

**THE EFFECT OF ROUND TABLE TECHNIQUE
FOR IMPROVING STUDENT'S SPEAKING SKILL
AT THE SECOND SEMESTER OF THE TENTH GRADE
OF VOCATIONAL SCHOOL WALISONGO RAMBIPUJI**

THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
in partial fulfilment of the requirements of Bachelor Degree (S.Pd)
Education and Teacher Training Faculty Language Education Major
English Education Department



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J E M B E R

**STATE ISLAMIC UNIVERSITY KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIAH AND TEACHERS TRAINING
ENGLISH EDUCATION STUDY PROGRAM
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THESIS

This thesis has been examined and approved in Partial Fullfillment
of the requirement for the degree *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Educational Department

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MOTTO

وَلْيَخْشَ الَّذِينَ لَوْ تَرَكَوْا مِنْ خَلْفِهِمْ ذُرِّيَةً ضِعَافًا خَافُوا عَلَيْهِمْ ۖ فَلْيَتَّقُوا اللَّهَ وَلْيَقُولُوا قَوْلًا سَدِيدًا ۙ

“And let those have the same fear in their minds as they would have for their own, if they had left weak offspring behind. So let them fear Allah and speak right words.”¹

(QS. An-Nisa 9)

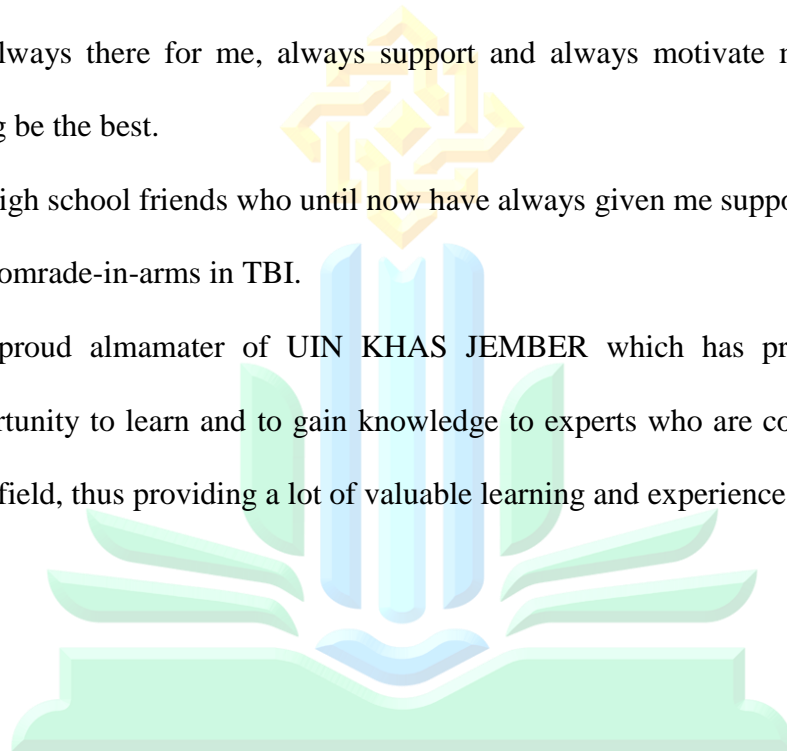


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¹ Muhammad Taqi'ud Din AL-Hilali and Muhammad Muhsin Khan, Translation of the meanings of the Noble Qur'an in the English Language, (King Fahd Complex for the Printing of the Holy Quran: Madinah, K.S.A), 107.

DEDICATION

1. Dear my beloved parent, Panen and Qoimatuz Zahro with great love raising and educating their children, always praying for me, as well as being my biggest motivator in the struggle to pursue undergraduate education.
2. My beloved brother and sister in law, Rifail Hamdani and Silvia Anisa who are always there for me, always support and always motivate me to keep trying be the best.
3. My high school friends who until now have always given me support.
4. My comrade-in-arms in TBI.
5. The proud almamater of UIN KHAS JEMBER which has provided the opportunity to learn and to gain knowledge to experts who are competent in their field, thus providing a lot of valuable learning and experience.



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ACKNOWLEDGEMENT

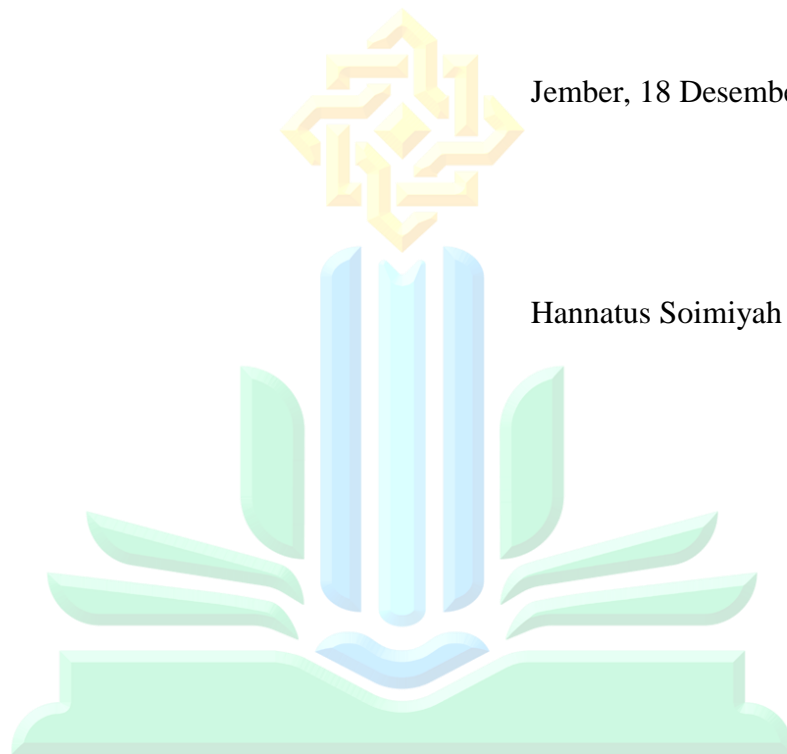
All praise the authors convey to Allah SWT because of His mercy and grace, the planning, implementation and completion of the thesis as one of the conditions for completing the undergraduate program, can be completed smoothly. This success can be obtained by the author because of the support of many parties. Therefore, the author realizes and expresses his deepest gratitude to:

1. Prof. Dr. H. Hepni, S.Ag.,M.M.,CEPM as Chancellor of Islamic State University of Kiai Haji Achmad Siddiq Jember.
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6. All Lecturers of Tadris English at the Faculty of Tarbiyah and Teaching Science Islamic State University of Kiai Haji Achmad Siddiq Jember.
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May Allah repay all those who has helped and supported in this process with kindness. Finally, the author acknowledges that this thesis is far from perfect but the writer hopes that this thesis would be beneficial to the readers and future researcher.

Jember, 18 Desember 2023

Hannatus Soimiyah



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ABSTRACT

Hannatus Soimiyah, 2023. *The Effect of Round Table Technique for Improving Student's Speaking Skill at The Second Semester of the Tenth Grade of Vocational School Walisongo Rambipuji.*

Keywords: Teaching, Speaking, Round Table Technique

Speaking is important because it is a tool to communicate to other people in our life. Speaking is a skill, it is need to be practiced and developed independently of the grammar curriculum. There are many strategies and technique to teach students at the tenth grade of Vocational School Walisongo Rambipuji. The researcher used round table technique to teach studentms.

This research attempt to examine "Is there any significant effect of using round table technique for improving students' speaking skill at the tenth grade of Vocational School Walisongo Rambipuji?". This research conducted to find out whether there is a significant effect of using round table technique for improving students' speaking skill at tenth grade of Vocational School Walisongo Rambipuji.

The researcher used quantitative-quasi experimental design with non equivalent groups. The researcher divided the subject. The subject of the research into two classes used purposive sampling, there are the experimental class (X BDP 1) and control class (X BDP 2). The experimental class consisted of 23 students and the control class consisted of 23 students. The use of round table technique was only given to the experimental class, while the control class was taught by using conventional strategy. The data collection of this research was obtained by using post-test only.

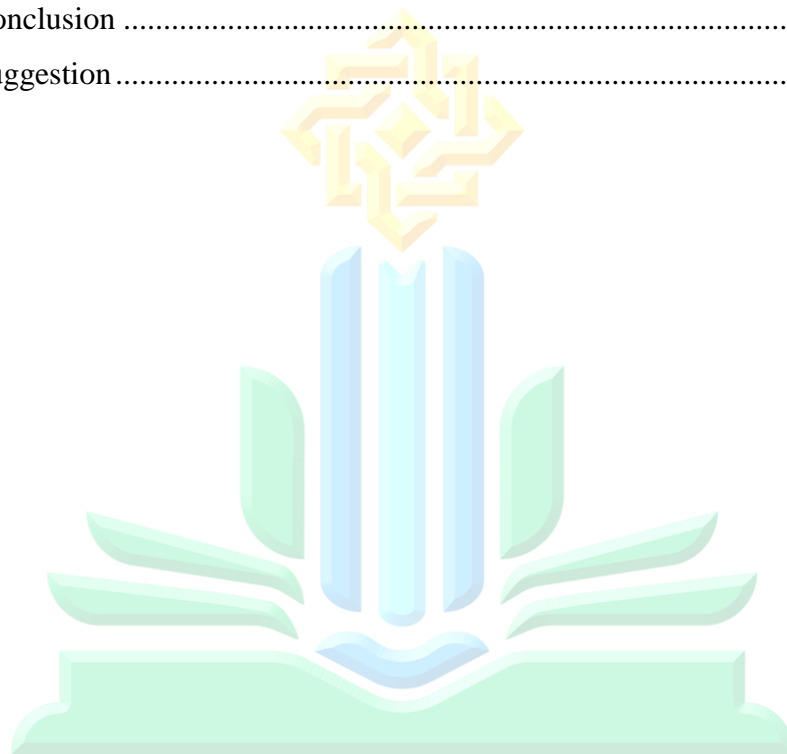
After given treatment, the researcher conducted post tests in both classes. The test given is an oral test, students retell the narrative text that has been given.. The mean score of post-test in experimental class was 65,2 while the control class was 46,3. From the post-test data, there is a different score between control class and experiment class. The result from Mann-Whitney U shows that the significance Sig. (2-tailed) is $0,000 < 0,05$. It means the alternative hypothesis (H_a) is accepted, therefore the alternative hypothesis was "there is a significant effect of round table technique for improving student's speaking skill".

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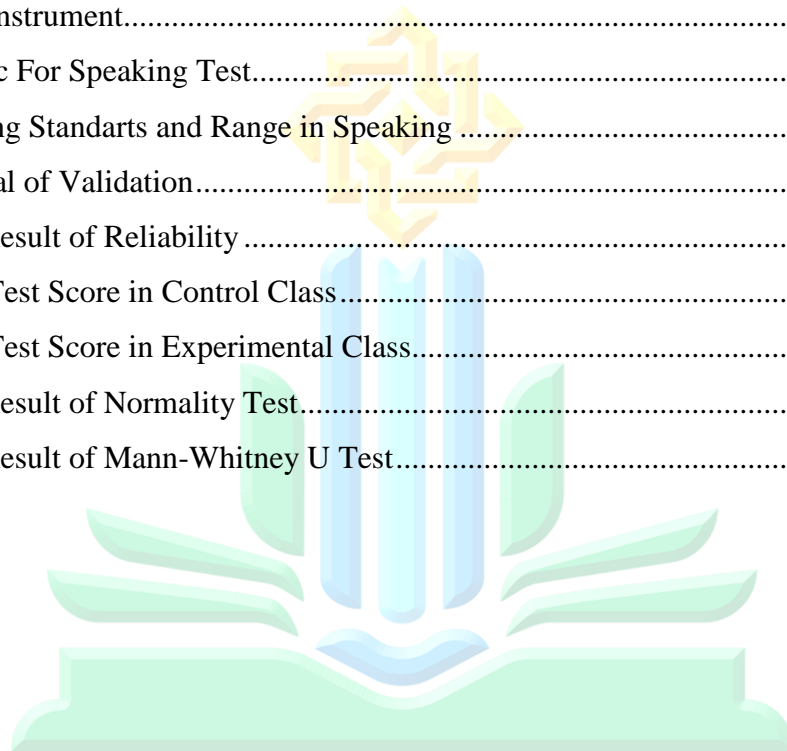
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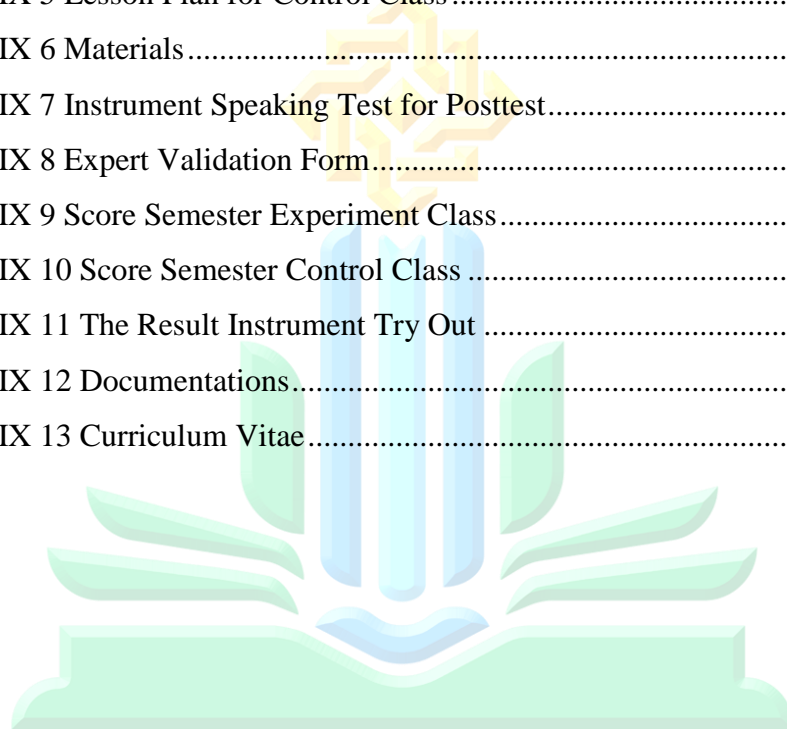
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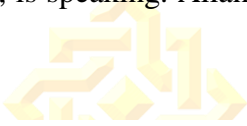


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CHAPTER I INTRODUCTION

A. Research Background

English is divided into four skills as follows: speaking, listening, reading, and writing. One of the most important abilities in the teaching and learning process, particularly in English, is speaking. Allah stated in the Holy Qur'an's Al-Baqarah: 118,



وَقَالَ الَّذِينَ لَا يَعْلَمُونَ لَوْلَا يُكَلِّمُنَا اللَّهُ أَوْ تَأْتِينَا آيَةٌ كَذَلِكَ
قَالَ الَّذِينَ مِنْ قَبْلِهِمْ مِثْلَ قَوْلِهِمْ تَشَبَهَتْ قُلُوبُهُمْ قَدْ بَيَّنَّا
الْآيَاتِ لِقَوْمٍ يُوقِنُونَ

“Those who do not know say, “Why does Allah not speak to us or there come to us a sign?” Thus spoke those before them like their words. Their hearts resemble each other. We have shown clearly the signs to a people who are certain [in faith].”²

This verse explains the important of speaking. Speaking is important in our life because it is a tool to communicate to other people in our life. Beside as a tool to communicate, it also can connect to other people. If people cannot speak to other, it can be big problem. That is all the message of God to every human being in the world of education.

Harmer stated that speaking is a skill, it is need to be practiced and developed independently of the grammar curriculum.³ Students are required to

² Kementrian Agama, Al-Qur’an (Semarang, PT. Karya Toha, 2016) 02:01

³ Harmer, J. (2007). How to Teach English. Edinburgh Gate: Pearson Education Limited

speaking English during the learning process, besides that students must express and master a variety of foreign English in spoken mode. But in reality, until now there are still many students who are not fluent in speaking. According to Heriansyah, the difficulties currently faced by students in speaking foreign languages are grammar, vocabulary, and pronunciation.⁴ One example is students become quiet or become passive when studying. This means that students feel that they still lack vocabulary or experience errors in pronunciation, which makes them afraid and not confident to express their own opinions and thoughts. In fact, by speaking, students will be trained to use foreign languages and improve the pronunciation of each word issued. Therefore, students must be able to speak English fluently so that they can achieve their English learning goals. So students must have the thought that they must practice speaking skills well to speak English fluently.

Facing these challenges, the researchers conducted observations and interviews at Vocational School Walisongo Rambipuji. Dari wawancara bersama guru bahasa inggris, dia mengatakan;

“The problem is that students in Vocational School Walisongo Rambipuji are still in the category of students whose scope is inadequate in terms of education. From the beginning of my teaching, I have asked all my students and their answers are "better to work than to study". From there, I can concluded they can but less motivated which is where education is very important before plunging into the field to find work.”⁵

From the interview, it is known that students there have low motivation to learn because they consider that working is more important than learning.

⁴ Heriansyah, H. 2012. Speaking problems faced by the English department students of Syiah Kuala University. *Lingua Didaktika: Jurnal Bahasa dan Pembelajaran Bahasa*, 6(1), 37-44.

⁵ Mrs. Tia, Interviewed by Hannatus Soimiyah, 6th April 2023.

In Indonesia, Vocational High Schools (SMK) play a vital role in preparing students to enter the workforce. Here, students are equipped with both theoretical understanding and practical skills relevant to their chosen vocational field. One of the key skills that Vocational School's students must master is effective communication, as good speaking skills play a crucial role in interacting with colleagues, superiors, and clients. Moreover, these skills contribute not only to effective communication but also to building self-confidence and critical thinking abilities.⁶

The state of education in Indonesia faces various challenges. In many vocational schools, limited resources, inadequate facilities, and unoptimized teaching methods can hinder learning. Additionally, the characteristics of students in vocational schools are highly diverse. They come from different backgrounds, possess varying levels of motivation, and exhibit different levels of confidence. All of these factors can impact students' speaking abilities in vocational schools. Proficient speaking skills are among the most sought-after communication skills in today's professional world. Therefore, there is a need for effective learning methods that can assist students in developing their speaking abilities.

To overcome these problems, the researcher chose round table technique as an interesting learning method. Round table technique provides an opportunity for students to practise their speaking skills in a supportive and interactive context. This method does not require much media such as electronic objects to be used as

⁶ Yasdin, Y., Yahya, M., Yusuf, A.Z., Musa, M.I., Sakaria, S. & Yusri, Y. 2021. The role of new literacy and critical thinking in students' vocational development. *Cypriot Journal of Educational Science*, 16(4):1395-1406. <https://doi.org/10.18844/cjes.v16i4.5991>.

learning material, because the school has a strict policy prohibiting students from using mobile phones and other electronic learning media. Kagan argues that round table technique is cooperative learning technique where the students take turn generating responses, solving problems, or making a contribution to project and sit in a round table.⁷ In line with Kagan, Mccafferty cited by Ratnasari argues that round table technique is learning technique that applies to appoint each member of the group to participate in the group by taking turns to form a round table or sit in circle.⁸ This teaching technique has several advantages, as follow; strengthening classroom relationship, integrating speaking and listening skill, building confidence and speaking fluency, and providing students with multiple opportunities to speak. In the end, Harms and Mayers states that round table technique have proven to be a highly successful method of increasing student confidence, improving presentation skills, and creating more motivated independent learners. The rotating roles help students increase their confidence and integrate their listening and speaking skills, and are practical to implement in the classroom.⁹

Based on the explanation above, the researcher wanted to conduct a research to prove whether there was an effect of round table technique for improving student's speaking skill at the tenth grade of Vocational School Walisongo Rambipuji. The quantitative method was used in this research to find

⁷ Kagan, Spencer & Kagan, Miguel. Kagan Cooperative Learning. (San Clemente: Kagan Publishing. 2009), p.6.34

⁸ Ratnasari, Sekar Chandra. Effectifitas Model Pembelajaran Kooperatif Tipe Round Table Dalam Meningkatkan Ketrampilan Menulis Siswa. (Jakarta: UPI. Skripsi Retrieved. 2016, Wednesday, December 11 perpustakaan.upi.edu) p. 5

⁹ Harms, Emily and Myers, CeAnn. Empowering Students Through Speaking Round Tables. (Journal of Language Education in Asia Volume 4. Japan. Toyo University. 2013), p. 44

the cause-effect relationship to systematize two variables, namely the round table as the independent variable and students' speaking skill as the dependent variable.

B. Research Problem

Is there any significant effect of round table technique for improving students' speaking skill at the second semester of the tenth grade of vocational school Walisongo Rambipuji?

C. Research Objective

The objective of this research to examine whether there is a significant effect of round table technique for improving students' speaking skill at the second semester of the tenth grade of Vocational School Walisongo Rambipuji.

D. Research Significances

The result of this study expected to give contribute to the teaching and learning process as follows:

1. Theoretical Significance

The result of this study can give the knowledge and benefit from teaching round table technique for student's speaking skill.

2. Practical Significance

a. For teacher

This study expected that the procedure of the strategy in the study can be adopted by the teacher to be implementation in their class, especially in teaching speaking skills and make the class more active.

b. For students

This study expected that the study can help students to be better in speaking, also round table tehcnique can make the classroom more fun and enjoyable.

c. For researchers

This study can add knowledge and experience to complete the research in teaching speaking skill using round table technique.

E. Research Scope

1. Research Variables

This study include two variables which are measured to know their level of relationship. The first variable is round table technique (X) and the second one is speaking skill (Y). Both are obtain from tenth grade of Vocational School Walisongo Rambipuji.

2. Variable Indicators

a. Independent Variable

An indicator of the independent variable (X) is the round table technique. The steps in using this technique are as follows;

- 1) The teacher put the students in groups where each group contains 4-6 students.
- 2) Every student sits within a group around the table and in a small circle.
- 3) Each group chooses one story that is given by the teacher.

- 4) Every member of the group starts telling a story by turns. It is arranging with the member collaboration.
- 5) In every group, a student can start to tell a story, and the following student also contributes from the first student and continue to other students.
- 6) Speaking can start in one direction like clockwise.

b. Dependent Variable

Indicators of the dependent variable (Y) is students' speaking skill from post-test scores obtained on narrative text material.

F. Definition of Key Terms

1. Round Table Technique

Round table technique is learning technique that applies to appoint each member of the group to participate in the group by taking turns to form a round table or sit in circle. In this study, round table is an interesting learning method provides an opportunity for all students to practice their speaking skills and each member of the group can participate by taking turns to form a round table or sit in circle.

2. Speaking Skill

Speaking is oral interaction where the participants need to negotiate the meaning contained in idea, feelings, and manage in term of who is to say what, to whom and about what. In this study means students skill to show up their idea orally by retelling the story.

G. Research Assumption

There is a significant effect of round table technique for improving student's speaking skill at the second semester of the tenth grade of Vocational School Walisongo Rambipuji.

H. Hypothesis

1. H_0

There is a significant effect of round table technique for improving student's speaking skill at the second semester of the tenth grade of Vocational School Walisongo Rambipuji.

2. H_a

There is no significant effect of round table technique for improving student's speaking skill at the second semester of the tenth grade of Vocational School Walisongo Rambipuji.

CHAPTER II

LITERATURE REVIEW

A. Previous Study

Numerous studies have been conducted and are relevant to this research, they are;

The first study was conducted by Satriani Anwar (2018), entitled *“The Use of Round Table Technique to Improve Students’ Reading Comprehension”*. The research aimed to know whether or not round table technique improve of the students’ reading comprehension that focused on level of reading comprehension which consisted of literal comprehension in terms of main idea and supporting details at the Eighth Grade Students of SMP Negeri 3 Bungoro. The research applied Pre-experimental Method with one group pretestposttest design, and collected the data by giving pre-test and post-test. The sample of the research was Class VIII A of SMP Negeri 3 Bungoro which consisted of 24 students. The sample was taken by using Purposive Sampling Technique. The research findings showed that the Eighth Grade Students of SMP Negeri 3 Bungoro had poor score in pre-test. The result of the research concluded that the use of Round Table Technique in teaching reading improve the students reading comprehension in terms of main idea and supporting details.¹⁰

The second study was conducted by Santi Wahyuni Rambe (2020), entitled *“Improving The Students’ Achievement in Writing Procedure Text Through Round Table Technique at First Grade of SMK Swasta Al Washliyah 1*

¹⁰ Satriani Anwar, “The Use of Round Table Technique to Improve Students’ Reading Comprehension” (Thesis, Makassar Muhammadiyah University, 2018)

Marbau”. The research was aimed to find out the students’ improvement in writing skill at procedure text by round table technique. The subject of this research was the first grade of SMK Swasta Al Washliyah Marbau 2020/2021 academic year. It was consisted of one class and 32 students as respondents. The research was conducted by using classroom action research. The technique of analyzing data was qualitative and quantitative research. The qualitative data were taken from observation. While the quantitative data were taken from tests consist of pre-test and post-test. The result of the data analysis, observation sheet, and documentation, it showed that there was an improvement in the students’ skill in writing procedure text after applying round table technique. The result of this study shows that the expression and excitement of the students were also improved.¹¹

The third study was conducted by Anriana (2020), entitled “*The Use of Round Table Technique to Improve Students Reading Comprehension Tenth Grade of Sma Muhammadiyah Makassar*”. This study aimed to find out the improving students reading used Round Table Technique at the tenth year students of SMA Muhammadiyah 9 Makassar on literal reading comprehension consisted of main idea and supporting idea. The method of this research was pre-experimental design. The population of this research were total sampling 15 grade students and the sample 15 students. The instruments of this research was essay test. The research findings indicated that tenth grade students SMA Muhammadiyah 9 Makassar were still low in reading. But after treatment, their

¹¹ Santi Wahyuni, “Improving The Students’ Achievement in Writing Procedure Text Through Round Table Technique at First Grade of SMK Swasta Al Washliyah 1 Marbau” (Thesis, State Islamic University of North Sumatra, 2020).

reading comprehension significant improved. It could be concluded that used round table technique is effective and appropriate to enhance student's reading comprehension.¹²

The fourth study was conducted by Dwi Priastuti (2020), entitled "*The Effect of Round Table Technique on Students' Writing Of Descriptive Text*". The objective of this study was to obtain the empirical evidence of the effect of round table Technique on students' writing of descriptive text at the eighth grade students of Madrasah Tsanawiyah (Mts) Humaira. The method used in this study was a quantitative method using quasi-experimental design. The result of this study shows that round table technique is effective in teaching descriptive text because it showed a significant effect on students' writing of descriptive text at the eighth grade students of Madrasah Tsanawiyah (Mts) Humaira, Kecamatan Bojong Gede Kabupaten Bogor.¹³

The fifth study was conducted by Nur Ratna Dewi Syahid (2021), entitled "*The Students' Perception on Learning Speaking Using Roundtable Strategy at the Grade Twelve of SMA Muhammadiyah Sungguminasa*". The aims of the study is to find out the students' perception on learning speaking using roundtable strategy at the grade twelve of Senior High School Muhammadiyah Sungguminasa. The research used descriptive quantitative and data collection used questionnaire. The sample of the research was twelve grade students of SMA Muhammadiyah Sungguminasa which consist of 27 students. The result shows

¹² Anriana, "The Use of Round Table Technique to Improve Students Reading Comprehension Tenth Grade of Sma Muhammadiyah Makassar" (Thesis, University of Muhammadiyah Makassar, 2020)

¹³ Dwi Priastuti, "The Effect of Roundtable Technique on Students' Writing Of Descriptive Text" (Thesis, Syarif Hidayatullah State Islamic University Jakarta, 2020)

that the round table strategy facilitates the students to learn to speak in learning English in the classroom because gave positive perception.¹⁴

Table 2.1

The similarities and differences between this research and previous study

No.	Title	Similarities	Differences
1.	Satriani Anwar (2018), entitled <i>“The Use of Round Table Technique to Improve Students’ Reading Comprehension”</i>	<ol style="list-style-type: none"> Both researchers use the same dependent variable. Both researchers use quantitative method. 	<ol style="list-style-type: none"> The difference between both research is the location and school level. The difference in independent variable. In the previous study use students’ reading comprehension, meanwhile in this study use students’ speaking skill.
2.	Santi Wahyuni Rambe (2020), entitled <i>“Improving The Students’ Achievement in Writing Procedure Text Through Round Table Technique at First Grade of SMK Swasta Al Washliyah I Marbau”</i>	<ol style="list-style-type: none"> Both researchers use the same independent variable, the round table technique. Both researchers use the same school level. 	<ol style="list-style-type: none"> The difference in dependent variable. The method of the previous study is CAR, and the researcher use quantitative method. The difference between both research is the location.
3.	Anriana (2020), entitled <i>“The Use of Round Table Technique to Improve Students Reading Comprehension Tenth Grade of Sma Muhammadiyah”</i>	<ol style="list-style-type: none"> Both researchers use round table technique as an independent variable. Both researchers use the same level of school. 	<ol style="list-style-type: none"> The previous study focus on reading comprehension, meanwhile in this research use speaking skill as the main focus.

¹⁴ Nur Ratna (2021), “The Students’ Perception on Learning Speaking Using Roundtable Strategy at the Grade Twelve of SMA Muhammadiyah Sungguminasa”. (Thesis, Muhammadiyah University of Makassar, 2021”

No.	Title	Similarities	Differences
	<i>Makassar</i>		2. The difference between both research is the location and school level.
4.	Dwi Priastuti (2020), entitled <i>“The Effect of Round table Technique on Students’ Writing Of Descriptive Text”</i> .	1. Both researchers use the same independent variable, round table technique. 2. Both researchers use quantitative method.	1. The previous study focus on reading comprehension, meanwhile in this research use speaking skill as the main focus. 2. The difference between both research is the location and school level.
5.	Nur Ratna Dewi Syahid (2021), entitled <i>“The Students’ Perception on Learning Speaking Using Round table Strategy at the Grade Twelve of SMA Muhammadiyah Sungguminasa”</i> .	1. Both researchers use the same independent variable. 2. Both researchers use quantitative method.	1. The location and the level of school are different. The previous study conducted in SMA Muhammadiyah Sungguminasa, meanwhile the researcher study conducted in Vocational School Walisongo Rambipuji. 2. The previous study use student’s perception as dependent variable and the researcher use student’s speaking skill.

B. THEORETICAL FRAMEWORK

1. Round table Technique

a. Definition of Round table Technique

Round table is a learning technique that provides opportunities for students to contribute and listen to the views and thoughts of other members.¹⁵ Imas & Berlin stated that the round table model forms small groups to contribute, cooperate and listen to the opinion of other group members about teaching materials. Collaboration in learning activities can help students to recognize information more actively, group learning activities can also help each other to construct concepts in following up on a problem.¹⁶ The round table technique can also train students to express ideas in their sentences and rely on different thinking abilities,¹⁷ through this learning model students are expected to be able to actively interact with members of their group.¹⁸ It can makes the round table learning model a fun learning model because different ideas combine to minimize difficulties in understanding a learning concept, furthermore, it can also reduce students' boredom in learning activities. reduce students' boredom in learning activities.

¹⁵ Aqib, Z.(2013). Model-model, Media, dan Strategi Pembelajaran Kontekstual (Inovatif). Bandung: Yrama Widya.

¹⁶ Imas, K., & Berlin, S. (2015). Ragam Pengembangan Model Pembelajaran untuk Peningkatan Profesionalitas Guru. Yogyakarta: Kata Pena

¹⁷ Noviasari, F., Maskun, M., & Ekwandari, Y. S. (2017). Penerapan Model Kooperatif Teknik Round table Untuk Meningkatkan Motivasi Belajar Sejarah Siswa. PESAGI (Jurnal Pendidikan dan Penelitian Sejarah), 5(7).

¹⁸ Huda, Muftahul.(2016). Model-model Pengajaran dan Pembelajaran. Yogyakarta: Pustaka Pembelajaran

b. Benefit of Using Round Table Technique

Kagan argued that "the round table technique will provide several advantages from an academic and social point of view". The benefit of the round table technique are:

- 1) Students learn the value of getting ready before class because they are aware that they will be expected to contribute to the discussion using the round table method.
- 2) The round table technique encourages communication among students and aids in their transition to teamwork. Important communication and social skills are taught to students, including how to include people who are frequently silent in discussions, the value of listening to everyone's ideas, and the need to respect others.
- 3) The round table technique provides cumulative notes, quiet time for students to consider their responses, and aids in student attention to learning.
- 4) Round table technique ensuring that all group members participate equally and exposing students to various points of view and ideas when expressing their thoughts.
- 5) Students can create an active learning environment and they can also develop their ideas and opinions in developing topics given by the teacher, because everyone has the opportunity to participate. Furthermore, they can also discuss it with other friends in class and groups.

c. Steps of Round Table Technique

According to Kagan, the steps of round table technique are:¹⁹

- 1) The teacher put the students in groups where each group contains 4-6 students.
- 2) Every student sits within a group around the table and in a small circle.
- 3) Each group chooses one story that is given by the teacher.
- 4) Every member of the group starts telling a story by turns. It is arranging with the member collaboration.
- 5) In every group, a student can start to tell a story, and the following student also contributes from the first student and continue to other students.
- 6) Speaking can start in one direction like clockwise.

2. Speaking Skill

a. The Definition of Speaking

There are many definitions of speaking according to experts.

Basically, speaking is one of the four language skills (reading, writing, listening and speaking). Speaking is a process of uttering something as the representation of someone's thought or feeling, which is a productive skill involving the creation of oral communication that conveys a speaker's intended meaning and purpose to a listener. In Oxford dictionary, speaking is defined as saying something in order to share knowledge or express feeling or emotion. Language, as Brown suggests, is a means of expressing

¹⁹ Kagan, S. Round Table as Cooperative Learning. San Clemente, CA:Kagan Publications. 1994.

meaning, primary function, interaction and communication. In order to effectively communicate and engage with other people must articulate their ideas through speech, making it an essential aspect of daily life. By speaking, people can express what they see, feel and think through utterances.²⁰

Speaking is a part of oral communication which involves two main components, there speaker and listener. To create a successful communication or interaction, the listener should pay attention and listen carefully in order to understand what the speaker intends to say and speaker should to use an effective way to do speaking, so the listener can understand what they mean.

1) The Function of Speaking

Humans as social beings really need interaction with other humans in everyday life. Language is a tool for communication that humans use when interacting with other humans, people use language differently according to their background; the place of origin, education, social group, generation and even occupation. They formulate their speech with the aim that their intentions can be understood by the other person.

Speaking is an important component of using language which enables people to communicate and get along with each other in social interaction. In addition, speaking is also considered as the primary mode of communication because all humans learn to speak as a need to interact

²⁰ H. Brown Douglas, *Language Assessment Principles and Classroom Practices*, (New Jersey: Longman,2004), p.139

and communicate their ideas, feelings, thoughts, as well as their desires to the others.²¹ There are three function of speaking according Brown and Yule, as follows;

a) Speaking as interaction

Speaking as interaction describes interaction that primarily serves a social purpose and refers to what we typically mean by "conversation". The focus is more on the speakers and how they wish to present themselves to each other than on the message.

b) Speaking as transaction

Speaking as a transaction refers to situations in which the focus is on what is said or done. The main focus is to make messages from oneself clearly and accurately understood. Burns distinguishes between two different kinds of talk as transactions. The first type involves situations where the main focus is on giving and receiving information where the participants focus on what was said or achieved. Accuracy may not be a priority, as long as information is successfully communicated or understood. The second type is transactions that focus on acquiring goods or services, such as checking into a hotel or ordering food at a restaurant.²²

c) Speaking as performance

Speaking as performance refers to public speaking that transmits information before an audience, such as class presentations, public

²¹ A. Kaharuddin Bahar, "Interactional Speaking a Guide to Enhance Natural Communication Skills in English" (Yogyakarta: Trust Media, 2014).

²² Jack C. Richards. Loc Cit. P26.

announcements, and speeches. Speaking as performance tends to be in the form of monologue rather than dialogue, often follows a familiar format, and is closer to written language than conversational language. Likewise, it is often evaluated according to its effectiveness or impact on the listeners, something that is unlikely with speech or talk as an interaction or transaction. An example of speaking as a performance is; give class reports on school trips, conduct class debates, give welcome speeches, make sales presentations, and give lectures.

2) The Aspects of Speaking

They are some five aspect of speaking skill according to Wahono as follows:²³

a) Pronunciation

Pronunciation assists students in identifying differences in meaning (based on stress, rhythm, and intonation) based on differences in individual sounds. According to the Oxford dictionary, pronunciation is a way in which a language or sound word can be pronounced in a certain way. It can be concluded that pronunciation is the way a certain sound or sounds are produced. It covers the way for speakers to produce clear language when speak.²⁴

²³ Suparwoto Spto Wahono, "Using Inquiry Based Learning to Improve Student's Speaking Skills", *Journal of Language Intelligence and Culture (JLIC)* 3, 2 (2021): 129, <https://doi.org/10.35719/jlic.v3i2.55>

²⁴ Nunan , David & Ronald Carter. (2001). *The Cambridge Guide to Teaching English to Speakers of Other Languages*. New York: Cambridge University Press.

b) Grammar

Grammar is language rule that places meaningful together as part of a language to communicate messages so that they can be understood.²⁵ Therefore, grammar is very important in speaking because if the speaker doesn't mastering grammar structure, they cannot speak english well and grammar may defined as the way a language manipulates and combines words or bits of words in order to form longer unit meaning.

c) Vocabulary

Vocabulary is a basic element in language and it is very important for people who are learning English. Vocabulary is defined as a large of word but also understands the meaning to help speaking.²⁶ Its clear that limited vocabulary mastery makes virtually impossible. people will not be able to speak English fluently and correctly unless they first master the basics of vocabulary.

d) Fluency

In simple terms, fluency is the ability to talk freely without too much stopping or hesitating. The definition of fluency has the Latin origin meaning as "flow". According to the Oxford Pocket Dictionary, fluency is the ability to speak a language easily and well. It usually refers to freely expressing oral language without interruption. When speaking fluently students should be able to get the message across with whatever

²⁵ Jumiati (2009). Error Analysis on Grammatical Aspects in English Speaking of the First Years Students iat English Department of Fkip UIR Pekanbaru: University of Islam Riau: iUnpublished Thesis. p. 9

²⁶ Hani Sutrisna, (2012). Vocabulary for Conversation Daily: Yogyakarta: Kawah Media. p.2

resources and abilities they have got, regardless of grammatical and other mistakes. In addition, Nunan said that fluency is the extent to which speakers use the language quickly and confidently, with few hesitations, or natural pause, false start, word choice, and so on.²⁷ From that statement, it can be concluded that fluency is the speed in speaking which the listener can understand what the speaker said.

e) Comprehension

Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or the knowledge of what a situation is really like.²⁸ Comprehension is discussed by both speakers because comprehension can make people get the information they want. Moreover, comprehension can also mean the capacity of the mind to perceive and understand; power to grasp the ideas; ability to know. In short, comprehension is important to avoid misunderstanding between a speaker and a listener.

3. Narrative Text

Narrative text is a text which contains about story (fiction, non-fiction, tales, folktales, fables) and its plot consists of climax of the story (complication) then followed by the resolution.²⁹ According to Gerot, the social

²⁷ Nunan, D. (2003). *Practical English Language Teaching*. New York: McGrawHill Companies.

²⁸ Nining Hidayanti, "Using Role Play to Improve Students Speaking Ability," (Thesis; Submitted in Partial Fulfillment of Requirements for the Degree of Bachelor of Education In English Language Education, Institute Islamic Education and Teacher Training Faculty Walisongo State Islamic University: Semarang, 2015).

²⁹ Jessica Novia "Retelling Short Story To Improve Students Speaking Skills" English Education Study Program Language And Art Education Department Teacher Training And Education Faculty Tanjungpura University Pontianak 2017, P.4.

function or aim of narrative text is to amuse, entertain, and interact in various ways with real or imagined experience. In narratives, troublesome occurrences are addressed that result in a crisis or turning point of some type, which is then resolution.³⁰ From that explanation, it can be concluded that narrative text is a text about a story that consists of the climax of the story (complication) and followed by the resolution.

Gero reinforces the statement by describing the generic structure of narrative text as follows; First is orientation, that is sets the scene and introduces the participants. The second is evaluation, there is a stepping back to evaluate the plight. Third is a complication, a crisis arises. Fourth is resolution, that is the crisis is resolved, for better or for worse. And the last is reorientation, optional.³¹



³⁰ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Sydney: Gerd Stabler, 1995) page 204

³¹ Linda Gerot and Peter Wignell, *Loc.cit.*

CHAPTER III

RESEARCH METHODS

A. Research Approach and Design

In this research, the researcher used quantitative method. According to Sugiyono, quantitative research can be interpreted as a research method based on the philosophy of positivism, used to research on certain populations or samples, data collection using research instruments, data analysis is quantitative statistical, with the aim of testing predetermined hypotheses.³² Quantitative methods are also called discovery methods, because with this method new science and technology can be discovered and developed with research data in the form of numbers and statistical analysis.³³

The type of this research was experimental using a quasi experiment design. Quasi experiment is a study that involves two groups (class) with one group as an experimental group and the other group as a control group.³⁴

In constructing research design, the quasi experimental posttest-only design with nonequivalent groups was applied. There was no pre-test given to either group (experimental and control group) in order to control for simple testing effect because of limited time given. In this experimental study, there were two groups, namely the control group and the experimental group. The control group was the group that is not given treatment, while the experimental group was

³² Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2016), p 8.

³³ Yani Balaka, *Metode penelitian Kuantitatif*, (Bandung: Widina Bhakti Persada Bandung), p 11.

³⁴ Gunawan Adnan, Mohammad Adnan Latief, And Others, “*Metode Penelitian Pendidikan: Penelitian Kuantitatif, Penelitian Kualitatif, Penelitian Tindakan Kelas*” (Erhaka Utama, 2020).

the group that is given treatment. The function of the control group here was as a comparison with the experimental group that had been given treatment. Data measurement was carried out after treatment is given to the experimental group.³⁵

The design of this research as follow:³⁶

Table 3.1
Design of Post test Only Design

Group	Treatment	Post test
NR ₁	X	O ₁
NR ₂	-	O ₂

Notes:

NR₁ : Experimental Group

NR₂ : Control Group

X : Treatment (Learning using Round Table Technique)

O₁ & O₂ : Posttest (Experimental Group and Control Group)

1. Population and Sample

a. Population

According to Sugiyono, population is a generalization area consisting of objects or subjects that have certain qualities and characteristics set by researchers to study and then draw conclusions.³⁷ The definitions of population are put forward by Singarimbun and Effendi stated say that population is the total number of units of analysis whose characteristics will be estimated.³⁸

³⁵ Latipun, *Psikologi Eksperimen Edisi Kedua* (Malang: UMM Press, 2004), p 74

³⁶ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2016), p 76.

³⁷ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2016), p 80.

³⁸ Singarimbun, Masri, Sofyan Effendi (ed.) *Metode Penelitian Survei*. (Jakarta: LP3ES, 1989), p 94.

The population in this research was the student of the tenth grade of vocational school Walisongo Rambipuji.

Table 3.2
The Population of the Tenth Grade
of Vocational School Walisongo Rambipuji

Class	Number of Student
X TKJ	21
X BDP 1	23
X BDP 2	23
Total	67

b. Sample

Samples are part of the number and characteristics possessed by a population. If the population is large, and it is not possible for the researcher to study everything in the population, for example due to limited funds, energy and time, then the researcher can use samples taken from that population.³⁹

Therefore, the sample in this research was taken from the population. So, in this research, it took two of three classes as the sample group. The two classes were the first as a control group and the second one as an experimental group. Determination of the sample was carried out using non-random sampling (non-equivalent) with a purposive sampling technique. Purposive Sampling is a sampling technique with certain considerations.⁴⁰ Based on considerations:

- 1) Both classes were suggested by the English teacher at the school.
- 2) Both classes are taught by the same teacher

³⁹ Sugiyono, Metode Penelitian Kuantitatif, Kualitatif, dan R&D, (Bandung: Alfabeta, 2016), p 81.

⁴⁰ Sugiyono, Metode Penelitian Kuantitatif, Kualitatif, dan R&D, (Bandung: Alfabeta, 2016), p 85.

3) Both classes have almost the same skill scores.

Table 3.3
Average Skill Scores of Students
in Class X BDP 1 AND X BDP 2

X BDP 1	X BDP 2
77,53	76,03

From those consideration, the researcher determined that there were 23 students in class X BDP 1 as the sample for the experimental group and group X BDP 2, totaling 23 students in the control group.

2. Data Collection Technique and Instrument Try Out

a. Data Collection Technique

Data collection is the process of gathering, measuring, and analyzing accurate data from a variety of relevant sources to find answers to research problems, evaluate outcomes, and forecast trends and probabilities. Data collection requires careful planning, preparation, and execution. Data collection often requires coordinating efforts with several members of a team who collect different data items or may be located in different location. Data collection is subject to the uncertainty of weather, and in some cases a project may actually require inclement conditions.⁴¹ The data collection used in this research was test and documentation.

1) Test

The test technique is a technique carried out by giving questions or tasks to students. To collect the data, the researcher used post-test only to determine the final ability or learning outcomes of students. The

⁴¹ Anurag Pande, Traffic Engineering Handbook (Canada: John Wiley, 2016) 112

test had been conducted orally by retelling story after they read some stories. The instrument had been chosen same in control and experimental group to see how much the differentiation between of them. The test used in the study was speaking test that used several stories, as follow;

Table 3.4
Test Instrument

No.	Title of the Stories
1.	The Legend of Rawa Pening
2.	The Legend of Prambanan Temple
3.	The Legend of Tangkuban Perahu Mountain
4.	The Legend of Kesodo Feast in Mount Bromo

The researcher used two criteria of the rubric based on the elements of speaking, consist of: fluency and comprehension.

Table 3.5
Scoring Rubric for Speaking Test

Criteria	
Comprehension	Scores
Understand what is said mostly without any difficulty.	5
Understand what is said at average speed, but occasional repetition may be necessary.	4
Understand what is said slower than average speed repetition.	3
Has great difficulty following what is said. Can comprehend only and with frequent repetition.	2
Cannot be said to understand even simple conversational English.	1
Fluency	Score
Fluency the speech is fluent, rare skip, and the speed of speech are at normal speed rate.	5
The speech's speed seem to be affected slightly by language problem.	4
Speed and fluency are rather slightly affected by language problem.	3
Usually hesitant often forced into silent by language limitation.	2
Speech is so halting and fragmentary as to make conversation virtually impossible.	1

Scoring the students' speaking test by using this formula:

$$\text{Score} = \frac{\text{Total Score}}{10} \times 100$$

10

Calculating the mean score of students' answer by following the formula:

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

Notes:

X = Mean core

$\sum X$ = The raw of all score

N = The number of subjects

After collecting the data of the students, the researcher classified the score of the students into the following criteria:

Table 3.6
Scoring Standards and Range in Speaking Skill

Standarts of Scoring	Range of Scores
Excellent	90-100
Good	70-89
Average	60-69
Poor	≤59

2) Documentations

The data collection of this research was through documents needed in completing data related to the needs of the investigation in the form of written and unwritten documents.⁴² The documentation used in this research was the students' grades in the previous semester and an

⁴² Jakni, Metodologi Penelitian Eksperimen Bidang Pendidikan.

interview with the English teacher at Vocational School Walisongo Rambipuji, Miss Tiya.

b. Research Instrument

In principle, research is to make measurements of social and natural phenomena. Therefore, there must be a good measuring instrument. Measuring instruments in research are usually called research instruments. So, a research instrument is a tool used to measure observed natural and social phenomena.⁴³ In this research, the researcher used speaking test as research instrument. To collect the data post- test only had been used in this research. Post-test had been given after conducting the treatment. It had been given to know the students' improvement after they get the treatment. The post-test had been given to the control group and experimental group. The test had been conducted orally by retelling story after they read some stories. Therefore, to obtain valid and consistent data, researcher used validity and reliability tests on instruments.

1) Validity Test

Validity is a term that describes the ability of an instrument to measure what it is intended to measure.⁴⁴ In this research, the researcher used content validity to determine how much this instrument had given the result. In conducting the validity test, the researcher asked the

⁴³ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2016), p 102.

⁴⁴ Syahrudin dan Salim, *Metodologi penelitian kuantitatif*, (Bandung, Citapusaka Media, 2012), p 133.

validator (English teacher in Vocational School Walisongo) to conduct the validity test in this study.

2) Reliability Test

Reliability is the ability of a measuring instrument to remain consistent despite time changes.⁴⁵ In this research, the researcher used inter rater (inter scorer). The researcher engaged the English teacher and the researcher as the examiners to measure reliability test. The English teacher was the first rater and the researcher was the second rater.

In determining the reliability of the instrument, the researcher used Alpha Cronbach's which was calculated with the help of SPSS version 26. With the Alpha Cronbach's formula as follows;

$$r_{11} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum \sigma_i^2}{\sigma_t^2} \right]$$

r_{11} = Reliability from the instrment

k = Sum of the items

$\sum \sigma_i^2$ = The sum of the score variances of each item

σ_t^2 = The total of variances

The criteria for Cronbach's Alpha as follows:

- a) If the Alpha Cronbach's value $\geq 0,90$ then the reliability is very high,
- b) If the Alpha Cronbach's value $\geq 0,70$ the the reliability is high,

⁴⁵ Syahrudin dan Salim, Metodologi penelitian kuantitatif, (Bandung, Citapusaka Media, 2012), p 134-135.

- c) If the Alpha Cronbach's value $> 0,50$ then the reliability is low, and
- d) If the Alpha Cronbach's value $< 0,50$ then the reliability value is very low.

3. Data Analysis Technique

Data analysis is carried out after all data has been collected. The analysis method used inferential statistics. Inferential statistics were statistics that prepare or study the procedures for drawing conclusions about population characteristics based on quantitative data that has been obtained from research samples.⁴⁶ To analyze the result of the data, it was used the prerequisite test then continued with hypothesis testing.

a. Prerequisite test

1) Normality Test

In this research, normality test had been used. Normality test is used to know whether the data have a normal distribution or not.⁴⁷ If

the data is normally distributed, hypothesis testing can be carried out using parametric statistics with the Independent t test, but if the data is not normally distributed, it uses non-parametric statistics in the form of the Mann-Whitney U test.

Normality used the statistical computation by using SPSS (Statistical Package for Social Science) version 26. The tests of normality employed are Kolmogorov - Smirnov. If the data > 0.05

⁴⁶ Rusydi Ananda And Muhammad Fadhli, "Statistik Pendidikan: Teori Dan Praktik Dalam Pendidikan," 2018

⁴⁷ Sudjana, Metode Statistika, (Bandung: Tarsito, edisi 6, 2006), p. 466.

then the data is considered normally distributed and if the value < 0.05 then the data is considered abnormally distributed.

2) Homogeneity Test

The homogeneity test is a prerequisite test for analysis of data feasibility which aims to determine whether the sample variance is homogeneous or not using the Independent t test, which if the variance is declared the same (homogeneous) then uses the pooled variance formula and if the variance is different (heterogeneous) then uses the separated variance formula.⁴⁸

Levene's test was used to conduct the homogeneity test. If the value (sign) > 0.05 indicates that the data variance is homogeneous, and if the value (sign) < 0.05 indicates that the data variance is heterogeneous, then the criteria for homogeneous (different) or heterogeneous (same) data are determined by determining the level of significance..

b. Hypotesis Test

Hypothesis testing is carried out to determine the effect of round table technique on students' speaking skills using the results of posttest scores, which include:

H_0 : There is a significant effect of round table technique for improving student's speaking skill at the second semester of the tenth grade of Vocational School Walisongo Rambipuji.

⁴⁸ Abdul Muhid, Analisis Statistik 5 Langkah Praktis Analisis Statistik Dengan SPSS For Windows, Edisi Ke-2 (Surabaya: Zifatama Jawara, 2019).

H_a : There is no significant effect of round table technique for improving student's speaking skill at the second semester of the tenth grade of Vocational School Walisongo Rambipuji.

The data obtained was then tested with the following data criteria:

1) Data is normally distributed

After the data is declared normally distributed and has equal variance (homogeneous), then the next stage is to test the hypothesis with the aim of knowing whether there is an effect of applying the rountable technique on student's speaking skills using the Independent t test with the polled variance formula. However, if the prerequisite test finds data that is normally distributed but has unequal variance or heterogeneous, then use the Independent t test with the separated variance formula.⁴⁹

2) Data is not normally distributed

If the data obtained is not normally distributed, it is not necessary to do a homogeneity test, but proceed directly to the non-parametric test with the Mann-Whitney U test. Because the homogeneity test is only carried out as a prerequisite in the analysis of Independent sample t test and ANOVA.⁵⁰ The Mann-Whitney U test is a test used to analyze the comparison of two Independent means with ordinal data. The analysis of using this

⁴⁹ Abdul Muhid, Analisis Statistik 5 Langkah Praktis Analisis Statistik Dengan SPSS For Windows, Edisi Ke-2 (Surabaya: Zifatama Jawara, 2019).

⁵⁰ Muhammad Dini Handoko, Konsep Dasar Statistik Dalam Dunia Pendidikan, Ed. Yunita Wildaniati (Lampung: CV. IQRO' Penerbit, 2016).

test must first test the normality of the data, so that if the data is not normally distributed, the Mann-Whitney U test can be performed.



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J E M B E R

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Finding

1. Vocational School Walisongo Rambipuji

SMK Walisongo Rambipuji is a vocational high school with two majors, namely BDP (Bisnis Daring dan Pemasaran) and TKJ (Teknik Jaringan dan Telekomunikasi).

Vocational School Walisongo Rambipuji was established in 1989 and began operating in 1990. Vocational School Walisongo Rambipuji is under the auspices of the Subulussalam Islamic Education Park Foundation which is chaired by Mr. Moh. Irfan Mas. The school which is located in Rambipuji District, Jember Regency, has a wide range of activities and creativity directed at creating graduates who are faithful, work-ready, intelligent, and competitive. The current principal of Vocational School Walisongo Rambipuji is Mr. Zainul Arifin, S.Pd, M.Pd. There are more than 300 students and 26 teaching staff.

In carrying out its activities, Vocational School Walisongo Rambipuji is under the auspices of the Kementerian Pendidikan dan Kebudayaan. Learning at Vocational School Walisongo Rambipuji is conducted at 06.45 am to 12.00 pm. In a week, learning is carried out for 6 days, Vocational School Walisongo Rambipuji has B accreditation based on certificate 972/BAN-SM/SK/2019.

a. Vision

The realization of quality vocational education, producing human resources with good character, entrepreneurial and productive.

b. Mission

- 1) Organizing link and match learning in accordance with industry needs.
- 2) Organizing ethical and religious education.
- 3) Realizing a shining school environment (clean, holy, beautiful, safe, neat).
- 4) Organizing industrial character/soft skills training.
- 5) Implementing creative product-based entrepreneurship development.
- 6) Producing students who are competent to work, continue their education and entrepreneurship.
- 7) Carry out effective, efficient and quality education in the field of marketing and technology computer and network..
- 8) Develop school business units in order to foster an entrepreneurial spirit for students.

2. The Description of Data

a. The Result of Validity and Reliability Data

1) Validity Data

In this research, the researcher used content validity. In general, content validity involves evaluation of a new survey instrument in order

to ensure that it includes all the items that are essential and eliminates undesirable items to a particular construct domain.⁵¹ Therefore, for instrument validation, the researcher handed over to English teacher in vocational school Walisongo Rambipuji as a validator to test the relationship between the instrument and the syllabus which included basic competencies, indicators, and learning objectives. The instrument was declared valid if it complied with the curriculum requirement, the results of the validity test as follow;

Table 4.1
Journal of Validation

Day/Date	Activity
Monday, 5 June 2023	The researcher sent the expert validation to examine files of test instrument.
Monday, 5 June 2023	The expert confirmed that the test instrument was valid.

Based on the result, it could be concluded that the test instrument was confirmed valid and ready to be tried out to students.

2) Reliability Test

To test the reliability of the instrument, researcher conducted a try out on the sample. The researcher choose X TKJ as the sample for try out test (Appendix 9). Alpha Cronbach by SPSS version 26 was used to determine the reliability of the instrument, yaitu:

⁵¹ Hamed Taherdoost, "Validity and Reliability of the Research Instrument; How to Test the Validation of a Questionnaire/Survey in a Research", International Journal of Academic Research in Management (IJARM), no. 5 (2016): 30

Table 4.2
The Result of Reliability Test
Reliability Statistics

Cronbach's Alpha	N of Items
0,808	2

The criteria for Cronbach's Alpha as follows:

- a) If the Alpha Cronbach's value $> 0,90$ then the reliability is very high,
- b) If the Alpha Cronbach's value $\geq 0,70$ the the reliability is high,
- c) If the Alpha Cronbach's value $> 0,50$ then the reliability is low, and
- d) If the Alpha Cronbach's value $< 0,50$ then the reliability value is very low.

Based on the SPSS output above, Cronbach's Alpha value was 0.808. It can be concluded that the instrument was reliable.

b. Post-test Score in Experimental Group and Control Group

In this research, the researcher did not use a pre-test, but directly used a post-test only by making the mid-semester assessment value a determinant of students' initial abilities (Appendix 7 and 8). The experimental group was given treatment using the Roundtable technique and continued with a post-test which aims to determine the final skill value of students.

Table 4.3
Post Test Score in Control Group

No.	Name	Rater 1		Total	Score	Rater 2		Total	Score
		Criteria				Criteria			
		C	F			C	F		
1.	AS	3	2	5	50	2	2	4	40
2.	AR	3	2	5	50	1	2	3	30
3.	AW	2	1	3	30	2	2	4	40
4.	AAS	2	2	4	40	2	2	4	40
5.	CFP	2	2	4	40	2	1	3	30
6.	FS	1	2	3	30	1	2	3	30
7.	FI	2	3	5	50	2	1	3	30
8.	MAM	2	3	5	50	2	2	4	40
9.	MHH	2	3	5	50	2	2	4	40
10.	MNS	2	2	4	40	2	3	5	50
11.	MA	3	3	6	60	3	3	6	60
12.	MCA	2	2	4	40	2	3	5	50
13.	MHR	3	2	5	50	3	3	6	60
14.	MLK	4	3	7	70	3	3	6	60
15.	MNA	1	2	3	30	2	1	3	30
16.	MPAT	4	3	7	70	3	2	5	50
17.	MSM	4	4	8	80	4	3	7	70
18.	NAF	3	4	7	70	4	3	7	70
19.	NA	2	3	5	50	3	3	6	60
20.	OPR	3	2	5	50	2	3	5	50
21.	RRR	2	1	3	30	1	2	3	30
22.	SM	1	1	2	20	2	2	4	40
23.	VSA	2	1	3	30	2	2	4	40

The results of the group that was not given treatment showed a total average score of 46.3, with the lowest score of 30 and the highest score of 75.

Table 4.4
Post Test Score in Experimental Group

No.	Name	Rater 1		Total	Score	Rater 2		Total	Score
		Criteria				Criteria			
		C	F			C	F		
1.	AD	3	2	5	50	3	2	5	50
2.	AZR	2	3	5	50	2	3	5	50
3.	ANK	4	4	8	80	4	4	8	80
4.	ATPJ	2	2	4	40	3	3	6	60
5.	BISA	4	4	8	80	4	3	7	70
6.	DAN	2	5	7	70	3	4	7	70

No.	Name	Rater 1		Total	Score	Rater 2		Total	Score
		Criteria				Criteria			
		C	F			C	F		
7.	DMR	3	3	6	60	4	3	7	70
8.	DSH	3	3	6	60	3	3	6	60
9.	DNA	4	4	8	80	3	4	7	70
10.	ENR	4	5	9	90	4	5	9	90
11.	EHK	5	4	9	90	4	4	8	80
12.	KQR	3	4	7	70	3	4	7	70
13.	LAM	4	4	8	80	5	4	9	90
14.	MA	4	3	7	70	4	3	7	70
15.	MSA	2	3	5	50	3	3	6	60
16.	MRH	3	3	6	60	3	2	5	50
17.	NPL	2	2	4	40	3	2	5	50
18.	NL	3	3	6	60	2	2	4	40
19.	PAW	3	3	6	60	3	2	5	50
20.	RM	4	3	7	70	4	3	7	70
21.	RRM	2	3	5	50	3	2	5	50
22.	SAS	5	4	9	90	4	5	9	90
23.	SNA	3	2	5	50	3	3	6	60

Based on the result, It shown in the student learning outcomes in the form of a post-test in the experimental class. The average post-test result in the experimental class is 65.2, with the lowest score of 45 and the highest score of 90—greater than the control class using the conventional model, which gets an average score of 46.3, with the lowest score of 30 and the highest score of 75.

c. The Effect of Round Table Technique

To determine the effect of round table technique for student's speaking skill, several tests were first conducted, as follows:

1) Normality Test

A normality test is used to know whether the data have a normal distribution or not. The normality test used in this research was the Kolmogorov-Smirnov normality test with decision making if Sig >

0.05 then the data was normally distributed, if the Sig < 0.05 it means that the data was not normally distributed.⁵²

From the results of the analysis that has been carried out with the help of SPSS version 26, in the form of posttest data from the experimental and control classes, the data was presented in the table below;

Table 4.5
The Result of Normality Test

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
The result of speaking skill	Experimental Class	,211	23	,009	,899	23	,025
	Control Class	,148	23	,200*	,933	23	,129

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the result above, it's showed that the distribution of student post-test data is not normally distributed. The analysis data is said to be not normally distributed because the Sig value. <0.05, then this data does not meet the prerequisite test. Because the data obtained is not normally distributed, it is not tested using the homogeneity test, but continues with the hypothesis test.

2) Hypothesis Test

The analysis was conducted using the Mann-Whitney U test using SPSS version 26, because the data obtained was not normally distributed. Mann-Whitney U test by comparing through the sig level. (p-value) with significance if sig. > 0.05 then H_a is rejected and H_0 is

⁵² Nanda And Fadhli, "Statistik Pendidikan: Teori Dan Praktik Dalam Pendidikan."

accepted and if $\text{sig.} < 0.05$, then H_a is accepted and H_0 is rejected. The data is presented in the table below;

Table 4.6
The Result of Mann-Whitney U Test
Test Statistics^a

The result of speaking skill	
Mann-Whitney U	96,500
Wilcoxon W	372,500
Z	-3,712
Asymp. Sig. (2-tailed)	0,000

a. Grouping Variable: class

Based on the data above, the Sig value is obtained. (2-tailed) is $0.000 < 0.05$. Then in accordance with the decision making in the Mann-Whitney U test, if significance > 0.05 , then H_0 is accepted, if significance < 0.05 , then H_0 is rejected⁵³, thus it can be said that there is a difference in student learning outcomes between the experimental class and the control class. Because of the significant difference, it can be said that there is an effect of using roundtable technique for student's speaking skill.

B. Research Discussion

1. The Effect of Round Table Technique for Student's Speaking Skill

This research was conducted to know is there any effect of round table technique for student's speaking skill at the tenth grade of Vocational School Walisongo Rambipuji. The research used test as the data collection technique, more precisely speaking skill test. Speaking skill test was given in the experimental class and control class of tenth grade students.

⁵³ Muhid, Analisis Statistik 5 Langkah Praktis Analisis Statistik Dengan SPSS For Windows.

At the first step, the researcher checked the normality data to know whether the data have a normal distribution or not. Based on the result in the table 4.5, it's showed that the distribution of student post-test data is not normally distributed. The analysis data is said to be not normally distributed because the Sig value. <0.05 , then this data does not meet the prerequisite test. Because the data obtained is not normally distributed, it is not tested using the homogeneity test, but continues with the hypothesis test.

In the experimental class, the researcher use round table technique for the treatment. The students were divided into groups of 4-5 members, with the group members randomly selected from a mix of female and male students to ensure a more even mix of students. After the groups were formed, the round table procedure was explained. After making sure that the students understood the round table, each group was given a story. Then each group had to retell the story after discussing it. After that, the first student in each group started to retell the story and was continued by the second student, the third student and so on. The order of retelling is clockwise, as explained by Spencer Kagan in his journal "*Round Table as Cooperative Learning*".

To obtain the post-test data results for the two classes, the researcher employed the Mann-Whitney U test in the hypothesis testing. The results of the Mann-Whitney U test in the post-test for both the experimental and control classes are different. It shown in the student

learning outcomes in the form of a post-test in the experimental class. The average post-test result in the experimental class is 65.2, with the lowest score of 45 and the highest score of 90—greater than the control class using the conventional model, which gets an average score of 46.3, with the lowest score of 30 and the highest score of 75. These differences are evident in Table 4.3 and Table 4.4, which present data on post-test results in both classes. Following the Mann-Whitney U test, the obtained Sig value (2-tailed) of $0.000 < 0.05$ indicates that hypothesis testing of this research cited alternative hypothesis (H_a) was accepted while null hypothesis (H_0) was rejected. As a result of the significant difference between the experimental class and the control class, it can be concluded that there is an effect of using the round table technique for improving students' speaking skills.

However, implementing roundtable technique in the classroom is not easy. Harms and Mayers also argue that “Implementing Round Table Technique may appear complicated at first, but with careful introduction and explanation teacher can implement them with great success”.⁵⁴ The statement above is proven true in this experiment. The researcher found difficulties in implementing round table technique. The students still confuse and do not understand about storytelling sequences. However, with clear explanation and example the students can understand explanation of round table technique. Aside from that, this technique also

⁵⁴Harms, Emily and Myers, CeAnn. Empowering Students Through Speaking Round Tables. (Journal of Language Education in Asia Volume 4. Japan Toyo University.2013), p. 43

has a drawback, which is time consuming. Because before doing the retell, students discuss first to understand the content of the story they will retell and there is a fairly long pause when they do the retell.

In other word, this experiment also proves the argument states by Harms and Mayers that round table technique can increase students' confidence, improve students' speaking skill and create more motivated independent. The rotating turns to speak help students increase their confidence and integrate their listening and speaking skills, and are practical to be implemented in the classroom. By implementing round table in speaking class, it can help the students to responsible for their task by taking turns to speak, and enable students to communicate along with the member of the group and develop relationship within the classroom. In this study, round table technique creates cooperative atmosphere and the students are more likely feel comfortable practicing their speaking skill. Moreover, Harms and Mayers state the benefit of round table technique as follows: strengthening classroom relationship, integrating speaking and listening skill, building confidence and speaking fluency.⁵⁵

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⁵⁵ Harms, Emily and Myers, CeAnn. Empowering Students Through Speaking Round Tables. (Journal of Language Education in Asia Volume 4. Japan Toyo University.2013), p. 44

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presented conclusion and suggestion of the research. The conclusion summarize all the discussion that is directly related to the formulation of the problem and the purpose of the study and which has been described in the previous chapter, whereas suggestion referred to or sourced from research findings, discussion, and final conclusions of the study.⁵⁶

A. Conclusion

Based on the result of this research that has discussed in the previous chapter, it can be concluded that there is a significant effect of round table technique for student's speaking skill at the tenth grade of Vocational School Walisongo Rambipuji. The mean score of post-test in experimental class was 65,2 while the control class was 46,3. From the post-test data, there is a different score between control group and experiment group. The result from Mann-Whitney U shows that the significance Sig. (2-tailed) is $0,000 < 0,05$. It means the alternative hypothesis (H_a) is accepted, therefore the alternative hypothesis was "there is a significant effect of round table technique for student's speaking skill. As a result of the significant difference between the experimental class and the control class, it can be concluded that there is an effect of using the round table technique on students' speaking skills.

⁵⁶ Tim Penyusun Fakultas Tarbiyah dan Ilmu Keguruan UIN KHAS Jember, *Pedoman Penulisan Karya Ilmiah*, (Fakultas Tarbiyah dan Ilmu Keguruan UIN KHAS Jember: Jember, 2021), 85

B. Suggestion

Since there was an effect of round table technique for student's speaking skill at the tenth grade of Vocational School Walisongo Rambipuji, the researcher would give some suggestions to the teacher, the students and further researchers, there are as follows:

1. To the English teacher

The researcher suggested to the English teacher to use same strategy in teaching learning process, especially round table technique for teaching learning speaking skill. Since, round table technique was effective to make students better in speaking skill.

2. To the students

The students have to follow and participate in teaching learning process when the teacher use round table technique while in class. By participating and following the lessons, students can build and improve their speaking skill.

3. To the further researcher

The researcher suggested further researcher can use this research study as the reference to conduct the next research with the same variables. In addition, it allows the futher researcher to get something important about round table technique for student's speaking skill.

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DECLARATION OF AUTHENTICITY

The undersigned below:

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Major : English Education Department

Faculty : Education and Teacher Training Faculty

Institution : Islamic State University Kiai Haji Achmad Siddiq Jember

Declare truthfully that in the results of this research there are no elements of plagiarism of research works or scientific works that have been carried out or made by other people, except in writing quoted in this manuscript and mentioned in the source of quotations and bibliography.

If in the future it turns out that the results of this research prove that there are elements of plagiarism and there are claims from other parties, then I am willing to be processed according to the applicable laws and regulations.

Thus I made this statement truthfully and without coercion from anyone.

Jember, 18 December 2023
Mahasiswa



Hannatus Soimiyah
NIM.T20196035

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J E M B E R

Nomor : B-4796/In.20/3.a/PP.009/11/2023

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMK Walisongo Rambipuji
Jalan Argopuro No. 83, Rambigundam, Rambipuji

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196035
Nama : HANNATUS SOIMIYAH
Semester : Semester
sembilan Program Studi : TADRIS
BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Effect of Roundtable Technique for Speaking Skill at the Tenth Grade of SMK Walisongo Rambipuji" selama 7 (tujuh) hari di lingkungan lembaga wewenang Bapak Zainul Arifin, S.Pd, M. Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 31 Mei 2023
an. Dekan,
Wakil Dekan Bidang Akademik,



MASHUDI

APPENDIX 1

RESEARCH MATRIX

Title	Variables	Indikator	Source of Data	Research Methodology	Hypothesis
The Effect of Round Table Technique for Improving Student's Speaking Skill at The Second Semester of the Tenth Grade of Vocational School Walisongo Rambipuji.	Independent: Round table Technique Dependent: Student's Speaking Skill	Definition of round table technique Benefits of round table technique Steps of round table technique The Function of Speaking The Aspect of Speaking	Documentasion: Student's grade in previous semester and informan english teacher in Vocational School Walisongo	Research design: Quantitative Quasi- Experimental Data Collection: Observasion Interview Test (Post-test Only)	H _o : There is a significant effect of round table technique for improving student's speaking skill at the second semester of the tenth grade of Vocational School Walisongo Rambipuji. H _a : There is no significant effect of round table technique for improving student's speaking skill at the second semester of the tenth grade of Vocational School Walisongo Rambipuji.

APPENDIX 2


YAYASAN PENDIDIKAN ISLAM SUBULUS SALAM
SEKOLAH MENENGAH KEJURUAN
SMK WALISONGO RAMBIPUJI
 STATUS : TERAKREDITASI B, NSS : 344052415017, NISN : 20548802
 • Bidang Keahlian : Bisnis dan Manajemen, Program Keahlian : Bisnis dan Pemasaran
 • Bidang Keahlian : Teknik Informatika, Program Keahlian : Teknik Komputer dan Jaringan
 Alamat: Jl. Argopuro No. 83 Rambipuji Jember Telp. 081919090999 e-mail: esemka_walisongo@yahoo.com web-site: smkwalisongorbjbr.sch.id

SURAT KETERANGAN
 Nomor : 090/SK/A2/SMK.WS.RBP/XII/2023

Yang bertanda tangan di bawah ini :

Nama : Zainul Arifin, S.Pd., M.Pd
 Jabatan : Kepala Sekolah
 Unit Kerja : SMK Walisongo Rambipuji

Menerangkan dengan sebenarnya bahwa :

Nama : Hannatus Soimiyah
 NIM : T20196035
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Program Studi : Tadris Bahasa Inggris
 Judul Skripsi : The Effect of Round Table Technique for Improving Student's Speaking Skill at the Second Grade of the Tenth Grade of Vocational School Walisongo Rambipuji

Yang bersangkutan telah melakukan penelitian di SMK Walisongo Rambipuji pada tanggal 31 Mei sampai 19 Agustus 2023.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya

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 JEMBER





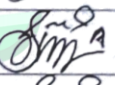



Rambipuji, 19 Desember 2023
 Kepala Sekolah

 Zainul Arifin, S.Pd., M.Pd


APPENDIX 3

RESEARCH JOURNAL

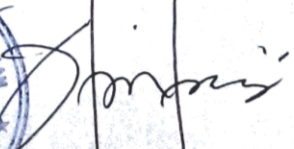
Name : Hannatus Soimiyah
 NIM : T20196035
 Title : The Effect of Round Table Technique for Improving Student's
 Speaking Skill at the Second Semester of the Tenth Grade of
 Vocational School Walisongo Rambipuji
 Location : Jalan Argopuro Nomor 83, Rambigundam, Rambipuji

No.	Date	Activity	Signature
1.	April 5 th 2023	The researcher confirm the permission	
2.	6 th April 2023	Interview with English teacher	
3.	31 th Mei 2023	Conducting try out to X TKJ students	
4.	5 th Juni 2023	Conducting a material and treatment in X BDP 1	
5.	12 th Juni 2023	Conducting a material in X BDP 2	
6.	7 th August 2023	Conducting a post-test in X BDP 1	
7.	16 th August 2023	Conducting post-test in X BDP 2	
8.	19 th August 2023	Finishing the research	

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Jember, 19 August 2023
 Headmaster of SMK
 Walisongo Rambipuji




 Zainul Arifin, S.Pd, M.Pd

APPENDIX 4

Lesson Plan for Experimental Class

School	: SMK Walisongo Rambipuji
Course	: English
Class / Semester	: X BDP 1 / 2
Time Allocation	: 2 X 40 Minutes
Item	: Narrative Text

A. Standart Competence

Expressing the meaning in oral texts functional and simple short monologue and recount, narrative form to interact with their surrounding environments.

B. Basic Competence

1. Expressing the meaning of simple short functional oral text by using varieties of language spoken accurately, fluently and thankful to interact with their surrounding environments.
2. Expressing the meaning of simple monologue by using varieties of language spoken accurately, fluently and thankful to interact with their surrounding environments.

C. Indicators

1. Expressing functional text orally (announce, invitation, short message)
2. Asking and answering various informations of announcement text, invitation, short message orally (Doing simple short monologue in narrative and recount).

D. Learning Objective

At the end of the course students are expected to be able to:

1. The students are able to understand the purpose of oral text in functional simple oral text.
2. The students are able to express the purpose of the function of simple oral text.
3. The students are able to understand the purpose of written text and short functional text in narrative form.

4. The students give the response of the purpose which consist in short functional text in narrative form.
5. The students give the response and rethoric steps in the simple short functional text in narrative form.
6. The students can express the purpose and rethoric steps short essay in narrative form.

E. Materials

1. The definition of narative text
2. The purpose of narative text
3. Generic structure of narrative text.
4. Example of narrative text

F. Method/ Technique: Round Table Technique

G. Learning activities

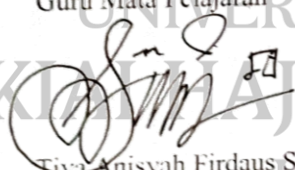
Activities	Time
<p>1. Preface</p> <ul style="list-style-type: none"> • The teacher greet the students by salam and ask 'how are you?' • Teacher checks students' attendance by asking "Who is absent today? Where is she/he?" (attention) 	5 minutes
<p>2. Pre-activity</p> <ul style="list-style-type: none"> • The teacher asks the students how to ask for information about the materials that will be learned. • The teacher mentions the material. • The teacher tells the purpose of narrative text. • The teacher informs the generic structure of narrative text. • The teacher introduces narrative text. • The teacher explains the purpose of learning narrative text. 	20 minutes

Activities	Time
3. Whilst <ul style="list-style-type: none"> Teacher divides the students into 4-6 groups. Teacher explain about round table technique. Each group got a different narrative text topic about legend story that has been given and given 10 minutes to discuss with the group. After that, each group member retells the story using the round table technique, one by one retelling in a clockwise rotation. 	40 minutes
4. Post Activity <ul style="list-style-type: none"> The students and the teacher make a conclusion about the material that have been learned. The teacher informs the benefits, and concludes the result of learning about narative text. 	15 minutes


H. Sources/ Media

1. White and Blackboard
2. Marker
3. English dictionary
4. Legend stories

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APPENDIX 5

Lesson Plan for Control Class

School	: SMK Walisongo Rambipuji
Course	: English
Class / Semester	: X BDP 2 / 2
Time Allocation	: 2 X 40 Minutes
Item	: Narrative Text

A. Standart Competence

Expressing the meaning in oral texts functional and simple short monologue and recount, narrative form to interact with their surrounding environments.

B. Basic Competence

1. Expressing the meaning of simple short functional oral text by using varieties of language spoken accurately, fluently and thankful to interact with their surrounding environments.
2. Expressing the meaning of simple monologue by using varieties of language spoken accurately, fluently and thankful to interact with their surrounding environments.

C. Indicators

1. Expressing functional text orally (announce, invitation, short message)
2. Asking and answering various informations of announcement text, invitation, short message orally (doing simple short monologue in narrative and recount).

D. Learning Objective

At the end of the course students are expected to be able to:

1. The students are able to understand the purpose of oral text in functional simple oral text.
2. The students are able to express the purpose of the function of simple oral text.
3. The students are able to understand the purpose of written text and short functional text in narrative form.

4. The students give the response of the purpose which consist in short functional text in narrative form
5. The students give the response and rethoric steps in the simple short functional text in narrative form.
6. The students can express the purpose and rethoric steps short essay in narrative form.

E. Materials

1. The definition of narative text
2. The purpose of narative text
3. Generic structure of narrative text.
4. Example of narrative text

F. Method/ Technique: Convetional Method

G. Learning activities

Activities	Time
1. Preface <ul style="list-style-type: none"> • The teacher greet the students by salam and ask 'how are you?' • Teacher checks students' attendance by asking "Who is absent today? Where is she/he?" (attention) 	5 minutes
2. Pre-activity <ul style="list-style-type: none"> • The teacher asks the students how to ask for information about the materials that will be learned. • The teacher mentions the material. • The teacher tells the purpose of narrative text. • The teacher informs the generic structure of narrative text. • The teacher introduces narrative text. • The teacher ask some of vocabularies on the text. • The students are guided for determain basic competence that related with the materials. • The teacher explains the purpose of learning narrative text. 	20 minutes
3. Whilst <ul style="list-style-type: none"> • The teacher informs the language features in narrative text. • The students guess the type of sentence that used in 	40 minutes

Activities	Time
narrative text. <ul style="list-style-type: none"> • The students do exercises. • One of the student in each group begins by giving views and thoughts and the next students has also contributed. • The students practice speaking. • The students and the teacher correct the mistakes of exercises that have been done. 	
4. Post Activity <ul style="list-style-type: none"> • The students and the teacher make a conclusion about the material that have been learned. • The teacher informs the benefits, and concludes the result of learning about narative text. • The students gather the information about the next materials will be learned. 	15 minutes

H. Sources/ Media

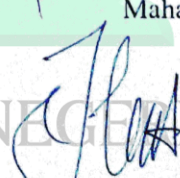
1. White and Blackboard
2. Marker
3. English dictionary
4. Legend stories

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APPENDIX 6

Materials

1. Definition of narrative text: Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.
2. The purpose of narrative text: is to amuse or to entertain the reader with a story.
3. The kinds of narrative text.

There are many kinds of Narrative Text:

- a. Legend

Examples: Malin Kundang, The legend of Tangkuban Perahu, and The story of Toba Lake.

- b. Fable

Examples: The smartest Parrot and The story of Monkey and Crocodile.

- c. Fairy Tale

Examples: Cinderella, Snow White, The story of Rapunzel and Painting the Wall.

4. Generic structure of narrative text.

A narrative text will consists of the following structure:

- a. Orientation : introducing the participants and informing the time and places.
- b. Complication : describing the rising crises which the participants have to do with.
- c. Resolution : showing the way of participant to solve the crises, better or worse. Or solution to the problems.

5. Language features of narrative text

- a. Past tense (killed, drunk, etc)
- b. Adverb of time (Once upon a time, one day, etc)
- c. Time conjunction (when, then, suddenly, etc)

6. Action verbs. A verb that shows an action. (killed, dug, walked, etc)
7. Direct speech. It is to make the story lively. (Snow White said, "My name is Snow White). The direct speech uses present tense.

Examples of narrative Text

Thumbelina

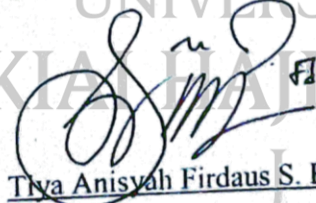
Once upon time, there was a very poor woman. There was not a boy or a daughter who lived with her. She wished very much to have a child.

(Orientation)

One day, the poor woman went to a fairy god mother. The fairy lived near the green meadow in the valley. The poor woman received a barleycorn seed from the fairy. She went home and planted it in a flower pot. Several days latter, the seed grew up into a large beautiful flower. **(Complication)**


Surprisingly, the woman saw a little girl inside the flower. The sweet little girl was as long as a thumb. The woman gave her the name of Thumbelina because she was so small. **(Resolution)**

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APPENDIX 7

Speaking Test Instrument test for post-test

Subject : English
Sub Subject Matter : Narrative Text
Time Allocation : 2 x 40 Minutes

Direction: Use your time effectively and efficiently!

Instruction: Every student should choose one title of the stories and retelling the story. The story are;

The Legend of Rawa Pening

Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.

Finally, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a lesung, a big wooden mortar for pounding rice. She reminded him; "Please remember, if there is a flood you must save yourself. Use this lesung; as a boat!"

The little boy was happy and thanked the old woman. He continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. "Can I try?" asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.

Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the lesung, as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

The Legend Of Prambanan Temple

Once upon a time, there was a beautiful Javanese princess named Rara Jonggrang. Rara Jonggrang was a beauty lady and very famous in the land. She was the daughter of Prabu Baka, the evil king.

One day, a handsome young man with super natural power named Bandung Bondowoso defeated and killed Prabu Baka. On seeing Princess Rara Jonggrang's beauty, Bandung Bondowoso fell in love with her and wanted to marry her.

Besides, Princess Rara jonggrang felt sad due to her death father. She did not want to marry Bandung because he had killed her father. But she was also afraid of Bandung. So to refuse politely, she made a condition. "I will marry you but you have to build one thousand temples in one night as a wedding gift" requested Rara Jonggrang. Bandung Bondowoso agreed with the condition. I was very confused of it We have to write the example of narrative text and upload it. Oh I was very confused how to make a thousand statue on a night. Helped by the spirit of the demons, Bandung Bondowoso started building the temples. Approaching midnight, the work would nearly be done. Rara Jonggrang knew and thought, "What shall I do? Bandung Bondowoso is smarter than I thought. I would lose against Bandung."

Suddenly she got an idea. She woke up all the women in the palace and ordered them to make the noisy sounds of grinding rice so that the rooster thought that it had already been dawn. Bandung Bondowoso got frustrated because he failed completing one, the thousand temple.

The Legend of Tangkuban Perahu Mountain

Once, there was a kingdom in Priangan Land. Lived a happy family. They were a father in form of dog, his name is Tumang, a mother which was called is Dayang Sumbi, and a child which was called Sangkuriang.

One day, Dayang Sumbi asked her son to go hunting with his lovely dog, Tumang. After hunting all day, Sangkuriang began desperate and worried because he hunted no deer. Then he thought to shot his own dog. Then he took the dog liver and carried home.

Dayang Sumbi found out that it was not deer lever but Tumang's, his own dog. So, She was very angry and hit Sangkuriang's head. In that incident, Sangkuriang got wounded and scar then cast away from their home. Years go by, Sangkuriang had travel many places and finally arrived at a village. He met a beautiful woman and felt in love with her. When they were discussing their wedding plans, The woman looked at the wound in Sangkuriang's head. It matched to her son's wound who had left severall years earlier. Soon she realized that she felt in love with her own son.

She couldn't marry him but how to say it. Then, she found the way. She needed a lake and a boat for celebrating their wedding day. Sangkuriang had to make them in one night. He built a lake. With a dawn just moment away and the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crowed for a new day. Sangkuriang failed to marry her. She was very angry and kicked the boat. It felt over and became the mountain of Tangkuban Perahu Bandung.

The Legend of Kesodo Feast in Mount Bromo

Hundreds years ago, the last king of Majapahit had a young princess from one of his wives. The princess was named Roro Anteng. Later, Roro Anteng married Joko Seger, who came from Brahman caste.

Because of unfortunate situation the couple was forced to leave the kingdom. They settled in the mountain area. They ruled the area and named it Tengger, which was derived from their names, Roro Anteng and Joko Seger.

After several years of reign, the region flourished in prosperity, but Roro Anteng and Joko Seger were sad because they did not have a child. They climbed the top of mountain and prayed there night and day hoping that the God would listen. The prayer was heard and Betoro Bromo promised to give them many children. However, they had to promise that they would sacrifice their youngest child in return.

Roro Anteng gave birth to a child, then another and another. In the end, Roro Anteng and Joko Seger had 25 children. Soon it was time to sacrifice the

youngest child , Kusuma, but the parents could not do it. They tried to hide him, but an eruption happened and Kusuma fell into the crater. There was silence before they heard a voice. "I have to be sacrificed so that you will all stay alive. From now on, you should arrange an annual offering ceremony on the 14th of Kesodo (the twelfth month of Tengerese calendar)". It was Kusuma's voice. Kusuma's brothers and sisters held the offering ceremony every year. Instead of human being, they collected fruits, vegetables, rice, and meat to be offer to the Gods. And this has been done generation after generation until today.

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APPENDIX 8

Expert Validation Form for Speaking Test

Direction: For each question, please give your responses by ticking (✓) a box representing your choice. If there is a need to be revised, please in the column "Comment".

No	Question	Yes	No	Comment
1.	Are the instruments in line with the basic competencies?	✓		
2.	Are the content and topics appropriate for the school or grade level?	✓		
3.	Can the students understand the instructions?	✓		
4.	Does the assessment rubric cover the aspects or indicators being measured?	✓		
5.	Is the task order in line with the time allocation??	✓		

General comments

Please give any general comment or suggestion you may have concerning this test development.

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Validator



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APPENDIX 9

PENILAIAN TENGAH SEMESTER GENAP TAHUN PELAJARAN 2022/2023
X BDP 1 (Experiment Class)

NAMA SISWA	SIKAP			PENGETAHUAN			KETERAMPILAN			PTS
	KD 4	KD 5	KD 6	KD 4	KD 5	KD 6	KD 4	KD 5	KD 6	
AD	75	75	80	75	75	80	75	75	75	28
AZR	75	75	75	75	75	80	80	75	75	15
ANK	75	80	80	80	75	80	80	80	80	55
ATPL	75	80	75	75	80	75	75	75	75	20
BS	75	75	75	80	80	75	75	75	75	15
DA	75	75	75	80	80	80	80	75	75	44
DMR	75	75	75	75	80	80	75	75	75	44
DSH	75	75	75	75	75	80	75	75	75	60
DNA	75	75	75	75	75	80	80	80	80	50
ENR	75	75	75	75	75	75	75	75	80	60
EHK	75	75	75	80	80	80	80	80	80	65
FM	75	75	75	80	80	80	80	75	75	55
IF	0	0	0	0	0	0	0	0	0	0
KQR	75	80	75	75	75	75	75	75	75	12
LAM	75	75	80	80	80	80	75	75	75	61
MA	75	75	75	75	80	80	80	80	80	55
MSA	75	75	75	75	80	80	75	75	75	30
MKA	75	75	75	75	75	80	80	75	75	40
MLK	75	75	75	75	75	75	75	75	75	20
MRH	75	75	75	75	75	75	80	75	75	48
NPL	75	75	75	80	80	80	80	80	75	33
NL	75	75	75	75	75	75	75	75	75	28
PAW	75	75	75	80	80	75	75	75	75	35
RI	75	75	75	75	80	75	75	75	75	30
RRM	75	75	75	75	80	80	75	75	75	32
SAS	75	75	75	75	75	80	80	80	75	58
SM	75	75	75	75	80	80	80	75	75	60
SNA	75	75	75	75	80	80	80	80	75	50

APPENDIX 11

Instrument Try Out in X TKJ

No.	Name	Rater 1		Total	Score	Rater 2		Total	Score
		Criteria				Criteria			
		C	F			C	F		
1.	ABAP	2	3	5	50	2	3	5	50
2.	ADPA	3	4	7	70	2	3	5	50
3.	AFS	3	3	6	60	3	4	7	70
4.	AR	4	3	7	70	2	3	5	50
5.	AF	4	3	7	70	3	3	6	60
6.	CSA	3	3	6	60	3	3	6	60
7.	CSN	2	2	4	40	2	1	3	30
8.	DNS	3	2	5	50	3	4	7	70
9.	FD	4	3	7	70	4	4	8	80
10.	MS	4	4	8	80	4	5	9	90
11.	MR	2	3	5	50	3	2	5	40
12.	MFF	2	2	4	40	2	3	5	50
13.	MYD	3	4	7	70	3	3	6	60
14.	MF	3	3	6	60	2	3	5	50
15.	MS	3	2	5	50	3	3	6	60
16.	RA	3	2	5	50	3	3	6	60
17.	SW	3	2	5	50	3	2	5	50
18.	YTH	4	4	8	80	3	4	7	70

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APPENDIX 12



Conventional Learning Model



Implementing Round Table Technique Learning Model



Try Out Instrument



Post Test



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APPENDIX 13

CURRICULUM VITAE



Name : Hannatus Soimiyah
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 Place and Date of Birth : Jember, November 26th 2000
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 Address : Badean, Bangsalsari, Jember, Jawa Timur.
 Faculty : Tarbiyah and Teacher Training
 Program : English Department
 E-Mail Address : hsoimiyah@gmail.com

Educational Background

1. TK Tunas Budidaya (Graduated in 2007)
2. SDN Badean 03 (Graduated in 2013)
3. SMPN 02 Panti (Graduated in 2016)
4. SMKN 05 Jember (Graduated in 2019)