents, rules, daily notes, and so on. For this research, documentation would get the supporting data about the names of the students, total number of the eight year students, and the previous scores in vocabulary of class VIII B students of SMPN 2 Banyuwangi in semester 1.

3.6 Research Procedures

The classroom action research was intended to improve class VIII B students' vocabulary mastery and active participation by using Roundtable technique at SMPN 2 Banyuwangi in the 2014/2015 academic year. This research was conducted in one cycle. The cycle covered activities as follows:

- a. Planning the action.
- b. Implementation of the action.
- c. Observation and evaluation.
- d. Data analysis and reflection of the action.

3.6.1 The Planning of the Action

Planning of the action was constructed before the research conducted, in order to run the implementation well. The preparations in implementing the action of the research were as follows:

- a. Choosing the theme based on the Basic Course of English Institutional Based Curriculum for the eighth grade of Junior High School.
- b. Constructing the lesson plans for the first cycle (meeting I & II).
- c. Constructing the vocabulary test in the form of objective test (multiple choices).
- d. Constructing the observation guide in the form of checklist containing the indicators of the students' participation in learning vocabulary through Roundtable technique.
- e. Preparing the formula to score the students' vocabulary test.

3.6.2 Implementation of the Action

The action would be conducted in school hours. The researcher would teach vocabulary through Roundtable technique, while the teacher observed teaching learning process. The actions would be conducted in one cycle. The actions were intended to improve students' vocabulary achievement about nouns, verbs, adjectives, and adverbs. The cycle 1 would be implemented based on lesson plan 1 and 2, then vocabulary test would be given in the third meeting.

3.6.3 Observation and Evaluation

The observation would be done in each meeting to know whether students' active participation during vocabulary learning in Roundtable technique. The researcher would use checklist as instruments in observation. The students were classified as active students if reach 75% or more based on indicators in the checklist.

The evaluation was carried out to know the students' vocabulary improvements using Roundtable technique. The evaluation that was used in the classroom was process evaluation and product evaluation. The process evaluation would be done in observation during teaching learning process. The product

evaluation would be done at the end of cycle in the form of vocabulary achievement test covered nouns, verbs, adjectives, and adverbs.

The criteria that were used to evaluate the success of the action were: 1) the target average score was at least 75, and it could be reached at least 75% of the research subjects. 2) 75% students were active in teaching and learning process.

3.6.4 Reflection of the Action

The reflection would be done to reflect the result of the actions based on the observation and vocabulary achievement test. The purpose of the reflection was to know whether success or not the action given.

3.7 Data Analysis Method

The data analysis method is important to analyze obtained data in the form of descriptive quantitative analysis and descriptive qualitative analysis. The data from vocabulary achievement was analyzed quantitatively. Then, the data from observation was analyzed qualitatively.

The following was the quantitative formula for students' vocabulary achievement test result.

$$M = \frac{\sum X}{N}$$

Notes:

M: the mean score of the students' vocabulary achievement.

$\sum X$: the total score of the students' vocabulary test.

N: the total number of the students.

(Adapted from Hadi, 1985:37)

$$E = \frac{n}{N} \times 100\%$$

Notes:

E: the percentage of the students who achieve > 75 as the minimum score

n: the number of the students who achieve > 75 as the minimum score

N: the total number of the students.

(Adapted from Ali, 1993:186)

The observation data from the indicators in checklist would be analyzed qualitatively in the percentage of the students' active participation. The formulation was:

$$E = \frac{n}{N} \times 100\%$$

Notes:

E: the percentage of the students' active involvement.

n: the number of active students.

N: the total number of the students.

(Adapted from Ali, 1993:186)

IV. RESULTS AND DISCUSSION

This chapter reports the result of the first cycle. The cycle consists of the results of vocabulary test, the results of observation, and the results of reflection.

4.1 The Results of the Action in Cycle 1

This classroom action research was conducted at SMPN 2 Banyuwangi. The actions were teaching vocabulary by using roundtable model of cooperative learning to the VIII B students of SMPN 2 Banyuwangi in the 2015/2016 academic year. The subjects of this research were the students of class VIII B. The stages of activities done in the first cycle covered planning of the action, implementing of the action, class observation and evaluation, and reflection of the action

4.1.1 The Implementation of the Action in Cycle 1

The implementations of the actions in cycle one were done in three meetings. The implementations of the actions in cycle 1 was carried out based on Lesson Plans 1 and 2 which were constructed by the researcher and consulted to the consultants and the English teacher. Both lesson plans were integrated with reading skill. In addition, the time allocation was 2x40 minutes for each meeting. While the last meeting was used for English vocabulary test.

The first meeting in cycle 1 was done on February 26th, 2015. At the time, the teacher was the researcher, while the English teacher observed the students during the teaching learning process of vocabulary. The first meeting was done based on the lesson plan 1. The topic was “Animal”.

The first meeting was conducted on 18th February 2015, the researcher taught vocabulary using descriptive text entitled Elephant. The first stage in teaching learning process was introduction. After greeting and introducing the students, the researcher checked students’ presence and all students were present in the class. Next, the researcher asked some leading questions to the students and showed a picture of elephant which is related to the descriptive text that will be

given. This activity was intended to arouse the students' interest in the topic discussed. Then, the researcher stated the objective of the learning.

The second stage in the teaching learning process was implementing the main activities. First, distributing the reading texts and the students worksheet. Then, asked them to do silent reading to the text given. Then the researcher explained about noun, adjective, and adverb. Besides explaining the researcher also asked students the example of noun, verb, and adjective at around of them. Students were excited and many of them raised their hand to give their answer. After finding examples were done enough, the researcher explained about roundtable model, the technique that was going to be used to learn English vocabulary. Class is divided into 10 groups which each group consisted of 4 students and 3 types of student (high, medium, and low achiever). The groups were given multiple answer tasks which they had to do by using roundtable technique. The students had to find nouns, verbs, and adjectives as many as possible from the text given by teacher. The researcher gave the students 10 minutes to do the task. In roundtable the students pass paper around to write their answers. There were some students did not pass the paper and let other members wrote the answer because they felt tired after had physics pop quiz. Some groups also found just wrote the answer but did not pass paper around because they still did not understand the steps, so then researcher had to explain again how roundtable works. Students did well in finding noun, verb, and adjective although they had a little hard time in the turn they had to write the answer. The students were trying to get used to the technique. Some students also had a little bit confused for some words that could change their form from noun to adjective for example, Asian and Asian Elephant so the researcher explained how to distinguish those words in front of class during discussion. In Elephant text there are 17 nouns, 13verbs, and 12 adjectives. The students could not find them well but the most of the part speech they found was adjective because they were familiar with the words and the less found was noun because they found many unfamiliar words. Then the researcher told the unfamiliar words during discussion.

The second meeting was conducted on 25th February 2015, the researcher used Lion as a title for second descriptive text. The English teacher took turn to teach vocabulary while the researcher was being the observer. The English teacher reviewed about noun, verb and adjective then added adverb that was adverb of frequency (often, always, usually, sometimes, never). The students did better in following rules. It could be seen that they could manage the turn for each member to write down the answer. After distributing text, the researcher helped the students to get used to the technique. The researcher told students to mark some words which one should be as noun, verb, adjective and adverb when read the text. They started to focus on the text given, it made them easily to find the word during task and they could help their confused teammates. In discussion, each member did their responsibility to correct and tell the right words. In Lion text there are 20 nouns, 11 verbs, 9 adjectives, and only 1 adverb, groups could find words better but the most of part speech easily found was still adjective. Then the researcher told the words that the students could not find in task.

Vocabularies found in first meeting

	Group 1	Group 2	Group 3	Group 4	Group 5
N	15	12	9	13	12
V	10	9	10	11	8
Ad	7	7	8	7	8
	32	28	27	31	28
	Group 6	Group 7	Group 8	Group 9	Group 10
N	12	10	15	13	10
V	10	7	8	6	7
Adj	7	7	6	7	8
	29	24	29	26	25

Vocabularies found in second meeting

	Group 1	Group 2	Group 3	Group 4	Group 5
N	17	13	15	18	17
V	9	6	9	7	6
Adj	8	8	9	7	8
Adv	1	1	1		1
	35	28	34	32	32
	Group 6	Group 7	Group 8	Group 9	Group 10
N	16	13	19	17	16
V	6	6	8	8	7
Adj	7	6	9	8	8
Adv	1		1	1	1
	30	25	37	34	32

30 or more scores are categorized as excellent. 21 – 29 scores are categorized as good. 0 – 20 are categorized as bad. In the first meeting only group 1 and 4 were categorized as excellent group while other groups were categorized as good groups. In the second meeting only group 7 was a good group, while other groups were excellent group. It can be said that the most students did good work as the first try of roundtable technique in first meeting and they did better in second meeting which 9 groups were categorized as excellent group. Groups also could answer questions that relate to the text orally. With these results of two meetings the students had good preparation for vocabulary test in third meeting.

4.1.2 The Result of Observations in Cycle 1

The researcher and the English teacher did the two observations collaboratively. The observations in cycle 1 were conducted in two meetings. It was intended to observe the students' active participation during the teaching learning process of vocabulary. During the observation process, observation checklist was used to know students' active participation.

There were three indicators observed, namely: 1) The students write the answer of multiple questions on a piece of paper in turn and pass the paper around, 2) The students share their opinions among high achiever, middle achiever, and low achiever, 3) The students find nouns, verbs, adjectives, and adverbs. The student was categorized as an active student if the student performed 3 indicators while if the student was categorized as passive student if the student performed less than 3 indicators. In addition, the observer gave check marks in the observation checklist based on categorized indicators.

In the first meeting, some students could write the answer and pass the paper around, some other were not doing it. The researcher found that there were some students felt tired after physics pop quiz so they counted on their teammates to write the answer. There were also some groups wrote the answer without passed the paper around because they did not understand how roundtable works. Some students were able to share their idea to their teammates so it helped other member who could not find the answer. Some other students could not share, because they were also still finding the answer on the text or tired so they could not help their confused teammate. It could be said that on first meeting some students looked felt tired and lost their focus it made them took time to find the word and helped their teammates. In second meeting after distributing the text, the researcher helped the students to get used to the technique. The researcher told students to mark some words which one should be as noun, verb, adjective and adverb when analyzed the text. They started to focus on the text given, it made them easily to find the word during task and they could help their confused teammates.

Moreover, the result of the students' active participation was analyzed by using the following formula to find the percentage of the students' active participation.

$$E = \frac{n}{N} \times 100\%$$

Notes:

E: the percentage of the students' active involvement.

n: the number of active students.

N: the number of the students.

(Adapted from Ali,1993:186)

The results of the observations were presented in the table (see appendix 9 and 10)

The calculation results of the observation checklist in cycle 1 were gotten to find percentages of active and passive students in the teaching learning process.

A. Meeting 1

Active

$$\begin{aligned} E &= \frac{n}{N} \times 100\% \\ &= \frac{28}{40} \times 100\% \\ &= 70\% \end{aligned}$$

Passive

$$\begin{aligned} E &= \frac{n}{N} \times 100\% \\ &= \frac{12}{40} \times 100\% \\ &= 30\% \end{aligned}$$

B. Meeting 2

Active

$$\begin{aligned} E &= \frac{n}{N} \times 100\% \\ &= \frac{34}{40} \times 100\% \\ &= 85\% \end{aligned}$$

Passive

$$\begin{aligned} E &= \frac{n}{N} \times 100\% \\ &= \frac{6}{40} \times 100\% \\ &= 15\% \end{aligned}$$

After finding the percentages of active and passive students in cycle 1, the average result of the students' participation was needed being calculated too. It was intended to know whether the target percentage required had been achieved or not. Therefore, the average result of the students' participation was presented in Table 4.2.

Table 4.2 The Average Result of the Students' Active Participation

No.	Meeting	Percentage	
		Active	Passive
1	Meeting 1	70%	30%
2	Meeting 2	85%	15%
Average		77.5%	22.5%

Based on tables 4.1 and 4.2 above, in the first meeting there were 28 active students (70%) and 12 passive students (30%) during the teaching learning process. In the second meeting, during the learning process of vocabulary by using roundtable model there were 34 active students (85%) and 6 passive students (15%). Thus, the average result of the students' active participation in cycle 1 was 77,5% while 22,5% were categorized as passive students. It can be concluded that the students' active participation in cycle 1 was success which the target percentage required in this research, that was 75% as minimum percentage. Therefore, the students' active participation in the teaching learning process of vocabulary by roundtable model of cooperative learning had achieved the target.

4.1.3 The Result of Vocabulary Achievement Test in Cycle 1

Product evaluation was conducted on the third meeting on February 26th, 2015. The time allocation was 40 minutes. There were 30 questions in the form of multiple choices. The vocabulary test covered 13 items for the nouns, 6 items for the verbs, 6 items for the adjectives and 5 items for the adverbs.

There were 40 students took the vocabulary achievement test. The student could be categorized as the one who achieved the standard passing grade if he or she got score of 75 or higher. Further, after finding the result of the students'

vocabulary achievement test, the percentage of the students' who got vocabulary achievement score of 75 or more was analyzed by using these following formulas.

$$M = \frac{\sum X}{N}$$

Notes:

M: the mean score of the students' vocabulary achievement.

$\sum X$: the total score of the students' vocabulary test.

N: the number of the students.

(Adapted from Hadi, 1985:37)

$$E = \frac{n}{N} \times 100\%$$

Notes:

E: the percentage of the students who achieve > 75 as the minimum score

n: the number of the students who achieve > 75 as the minimum score

N: the total number of the students.

(Adapted from Ali, 1993:186)

The result of the students' vocabulary achievement test was presented in the table 4.3.

Table 4.3 The Result of the Students' Vocabulary Achievement Test

No	Name of Subject	Score	Achieved	Not Achieved
1	ARS	80	✓	
2	AB	80	✓	
3	AM	96	✓	
4	APN	80	✓	
5	AWR	83	✓	
6	AF	40		✓
7	AH	76	✓	
8	AN	83	✓	

9	BPG	80	✓	
10	CI	86	✓	
11	DNS	86	✓	
12	DAS	83	✓	
13	DW	80	✓	
14	DIP	86	✓	
15	ESP	86	✓	
16	FZ	86	✓	
17	FAP	83	✓	
18	FZA	83	✓	
19	GDP	70		✓
20	IIT	76	✓	
21	KRE	76	✓	
22	MA	83	✓	
23	MTP	76		✓
24	MAR	73		✓
25	M	76	✓	
26	MR	80	✓	
27	MA	66		✓
28	MF	76	✓	
29	MY	70		✓
30	PAW	93	✓	
31	RP	83	✓	
32	RDM	80	✓	
33	RNO	90	✓	
34	RNS	70		✓
35	R	83	✓	
36	SS	86	✓	
37	SA	83	✓	

38	TP	93	✓	
39	VN	73		✓
40	YAY	73		✓
	Total Score	3186	31	9

The calculation result of the vocabulary test 2 was done to find the average of the students who gained score ≤ 75 in test by using this following formula.

$$\text{The students' mean score} = \frac{\sum X}{N} = \frac{3186}{40} = 79.65$$

$$\text{The students' percentage} = \frac{n}{N} \times 100\% = \frac{31}{40} \times 100\% = 77.5\%$$

Based on the table 4.10, there were 40 students took vocabulary achievement test. The actions in this research were considered successful if 75% or more of the students achieved the target score required in the vocabulary test. The result showed that 31 students got score ≤ 75 or higher and the average was 79,65. The percentage of students who succeed on the test was 77.5%. These results indicated that the students vocabulary achievement test had been achieved the standard target of score and percentage that were 75 and 75%. It can be said that the actions were successfully done. In short, the use of roundtable model of cooperative learning in teaching and learning of vocabulary improved the students' vocabulary achievement.

4.1.4 The Result of Reflection in Cycle 1

The reflection was done after the result of observations and vocabulary achievement test in cycle 1 were known. In this research, the results of the first observation showed that there were 28 students out of 40 students or 70% were categorized as active students during the teaching learning process of vocabulary by using roundtable model of cooperative learning and there were 34 students out of 40 students or 85% were categorized as active students in the second meeting. In average, there were 77.5% of the students were active in the learning process. It means that the result of the observation in cycle 1 achieved the target required that

was 75% as standard percentage of the students active participation in learning process of vocabulary by using roundtable model of cooperative learning.

Further, the result of product evaluation that was vocabulary achievement test in cycle 1 showed that the mean score was 79.65 and for the percentage was 77.5%, it means that the goal of standard average score and minimum percentage was achieved. Therefore, the result of the students' vocabulary achievement test in cycle 1 had achieved the target score required.

Based on the results of observation and vocabulary achievement test in cycle 1, it could be concluded that teaching vocabulary by using roundtable model of cooperative learning could improve the students' vocabulary achievement. The students were more interest and enthusiast in learning vocabulary. Besides, the students' vocabulary achievement reached the target score required. Therefore, it was not necessary to continue to the next cycle.

4.2 Discussion

In teaching learning process both researcher and teacher class worked cooperatively to monitor and guide the students during lesson. The students also gave their effort to work in group to improve their vocabulary achievement. During discussion the researcher gave opportunity for each group to share their result with class, this treatment encouraged them to study better in meeting 2 it also made them felt that their effort was realized by teacher. The researcher also told vocabularies that students could not find with their meaning so students would not miss the word. Crandall (in Arnold 1999:233) mentions that cooperative learning provide comprehensible input and output. In roundtable students are expected to have good group interaction. Good group interaction make productive group. On second meeting every students tried to give their contribution. In class every students shared their knowledge to do the task together then it made them could do the vocabulary test with good preparation during meetings. As Miller and Spencer (in Sherman 1991:30) state, roundtable technique is a technique that can be used for brainstorming, reviewing or practicing a skill. Here, the students asked to find the answers as many as

possible. By finding many answers, the students directly increased their vocabulary. This activity could build positive interdependence among team members, because they could share and discuss the answers to get the best answer. It could increase students' confidence and self-esteem, because each student gave contribution to their roundtable group. It could motivate them to be active in doing roundtable technique.

During the two meetings in using roundtable model of cooperative learning, students were asked to find vocabularies as many as possible from descriptive text. By finding the meaning of noun, verb, adjective, and adverb, students were expected to understand words on the text. After finding the meaning of words on the text, the teacher guided the students to understand what text was telling about by asking some question in oral that related to the text. Students were doing well in both meetings that it made them ready for vocabulary test on the third meeting.

The findings of some previous researches are important to support the action and made as references. First, a classroom action research Sholihah (2010) proved that roundtable model of cooperative learning could improve the eighth grade students' vocabulary and active participation at SMPN 1 JangkarSitubondo. Another research done by Riniati (2006) proved that there is significant effect of roundtable technique in the second year students' writing achievement at SMAN 1 Arjasa

. Related to the statement above, the use of roundtable model could improve the VIII B grade students' vocabulary achievement and arouse their active participation in teaching and learning process at SMP Negeri 2 Banyuwangi. Therefore, it is expected to the English teacher and the other researchers to use roundtable model of cooperative learning in teaching vocabulary achievement because the research results showed that it is a useful technique to make the students easier to understand English vocabulary.

V. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions. The research conclusions and suggestions are going to be presented in the following section.

5.1 Conclusion

Based on the results of data analysis and discussion, it could be concluded that teaching vocabulary by using roundtable model of cooperative learning could improve the students' vocabulary mastery and their active participation in learning process of class VIII B at SMP Negeri 2 Banyuwangi.

The improvement of the students' vocabulary test could be seen from the average score that increased from 70 in previous score to 79.65. The students' percentage who passed the test also reached more than minimum that was 77.5%. The average improvement convinced that the use of roundtable model could help the students to improve their score in vocabulary test.

From the observation, it was found that the use of roundtable model of cooperative learning in the learning process could improve the students' active participation. The average percentage result of the students' active participation was 77.5% meant it was more than minimum standard that was 75% 2. The percentage result above showed that the students active by participated in the learning process.

5.2 Suggestions

By considering the results of the implementation of roundtable model in teaching vocabulary that could improve the students' vocabulary mastery and the students' active participation, some suggestions are proposed for the following people:

1. The English teacher

It is suggested that the English teacher applies roundtable model in teaching vocabulary. It is due to the fact that roundtable model can

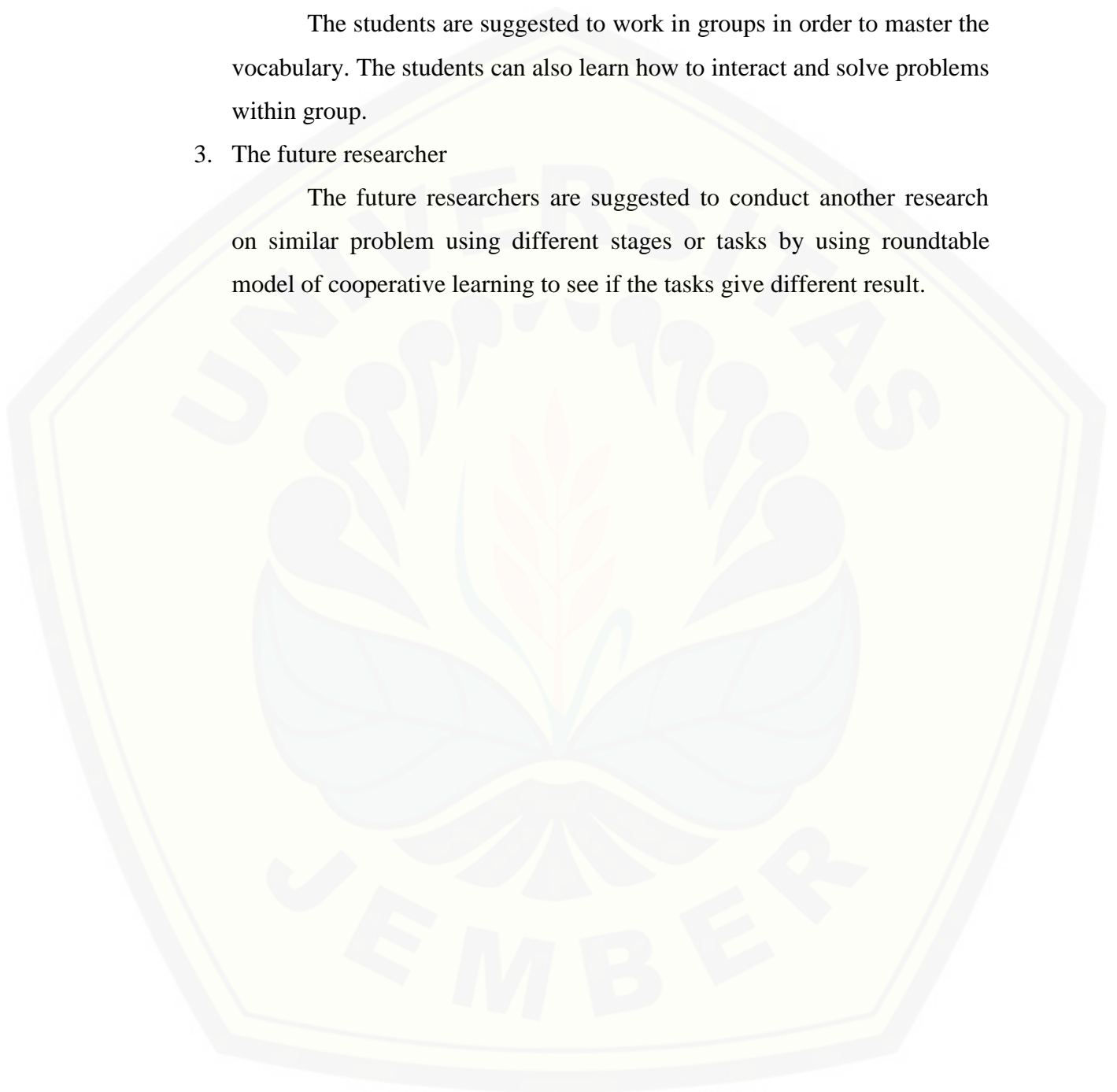
improve the students' vocabulary mastery and the students' active participation.

2. The Students

The students are suggested to work in groups in order to master the vocabulary. The students can also learn how to interact and solve problems within group.

3. The future researcher

The future researchers are suggested to conduct another research on similar problem using different stages or tasks by using roundtable model of cooperative learning to see if the tasks give different result.



REFERENCES

- Ali, M. 1993. *Penelitian Pendidikan: Prosedur Praktek*. Bandung: PT. RinekaCipta.
- Arikunto, S. 2006. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Arnold, J. 1999. *Affect in Language Learning*. London: Cambridge University Press.
- Bartsch, C. 2014. *Three Disadvantages of Using Cooperative Learning*. Available online at <http://everydaylife.globalpost.com/three-disadvantages-using-cooperative-learning-6470.html> (October, 8 2014).
- Carnes, R. 2005. *Verbs: Types and Tenses*. San Marcos: Texas State University Available online at www.txstate.edu/slac/writing/grammar/Verbs-TypesandTenses.pdf (May, 20 2014).
- Coady, J. and Huckin, T. 1997. *Second Language Vocabulary Acquisition: A Rationale for Pedagogy*. Cambridge: Cambridge University Press.
- Djiwandono, M. S. 1996. *Tes Bahasa Dalam Pengajaran*. Bandung: Penerbit ITB
- Dotson, J. M. 2001. *Cooperative Learning Structures Can Increase Student Achievement*. Available Online at http://www.kaganonline.com/free_articles/research_and_rationale/increase_achievement.php(February, 2 2015).
- Elliot, J. 1991. *Action Research for Educational Change: Developing Teachers and Teaching*. London: Open University Press.
- Hadi, S. 1985. *Statistik Jilid I*. Yogyakarta: Universitas Gadjah Mada
- Hatch, E. and C, Brown. 2001. *Vocabulary, Semantics, and Language Education*. Cambridge: Cambridge University Press.
- Hiebert, E. H. and Kamil, M. L. 2005. *Teaching and Learning Vocabulary*. New Jersey: Lawrence Erlbaum Associates.
- Hughes, A. 2003. *Testing for Language Teacher (2nd ed)*. Cambridge: Cambridge University Press.
- Kagan, S. 2009. *Cooperative Learning*. Available Online at <http://www.cegoi.com/uploads/ CVS/loadbrowser/book/25086/25086.html> (March. 28 2014).

- Krohn, R. 1986. *English Sentence Structure*. Ann Arbor: The University of Michigan Press.
- McMillan, J. H. 1992. *Educational Research: Fundamental for Consumer*. New York: Harper Collin Publisher.
- Milton, J. 2009. *Measuring Second Language Vocabulary Acquisition*. Bristol: British Library.
- Orlich, Robert, Callahan, and Gibson. 1998. *Teaching Strategies: A Guide to Better Instruction*. Boston: Houghton Imifflin Company.
- Richards, J.C. and Martinet, A.V. 2001. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Sherman, L.W. 1991. *Cooperative Learning Secondary Edition: Implications from Social Psychology for Active Learning Experiences*. Ohio: Miami University .
- Tarigan, G. H. 1989. *Pengajaran Kosakata*. Bandung: PT. Angkasa.
- Thornburry, S. 2002. *How to Teach Vocabulary*. Essex: Pearson Education Limited.
- Thompson, A.J. and Martinet, A.V. 1986. *A Practical English Grammar (4th Ed)*. Oxford: Oxford University Press.

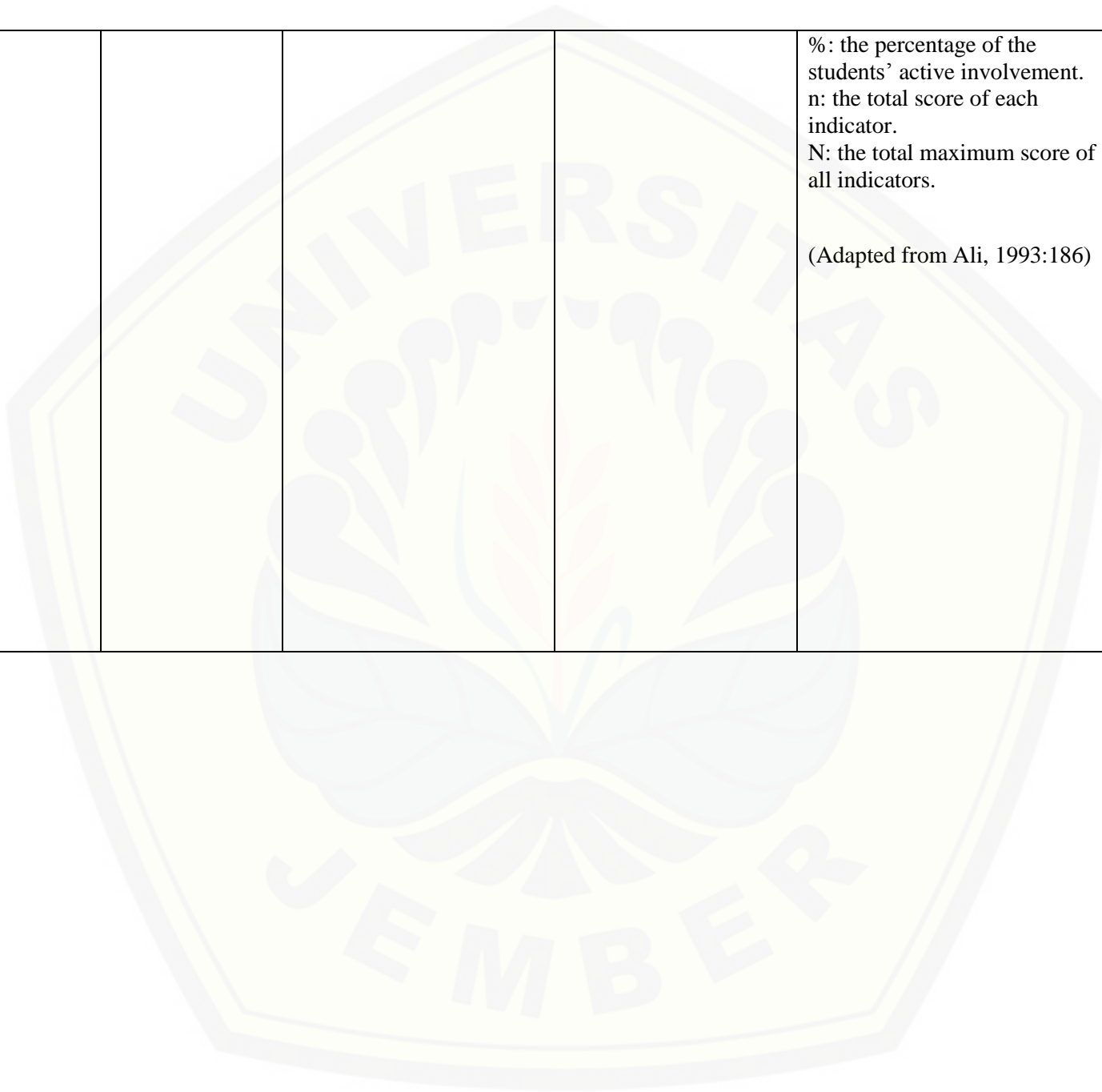
Matrix

Appendix 1

Title	Problem	Variable	Indicator	Data resources	Research method	Hypothesis
Increasing the Eight Students' Vocabulary Mastery by Using Roundtable Model of Cooperative Learning at SMP Negeri 2 Banyuwangi	<ol style="list-style-type: none"> How can the use of roundtable model of cooperative learning increase class VIII B students' vocabulary mastery at SMP Negeri 2 Banyuwangi How can the use of roundtable model of cooperative learning increase class VIII B students' group active participation at SMP Negeri 2 Banyuwangi 	<p>Independent variable:</p> <p>The use of roundtable model of cooperative learning</p> <p>Dependent variable:</p> <p>Class VIII students' vocabulary achievement</p>	<ol style="list-style-type: none"> The procedures of roundtable technique: <ol style="list-style-type: none"> Formatting the group Posing "multiple answer" question Responding to the "multiple answer" question Discussing the "multiple answer" question The score of the students' vocabulary test: Nouns, verbs, adjectives and adverbs 	<ol style="list-style-type: none"> Research subject: Class VIII students of SMPN 2 Banyuwangi Informant: The English teacher of SMPN 2 Banyuwangi Documents: <ol style="list-style-type: none"> The names of class VIII students of SMPN 2 Banyuwangi Students previous vocabulary scores 	<ol style="list-style-type: none"> Research design: Classroom Action Research. The steps of the cycle: <ol style="list-style-type: none"> The planning of the action The implementation of the action Class observation and evaluation Data analysis and reflection Area determination method: Purposive method Subject determination method: Purposive method Data collection method. <ol style="list-style-type: none"> Primary data: <ul style="list-style-type: none"> vocabulary test 	The use of roundtable model of cooperative learning can increase class VIII students' vocabulary mastery at SMP Negeri 2 Banyuwangi

					<ul style="list-style-type: none"> - observation <p>b. Supporting data:</p> <ul style="list-style-type: none"> - interview - students' vocabulary score <p>5. Data analysis method:</p> <p>The primary data taken from vocabulary test will be analyzed quantitatively using the following formula:</p> $M = \frac{\sum X}{N}$ <p>Notes:</p> <p>M: the mean score of the students' vocabulary achievement.</p> <p>$\sum X$: the total score of the students' vocabulary test.</p> <p>N: the number of the students.</p> <p>(Adapted from Hadi, 1985:37)</p> <p>The data from the observation are analyzed quantitatively by using the following formula:</p> $\% = \frac{n}{N} \times 100$	
--	--	--	--	--	--	--

					<p>%: the percentage of the students' active involvement. n: the total score of each indicator. N: the total maximum score of all indicators.</p> <p>(Adapted from Ali, 1993:186)</p>	
--	--	--	--	--	---	--



Appendix 2

THE GUIDELINES OF RESEARCH INSTRUMENTS**a. Interview Guide**

This informal interview was conducted at the preliminary study to know the teaching learning process and problems found in vocabulary. The following questions were used in interviewing the English Teacher.

Interview Questions	Interview
<ol style="list-style-type: none"> 1. What Curriculum do you use in teaching English? 2. How is the class condition in the teaching learning process? 3. What Technique do you usually use to teach English? 4. Do you teach vocabulary separately or integrated with the four language skills? 5. What problems do you face in teaching vocabulary? 6. What have you done to overcome the problems? 7. Have you used one technique of cooperative learning? 8. What are the students' difficulties in learning 	English Teacher

<p>vocabulary?</p> <p>9. Do you use textbook or other resources in teaching vocabulary?</p> <p>10. Do you use other resources from internet, magazine or newspaper to improve students' vocabulary?</p>	
---	--

b. Observation Guide for Students' Participation

No	Name	Participation			Score	Active	Passive
		1	2	3			

Indicators:

1. The students write the answer of multiple questions on a piece of paper in turn and pass the paper around.
2. The students share their opinions among high achiever, middle achiever, and low achiever.
3. The students find nouns, verbs, adjectives, and adverbs from the text given.

c. Documentation Guide

No	Data taken	Data Resources
1	The names of the research subject	Data document
2	The students' vocabulary score	Data document

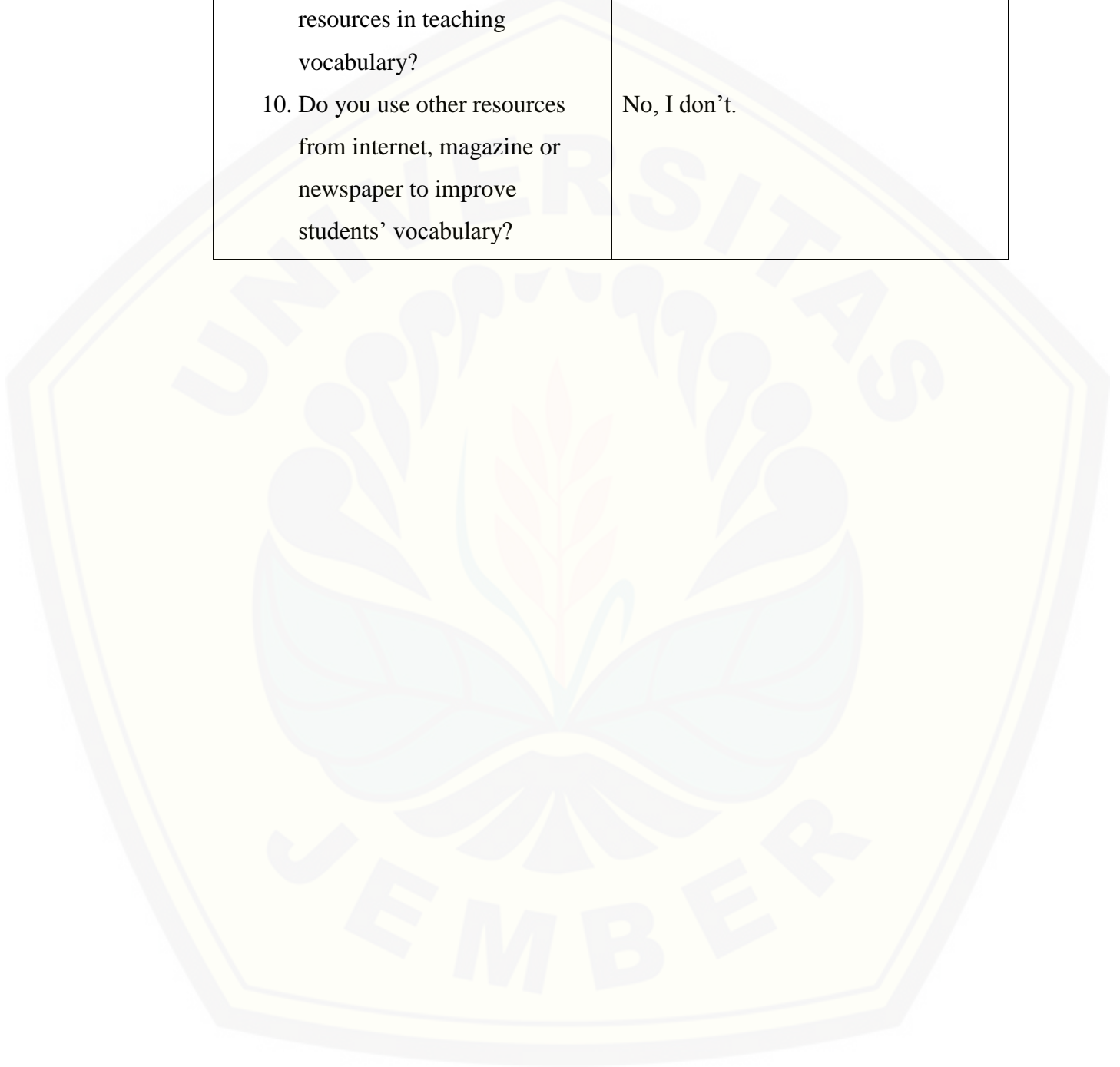


Appendix 3

THE RESULT OF INTERVIEW

Interview Questions	Interview
1. What Curriculum do you use in teaching English?	I use 2013 curriculum.
2. How is the class condition in the teaching learning process?	Most students are not really active, only few students are active.
3. What Technique do you usually use to teach English?	Communicative learning.
4. Do you teach vocabulary separately or integrated with the four language skills?	Integrated with others.
5. What problems do you face in teaching vocabulary?	It is hard to make them understand the meaning of words, moreover there are some students who don't bring a dictionary.
6. What have you done to overcome the problems?	I insist them to bring a dictionary and I won't answer if they ask me to translate the word, unless they search it by themselves.
7. Have you used one technique of cooperative learning?	No, I haven't.
8. What are the students' difficulties in learning vocabulary?	Not only how to understand and memorize, but also still having difficulties in pronouncing and spelling.

<p>9. Do you use textbook or other resources in teaching vocabulary?</p>	<p>I use textbook and dictionary.</p>
<p>10. Do you use other resources from internet, magazine or newspaper to improve students' vocabulary?</p>	<p>No, I don't.</p>



Appendix 4

Observer's Name :

Cycle :

Meeting :

Date/ Period :

OBSERVATION CHECKLIST

No	Name	Participation			Score	Active	Passive
		1	2	3			

Indicators:

1. The students write the answer of multiple questions on a piece paper in turn and pass the paper around.
2. The students share their opinions among high achiever, middle achiever, and low achiever.
3. The students find nouns, verbs, adjectives, and adverbs from the text given.

If the students can fulfill 3 indicators : Active

If the students fulfill last than 3 indicators : Not Active

Appendix 5

LESSON PLAN 1
(Meeting I Cycle 1)

School : SMP Negeri2 Banyuwangi

Subject : English

Level/Semester : VIII/1

Language Skill : Reading

Language Focus : Vocabulary

Topic/ Sub Topic : Animal

Time : 2 X 40'

I. Core Competence

KI 1	Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2	Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dan berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3	Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan,

	mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.
--	---

I.

II. Basic Competence

No.	Basic Competence	Indicators
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar .	1.1.1 Being happy to learn English 1.1.2 Showing enthusiasm and motivation in learning English
	2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.1.1 Showing good manners in communicating with teacher and friends. 2.1.2 Being interactive during the speaking class.
3.	3.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif	3.3.1 Using noun, verb, adjective, and adverb appropriate based on the text

	dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	

III. Materials

The materials are enclosed.

IV. Teaching and Learning Strategy

Approach : Scientific

Strategy : Formatting Roundtable Group, Posing Multiple Answer Questions, Responding to Multiple Answer Questions, Discussing Multiple Answer Questions.

Method : Question Answer, Discussion, Assigning Task

Technique : Roundtable

V. Teaching Learning Activities

Actiivity	Description	Time Allocation
Set Induction		5'
	1. Greeting	1'
	2. Asking the students to pray together according to their own beliefs.	1'
	3. Asking the students about their condition.	1

	4. Showing the picture of elephant and ask some leading questions.	2'
Main Activity		70'
Group Formatting	1. After distributing the text, as the introduction of material the teacher will give some times for students to read and understand the text by themselves. After silent reading teacher will introduce descriptive text by asking some questions that will relate to the text, then teacher will explain more about descriptive text.	5'
	2. The teacher explains about nouns, verbs, and adjectives with their examples then ask the students to find other examples for nouns and verbs based around of them. The students answer orally.	7'
	3. Teacher explains about the roundtable model and including how to apply it. By guidance from the teacher, the students make a roundtable group in group of four. Each group discuss to answer questions with multiple answers. Teacher will check how students cooperate and do their task. After students finish the task, teacher will discuss the answer. Each group will be given opportunity to share their answers to other groups.	8'
	4. For the task, the teacher asks the students to answer multiple answers in roundtable group.	20'
Posing Multiple Answer Question		

<p>Responding to Multiple Answer Questions</p>	<p>5. Members take turn writing the answers and passing the paper around.</p>	
<p>Discussing Multiple Answer Question</p>	<p>6. Each group will share and discuss their answers to other group from each multiple answer question.</p> <p>7. Give students some questions that relate with the text orally</p>	<p>25'</p> <p>5'</p>
<p>Closure</p>		<p>5'</p>
	<p>1. Doing reflection by asking the students' opinion about the material that has been taught.</p> <p>2. Together with students make a conclusion about the material that has been taught.</p> <p>3. Giving feedback to the students.</p> <p>4. Informing the students about the material in the next meeting.</p> <p>5. Asking the students to pray based on their own beliefs and parting the students.</p>	<p>2'</p> <p>1'</p> <p>1'</p> <p>1'</p> <p>1'</p>

VI. Media and Sources

Media : - A descriptive text entitled "The Elephant"

IX. Evaluation

a. Process Evaluation.

It is conducted during the teaching learning process. The indicators to be assessed are:

1. The students write the answer of multiple questions on a piece paper in turn and pass the paper around the circle clockwise.
2. The students share their opinions among high achiever, middle achiever, and low achiever.
3. The students find nouns, verbs, adjectives, and adverbs from the text given.

Observation checklist of the students' active participation

No	Name	Participation			Score	Active	Passive
		1	2	3			

Note:

Active : at least 3 indicators performed

Passive : less than 3 indicators performed

b.Product Evaluation

Scoring Rubric

Multiple answer questions

Each correct answer will be rewarded by 1 point

Wrong answer -1 point

Jember, February 18th, 2015

The English Teacher,

Researcher,

Winarno, S.Pd

Rahmat Sudana

NIP: 19770219200801 1 019

NIM:100210401098

MATERIAL

A. Set Induction

1. What animal is it?
2. What do you know about this animal?



(taken from http://images.nationalgeographic.com/wpf/media-live/photos/000/004/cache/african-elephant_435_600x450.jpg)

B. Teaching Materials

Descriptive Text

The Elephant

Elephants are wonderful animals. They are the largest mammals in the world that live on land. There are two kinds of elephants; African and Asian. Asian elephants have smaller ears and shorter tusks than African elephants. The African elephant is bigger and taller than the Asian elephant.

Elephants love eating plants. Because they are such big animals, they need to eat large amounts of leaves, grass and tree bark. They spend as much as twenty hours a day eating! The ears of a full-grown African elephant are about five to six feet long and four feet wide. The elephants use their tusks to protect themselves from predators. They also use their trunk to drink and take their food. They sometimes flap their ears to cool themselves. Elephants talk to each other by making sounds called "tummy rumbles." They also make a "trumpeting" sound to call to each other. Elephants can live as long as eighty years!

(Taken from <http://www.rosariosantodomingo.edu.co>)

C. Main Materials

1. Descriptive Text

- ✓ Descriptive text is a text which says what a person or a thing is like.
- ✓ The social function is to describe and reveal a particular person, place, or thing.
- ✓ The generic structure:
 - a. Identification : identifying phenomenon to be described.
 - b. Description : describing phenomenon in parts, qualities, or/and qualities
- ✓ Language features:
 - a. Using attributive and identifying process.
 - b. Using adjective and classifiers in nominal group.
 - c. Using simple present tense.

D. Part of Speech

1. Noun

A noun is a word that refers to a person, place, or thing.

Proper noun: Indonesia, Andi

Common noun: girl, park

2. Verb

A verb is a word that denotes actions.

Examples: go, eat, drink, etc.

3. Adjective is typically used to describe particular nouns.

Examples: beautiful, nice, lovely.

Task 1

Find noun, verb, and adjective from the text above with your roundtable group!

Task 2

Answer these questions orally!

1. What do lions have?
2. Where do elephants live?
3. What is the function of elephant's tusks?
4. What are the functions of elephant's trunk?
5. What are the functions of elephant's ears?
6. What are elephant's foods?

Answer Keys

Task 1

Proper Noun: Asian, African

Common Noun: elephant, animals, mammals, world, land, ears, tusks, trunk, leaves, grass, bark, predators, food, sounds, plants

Verbs : live, have, need, eat, spend, use, protect, drink, flap, cool, talk, making, call

Adjectives: wonderful, largest, smaller, shorter, bigger, taller, big, large African, Asian, long, tree

Task 2

1. Ears, tusks, trunk
2. On land
3. To protect elephant
4. To take food and drink
5. To hear and sometimes to cool the elephant
6. Leaves, grass, and tree bark

Appendix 6

LESSON PLAN 1
(Meeting II Cycle 1)

School : SMP Negeri2 Banyuwangi

Subject : English

Level/Semester : VIII/1

Language Skill : Reading

Language Focus : Vocabulary

Topic/ Sub Topic : Animal

Time : 2 X 40'

I. Core Competence

KI 1	Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2	Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dan berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3	Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan,

	mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.
--	---

I.

II. Basic Competence

No.	Basic Competence	Indicators
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar .	1.1.1 Being happy to learn English 1.1.2 Showing enthusiasm and motivation in learning English
	2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.1.1 Showing good manners in communicating with teacher and friends. 2.1.2 Being interactive during the speaking class.
3.	3.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif	3.3.1 Using noun, verb, adjective, and adverb appropriate based on the text

	dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	

III. Materials

The materials are enclosed.

IV. Teaching and Learning Strategy

Approach : Scientific

Strategy : Formatting Roundtable Group, Posing Multiple Answer Questions, Responding to Multiple Answer Questions, Discussing Multiple Answer Questions

Method : Question answer, Discussion, Assigning task

Technique : Roundtable

V. Teaching Learning Activities

Actiivity	Description	Time Allocation
Set Induction		5'
	1. Greeting	1'
	2. Asking the students to pray together according to their own beliefs.	1'
	3. Asking the students about their condition.	1

	4. Showing the picture of elephant and ask some leading questions.	2'
Main Activity		70'
Group Formatting Posing Multiple Answer Question Responding to Multiple Answer Questions	1. After distributing the text, teacher asks students to do silent reading. After silent reading teacher.	5'
	2. The teacher reviews nouns, verbs, and adjectives then explain adverb with its examples then ask the students to find other examples for adverb. The students answer orally.	10'
	3. Teacher asks students to regroup with the same group as previous meeting	5'
	4. For the task, the teacher asks the students to answer multiple answers task in roundtable group.	20'
	5. Members take turn writing the answers and passing the paper around.	

Discussing Multiple Answer Question	6. Each group will share and discuss their answers to other group from multiple answer task.	25'
	7. Give students some questions that relate with the text orally	5'
Closure		5'
	1. Doing reflection by asking the students' opinion about the material that has been taught.	2'
	2. Together with students make a conclusion about the material that has been taught.	1'
	3. Giving feedback to the students.	1'
	4. Informing the students about the material in the next meeting.	1'
	5. Asking the students to pray based on their own beliefs and parting the students.	1'

VI. Media and Sources

Media : - A descriptive text entitled "The Lion"

IX. Evaluation

a. Process Evaluation.

It is conducted during the teaching learning process. The indicators to be assessed are:

1. The students write the answer of multiple questions on a piece paper in turn and pass the paper around the circle clockwise.
2. The students share their opinions among high achiever, middle achiever, and low achiever.
3. The students find nouns, verbs, adjectives, and adverbs from the text given.

Observation checklist of the students' active participation

No	Name	Participation			Score	Active	Passive
		1	2	3			

Note:

Active : at least 3 indicators performed

Passive : less than 3 indicators performed

b.Product Evaluation

Scoring Rubric

Multiple answer questions

Each correct answer will be rewarded by 1 point

Wrong answer -1 point

Jember, October 25th, 2015

The English Teacher,

Researcher,

Winarno, S.Pd

RahmatSudana

NIP: 19770219200801 1 019

NIM:100210401098

MATERIAL

A. Set Induction

1. What animal is it?
2. What do you know about this animal?



(taken from http://wallpaperswide.com/lion_5-wallpapers.html)

B. Teaching Materials

Descriptive Text

The Lion

Lions are carnivores and wild animals. We can find them in the African jungle or savannah. The lions usually hunt at their hunting area. The lions feed on zebras, buffaloes, and deer. They can run fast like a horse. Their fangs can tear flesh easily and their claws are sharp. They can hear voice from 100 until 150 meters.

The lions resemble with cat. The male lion has a mane. The male is bigger than female. Their eyes provide binocular vision, so they can see something far.

Roar of lions are incredible, it is one of the best sound of animal. Lions roar to communicate with their kind, intimidate their enemy, and to show their territory. You can hear lion's roar until 5 kilometers.

(Taken from <http://www.rosariosantodomingo.edu.co>)

C. Part of Speech

1. Adverb is used to modify verbs.

- Examples: - I often have a dinner in my house
- My mom always prepares my breakfast.
 - Usually, I study in my room at 7 P.M.
 - Sometimes, I feel sleepy in classroom
 - I never want eat that food.

Task 1

Find noun, verb, adjective, and adverb the answers as many as you can from the following questions with your roundtable group!

Task 2

Answer these questions orally!

1. What do lions have?
2. Where do lions live?
3. Why do lions roar?
4. What is the function of lion's claws and fangs?
5. How fast can lion run?
6. What usually lion hunt?

Answer Keys

Task 1

Nouns : animal, lion, jungle, savannah, zebra, buffalo, deer, fangs, flesh, claws, voice, cat, male, female, mane, sound, enemy, territory, carnivores

Verbs : find, hunt, feed, run, tear, hear, provide, roar, communicate, intimidate, show.

Adjectives: wild, fast, sharp, bigger, important, incredible, best, African

Adverbs : usually

Task 2

1. Mane, claws, and fangs
2. African jungle or savannah
3. To call their friends, to intimidate their enemy, and to show their territory
4. To tear animal's flesh
5. As fast as a horse
6. Zebras, buffaloes, and deers

Appendix 7

Vocabulary Test

Name :

Class :

Date :

Choose the best answer by crossing a, b, c, or d.

1. In the jungle you can see many.....animals.
a. bad b. good c. nice d. wild
2. Elephants need to..... leaves, grass, and tree bark.
a. eat b. get c. spend d. use
3. You will.....find elephant in your garden.
a. always b. never c. sometimes d. usually
4.will roar to call their friends.
a. deers b. elephants c. lions d. zebras
5. Lion can run as fast as.....
a. buffalo b. deer c. elephant d. horse
6. Lions.....hunt to get their food.
a. always b. never c. sometimes d. usually
7. Elephant has a big.....
a. body b. head c. tail d. trunk
8. Usually leaves and grass have.....color.
a. brown b. green c. red d. yellow
9.elephants flap their ears to cool themselves.
a. always b. never c. sometimes d. usually
10. Elephants are..... They love eating plants
a. carnivores b. herbivores c. omnivores d. predators
11.is like hair on lion.
a. Claw b. Fang c. Mane d. Tail

12. Elephants.....many hours to eat.
a. make b. spend c. take d. use
13. Lions eat.....as their food.
a. bird b. chicken c. duck d. zebra
14. Elephants live on.....
a. land b. mountain c. sky d. water
15. Elephants are very.....animals.
a. big b. short c. small d. tall
16.are large animals. They have trunk and tusks.
a. Bears b. Cows c. Elephants d. Giraffes
17. With that large body, elephant must be very.....
a. big b. heavy c. light d. small
18. To protect from predators, elephants.....their tusks.
a. eat b. have c. flap d. use
19. Elephant use.....to take food and drink.
a. ear b. tails c. trunk d. tusks
20. Below are parts of elephant's body, except.....
a. mane b. tails c. trunk d. tusks
21. Elephants can.....as long as eighty years.
a. live b. make c. use d. spend
22. Elephants..... a "trumpeting" sound to call each other.
a. get b. make c. take d. use
23. Elephants don't like to eat.....
a. leaves b. grass c. tree bark d. tree
24. Elephants need to be careful of.....
a. trees b. herbivores c. plants d. predators
25. Lions use their claws and fangs to.....flesh easily.
a. attack b. get c. hunt d. tear
26. Lion has.....claws and fangs
a. big b. fast c. small d. sharp

27. Lions can run like a horse, so they must be pretty.....
a. fast b. sharp c. slow d. wild
28. You can find lion in a.....
a. field b. forest c. garden d. jungle
29. As the king of jungle, lions.....protect their territory.
a. always b. never c. sometimes d. usually
30. The lions.....hunt at their hunting area.
a. always b. never c. sometimes d. usually

ANSWER KEY OF VOCABULARY TEST

- | | | |
|------|-------|-------|
| 1. d | 11. c | 21. a |
| 2. a | 12. b | 22. b |
| 3. b | 13. d | 23. d |
| 4. c | 14. a | 24. d |
| 5. d | 15. a | 25. d |
| 6. a | 16. c | 26. d |
| 7. a | 17. b | 27. a |
| 8. b | 18. d | 28. d |
| 9. c | 19. c | 29. a |
| 10.b | 20. a | 30. d |

Test Item Distribution Table

No	Aspects to be Observed	No	Aspects to be Observed
1	Adjective	16	Noun
2	Verb	17	Adjective
3	Adverb	18	Verb
4	Noun	19	Noun
5	Noun	20	Noun
6	Adverb	21	Verb
7	Noun	22	Verb
8	Adjective	23	Noun
9	Adverb	24	Noun
10	Noun	25	Verb
11	Noun	26	Adjective
12	Verb	27	Adjective
13	Noun	28	Noun
14	Noun	29	Adverb
15	Adjective	30	Adverb

Noun: 13

Verb: 6

Adjective: 6

Adverb: 5

Appendix 8

Students' Active Participation in the First Meeting

No	Name	Participation			Score	Active	Passive
		1	2	3			
1	ARS	✓	✓	✓	3	✓	
2	AB	✓	✓		3		✓
3	AM	✓	✓	✓	3	✓	
4	APN	✓	✓	✓	3	✓	
5	AWR	✓	✓	✓	3	✓	
6	AF				0		✓
7	AMH	✓	✓	✓	3	✓	
8	AN	✓	✓	✓	3	✓	
9	BPG	✓	✓	✓	3	✓	
10	CI	✓	✓	✓	3	✓	
11	DNS	✓	✓	✓	3	✓	
12	DAS	✓	✓	✓	3	✓	
13	DW	✓	✓		2		✓
14	DIP	✓	✓	✓	3	✓	
15	ESP	✓	✓	✓	3	✓	
16	FZ	✓	✓	✓	3	✓	
17	FAP	✓	✓	✓	3	✓	
18	FZA	✓	✓	✓	3	✓	
19	GDP			✓	1		✓
20	IIT	✓	✓	✓	3	✓	
21	KRE		✓	✓	2		✓
22	MA	✓	✓	✓	2	✓	
23	MTP	✓			1		✓
24	MAR		✓	✓	2		✓

25	M	✓	✓	✓	3	✓	
26	MR	✓	✓	✓	3	✓	
27	MA	✓			1		✓
28	MF	✓	✓	✓	3	✓	
29	MY	✓	✓	✓	3	✓	
30	PAW	✓	✓	✓	3	✓	
31	RP	✓	✓	✓	3	✓	
32	RDM	✓	✓	✓	3	✓	
33	RNO	✓	✓	✓	3	✓	
34	RNS	✓	✓		2		✓
35	R	✓	✓	✓	3	✓	
36	SS	✓		✓	2		✓
37	SA	✓	✓	✓	3	✓	
38	TP	✓	✓	✓	3	✓	
39	VN	✓		✓	2		✓
40	YAY	✓	✓	✓	3	✓	
	Total	34	34	35		28	12

Appendix 9

Students' Active Participation in the Second Meeting

No	Name	Participation			Score	Active	Passive
		1	2	3			
1	ARS	✓	✓	✓	3	✓	
2	AB	✓	✓	✓	3	✓	
3	AM	✓	✓	✓	3	✓	
4	APN	✓	✓	✓	3	✓	
5	AWR	✓	✓	✓	3	✓	
6	AF				0		✓
7	AMH	✓	✓	✓	3	✓	
8	AN	✓	✓	✓	3	✓	
9	BPG	✓	✓	✓	3	✓	
10	CI	✓	✓	✓	3	✓	
11	DNS	✓	✓	✓	3	✓	
12	DAS	✓	✓	✓	3	✓	
13	DW	✓	✓	✓	3	✓	
14	DIP	✓	✓	✓	3	✓	
15	ESP	✓	✓	✓	3	✓	
16	FZ	✓	✓	✓	3	✓	
17	FAP	✓	✓	✓	3	✓	
18	FZA	✓	✓	✓	3	✓	
19	GDP	✓		✓	2		✓
20	IIT	✓	✓	✓	3	✓	
21	KRE		✓	✓	2		✓
22	MA	✓	✓	✓	3	✓	
23	MTP	✓	✓	✓	3	✓	
24	MAR		✓	✓			✓
25	M	✓	✓	✓	3	✓	

26	MR	✓	✓	✓	3	✓	
27	MA	✓			1		✓
28	MF	✓	✓	✓	3	✓	
29	MY	✓	✓	✓	3	✓	
30	PAW	✓	✓	✓	3	✓	
31	RP	✓	✓	✓	3	✓	
32	RDM	✓	✓	✓	3	✓	
33	RNO	✓	✓	✓	3	✓	
34	RNS	✓	✓	✓	3	✓	
35	R	✓	✓	✓	3	✓	
36	SS	✓	✓	✓	3	✓	
37	SA	✓	✓	✓	3	✓	
38	TP	✓	✓	✓	3	✓	
39	VN	✓		✓	2		✓
40	YAY	✓	✓	✓	3	✓	
	Total	40	36	38		34	6

Indicators:

1. The students write the answer of multiple questions on a piece paper in turn and pass the paper around the circle clockwise.
2. The students share their opinions among high achiever, middle achiever, and low achiever.
3. The students find nouns, verbs, adjectives, and adverbs from the text given.

If the students can fulfill 3 indicators : Active

If the students fulfill 3 less indicators : Not Active

Appendix 10

List of the VIII B Students' Name

No	Name of Subject	Gender
1	Ahmad Rizal Soleh	Male
2	Alip Bahtiar	Male
3	Anggriawan Maulana	Male
4	Anisa Putri Nurris	Female
5	Annisa Wahyu Rizkia	Female
6	Ardhiasho Fadhilla	Male
7	Audy Marina Hidayat	Female
8	Ayu Nurbila	Female
9	Boy Prakoso Gunawan	Male
10	Cornella Ivaha	Female
11	Deva Nadia Salsabilla	Female
12	Dewi Ayu Savitri	Female
13	Dewi Wulandari	Female
14	Dicky Ilham Pratanda	Male
15	Eqy Sukma Putra	Male
16	Farah Zhafira	Female
17	Fiqri Adib Pratama	Male
18	Fonna Zanuba Arifah	Female
19	Galang Dika Perkasa	Male
20	Irsalina Idzi Tanjung	Female
21	Khori Rustam Efendi	Male
22	Mahendra Aszara	Male
23	Margareta Tri Puspita	Female
24	Maulida Anisa Rohma	Female
25	Mayangsari	Female

26	Muhammad Rizky	Male
27	Muhammad Alwal.	Male
28	Muhammad Fathoni	Male
29	Muhammad Yusuf	Male
30	Pandu Adi Winata	Male
31	Ramdhanty Putri	Female
32	Rifka Dita Mawarni	Female
33	Riski Nurul Oktavia	Female
34	Robby Nur Syafaat	Male
35	Rusmiyanti	Female
36	Selamet Sawalludin	Male
37	Shafira Amelia	Female
38	Thoriq Prasetyo	Male
39	Vabylla Nazmatul	Female
40	Yusuf Alvino Yusrifan	Male

Appendix 11

Roundtable Groups

Group 1

Anggriawan Maulana
Ahmad Rizal Soleh
Mahendra
Anis Putri

Group 2

Annisa Wahyu Rizkia
Muhammad Fathoni
Boy Prakoso
Selamet Sawalludin

Group 3

Audy Marina Hidayat
Ayu Nurbila
Eqy Sukma
Muhammad Yusuf

Group 4

Cornelia Ivana Hamenda
Ramadhanty Putri
Galang Dika Perkasa
Irsalina Idzi Tanjung

Group 5

Deva Nadia Salsabilla
Dicky ilham Pratanda
Alip Bahtiar
Dewi Wulandari

Group 6

Farah Zhafira
Fiqri Adib Pratama
Mayangsari
Muhammad Alwal

Group 7

Khori Rustam Efendi
Maulida Anisa Rohma
Ardiasho
Fonna Zanuba

Group 8

Muhammad Rizky
Pandu Adi Winata
Dewi Ayu Safitri
Rifka Dita Mawarni

Group 9

Riski Nurul Oktavia
Rusmiyanti
Robby Nur Syafaat
Margareta

Group 10

Thoriq Prasetyo
Vabylla Nazmatul
Shafira Amelia
Yusuf Alviano