



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

THESIS

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

Jember University

By:

YAUMUL ISTIQOMAH
050210491088

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

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 SI Degree of the English Education
Program of the Language and Arts Education Department of Faculty of Teacher
Training and Education, Jember University

By:

Name : Yaumul Istiqomah
Identification Number: 050210491088
Level : 2005
Place/Date of Birth : Jember/May 09th 1987
Department : Language and Arts Education
Program : English Department

Approved by:

The First Consultant,

The Second Consultant,

Dra. Wiwiek Eko Bindarti, M.Pd
NIP. 19561214198032001

Dra. Musli Ariani, M.App. Ling
NIP. 196806021994032001

APPROVAL OF THE EXAMINATION COMMITTEE

This Thesis is Approved and Received by the Examination Committee of the Faculty of Teacher Training and Education, Jember University on:

Date : Monday, October 25th, 2010

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

The Committee

The Chairperson,

The Secretary,

Dra. Zakiyah Tasnim, M.A.

NIP. 196201101987022001

Dra. Musli Ariani, M.App.Ling

NIP. 196806021994032001

The Members;

1. **Dra. Siti Sundari, M.A.**
NIP. 195812161988022001

1.

2. **Dra. Wiwiek Eko B, M.Pd**
NIP. 195612141985032001

2.

The Dean,
Faculty of Teacher Training and Education

Drs. H. Imam Muchtar, S.H. M.Hum

NIP. 195407121980031005

ACKNOWLEDGEMENT

First and foremost, I would like to express my greatest gratitude to Allah SWT, the most Gracious and the most Merciful. Because of His countless Blessing, Mercy and Grace, I can accomplish writing this thesis.

I would like to express my great appreciation and sincerest gratitude to the following people:

1. The Dean of the Faculty of Teacher Training and Education Jember University for the approval in writing this thesis,
2. The chair person of the Language and Arts Department for the approval in writing this thesis,
3. The chair person of the English Education Program for the permission in writing this thesis,
4. My academic advisor, Dra. Zakiyah Tasnim, MA for the guiding while studying in this university,
5. My first consultant, Dra. Wiwiek Eko Bindarti, M.Pd and my second consultant, Dra. Musli Ariani, M.App.Ling for guiding and helping in writing this thesis,
6. The Principal, the English teacher and the students of VIIC of SMPN 2 Balung for their participation in this research.

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

Jember, October 2010

The writer

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.