



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

THESIS

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

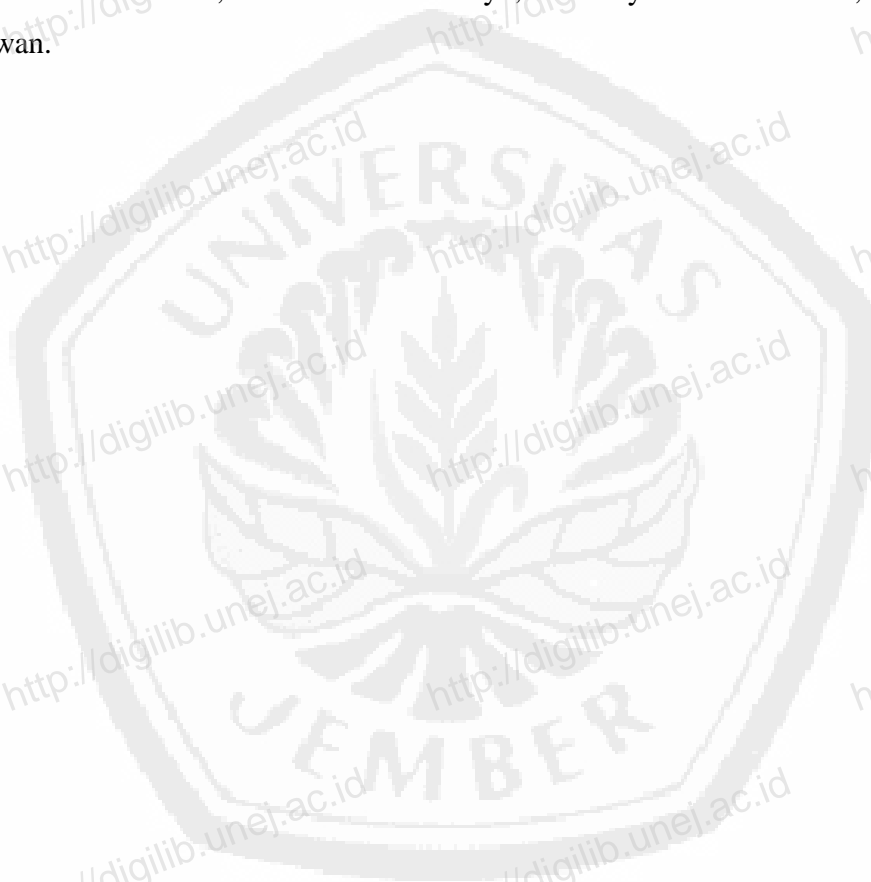
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2010**

DEDICATION

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



CONSULTANTS' APPROVAL

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Jember, October 2010

The writer

TABLE OF CONTENT

	Page
TITLE	i
DEDICATION	ii
CONSULTANTS' APPROVAL	iii
MOTTO	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENT	vi
THE LIST OF TABLES	viii
THE LIST OF APPENDICES	ix
SUMMARY	x
1. INTRODUCTION	
1.1 The Background of the Research	1
1.2 The Problems of the Research.....	3
1.3 The Operational Definition of the Terms.....	3
1.3.1 Roundtable.....	3
1.3.2 The students' structure achievement.....	4
1.4 The Objectives of the Research.....	4
1.5 The Significance of the Research.....	4
II. REVIEW OF RELATED LITERATURE	
2.1 English Tenses	6
2.1.1 Simple Present Tense.....	6
2.1.2 Simple Past Tense.....	7
2.2 Cooperative Language Learning.....	8
2.2.1 The Meaning of Cooperative Language Learning.....	10
2.2.2 The Characteristics of Cooperative Language Learning.....	11
2.2.3 The Benefits of Cooperative Language Learning.....	12
2.2.4 The Types of Cooperative Language Learning.....	13

2.3 Roundtable Technique	14
2.3.1 The Definition of Round Table Technique	14
2.3.2 The Procedures of using Round Table Technique	15
2.3.3 The Procedures of using Round Table Technique in Teaching Tenses	
2.4 The Students' Active Participation in Teaching Tenses	16
2.5 Action Hypothesis.....	17
III. RESEARCH METHODOLOGY	
3.1 Research Design	18
3.2 Area Determination Method	18
3.3 Research Subject Determination Method.....	21
3.4 Data Collection Method	22
3.4.1 Structure Test	22
3.4.2 Observation	23
3.5 Research Procedures	24
3.5.1 Planning of the Action	24
3.5.2 Implementation of the Action	24
3.5.3 Observation and Evaluation	25
3.5.4 Data Analysis and Reflection.....	25
IV. RESEARCH RESULTS, DATA ANALYSIS AND DISCUSSION	
4.1 The Result of the Action in Cycle I	28
4.2.1 The Results of Students' Structure Test	28
4.2.2 The Results of the Observation in Cycle 1	29
4.2.3 The Results of the Reflection in cycle I	30
4.2 The Result of the Action in Cycle II.....	31
4.3.1 The Result of Students' Structure Test	31
4.3.2 The Results of Observation in Cycle II.....	32
4.3.3 The Results of the Reflection in Cycle II.....	33
4.3 Discussion	34

V. CONCLUSION AND SUGGESTIONS

5.1 Conclusion 36
5.2 Suggestions 36

REFERENCES

APPENDICES



THE LIST OF TABLES

No	Table	Page
1.	The Classification of the Score Levels	26
2.	The Results of the Students' Structure Test in Cycle One	29
3.	The Classification and Frequency of Structure Test of the First Cycle	31
4.	The Aspects Which Were Modified	32
5.	The Students' Structure Test Score in Cycle Two	34
6.	The Classification and Frequency of Structure Test of the Second Cycle	36
7.	The Recapitulation of the Improvement of the Students' Structure Achievement and Active Participation in the First and Second Cycles	37

THE LIST OF APPENDICES

Appendices

Research Matrix	1
The Guideline of Instruments	2
Lesson Plan Cycle 1 Meeting 1	3
Lesson Plan Cycle 1 Meeting 2	4
Structure Test Cycle 1	5
Lesson Plan Cycle 2 meeting 1	6
Lesson Plan Cycle 2 meeting 2	7
Structure Test Cycle 2	8
The Students' Structure Test Score in Cycle One	9
The Students' Structure Test Score in Cycle Two	10
Students' Active Participation in the First Meeting in the First Cycle	11a
Students' Active Participation in the Second Meeting in the First Cycle	11b
Students' Active Participation in the First Meeting in the Second Cycle	12a
Students' Active Participation in the Second Meeting in the Second Cycle	12b
The Students' Previous Structure Test Score	13
Examples of Students' Worksheet	14

SUMMARY

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

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

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

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

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

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

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

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

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