

**THE IMPLEMENTATION OF ROUNDTABLE TECHNIQUE
TO IMPROVE STUDENTS' READING COMPREHENSION
AT THE 10D OF SMA UNGGULAN BPPT
DARUS SHOLAH JEMBER**

THESIS



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

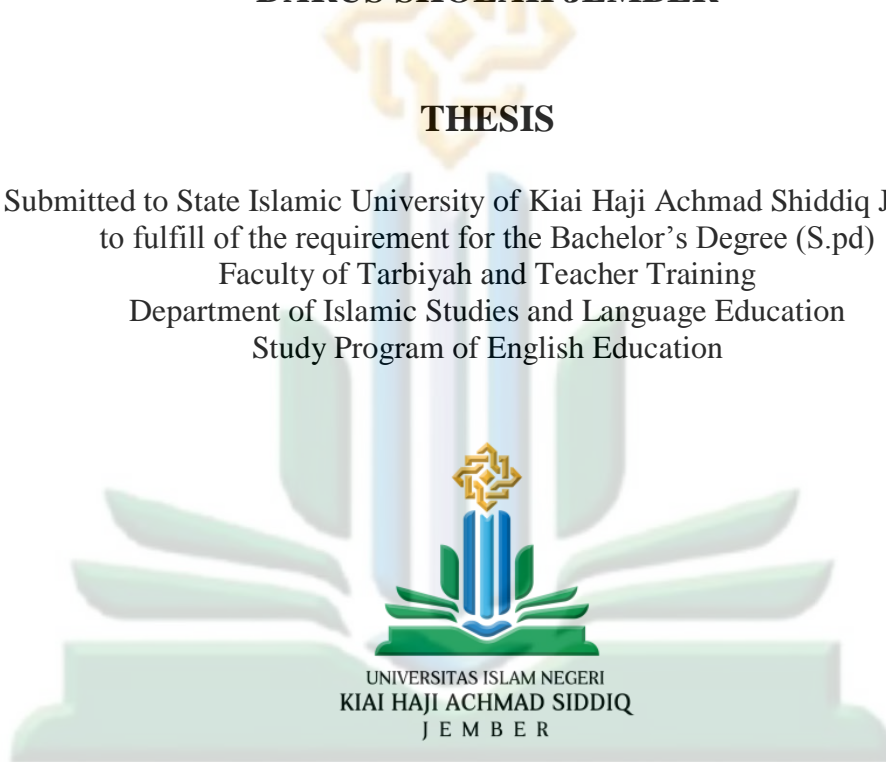
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**STATE ISLAMIC UNIVERSITY OF
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FACULTY OF TARBIYAH AND TEACHER
DECEMBER 2023**

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Submitted to State Islamic University of Kiai Haji Achmad Shiddiq Jember
to fulfill of the requirement for the Bachelor's Degree (S.pd)
Faculty of Tarbiyah and Teacher Training
Department of Islamic Studies and Language Education
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Has Been Examined and Approved in partial
Fulfilment of The Requirements of Bachelor's Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
Study Program of English Education

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MOTTO

أَتْلُ مَا أُوْحِيَ إِلَيْكَ مِنَ الْكِتَابِ وَأَقِمِ الصَّلَاةَ إِنَّ الصَّلَاةَ تَنْهَى
عَنِ الْفَحْشَاءِ وَالْمُنْكَرِ وَلَذِكْرُ اللَّهِ أَكْبَرُ وَاللَّهُ يَعْلَمُ مَا تَصْنَعُونَ ﴿٤٥﴾

Meaning : “Read the Book (Al-Qur'an) which has been revealed to you (Muhammad) and perform prayers. Indeed, prayer prevents evil and evil (actions). And (know) remembering Allah (salat) is greater (its priority over other acts of worship). Allah knows what you do”. (Al-Ankabut 45)¹



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JEMBER

¹ Muhammad Taqi-ud Din Al-Hilali, The Noble Qur'an, terj. (Medina" Dar-us Salam Publications, 2010).

DEDICATION

This undergraduate thesis is honorably dedicated to :

1. My beloved parents, my dad Solikhin and my mom Wiji Asih, who have supported and prayed for me.
2. My family, my big brother Dian Putra Pratama, and his wife Faramita Mentari Putri, who have supported me, and also their adorable little daughter Rachel Anindya Putri, who has become a mood booster for the writer.



A KNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah robbil álamín, may praise and gratitude to Allah Subhanahu wa ta' ala for blessing, and mercy to complete this undergratuated thesis, entitled the Implementation of Roundtable Technique to Improve Students' Reading Comprehension at the 10D of SMA Unggulan BPPT Darus Sholah Jeember si ” ement in accomplishing undergraduate degree at submitted as the final requir English Education Department, State Islamic University of Kiai Haji Achmad Siddiq Jember. The researcher realized that this thesis would no finish without e writer would like to help and guidance from the other people. Therefore, th :express her emphatic thanks and appreciation to

1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM., as the rector of UIN K.H Achmad Siddiq Jember. Who has given opportunity for me to study in this university.
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8. Farida Ulfa, S.Pd. as the English teacher at the tenth grade of SMA Unggulan BPPT Darus Sholah Jember, who has given her ideas, guidance, feedback, and support the writer in the process of doing the research.
9. The Tenth grade students of SMA Unggulan BPPT Darus Sholah Jember who are willing to contribute their effort and enthusiasm during research.

The writer fully realizes that this thesis is still far from perfect. Hence, the writer really welcomes to get any critics, opinions, and suggestions to make this paper quietly much better then. Hopefully, this research would give a positive contribution and will be beneficial not only for the writer but also for the readers and the next researchers who need this as a reference.

Jember, 5 October 2023

**Dwi Putri Indah Sari
T20196181**

ABSTRACT

Dwi Putri Indah Sari, 2023. *The Implementation of Roundtable Technique to Improve Students' Reading Comprehension at the 10D of SMA Unggulan BPPT Darus Sholah Jember.*

Keyword: *roundtable technique, reading comprehension.*

Reading comprehension is understanding what has been read rather than spelling the words. Many students experience problems in reading comprehension; this happened at SMA Unggulan BPPT Darus Sholah, especially for Xd students. The Xd students at SMA Unggulan BPPT Darus Sholah Jember need help knowing the meaning and the intent of the reading text; most of the students in class Xd were still confused and could not comprehend the reading text; they had to discuss with their friends about what the content of the reading text. Meanwhile, the Round Table Technique is an effective way to make students comprehend the reading text because, in Roundtable, students can know the content of the reading text by sharing their understanding of the meaning of vocabulary with their friends. After discussing with the English teacher, the researcher and the English teacher agreed to use the Roundtable technique. Moreover, the teacher has yet to use the Roundtable technique.

The research questions in this research were, "How the Roundtable technique could improve students' reading comprehension of the Xd students of SMA Unggulan BPPT Darus Sholah Jember?". The objective of the research was to describe how the Roundtable technique could improve students' reading comprehension of the Xd students of SMA Unggulan BPPT Darus Sholah Jember.

The research design used in this research was collaborative Classroom Action Research (CAR). It is applied at Xd SMA Unggulan BPPT Darus Sholah Jember, which consists of 21 students. This research was conducted in one cycle. The cycle consisted of four steps: plan, action, observe and reflect. To collect the data, the researcher used the students' reading comprehension test, interview, and observation. The criteria of success in this research were if the students reach the minimum score (75) equal to or higher than 75% of the total students.

After implementing the Roundtable technique, the students' reading comprehension has improved; it can be shown that the number of students declared to have achieved a passing grade was 76% from 62% before implemented, with an average score was 75,04 from 71,57 the average score before implemented, meaning it exceeded the criteria of success with total increased was 14% and the total increased in average score was 3,47. Meanwhile, most students exceeded the passing grade score in general information. Thus, concluded that the Roundtable could improve the students' reading comprehension.

In this case, the researcher gave suggestions for future researchers to conduct better research using the Roundtable technique in teaching and learning English. The researcher also provides suggestions to English teachers to implement the Roundtable technique in teaching English to help students improve their reading comprehension.

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CHAPTER I

INTRODUCTION

This chapter present the background of the research, the research problem, the objective of the research, the significant of the research and the definition of the key terms.

A. Background of the Research

In student life, especially in Indonesia, English is a foreign language which plays an important role. In Indonesia, English is taught well in formal and non-formal education. It is a form of awareness for students to go up to a higher level of education and awareness to get a job. The text, ideas, or ideas presented or implied in the content. Reading activity is material that is taught to students. Reading becomes an effect that can be evaluated by reading habits, not physical behaviour. Reading then becomes an important ability. Even Allah SWT said in the first ayah QS. Al-'Alaq :

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ

Meaning : *“Read! In the Name of your Lord Who has created.”*²

The revelation that first came down reads iqro', which means "Read it!" contains cues for humans to read. That verse the first time it was revealed, of course, has a special meaning and has great hopes pinned on humanity. “Read! By the name Your Lord created”. As we already know, reading is essential because the first revelation that came down to Prophet Muhammad

² Muhammad Taqi-ud Din Al-Hilali, The Noble Qur'an, terj. (Medina” Dar-us Salam Publications, 2010).

SAW was a command to read. Reading is also necessary for all human beings to obtain new information or knowledge.

According to Dallman reading is a receptive skill. The cognitive processes involved in this aspect are similar to those used when listening. The goal is for students to be able to read comfortably, which means they should be able to read without conscious strain.³ Thomas and Eskey said that reading is the process of obtaining information from written text that does not involve changing the written language to speak.⁴ The students must have a good reading ability, but not just a read-and-see-the-word. We must understand the intent and meaning of the text. So, regarding reading ability, we must have good reading comprehension, too. Reading comprehension is a problem for those whose native language is not English. However, students must read English texts and journals since most scientific and technical knowledge is recorded in this language.⁵ The students not only see and identify the words of the text but also understand the information and content of the reading text. Students who are not native speakers of the English language will have difficulties understanding the content of the reading text.

Based on observation, the researcher found that students have low interest in learning English, researchers see that the classroom atmosphere feels monotonous and bored. Also based on interview, the researcher found

³ Marta Dallman et. all, *The Teaching of Reading*, (New York: College Publishing, 1982), P. 22.

⁴ Eskey, D. E. (2002). *Reading and Teaching of L2 reading comprehension*. TESOL Journal, 11(1), 5-9.

⁵ Arunee and Chanya Wiriyachutra, *How to read scientific and technical English Understandly* (Washington; A forum Anthology Volume, 1989)

that most of the tenth-grade D students of SMA Unggulan BPPT Darus Sholah Jember had difficulty learning English, especially in reading comprehension. There are 8 of 21 students whose learning outcomes have not passed the KKM; the minimum student score (KKM) of this school is 75, so 38,0952% of students still have not passed the KKM, and 61,9047% have passed the KKM with the average score is 71,57. The students can identify a kind of reading text and their parts. But, the students still have difficulty to knowing the meaning and the intent of the reading text, as students are still confused in answering or filling in questions about the information contained in the reading text. This happens because of the lack of vocabulary and confusion in determining the general and specific information, so sometimes students are too lazy to read the text, and when the students don't know the meaning of one of the words from the reading text, the students will get stuck on the sentences. Then, the students not understanding the content of the text tell about.

Therefore, the teacher should have a good technique and strategy in teaching English to make the students understand the contents of the reading text. There are many kinds of methods or techniques in teaching-learning. Therefore, the researcher tries to find an alternative teaching-learning technique strategy to improve students' reading comprehension. The researcher finds one technique from the cooperative learning method to Improve the students' reading comprehension, that is Roundtable technique. The researcher chose the Roundtable technique based on the research finding

in several previous studies. First, from Hasriah entitled "Applying Round-table Strategy to Improve Students Reading Comprehension in the narrative text at the Eleventh Grade of SMA 4 Palopo", in this research, the Roundtable has a significant effect on improving students' reading comprehension. Then, the following previous study by Dwi Priastuti entitled "The Effect Round-table Technique on Students' writing descriptive text" and Dewi Primawati entitled "The Influence Round-table Technique towards students narrative writing ability in the first semester of the tenth grade of SMA Muhammadiyah Gisting", also get a significant result that the Roundtable can help the learning and teaching process. From the previous studies, the researcher recommends that the teacher can use the round-table technique to teach reading comprehension.

The Round-table technique is one technique of cooperative learning. The cooperative learning model is a broader concept covering all types of group work, including forms led by the teacher or directed by the teacher.⁶ According to Slavin, Cooperative learning model refers to various teaching methods in which students work in small groups to help each other learn the subject matter.⁷ According to Kagan Cooperative Learning, four basic principles make this model positively impact learning, including positive interdependence, responsibility individual, equal participation, and

⁶ Agus Suprijono, 2010. *Cooperative Learning*. Yogyakarta. Pustaka Media. p.54.

⁷ Slavin, R. E. 2005. *Cooperative Learning Teori, Riset dan Praktek*. Bandung: Nusa Media.

simultaneous interaction (joint interaction). Each of these principles contributes to successful learning cooperatives differently.⁸

By using the Roundtable Techniques, the students can enjoy delivering their thoughts to their friends, and the round-table technique can prevent the students' boredom. As Spencer states, many students like the round table technique as it is used to build pleasing cooperation in a team.⁹ The round table technique helps students develop skills and mastery of academic content, and it promotes enthusiasm, trust, and mutual support within a team.

The Round-table is a technique of sharing information used to generate multiple answers to questions raised by the teacher.¹⁰ According to Kathy Ellis, the Round-table technique is a cooperative structure in which one piece of paper and pencil are systematically passed around a group.¹¹ The process of the Round-table is the teacher giving students time to think about a topic or questions. In response, all four students simultaneously write, draw, or construct something using manipulative. When the problem is finished, either the teacher announces the end of the lessons or the students sign with thumbs up. One student passes papers or projects in a clockwise direction. Students continue, adding to what was at the point finished.¹²

⁸ Kagan, Spencer & Kagan, Miguel. 2009. *Kagan Cooperative Learning*. San Clemente: Kagan Publishing.

⁹ K. Spencer. *Cooperative Learning* (San Juan Capistrano:1994) p.67.

¹⁰ S. Kagan and M. Kagan. *Cooperative Learning and Technology* (1998) p.7.

¹¹ Kathy Ellis, et, al. *Strategies for Teaching*, (Otterville Public School, 2005), p.48.

¹² Kagan, Spencer & Kagan, Miguel. 2009. *Kagan Cooperative Learning*. San Clemente: Kagan Publishing.p.6.34.

Therefore, the researcher used the Roundtable technique because it was appropriate for students' needs in class Xd SMA Unggulan BPPT Darus Sholah Jember. Most of the students in class Xd were still confused and could not comprehend the reading text; they could not understand the meaning of the text. They had to discuss with their friends about what the content of the reading text. Thus, with the Roundtable, they had more knowledge after discussing it with their friends or group members. They were also too lazy to read the reading text. However, the Roundtable technique reduced their laziness because Roundtable could make them enjoy studying together without feeling embarrassed because they discussed and studied with their friends. With Roundtable, the students could improve their reading comprehension; they had more vocabulary, they had to comprehend what the reading text was about, and they had to know the specific information and the general information. Thus, it would reduce some of the problems above well.

Based on the explanation in the background of the research above, the researcher was interested in doing a study about "The Use Roundtable Technique to Improve Students' Reading Comprehension at the Tenth Grade D of SMA Unggulan BPPT Darus Sholah Jember". The researcher considered the Roundtable technique an effective way to make students comprehend the reading text because, in Roundtable, students had new knowledge and vocabulary. It made students know the content of the reading text. Also, they were not lazy and enjoyed the learning process because they could discuss it

with their friends. This research aimed to improve students' reading comprehension better than before.

B. Problem Formulation

According to the background of the study, as previously presented, the research question could be formulated as follows:

1. How the Roundtable technique could improve students' reading comprehension at the 10D students of SMA Unggulan BPPT Darus Sholah Jember?

C. The Objectives of the Research

The research objective of this research is to describe how Roundtable technique could improve students' reading comprehension of the 10D students of SMA Unggulan BPPT Darus Sholah Jember.

D. The Significance of the Research

Research Significant contained what would be given after conducting the research. The significance consisted of theoretical benefit and practical benefit. Based on the research objectives above, the significance of this research were the following :

1. The theoretical significance of the research is :

The findings of this research can provide new insight into the theory of teaching English reading comprehension by using the Roundtable technique.

2. The practical significance of the research are :

- a. . For the researcher,

This research was expected to add knowledge, insight, and new experience to do research, especially about using the RoundTable technique to improve students' reading comprehension at the tenth grade of SMA Unggulan BPPT Darus Sholah Jember.

- b. For the teacher as the alternative technique,

This research was expected to help the teacher implement the round-table technique in the teaching-learning process.

E. Scope of The Research

The scope of this research is the researcher limited the problems mentioned in this case to achieve research objectives.¹³ The researcher focuses on applying the Roundtable technique as a technique strategy to improve students' abilities in reading comprehension at the tenth grade D of SMA Unggulan BBPT Darus Sholah Jember. This study was conducted in the first semesters with the Recount Text as the material. Then, the researcher chose several types of Recount text for teaching material: 1) Personal experience, 2) Historical events, and 3) Biography. For the Reading Comprehension test, the researcher put more emphasis on two aspects of reading comprehension: specific information and general information in the content of the reading comprehension test. Specific information includes detailed information, synonyms, and fact and general information includes main idea, purpose.

¹³ Tim Penyusun, *Pedoman Penulisan Karya Tulis Ilmiah* (Jember: UIN Kiai Haji Achmad Shiddiq Jember, 2021), 35

F. Definition Of Key Term

1. Roundtable Technique

Roundtable Technique is an exciting technique to be implemented in the teaching and learning process of reading comprehension. In the process of teaching and learning reading comprehension using the Roundtable technique, the teacher divided the students into several groups, paying attention to the game rules of the roundtable technique and guiding them to understand the content of the reading text. The teacher guides them to find the information from the content of the reading text by directing students to work together in Roundtable.

2. Reading Comprehension

In this study, reading comprehension would be achieved through implementing a reading test. The researcher chooses a recount text as the material tested in the test with general information and specific information as the indicators. The type of test the researcher used is a multiple-choice test with 25 questions. The students must complete all the questions by selecting the most appropriate answer.

CHAPTER II

LITERATURE REVIEW

This chapter in this research contains of previous studies about Roundtable Technique, and the theoretical framework about Roundtable technique.

A. Previous Studies

The researcher found several previous researchers to examine whether there were similarities and differences between the previous research and this research. The following are some related previous studies to this research, such as :

1. Hasriah conducted the previous study, entitled "Applying Roundtable Strategy to Improve Reading Comprehension in Narrative Text at the Eleventh Grade of SMA 4 Palopo". The purpose of this research is to find out whether there is a significant effect of using Roundtable on students' reading comprehension in eleventh-grade students at the SMA 4 Palopo.

This study used the Roundtable to improve reading comprehension of narrative text material using a quantitative method(quasi-experimental).

The researcher found that the result of this study is the mean score from the post-test was higher than the mean score from the pre-test (3,8667>1,5333). The mean post-test score in the control class was also.

A higher score than the pre-test median (2.5333>1,0667).¹⁴ The similarity

between Hasriah's research and this research is that the researcher uses the

Roundtable technique. Hasriah's research also used the Roundtable

¹⁴ Hasriah, Thesis: "Applying Roundtable Strategy to Improve Students Reading Comprehension In Narrative Text at the Eleventh Grade of SMA 4 Palopo" (Palopo: IAIN Palopo, 2019).

2. technique with the same skill: reading comprehension. The differences between Hasriah's research and this research used classroom action research with the object of the students of tenth-grade students of SMA Unggulan BPPT Darus Sholah Jember and Hasriah's study used quantitative research with the object of Hasriah's research was the students of the eleventh grade of SMA 4 Palopo. Hasriah's research is more focused on narrative material, and this research is more concentrated on Recount text material.
3. The second prior research was conducted by Dewi Primawati entitled "The Influence Roundtable Technique Towards Students' Narrative Writing Ability at the First Semester of Tenth Grade of SMA Muhammadiyah Gising." This research focuses on students' ability writing skills using the Roundtable. The researcher chose narrative text material to help students improve their writing skills. The quantitative method is the method used in this research, which used one experimental class and one control class. In collecting data, the researcher used a pre-test and post-test to measure students' writing ability. From this research, the researcher concluded that using the Roundtable significantly affected the ability to write narrative texts at SMA Muhammadiyah Gisting.¹⁵ The similarity between Dewi Primawati's research and this research is that both used Roundtable Technique. The object of Dewi

¹⁵ Dewi Primawati, Thesis: "*The Influence Roundtable Technique Towards Students Narrative Writing Ability at the First Semester of The Tenth Grade of SMA Muhammadiyah Gisting*" (Bandar Lampung: Uin Raden Intan Lampung, 2019).

Primawati's study was the tenth-grade students. In this research, the researcher used the same object grade as Dewi Primawati's Research.

The differences between Dewi Primawati's research and this research were that the methodology used classroom action research, and Dewi Primawati's research used quantitative methods. This research focused on reading comprehension ability with recount text material, and Dewi Primawati's research focused on writing ability with narrative text material.

4. The third previous study by Ardayati, Maria Ramasari, and Panca Indah Wulan was entitled "The Use of Roundtable Technique for Teaching Reading Comprehension to the Eight Grade Students." In this study, the researchers used the Roundtable to increase reading comprehension in students using a quantitative pre-experimental method. This study was carried out in the eighth grade. The research design consisted of a pre-test, treatment, and post-test. In this study, the researchers said that using the Roundtable as an effective medium for learning English could improve students' reading comprehension. From the test results, there was a significant difference between students' reading comprehension before and after using the Roundtable technique.¹⁶ The similarity between the third previous research and this research is that both used Roundtable Technique. The third previous study focused on reading comprehension ability. In this research, the researcher also focused on the same skill:

¹⁶ Ardayati et. al, "The Use of Roundtable Technique for Teaching Reading Comprehension to the Eight Grade Students". Journl of English Education.Vol 5, No 01, May 2022, 2022.

reading comprehension. The differences between the previous research and this research were that the previous study used a quantitative method, and this research used classroom action research. The object of this research is the tenth-grade students, and the object of the third previous research was the eighth-grade students.

5. The fourth previous study by Dwi Priastuti was entitled "The Effect Roundtable Technique on Students' Writing Descriptive Text." The researcher used the Roundtable technique and focused on students' writing skills. The material used is descriptive text. This study used a quantitative quasi-experimental method. This study aims to determine whether students' writing skills in writing descriptive text could be improved by using the Roundtable technique.¹⁷ The similarity between Dwi Priastuti's research and this research is that both used Roundtable Technique. The differences between Dwi Priastuti's research and this research are that this research used classroom action research, and Dwi Priastuti's research used a quantitative method and focused on students' reading comprehension. Dwi Priastuti's research focused on students' writing skills.
6. The last previous study was conducted by Anriana, entitled "The use of Roundtable Technique to Improve Reading Comprehension Tenth Grade of SMA Muhammadiyah Makassar." in this study, the researcher used the Roundtable to improve students' reading comprehension. The method used in this research is a quantitative pre-experimental method, with one

¹⁷ Dwi Priastuti, Thesis: "*The Effect Round-table Technique on Students' Writing Descriptive Text*", (Jakarta: UIN Syarif Hidayatullah Jakarta,2020).

group being given a pre-test, treatment, and post-test. The population of this study was tenth-grade students at SMA Muhammadiyah Makassar, with a total sample of 15 students. The researcher chose narrative as the material for this study. The results of this study indicate that there is an increase in students' reading comprehension.¹⁸ The similarities between Anriana's research and this research are that both of the research used the Roundtable Technique, and both of the research focused on Reading Comprehension. The object of this research is the tenth-grade students, the same as Anriana's research object. The difference between Anriana's research and this research is that Anriana's research used quantitative methodology, and this research used classroom action research.

Table 2.1
The Similarities and Differences
between current research and previous research

No	Author and Title	Similarities	Differences
1	Hasriah (2019): "Applying Roundtable Strategy to Improve Students Reading Comprehension In Narrative Text at the Eleventh Grade of SMA 4 Palopo"	a. Both of these research used Roundtable to improve students' reading comprehension	a. Hasriah's research used a quantitative method (quasi-experimental), while this research used classroom action research. b. Hasriah's research was implemented in the eleventh grade, and this

¹⁸ Anriana, Thesis : *"The Use of Roundtable Technique to Improve Students' Reading Comprehension Tenth Grade of Muhammadiyah Makassar"*, (Makassar: Universitas Muhammadiyah Makassar, 2020).

			research was implemented in the tenth grade.
2	Dewi Primawati(2019): "The Influence Roud-table Technique Towards Students Narrative Writing Ability at the First Semester of the Tenth Grade of SMA Muhammadiyah Gisting."	a. Both of these studies used Roundtable in teaching tenth-grade students.	a. Dewi's research used a quantitative method (quasi-experimen, while this research used a classroom action research method. a. Dewi's research taught writing skills, while this research taught reading comprehension.
3	Ardayati, Maria Ramasari, Panca Indah Wulan(2022): "The Use of Roundtable Technique for Teaching Reading Comprehension to the Eight Grade Students"	a. Both of these studies used Roundtable in teaching reading comprehension.	a. ardayati et al. research. used quantitative method (pre-experimen), while this research used classroom action research method. b. Ardayati et al. research was implemented to the eighth grade, and this research was implemented to the tenth grade.

4	Dwi Priastuti(2020): "The Effect Roundt-table Technique on Students' Writing Descriptive Text."	a. Both of these studies used Roundtable.	a. Dwi's research used a quantitative method (quasi-experi men. While this research used classroom action research. b. Dwi's research taught writing skills, while this research taught reading comprehensio n.
5	Anriana(2020): "The use of Roundtable Technique to Improve Students Reading Comprehension Tenth Grade of Muhammadiyah Makassar."	a. Both of these studies used Roundtable to improve students' reading comprehension in the tenth grade.	a. Anriana's research used a quantitative method (pre-experime n), while this research used classroom action research.

Compared to the five theses above, the speciality of this research was focused on improving students' reading comprehension through the Roundtable technique using classroom action research. This research is more specific in several aspects. That are general and specific information, which more dominant in; The identify the main idea, detailed information and purpose.

B. Theoretical Framework

1. Techniques of Cooperative Learning Strategy.

Cooperative learning is a method of instruction that involves students working together in small groups to interact. Each student must be able to communicate with others to participate in cooperative learning. Help, discuss, argue, and share knowledge to fill the knowledge gaps that each student has and to build on prior knowledge.¹⁹ There are many cooperative learning techniques, but some are jigsaw, TGT (Team Game Tournament), STAD (Student Team Achievement Division), and Roundtable.

2. Roundtable Technique

a. Definition of the Roundtable Technique

The Round table technique is one of the effective techniques in cooperative learning. It will make the reading process easier and build the students' team spirit. Round table is an excellent cooperative structure and interactive activity to practice vocabulary, grammar, and content. Students pass a paper around, adding an item according to their criteria. It is similar to round robin, which is an oral chain activity. In Round Table, you may want to brainstorm possible substitutions first.²⁰ The Round Table Strategy is a helpful technique for the reading activity. It can be a strategy that helps students to brainstorm their ideas or their about. According to Kagan

¹⁹ Rusman, "Model-model Pembelajaran", (Jakarta: Rajawali Pers, 2016).

²⁰ Kagan, *Teaching Tip Roundtable Learning Strategy*. Accssed on May 2023.

and Kagan, The round table discussion technique is a technique of sharing information that is used to generate multiple answers to questions raised by the teacher.²¹

In conclusion, Roundtable Technique is an excellent technique to make students and briefers express themselves to express their ideas, generate them with each other, and understand the contents of the text by exchanging their ideas or their opinions.

b. Procedures of Roundtable Technique

From Kagan, the process of Roundtable is students taking turns generating written responses, solving problems, or contributing to a project. In Roundtable, students take turns in their teams.²² The process of the Roundtable is the teacher giving students time to think about a topic or questions. In response, all four students simultaneously write, draw, or construct something using manipulative. When the problem is finished, either the teacher announces the end of the lessons or the students sign with thumbs up. One student passes papers or projects in a clockwise direction. Students continue, adding to what was at the point finished.²³

1) The teacher provides assignments or projects.

²¹ S. Kagan and M. Kagan. “*Cooperative Learning and Technology*”, (Kagan Publishing,1998) p.7

²² Dr. SpencerKagan, Miguel Kagan, “Kagan Cooperative Learning”, (Kagan Publishing, 2009), p.6.34

²³ Dr. Spencer Kagan, Miguel Kagan, Kagan Cooperative Learning, (Kagan Publishing, 2009), p.6.34

- 2) Students take turns passing a paper and pencil or a team project, each writing one answer or contributing.

The Researcher Conducted the Roundtable technique by adapted from Kagan:

- 1) The teacher divided the students in four group, each group consists 4-5 students.
- 2) The teacher ask the students to sit around the table.
- 3) Because the table in the class is square shape. The teacher makes a large circle out of cardboard to put on the table, so that the table can be circular.
- 4) The teacher distributes paper (reading text) one by one to each group member. And one paper (worksheet) to each group.
- 5) The teacher ask them to understanding the reading text.
- 6) The teacher ask the each group member take turn passing the paper (worksheet) to fulling the question from the worksheet.

c. The advantages of the Roundtable Technique are:²⁴

- 1) Round table ensures equal participation among group members and exposes students to multiple viewpoints and ideas.
- 2) By having students write their ideas instead of speaking them, Roundtable helps students focus their Reading on an accumulative record.

²⁴ S. Kagan and M.Kagan. “*Cooperative Learning and Technology*”, (San Juan Capistrano, 1998). p.7

3) In Round Table, students could build upon the advantages of Reading used, and the students can expect each other's contributions. It encourages students to adjust their writing in content, conventions, style, and vocabulary as they respond and react to the comments of the writers that preceded the used

d. The disadvantages of using the Roundtable Technique

The disadvantages of the Roundtable Technique are:²⁵

- 1) Sometimes, it takes a lot of time to build ideas because they are gathered from group members.
- 2) Some students still fail to express their ideas in the group, so they depend on other members.

e. The solution to the disadvantages

The disadvantages of the Roundtable can be overcome by:

- 1) Giving students an understanding of what and how the Roundtable techniques work. Then, teacher makes sure in advance that each group member understands the topic and what they are going to do, so it doesn't take long for students to build their ideas.
- 2) Giving students stimulation by using examples first to be able to express their ideas before starting Roundtable activities.
- 3) Giving each member group the paper of the reading text.

²⁵ Santi Wahyu Rambe, Thesis: *“Improving the Students’ Achievement in Writing Procedure Text Through Roundtable Technique at First grade of SMK Swasta al Washliyah 1 Merbabu”*, (Medan: Universitas Sumatra Utara, 2020) . p.21

3. Reading

Reading activity can be expressed as an effort to obtain information from written language via communication between the reader and the reader-writer through his writing. In this interaction, a relationship takes place between the characteristic of the writer. Contact between these two characteristics gives rise to the reader's understanding of the idea or writer's idea.²⁶ This means Reading is not just voicing written language and following the writing line by line but trying to obtain the message and meaning conveyed by the author through reading media as a whole.

Reading is a very complex process because involves various process because involves multiple components within the reader. It said this is so because in this process, because in this process, multiple elements are involved, such as memory, experience, brain, knowledge, language competence, psychological state, emotions, and five senses (eyes). All these elements or components are mutually exclusive and work together with the aim to understanding the meaning of the Reading. In other words it can be explained that Reading is an activity or process cognitive which seeks to find various information that is available in writing. Thus, in understanding the reading texts, readers can involve existing knowledge or schemata with existing information in Reading and also link the schemata they have with the reading text.

²⁶ Syamsul Rizal, "Reading Skill: Teori dan Praktir Pengukurannya". (Yogyakarta: Penerbit Samudra Biru, 2018) p. 15-16

However, in reading studies, the meaning or definition of reading has experienced a shift from conventional to modern views and up to the present, according to William (Harras and Sulistianingsih).²⁷ Experts still need to agree on providing an accurate definition of reading. In this case, there is one thing that all parties agree on reading experts that elements that should be present in reading activities is understanding. Unaccompanied reading activities with comprehension is not a reading activity.²⁸

a. Reading Comprehension

1) Definition of Reading Comprehension.

According to Nuttall said that “Reading comprehension is understand what has been read rather than spelling the words.”

Furthermore, Nuttall defines reading, “...reading as meaning, the interpretation of printed or written verbal symbols. This means that reading was intended by the author a the result of the interaction between the perception of graphic symbols that represent language and reader skills, cognitive skills and knowledge”.²⁹

According to Harris who explain that the essence of reading comprehension is understanding the reading according

²⁷ Harras, Kholid A. and Lilis Sulistianingsih, “membaca I ”, (Jakarta: Universtas Terbuka,1997). p.1.6

²⁸ Syamsul Rizal, “*Reading Skill: Teori dan Praktir Pengukuruannya*”. (Yogyakarta: Penerbit Samudra Biru, 2018) p.7

²⁹ Nuttal, Christie, “Teaching Reading Skills in a foreign Language”, (Oxford: Heinemann,1996). p.40

to the meaning or message that the author wants. Thus, read Comprehension is basically a reading activity carried out by a person with the aim of capturing the content or meaning contained in the discourse in depth and comprehensively.³⁰

From the definition above, it can be explained again or can be understood that that reading comprehension is a process of getting meaning and understanding what the text talks about. Reading comprehension is crucial for each reader. It needs to understand the words and the grammar. It means learning and pleasure are the ultimate goals of learning to read. Furthermore, Reading comprehension is simultaneously extracting and constructing meaning through interaction and involvement in language. If the readers can think actively during the reading process, they can comprehend the reading material.

In reading comprehension, the students must understand the meanings of a short, simple essay in functional text such as narrative text and the meaning and rhetorical steps of a short, simple essay accurately, fluently, and acceptably of narrative text to the interaction in daily life context. Goals can be defined as the readers understanding what the text tells about, knowing the text's main idea and the details of the text, and then combining it with their knowledge about the topic discussed.

³⁰ Harris, A. J & E.R. Sipay, "How to Increase Reading Ability", (New York: Longman, 1981). p.447

2) The Kinds of Reading Comprehension text

In learning English, students will find several kinds of reading text. Various kinds of reading text were created according to their characteristics, benefits, and ways of reading text. Hyland mentions several factual genres in his book.³¹

a) Procedure

The procedure is a text that is an instruction the author gives to inform or assist the reader on how to do something. Its purpose is to show how a process or event is completed or how something is done.

b) Description

The description aims to explain imagined factual events and phenomena. The description includes the author's detailed explanation of the unique characteristics of objects or places.

c) Report

The purpose is to present factual information to readers about a group, usually by classifying them and then describing their characteristics. The information provided is related to an object in the form of animals, places, or events in general and according to the facts of the object's condition.

³¹ Ken Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2003).
p.20

d) Explanation

An explanation is a nonfiction text used to explain something. The author will explain how things can work and why things happen. The goal is to provide reasons for the situation or decision.

e) Recount

The recount is a text that retells events that happened in the past. Stories are in the form of actions or events that have already happened. The goal is to reconstruct past experiences by retelling events in their original. There are many kinds of recounts, such as personal recount, historical events, biography:

(1) Personal Recount

Personal recount is a recount that the writer or speaker has experienced personally. Some examples included school trip, family holiday, etc. The general structure of recount text are : Orientation (telling who involved, where and when the event happened), events (telling the sequence of the events in chronological order), Re-orientation (telling the writer's subjective feeling concerning the events). and the language features of personal recounts are : Focus on specific participants (use the first person, it means it uses pronouns "I" or

“we”), Use simple past tense, use action verbs (such as : ran, ate, kicked, etc) and mental verbs (such as : felt, through, saw, etc), use time connectives to connect events, such as first, then, after that, before, when, at last, finally. Use adverbs and adverbial phrases.³²

(2) Historical events

Historical recounts are the retelling of factual events that have happened in the past. The social function of historical recounts is to chronicle past events regarded as historically significant. In other words, the purpose of historical recount is to provide an objective account of a significant event that happened in the past. Other purposes are to explain a series of events or periods in history, and to evaluate the significance of the events. The characteristics of historical recounts are : a). Most historical recounts start by making it clear to the readers when the event happened. This often means using dates. They usually begin by indicating clearly to the reader the time and context. Therefore, dates need to be inferred or implied. b). Historical recounts use simple past tense because the events happened in the past. c). Historical recounts are also told or written in

³² Candra Kirana et. al, “*Modul Belajar Praktis Bahasa Inggris untuk SMA/MA dan SMK/MAK Kelas X semester 1*” (Klaten: Viva Pakarindo), p.18-22

chronological order and use a formal style. d). Typically, the field of historical recounts concerns contact between different people, conflict, and war.³³

(3) Biography

Biography or biographical recount is a written of the series of events that make up a person's life. The social functions or purposes of biographical recounts are:

- a) To inform by retelling past events and achievements in a person's life.
- b) To share the life of another person with an audience.
- c) To inform the reader about the facts, events, and experiences from someone's life. And also reading biographies can help us gain insight into how successful people handle crises and solve complex problems.

The characteristic of biographies :

- a) They are about the life of a real person.
- b) The information is based on the fact.
- c) Incidents, dialogue, and people are accurate and form a reliable source.
- d) The person's life story is told concerning other people and events of the time in which they lived.
- e) They develop an understanding of the places, time, events, and other people when the person lived.³⁴

³³ andra Kirana et. al, "Modul Belajar Praktis Bahasa Inggris untuk SMA/MA dan SMK/MAK Kelas X semester 1" (Klaten: Viva Pakarindo), p.18-22

³⁴ andra Kirana et. al, "Modul Belajar Praktis Bahasa Inggris untuk SMA/MA dan SMK/MAK Kelas X semester 1" (Klaten: Viva Pakarindo), p.18-22

3) The Aspects of Reading Comprehension

There are several Aspects measured in Reading Comprehension:³⁵

a) Making Inferences

Making Inference is intended as the reader's ability to understand. The text is concerned with making conclusions based on information obtained from the text read.³⁶

b) Understanding Vocabulary

The discussion in the understanding vocabulary section is expected by readers of Stage gain understanding of vocabulary. Understand the words written makes us all understand the meaning of the text as a whole better. But, the problem is when we don't find the dictionary, and then have to understand a vocabulary, then it is a difficult situation.³⁷

c) Identifying Reference

Reference is a reference to something that has been mentioned previously. This interpreting reference has two characteristics, namely anaporic and cataporic. It is said to

³⁵ Syamsul Rizal, *“Reading Skill: Teori dan Praktir Pengukuruannya”*. (Yogyakarta: Penerbit Samudra Biru, 2018) p.66-82

³⁶ Syamsul Rizal, *“Reading Skill: Teori dan Praktir Pengukuruannya”*. (Yogyakarta: Penerbit Samudra Biru, 2018) p.82

³⁷ Syamsul Rizal, *“Reading Skill: Teori dan Praktir Pengukuruannya”*. (Yogyakarta: Penerbit Samudra Biru, 2018) p.79

be anaporic when the referent or referent comes before the word which replaced. On the other hand, if the reference comes after the word being replaced called cataporic. Between these two types, anaporic is commonly found. in various questions relating to identifying references.³⁸

d) Identifying Supporting Details

Supporting details or supporting sentences can be understood as additional information in the form of a series of sentences that explain the main idea of something paragraph. In general, there are several signs that indicate supporting details in a paragraph. In English paragraphs these signs are indicated by several words such as one (sequence of stages), to begin with (choice), also (additional information), and the word further (further information).³⁹

e) Main Idea

According to the writings of Rizal, “Main ideas help readers remember important information. The main idea of a paragraph tells ^{the} topic of the paragraph. The topic tells what all or most of the sentences are about. The main idea of a paragraph is what that paragraph is about. The rest of the

³⁸ Syamsul Rizal, “*Reading Skill: Teori dan Praktir Pengukuruannya*”. (Yogyakarta: Penerbit Samudra Biru, 2018) p.77

³⁹ Syamsul Rizal, “*Reading Skill: Teori dan Praktir Pengukuruannya*”. (Yogyakarta: Penerbit Samudra Biru, 2018) p.73

sentences are details that support the main idea”.⁴⁰ The definition of the main idea can be defined that the main idea is the main idea or essence of a discourse. Determine the main idea. We usually start by reading the title, looking at the picture in the text, and reading. The sentences in the first paragraph typically represent the whole idea.

4) The assessment of Reading Comprehension

The reading test aims to assess student's reading skills in text comprehension. In evaluating reading comprehension, the researcher needs to construct the reading test. Many types of tests can be used to evaluate students' reading comprehension. Reading tests can be explained below:⁴¹

a) Pronominal Questions, Imperatives

These questions require the learner to provide a written response. From one word to several paragraphs in length. Usually for understanding. A short answer is required, and these types of questions are called quick answers questions.

b) True/False, Yes/No, Alternative Questions, and Multiple-choice

⁴⁰ Syamsul Rizal, Disertasi: “Pengembangan Bahan Ajar Reading Comprehension Berbasis Islamic Educational Studies (IES) Pada Program Studi Pendidikan Agama Islam (PAI) Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN), (Bengkulu: Univrsitas Negeri Padang,2017). p.16

⁴¹ Nation, “Beyond Phonological Skills: Broarder Language Skills Contribute to the development oof Reading “, (Journal of Research in Reading, 2009), 27 (2), 342-325.

All these question forms are grouped. A question or instruction contains a question and includes a learner. It No need to write an answer. This simplifies labeling. The following discussion will focus on the most common multiple-choice questions. A tribe usually has four options for her, one of which is correct.

However, the researcher used multiple-choice types of test forms. Multiple-choice is the most common form of test used in education because of its advantages in evaluating student understanding quickly and efficiently in a short time.⁴² Also, the assessment of the reading test in this research would be based on several aspects of reading comprehension. There are five aspects to comprehending the English text⁴³: Identifying general information, identifying specific information, determining references, making inferences, and understanding vocabulary.

For this research, the researcher focused on general information and specific information. In a common, The general information consists of questions about general of the information, such as the text's main idea, summary, purpose, generic structure and vocabulary. And the specific

⁴² Brookhart, S.m., & Nitko, A.J, "Educational Assessment of Students". (Human Movement Tarbiyah wa Ta'lim: Jurnal Penelitian Pendidikan dan Pembelajaran, 2018) . Vol. 10. No.2.

⁴³ Nisa Fitriani, *Increasing Students' Reading Comprehension by Using Pre-Questioning in Personal Recount Text of the Tenth Grade Students at SMAN 2 Bandar Lampung* (2015).

information consists of questions about specific of the information such as detailed information, synonyms, referent, paraphrase, and fact vs opinion.⁴⁴. But in this research the questions of the general information consist about Identifying the main idea, purpose, generic structure, and the kind of the text. Then, the questions about specific information consist detailed information of the reading text, fact and synonym (vocabulary). The questions of the test consist 25 questions, there are; four questions about identifying main idea, ten questions about detailed information, five questions about purpose, two questions about generic structure, one questions about kind of the text, one question is fact, and one question is synonym.

The material from the content of the reading test in this research was use recount text with the total number of questions 25, which are eight questions about personal experience, eight about a historical event, and nine about biography. (see in primary data, reading comprehension test).

⁴⁴ Shabrina Alfari, "9 Tips Jitu Mengerjakan Soal UTBK-SNBT Literasi Bahasa Inggris", Ruang guru_, February 23, 2023, <https://www.ruangguru.com/blog/tips-mengerjakan-soal-literasi-bahasa-inggris>. Accessed on May 2023.

CHAPTER III

RESEARCH METHODS

The content of research method includes the research design, research setting, research subject, data collection technique, data analysis technique, data validity, criteria of success.

A. Research Design

This research was conducted with the use of Classroom Action Research (CAR). Classroom action research can be defined as a structured investigative process carried out by teachers to gather various information about various practices carried out. This information is then used to increase understanding and develop reflective practices that have a positive impact in the educational context, including improving various aspects of practice in schools, such as student learning outcomes. According to Michael J. Wallace, Classroom Action Research is a type of research conducted by teachers in the classroom to solve problems or to find solutions from context-specific problems.⁴⁵ The explanation above concluded that teachers are needed as intermediaries between researchers and students to find the solutions to classroom problems. The researcher and the teacher collaborate to solve the problem in the classroom and find a way.

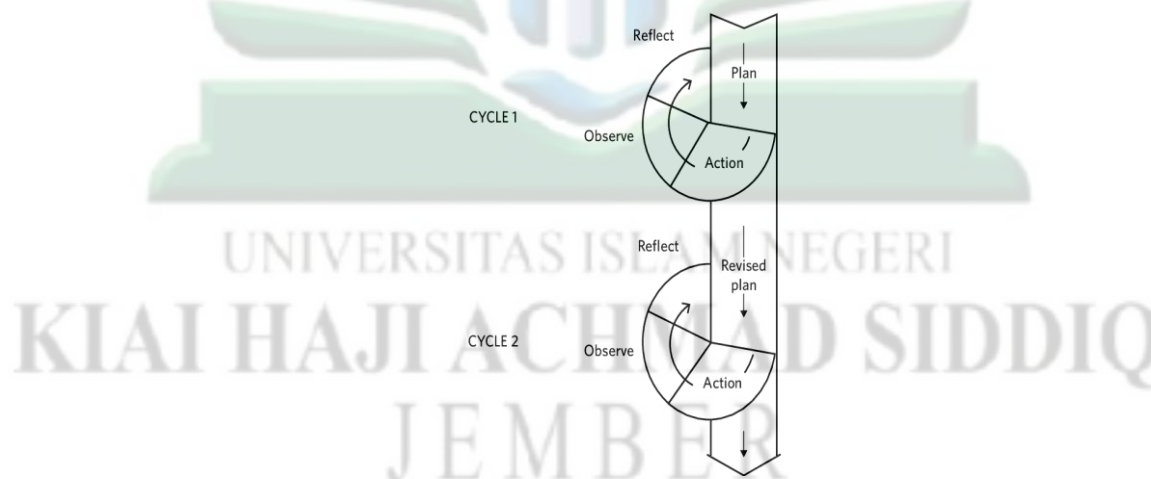
Therefore, the classroom action and research design used in this research is collaborative classroom action and research. In this research, the researcher collaborates with the English Teacher of SMA Unggulan BPPT

⁴⁵ Michael J. Wallace, "Action Research for Language Teachers, (Cambridge: Cambridge University Press, 2006). p.5

Darus Sholah Jember. In conducting the research, the researcher's role as the English Teacher. She teaches English in class X D and is the English Teacher of SMA Unggulan BPPT Darus Sholah as the observer or collaborator. The process was going on. This research will be conducted with every cycle has four meetings, three for delivering the material and one meeting for doing the reading test.

This research was conducted by following Kemmis and McTaggart in O'Brien; the design of classroom action research will be shown in Picture 1.

Picture 3.1
Kemmis and McTaggart (1998) Cycle of Action Research.



From the picture of the diagram, the cycle consists of planning, Action, observing, and Reflect :

a. Plan

In the beginning, the researcher formulates the measures executed during the teaching and learning procedure. There are several activities were conducted by the researcher in this Stage, there are :

- 1) The researcher interviewed the English teacher, asking about the problems faced in teaching and learning the English process, especially in reading comprehension. (see appendix 3)
- 2) The researcher observed the class. (see appendix 4)
- 3) The researcher identified the students' problems with reading comprehension (Identifying the general and specific information).⁴⁶
- 4) The researcher collaborates with the English teacher to find the appropriate strategy to solve the students' problems in reading comprehension. (see appendix 3)
- 5) The researcher chooses the Roundtable Strategy to solve the students' problem in reading comprehension with the teacher's consideration and approval. (see appendix 3)
- 6) The researcher constructed the lesson plan. (see appendix 2).
- 7) The researcher plans to teach 3 meetings using the roundtable technique according to this plan.
- 8) The steps for teaching using roundtable technique are in the lesson plan. (see appendix 2)

b. Action

This Stage is the implementation of planning; the researcher applied and implemented the lesson plan. The activities of this Stage consist of :

⁴⁶ See Appendix 3 and 4, in Interview and observation

- 1) The researcher was explain the material, which is about Recount Text (the definition of the Recount text, Language Features, Generic Structure, and Kinds of Recount Text). (see in appendix 2, in lesson plan).
- 2) The researcher gives the example of the Kinds of the Recount text. (see in appendix 2).
- 3) The researcher divides students into four groups, each group consists of four students. (lesson plan, appendix 2).
- 4) The group works through the round table technique; students analyze the generic structure of the recount text. (see Appendix 2 to know the procedures of the lesson plan).

c. Observe

The observation stage is the Stage after the implementation of the planning. In this Stage, the researcher gathers the data from the action stage. The researcher collaborates with the English teacher to conduct several steps, there are :

- 1) The researcher was observed the situation or atsmosphere of the class, and the researcher would control the students' activities during the teaching and learning reading comprehension process using the Roundtable technique. (see appendix 6 to know the observation guide).

- 2) The researcher was give a reading comprehension test to the students to observe and know the learning outcomes of their reading comprehension. (see Appendix 8 to know the Reading test).

d. Reflect

At this stage, the teachers and researchers will discuss and evaluate the observation stage. The researchers analyzed the results of the reading comprehension test score based on the formula about the average score and the class percentage which passed the minimal mastery level criterion (KKM). 75% of the students must pass the KKM; when the students' learning outcomes or the reading comprehension test scores obtained by students are still under the KKM, less than 75% of the total number of students, the researcher will carry out the next cycle, until more than 75% students have passed the KKM.

Table 3.1
Total Percentage Students pass the KKM

The total percentage of students who must pass the KKM	KKM
75%	75

B. Research Setting

This classroom action research was conducted at the 10D of SMA Unggulan BPPT Darus Sholah Jember in Academic year 2022/2023. This location was once occupied by researchers for school field introduction practices, and then researchers found interesting problems to study. Based on the observation and interviewing the English teacher in this location, the

problem that stands out in class is students' lack of reading comprehension. Therefore, why the researcher chose this location because the students in this school especially in XD need help to improving reading comprehension in other hand, the students In XD of SMA Unggulan BPPT Darus Sholah Jember had difficulty in teaching and learning English especially in reading comprehension. and also the Roundtable technique had never been applied by the English teacher of SMA Unggulan BPPT Darus Sholah Jember; the English teacher also permitted the researcher to conduct this research. Then, the researcher decided to conduct research in this location.

C. Research Subject

The subject of this research is the 10D students of SMA Unggulan BPPT Darus Sholah Jember. Based on observation and interview with the English teacher, class XD obtained with 21 students, which is all the class gender are male. Of the 21 total students, 8 students still need to pass the KKM, which is the score of the test generally taken by reading tests; it means that 38,0952% of students still have the lowest achievement in reading comprehension.⁴⁷ That is the reason why they need an appropriate technique to help them in improving their reading comprehension achievement by using Roundtable Technique.

⁴⁷ See in appendix 10

D. Data Collection Technique

1. Primary Data

Reading comprehension test.

The researcher give a reading comprehension test implementing the Roundtable technique to get the learning outcomes obtained by the students. The researcher constructed the reading comprehension test based on the basic competency of the curriculum 2013. The reading comprehension test was given in the form of multiple choice questions from the reading text of the recount text with a total number of 25 questions about the recount text. Eight questions are about the content of the personal recount text, eight questions are about historical events, and nine questions are about the text of the biography.⁴⁸ The students can finish the 100 seconds for every number so that the students can finish all of the questions in 42 minutes, and still, there are 3 minutes left to re-correct the answer they have chosen.⁴⁹ (it can be see in instruction).

Table 3.2
The Scoring Rubric of Multiple Choice Reading Comprehension Test.

Number of the Questions	Point of the Questions
1-25	4
The maximum of the total score	100

The score for the incorrect answer = 0

$$\text{Value Determination} = \frac{\text{Questions Score}}{\text{Maximum Score}} \times 100$$

⁴⁸ See in appendix 7

⁴⁹ See in appendix 8

Students' reading comprehension test was scored by objective test assessment, which is the score that can be counted by the correct answer to a number of questions. One number of the questions has 4 points.

2. Secondary Data

a. Observation Data

The observation technique is a data collection technique that is carried out to observe and review carefully and directly at the research location to find out the conditions that occur and then used to prove the truth of the research design being carried out. The researcher conducted the observation with an observation sheet first, the researcher came to the school and did the observation by interviewing the English teacher's tenth-grade students. The researcher asked several questions about any problem with the teaching and learning English process; from the observation on January 07, 2023, the researcher found several problems in the teaching and learning process. The students lacked vocabulary and were confused to find the main idea; therefore, most of the students' reading comprehension was low. (the script of the observation can be seen in Appendix 4.)

b. Interview Data

On December 19, 2022, the researcher interviewed an English teacher in a preliminary study to identify the problem and the source of the problem faced by the students in learning reading

comprehension so that the researcher could decide the most appropriate ways to solve it. (the script of the interview can be seen in Appendix 3).

E. Data Analysis Technique

- a. To identify the mean of the student's score, the researcher used the following formula⁵⁰

$$Mx = \frac{\sum x}{N}$$

Notes :

Mx = The students mean score

X = The sum of the score of all students

N = The number of student

- b. The result of students' reading will be analyzed by using the following formula to find out the percentage score:⁵¹

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

Notes:

E: The percentage of students who achieve the minimum standard score

n: The number of students who achieved the minimum score

N: The total number of students

F. Data Validity

1. Content Validity

Content validity is validity that depends on a careful analysis of the language being tested and of the particular course objectives.⁵² The

⁵⁰ Sugiyono, "Statistik Untuk Penelitian" (Bandung: CV Alfabeta, 2017), 49.

⁵¹ Ali, Muhammad, "Strategi Penelitian Pendidikan", (Bandung : Angkasa, 2003), 186.

⁵² J.B. Heaton, *Writing English Language Tests*, (London and New York, 2000), 160

researcher makes specifications for the test before constructing the test.

The researcher writes specifications about the test, such as :

- a. The researcher determined the recount text for the topic or the material of the test.
- b. The researcher determined the content of the questions (identifying the main idea, specific information, and understanding vocabulary).
- c. The researcher determined the timing to finish the question, and scoring point of the reading comprehension test based on scoring rubric.

Therefore, Researchers submitted test instruments, and lesson plan to be validated by experts in the field of reading as the reading lecturers on campus. The expert would corrected the test based on curriculum. The expert also selected the test based on the materials and also saw the test according to the purpose. Furthermore, the expert would find out whether the test was really suitable or not. (see appendix 5).

G. Criteria of Success

When classroom action research is implemented successfully to raise the standard of instruction, it is considered to have improved student behavior and learning results.⁵³ In this research, there are two criteria of success :

1. Students average achievement are equal to or higher than minimum scoring established by the school (75)

⁵³ Saur Tampubolon, *Penelitian Tindakan Kelas*, (Jakarta: Penerbit Erlangga,2014), p.35

2. Students reach the minimum score (75) are equal to or higher than 75% of total students in the research.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The content of this chapter includes the profile of the object, research findings and discussion. The details of the process are presented below:

A. Profile of SMA Unggulan BPPT Darus Sholah

SMA unggulan BPPT Darus Sholah is one of the Islamic school in Jember, which the SMA Unggulan BPPT Darus Sholah established under the auspices YPI Darus Sholah Jember. SMA Unggulan BPPT Darus Sholah, which is located in Tegal besar, Kaliwates, Jember. The purpose of establishing SMA Unggulan BPPT Darus Sholah Jember's superiority is to create an educational model alternative with the aim of becoming a person who has imtaq (iman dan taqwa) and science and technology who is balanced, intelligent, skilled and has good morals.

B. Research Findings

This section presents the result of the research, where this research explains the process of the research from the beginning until the end of the teaching and learning process in improving students' reading comprehension by implementing Roundtable technique at the XD of SMA Unggulan BPPT Darus Sholah Jember. The research was conducted on the fourth meeting in a cycle (3 meetings for material and assignments/tryout test and 1 meeting for reading comprehension test). There the result was as follows :

1. The Implementation of Roundtable Technique

This research was done on August 14, 2023. The researcher conducted the reading comprehension test to know the improvement of the student's reading achievement. There were the description of the process of the research can be explained as follows :

a. Plan

In the plan stage, For the first steps, the researcher did preliminary research; in the preliminary research, the researcher interviewed the English teacher. The interview was conducted in the teacher's room of SMA Unggulan BPPT Darus Sholah Jember on Sunday, December 19, 2022, at 09.30 a.m. The results of the interview were as follows :

- 1) Obstacles in the process of teaching and learning English in reading comprehension abilities so that sometimes they get stuck in understanding reading because of lack of vocab, difficulty in understanding general information and specific information and content of reading.
- 2) Students need to be more interested in the learning process.
- 3) Around 61-62% of students have pass the KKM. With the average score 71,57.

The percentage score :

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

$$E = \frac{13}{21} \times 100\%$$

$$E = 61,9047\%$$

Notes :

E : The percentage of students who achieved minimum standard score

n : The number of students who achieved the minimum score

N : The total number of students.

The average of students score (mean)

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

$$M = \frac{1503}{21}$$

$$M = 71,57$$

Notes :

M = The average of students score (mean)

$\sum x$ = The sum of score

N = The number of students

The table 4.1

The students score before implemented

No	NAMA	SI	GI	NILAI
1.	A A A	56	18	74
2.	A D F K	42	18	60
3.	A N I	37	21	58
4.	A S M	55	21	76
5.	F A	55	21	76
6.	F R	63	21	84
7.	H A	49	21	70
8.	H P A	41	21	62
9.	H Z	42	18	60
10.	I M	52	21	73
11.	M.A R	70	15	85
12.	M.N A F	51	21	72
13.	M.T H	57	21	78
14.	M I B	49	21	70
15.	M A	66	21	87
16.	M D A L	70	18	88
17.	M H M	41	21	62
18.	M R A M	42	18	60
19.	M R F	37	21	58
20.	O E F.	42	18	60
21.	V M V	69	21	90
Jumlah				1503

- 4) English teachers more often use the conventional method
- 5) Teachers occasionally use cooperative learning strategy methods, but only sometimes.
- 6) Class Xd students prefer cooperative learning
- 7) Teachers and researchers discuss what type of cooperative learning is suitable for this class. The researcher suggested using the Roundtable technique and was approved by the teacher.

On Saturday, January 07, 2023, at 10:15, the researcher did an observation in Xd class. The result of the observation could be seen as follows:

- 1) Researchers know and understand how the learning process takes place.
- 2) Researchers know the conditions, situation or atmosphere and environment of the class when the teaching and learning process takes place, The atmosphere of the class was boring and not enthusiastic.

In the planning stage, the researcher also constructed the lesson plan, which was submitted to the teacher for discussion and approval.

b. Action

The researcher was the teacher in implementing the action. The steps of teaching or implementing the action were appropriate with the lesson plan that the researcher had made. There are three

meetings for delivering the material in the action step that the teacher had implemented :

1) First Meeting.

The first meeting was held on August 02, 2023, at 08.30 - 09.15 a.m. in the Xd class of SMA Unggulan BPPT Darus Sholah Jember. The researcher conducted the teaching-learning process accompanied by the English teacher as the collaborator. She sat at the backside of the class. She helped the researcher observe the students and take field notes during the teaching and learning process. The steps of researcher implemented the action based on the lesson plan she made with the teacher.⁵⁴

Picture 4.1
The teacher started the teaching and learning process.⁵⁵



⁵⁴ See appendix 2

⁵⁵ Observation Implementation, SMA Unggulan BPPT Darus Sholah Jember, 02 August 2023

The teacher (researcher) started the class by greeting, praying, and checking the attendance list. Then, the teacher provides apperception by asking all students to describe the emoticon expression they felt when recalling the most memorable event they experienced in the past. After that, the teacher asks the students why they described the emoticon and asks them to tell a little about the events they have experienced behind the emoticons. Then, the teacher connects it to the topic (recount text). Then, the teacher explained the little explanation about Recount text.

Then, students start to in turn and other students can add provide feedback. The student named Daffa answer the teacher's question, an explaied that Recount text is a text that tells the story of past. And then, student named Vicell also explained that Recount text is a text thatt contains past events, and there are three generic structures, number one is orientation, namely the introduction or beginning of the story, then number two is events, and the last is re-orientation, namely the end the story.

After the discussion is finished and the students are deemed to have understood the material that has been presented, and them, the teacher bought the students to Roundtable technique session :

1. The teacher divided the students into four groups based on counting numbers 1,2,3, and 4 started from student the front on the right. Students who said number 1 are included in group 1, students who said number 2 are included in group 2, and so on. The teacher asked to Each group member for seat around the table.
2. After each group member has seated around the table, they must be able to complete the task that has been provided together, after the group members have discussed, the task must go in a circle the table so that each group member can contribute to the task.
3. Teacher gave a material sheet in the form of recount text, which the teacher had explained to each student. Then, each group member must read the material carefully within 10-15 minutes.
4. Then, after reading the material, the students are asked to collect the text of the material, and the teacher gives a task that has been prepared; namely, each group must write or summarize what they have got from the material they read. By passing the paper With a minimum time limit of 15 minutes and a maximum before the change of hour bell rings, each group submitted the assignment to the teacher's desk.

After the bell for the class time change rang, the teacher closed the class by reading hamdalah and greetings. In the learning process that day, many students still did not contribute to completing the assignment; many students remained silent while other members discussed and started assembling the project.

2) Second Meeting.

The second meeting was held on August 05, 2023, at 10.15-11.00 a.m. in the Xd class of SMA Unggulan BPPT Darus Sholah Jember. In this meeting, the researcher taught the students based on the lesson plan and also the field notes that wrote by English teacher.⁵⁶

The teacher (researcher) started the class by greeting, praying, and checking the attendance list. Before the teaching and learning process takes place, most of the students are lazy and sleepy, so to overcome this, the teacher provides a warm-up in the form of a game of 3,6,9 applause. The teacher gives an explanation about warming up, where students count alternately from 1 to 10, but at numbers 3, 6 and 9, students have to clap their hands without making a sound counting the numbers. In the first attempt to measure the number 3, the student said the number incorrectly; this shows that the student needed to be

⁵⁶ See appendix 2 and appendix 12

more focused. After the first trial, students who mispronounced numbers or clapped their hands when they didn't count had to come forward; in the second round, there were seven students who came forward, and these students were given a punishment to explain what they had understood about the material they had learned and presented at yesterday's meeting. Then, in the third round, all the students were focused, and no one made a mistake in saying the numbers and clapping.

After that, the teacher continues the teaching and learning activity process. And same as with the previous meeting, the teacher conducted the Roundtable Technique:

Picture 4.2
Formation from the all groups⁵⁷



1. Same like with the previous meeting, The teacher divided the students into four groups based on counting numbers 1,2,3, and 4 started from student the front on the left. Students who said number 1 are included in group 1, students who

⁵⁷ Observation Implementation, SMA Unggulan BPPT Darus Sholah Jember, 05 August 2023

said number 2 are included in group 2, and so on. The teacher asked to Each group member for seat around the table.

2. Which are each group member asked to read the text recount and understanding the meaning, also the teacher asked the students to work together to complete a task in the form of questions about the recount text.
3. Each group member shares the information they have obtained or what they understand from the recount text with other members at the main table. All group members discuss with their respective groups to answer the recount text questions in the worksheet by rotating the assignment paper in turns so that all group members can contribute to answering the questions.
4. During the activity process, many students ask about the meaning of the vocabulary in the text recount. Then, the teacher asks them to search in a dictionary. And some students ask about the meaning of the question to the teacher. Then, the teacher asks them to discuss with their group members first before asking the teacher if they have to exchange information. Those who don't understand can ask their group members, and those who understand must explain to their friends. And if nobody understands their group, they can ask other group members.

The teacher likes that because the purpose of the Roundtable activity is to share understanding. Then, the students go back to start discussing with their group friends. Some students are looking for the meaning of the word they don't know in the dictionary, some are explaining to their friends the meaning of the questions on their worksheet, and others are looking at other questions on the worksheet. Until the bell rings, meaning class time has changed, all group must submit their work to the teacher.

The completion of the assignment went well. Although some students asked the other member group and the discussion was still conducive, some students still needed to contribute even though they had done quite well in yesterday's meeting.

After class, the teacher greets all the students and sees you at the next meeting.

3) Third meeting.

The third meeting was held on August 09, 2023, at 08.30-09.15 a.m. in the Xd class of SMA Unggulan BPPT Darus sholah Jember. In this meeting, the researcher taught the students based on the lesson plan and also the field notes that wrote by the English teacher.⁵⁸ The teacher begins the teaching and learning process as usual, starting with greetings. The

⁵⁸ See appendix 2 and appendix 12

teacher asked the head of the class to lead the praying, and then the teacher checked the students' attendance. Then, same as with the previous meeting, the teacher did Roundtable activity.

1. Same like with the previous meeting, The teacher divided the students into four groups based on counting numbers 1,2,3, and 4 started from student the behind on the left. Students who said number 1 are included in group 1, students who said number 2 are included in group 2, and so on. The teacher asked to Each group member for seat around the table.
2. After that, the teacher gives a paper containing fragments from the story part of the recont text (historical events) in each students. The teacher asks the students to sequentially order parts of the text of the historical event story entitled The Battle of Surabaya until it becomes a complete story.
3. Each group member is asked to sequence the story fragments into a complete text by passing the paper and write their answer. Occasionally, they were discussing which part of the story was composed first, where the part of the story included orientation, and then which part had events and re-orientation.
4. They are discussing, explaining and telling which part of the orientation is placed first; the beginning of the story, and another friend responded by pointing to a fragment of the

story, and another friend told them that the story line was about the battle in Surabaya on November 10, 1945, where Indonesia fought the allies. And also a lot of other discussions again.

Picture 4.3
The students engaged in Roundtable.⁵⁹



At this third meeting, most of the students seemed serious about doing the assignment, and in the third meeting, no group member asked other group members. They discussed and worked together within their group and helped each other in compiling parts of the historical events story text. The learning process was very conducive and there, although there were still only a small number (only 1 or 2 students) who still looked silent. Just look at the other group members. Then, after the lesson time is over, the teacher closes the lesson with greetings.

⁵⁹ Observaation Implementation, SMA Unggulan BPPT Darus Sholah Jember, 09 August 2023

c. Observe

In this step, the researcher observed the activities of the students during the reading comprehension test. The reading comprehension test was done on August 12, 2023.⁶⁰ This meeting was the fourth meeting, or it could be said to be the last meeting in this research. This reading comprehension test aimed to know the impact of the student's reading comprehension after the implementation Roundable technique in the class.

In this meeting, all students of Xd, which consisted of 21 students, were present to follow the reading comprehension test. The teacher entered the class and greeted the students with salam. After that, the teacher asked the students to pray before the class started. Next, the teacher asked the students to pray before the class started.

And then, the teacher explained the reading comprehension test to the students. It began with the rules of the reading comprehension test. In this section, the teacher said that all the students were not allowed to open the dictionary, but the students could see the assignments they had completed in the previous three meetings as a reference.

And then, the teacher gave the sheet of reading comprehension test to the students. In that paper, the teacher included the time and the topic for the students to do the reading comprehension test. The

⁶⁰ See field note, appendix 12

topic that was given by the teacher was the same as in the previous meeting, which is the Recount text.

Picture 4.4
The teacher gave the reading comprehension test.⁶¹



After giving the reading comprehension test to the students, the researcher checked the field note, which was written by the English teacher. Based on the field not, the researcher looked at whether there was an improvement in students' reading comprehension skills when the students had done their test. The teacher corrected their test results manually together with the teacher. In the test results, many of them had answered the questions correctly, although there were still some students who needed to be more accurate in filling out the test, but more students had responded to the test questions correctly.

⁶¹ Observation Implementation, SMA Unggulan BBPT Darus Sholah Jember, 12 August 2023

d. Reflect

In this research, the reflection was done after calculating the score of the reading test. The researcher calculated score from the reading test.

Table 4.2
Reading Comprehension Test Score.
(After Implemented)

No	Nama	Students' Score		Total Score
		SI	GI	
1.	A A A	36	40	76
2.	A D F K	36	28	64
3.	A N I	40	36	76
4.	A S M	40	40	80
5.	F A	40	36	76
6.	F R	44	20	64
7.	H A	44	40	84
8.	H P A	28	36	64
9.	H Z	40	36	76
10.	I M	28	32	60
11.	M A R	44	36	80
12.	M N A F	40	36	76
13.	M T H	40	40	80
14.	M I B	40	36	76
15.	M A	40	40	80
16.	M D A	44	40	84
17.	M H M	40	36	76
18.	M R A M	40	40	80
19.	M R F	28	32	60
20.	O E F	40	36	76
21.	V M V	40	48	88
Total				1576

The Teacher also compared the score of reading comprehension test with criteria of success. The criteria of success in this research mentioned in chapter 3.⁶² The first criteria of success was the students average achievement are equal to or higher than minimum

⁶² See in chapter 3 (criteria of success)

score established by the school (75). in this first criteria, the researcher compared with the students average score after implementing Roundtable Technique in the class. After the researcher calculated the result of the average students score, the result of the students' average score during 3 meetings was 75,04.

The average of students score after implementing Roundtable.

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

$$M = \frac{1576}{21}$$

$$M = 75,04$$

<p>Notes :</p> <p>M = The average of students score (mean)</p> <p>$\sum x$ = The sum of score</p> <p>N = The number of students</p>
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From the result above, it could be seen that the students' average score had increased or improvement after implementing roundtable technique. From the students' average score before the implementation of roundtable 71,57 and the students' average score after the implementation roundtable technique was 75,04. so, in this case the researcher concluded that the first criteria was succeeded.

The second criteria of success in this research was, the students reach minimum score 75 are equal to or higher than 75% of total students in this research. After the researcher calculated all the students' score after reading comprehension test, the researcher found that there was an increased the percentage of students who reached the minimum standard score. The percentage of students

who reached the minimum standard score was 38,095% before implementing.⁶³

From the data above, it mean that students who did reached the minimum standard score was 61,905%. after the implementation of round table technique. The percentage of students who reached the minimum standard score was 76%.⁶⁴ it meant that the students who did not reach the minimum standard score was 14,095%.

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

$$E = \frac{16}{21} \times 100\%$$

$$E = 76\%$$

<p>E=The percentage of students who achieved KKM n= The number of students who achieved KKM N= The total number of students</p>

From the result above, the researcher concluded that the second criteria of success was succeeded because the percentage of the student who reached the minimum standard score had increased and exceeded the all the criteria of success. Thus, the researcher concluded that the implementation of round table technique could improve the students' reading comprehension because all the criteria of success had been achieved by the students and the result of the first cycle had been successful, so the next cycle was not needed to conduct. Therefore, this research was completed and reached the all criteria of success.

C. Discussion of Data

This section presents a discussion of research results related to theory.

Based on the results of students' reading comprehension test scores in

⁶³ See appendix 10

⁶⁴ See appendix 11

implementing the Roundtable Technique, the average score was 75,04. There were 16 students or 76% of students who scored above the Minimum standard criteria (KKM 75 and 75% the total number of the students). It is successful because the students' reading comprehension test scores can reach the all criteria of success.

The application of the Roundtable Technique received a good response from students. This can help students more easily understand the reading text and the information contained in the text they read. This is because researchers apply the Roundtable Technique so that students have to work together and discuss to understand the text. Then, students who initially do not understand or do not understand will be helped by other friends. The researcher's Roundtable Technique can provide a forum for them to understand or find out the content in the literature they read so that students will be helped by other group members. This is supported by Kagan's statement that the Roundtable Technique is a technique of sharing information that is used to generate multiple answers to questions raised by the teacher.⁶⁵

In this research, researchers carried out several steps, Adapted by Kagan's steps, as follows: students taking turns in their team, solving problems, or contributing to a project.⁶⁶ The researcher divided the students into four groups; each group contained 5 and 6 students, and students sat around the

⁶⁵ S. Kagan and M. Kagan. *“Cooperative Learning and Technology”*, (Kagan Publishing,1998) p.7

⁶⁶ Dr. Spencer Kagan, Miguel Kagan, *Kagan Cooperative Learning*, (Kagan Publishing, 2009), p.6.34

table. Then, the researcher asked each group to complete the tasks given on the worksheet by working together in one group. Each group member can discuss in their respective group, and then they contribute to writing their answers in turn by circulating worksheets and stationery.

In implementing the Round Table Technique, there are obstacles in this research, such as the round table technique requires a lot of time to develop ideas because they are collected from group members, and need a lot of time to students understanding the content of the text and also some students still fail to express their ideas in the group, so they depend on other members. These obstacles has also been found in previous research which is conducted by Santi Wahyu Rambe entitled Improving the Students' achievement in writing procedure text through roundtable technique at first grade of SMK Swasta al Washliyah 1 Merbabu⁶⁷. However, researchers did several things to overcome this weakness. The researcher did several things to overcome these obstacles, that's : The researcher explained to the students first the procedures for the Roundtable Technique before the activity took place so that students were clear about carrying out the Roundtable Technique activity, and the teacher provide the reading text (worksheet) for each student in the group for save students time to understand the reading text, so that students do not have to take tuns waiting for their turn to get the reading text.

The continuing with the Roundtable Technique process, the teacher (researcher) also directs the students to do it step by step: from the teacher

⁶⁷ Santi Wahyu Rambe, Thesis: *“Improving the Students' Ahievement in Writing Procedure Text Through Roundtable Technique at First grade of SMK Swasta al Washliyah 1 Merbabu”*, (Medan: Universitas Sumatra Utara,2020) . p.21

divided the students into four group, then, ask the to seat the round of the teable, then, ask them to discuss the reading text (Recount text), until the teacher ak the students to answer the questions of Recount text in turn. This helps students to make it easier to carry out Roundtable Technique activities so that they can run smoothly so that the benefits of Roundtable Technique can be achieved. This is supported by Kagan, who states that the Roundtable Technique ensures equal participation among group members and exposes students to multiple viewpoints and ideas.⁶⁸

Then, in this research, the researcher used a reading comprehension test in the form of multiple choice to find out whether this Roundtable was able to improve students' reading comprehension skills. The researcher distributed Recount text questions totaling 25 questions in the form of multiple choice to the students. The researcher chose to use multiple choice because, through a test system in the form of multiple choice, it is considered possible to see or evaluate student learning outcomes by implementing the Roundtable Technique, this supported by Brookhart that explained the multiple-choice is the most common form of test used in education because of its advantages in evaluating student understanding quickly and efficiently in a short time .⁶⁹

Therefore, the result of this research, the percentage students score who achieved the KKM before implemented was 61,9047 and 38, 0952% the percentage score students who still not passed the KKM. And after

⁶⁸ S. Kagan and M.Kagan. "*Cooperative Learning and Technology*", (San Juan Capistrano, 1998). p.7

⁶⁹ Brookhart, S.m., & Nitko, A.J, "Educational Assessment of Students". (Human Movement Tarbiyah wa Ta'lim: Jurnal Penelitian Pendidikan dan Pembelajaran, 2018) . Vol. 10. No.2.

implemented the Roundtable technique, the percentage score of students who achieved the KKM was 76% and 24% the total number of the students had not passed the KKM, and with the average score was 71,57 before implemented Round table, and after implemented was 75,04 and the aspect that increased in reading comprehension in this research was general information which are the main idea, purpose, and generic structure.



CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter contains the conclusion of this research and suggestions. The details of the contain are presented below :

A. Conclusion

After Implementing the Roudtable Technique, the researcher concluded that Implementing the Roundtable technique in teaching and learning can improve students' reading comprehension. This increase can be seen from students' reading comprehension test scores, which reached an average of 75.04 from 71,57 (before implemented), with the number of students exceeding the success criteria by 76% from 62% (before implemented) this showed that the percentage students score after implemented increased 14% and the average score was increased 3,47, and also from this research showed that there increased in focus on the two aspects of reading comprehension in this research: specific information (and general information, with students experiencing superior improvements in general information.

B. Suggestion

After conducting this research, the researcher offered several recommendations for English teachers and future researchers, as presented as follows :

1. For the English teacher

The teacher can use Roundtable technique in teaching reading comprehension because Roundtable technique engages students be enjoying and more active in learning process.

2. For future Researchers

Another researcher can use this research as a reference or source information for research process with use Roundtable technique for the next research.



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Tim Penyusun. 2021. *Pedoman Karya Tulis Ilmiah*. Jember: UIN Kiai Haji Achmad Shiddiq Jember.



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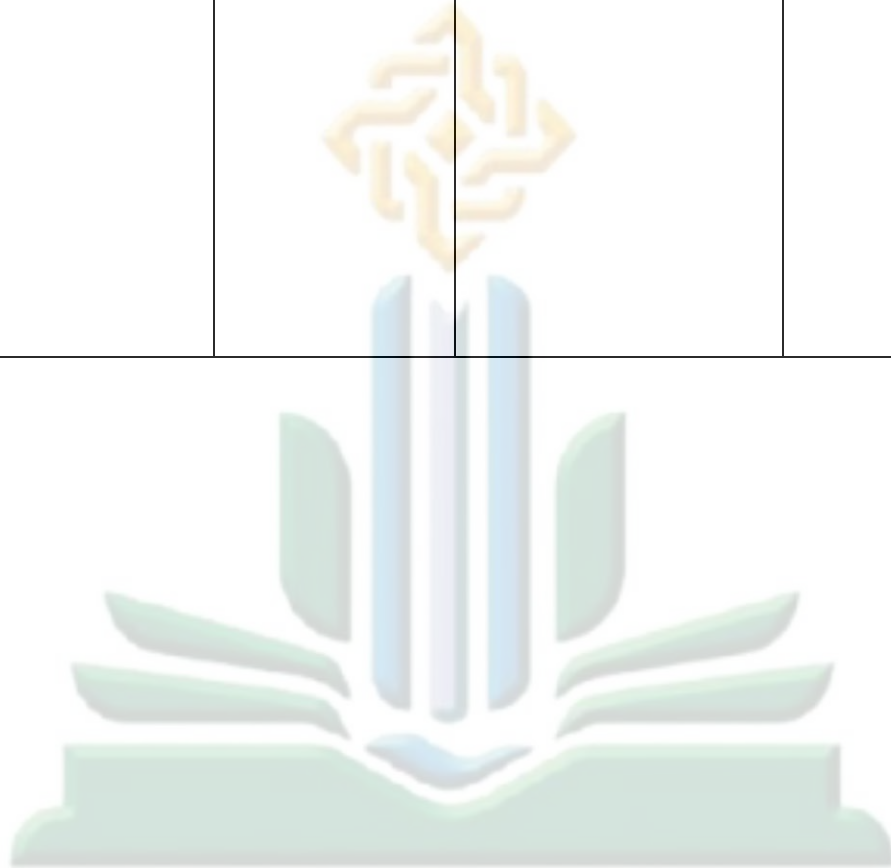
(Appendix 1)

RESEARCH MATRIX

TITLE	VARIABLE	INDICATORS	SOURCE of DATA	RESEARCH METHOD	RESEARCH PROBLEM
THE IMPLEMENTATION OF THE ROUND-TABLE TECHNIQUE TO IMPROVE STUDENTS' READING COMPREHENSION AT THE 10D OF SMA UNGGULAN BPPT DARUS SHOLAH JEMBER	1. Round-table Technique.	a. grouping the students, which is every group consist 4/5 students. b. students sit of the Round of the table. c. Giving paper to all of the groups. The paper consist of 25 questions of reading text. d. students read and discuss about the content of the reading text, students try to finding the information of the content from the reading text with answering the questions. e. After the students discuss about the reading text together, the students should pass the reading text to their friends next to them in a	1. Primary Data : Students' reading comprehension test. 2. Secondary data : - Observation data - Interview data.	1. Research Design : Classroom Action Research (CAR). The stages of CAR : a. Plan b. Action c. Observe d. Reflect 2. Data Collection Method : a. Main Data : - Reading Comprehension Test b. Supporting Data : - Observation data - Interview data 3. Technique of Data Analysis - Average Score $Mx = \frac{\sum x}{N}$	How the Roundtable technique could improve students' reading comprehension at the 10D students' of SMA Unggulan BPPT Darus Sholah Jember?

	<p>2. Reading Comprehension</p>	<p>circle around of the table to choosing the best answer of the question by crossing with a pen until the questions completed.</p> <p>f. after finishing to answer the questions, each group write their answers on the whiteboard, who the group can answers the questions the fastest and most correctly will get a high score.</p> <p>1. General information of the reading text 2. Spesific information of the reading text.</p>		<p>Notes :</p> <p>Mx = The students mean score X = The sum of the score of all students N = The number of students</p> <p>- Pass Score $E = \frac{n}{N} \times 100\%$</p> <p>Notes: E: The percentage of students who achieve the minimum standard score n: The number of students who achieved the minimum score N: The total number of students</p> <p>4. Validation of the data : Content Validity</p>	
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				<p>5. Criteria of Success :</p> <p>a. Students average achievement are equal to or higher than minimum scroe established by the school (75).</p> <p>b. Students reach the minimum score (75) are equal to or higher than 75% of total students in the research.</p>	
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(Appendix 2)

DECLARATION OF AUTHENTICITY

The undersigned below :

Name : Dwi Putri Indah Sari
SRN : T20196181
Major : Tadris Bahasa Inggris
Faculty : Tarbiyah dan ilmu Keguruan
Institution : Universitas Kiai Haji Achmad Siddiq Jember

Stated that the thesis untitled 'The Implementation of Roundtable Technique to Improve Students' Reading Comprehension at the 10D of SMA Unggulan BPPT Darus Sholah Jember' is truly my original work. It does not incorporate any material previously written by another person except those indicated in quotation and references. Do the fact, I am only person who is responsible for the thesis if there is any objection or claim from other.

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KIAI HAJI ACHMAD SIDDIQ
JEMBER

Jember, 01 November 2023



Dwi Putri Indah Sari
T20196181

(Appendix 2)

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

A. IDENTITAS SEKOLAH

Satuan Pendidikan : SMA UNGGULAN BPPT DARUS SHOLAH JEMBER

Mata Pelajaran : Bahasa Inggris

Materi : Recount Text

Kelas/Semester : X (Sepuluh) / Ganjil

Alokasi Waktu : 3x 45 menit (3 pertemuan)

B. KOMPETENSI INTI (KI)

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 : Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan me takognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, sosial budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI 4 : Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yaaang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan.

C. KOMPETENSI DASAR (KD) DAN INDIKATOR PENCAPAIAN KOMPETENSI (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa	Meeting-1 3.4.1 Mengidentifikasi fungsi sosial,

<p>teks Recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.</p>	<p>struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.</p> <p>3.4.2 Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa Bersejarah sesuai dengan konteks penggunaannya.</p> <p>3.4.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis</p> <p>3.4.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.</p>
<p>4.4 Teks recount-Peristiwa Bersejarah</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah.</p>	<p>Meeting-2</p> <p>4.4.1.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah.</p> <p>4.4.1.2 Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah</p> <p>4.4.1.3 Menyimpulkan makna secara kontekstual terkait fungsi sosial, struktur</p>

	teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah.
4.4.2 Menyusun teks recount lisan dan tulis, pendek dan sederhana, Terkait Peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	<p>Meeting-3</p> <p>4.4.2.1 Menggunakan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks dalam teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah.</p> <p>4.4.2.2 Menyusun draft teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p> <p>4.4.2.3 Mereview teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>

D. TUJUAN PEMBELAJARAN

Meeting-1

1. Peserta didik diharapkan dapat Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dari teks recount.
2. Peserta didik diharapkan dapat Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dari teks recount.
3. Peserta didik diharapkan dapat Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis
4. Peserta didik diharapkan dapat Membedakan fungsi sosial, struktur teks, dan

unsur kebahasaan beberapa teks recount lisan dan tulis dari teks recount.

Meeting-2

1. Peserta didik diharapkan dapat Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah.
2. Peserta didik diharapkan dapat Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah
3. Peserta didik diharapkan dapat Menyimpulkan makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah.

Meeting-3

1. Peserta didik diharapkan dapat Menggunakan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks dalam teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah.
2. Peserta didik diharapkan dapat Menyusun draft teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.
3. Peserta didik diharapkan dapat Mereview teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

E. METODE PEMBELAJARAN

- Metode Pembelajaran : Cooperative Learning.
- Strategi Pembelajaran :Roundtable (strategi pembelajaran kooperatif).

F. LANGKAH-LANGKAH PEMBELAJARAN

Meeting-1

Learning Activities	Activities	Times
Kegiatan Awal	<ul style="list-style-type: none">- Guru menyampaikan salam- Berdo'a bersama- Guru menanyakan kabar dan kondisi siswa- Guru mengecek kehadiran siswa- Guru memberikan	5 menit

	<p>apersepsi dengan meminta siswa untuk menggambarkan emoticon atau mimik wajah yang mereka rasakan ketika mereka mengingat suatu kejadian yang pernah mereka alami dalam waktu 60 detik.</p> <p>- Kemudian Guru bertanya pada beberapa siswa apa alasan mereka menggambar emotikon tersebut dan meminta siswa bercerita sedikit tentang peristiwa apa yang pernah mereka alami. Kemudian barulah Guru mengaitkan hal tersebut dengan topik yang akan mereka pelajari yaitu Recount text.</p>	
<p>Kegiatan Inti</p>	<p>- Guru menjelaskan sedikit materi tentang teks recount.</p> <p>- Kemudian guru membagi siswa dalam beberapa kelompok</p> <p>-Siswa duduk mengelilingi meja.</p> <p>- Guru membagikan kertas berisi materi Recoun text secara lengkap pada setiap kelompok, kemudian guru memberikan waktu untuk siswa dapat membaca serta memahami materi tersebut.</p> <p>- lalu guru menjelaskan tentang peraturan dalam Roundtable teknik yaitu dengan guru meminta setiap anggota kelompok untuk menuliskan apa yang sudah mereka pahami dari membaca materi tersebut disebuah kertas.</p> <p>- kemudian kertas tersebut harus berputar pada setiap</p>	<p>35 menit</p>

	<p>anggota kelompok agar semua dapat berkontribusi dengan memberikan pemahaman mereka</p> <ul style="list-style-type: none"> - ketika semua sudah berkontribusi, dan selesai kertas dikumpulkan ke guru. 	
Kegiatan Penutup	<ul style="list-style-type: none"> - Guru menanyakan kesulitan siswa selama proses pembelajaran. - Meriview kembali hasil jawaban siswa. - setelah selesai meriview dan siswa sudah menyampaikan kesulitannya dalam proses pembelajaran, kemudian guru menutup kegiatan belajar mengajar dengan do'a dan mengucapkan "see you at the next meeting" lalu mengucapkan salam. 	5 menit

Meeting-2

Learning Activities	Activities	Times
Kegiatan Awal	<ul style="list-style-type: none"> - Guru menyampaikan salam - Berdo'a bersama - Guru menanyakan kabar dan kondisi siswa - Guru mengecek kehadiran siswa - Guru melakukan apperception sesuai dengan kondisi kelas (jika membutuhkan) 	5 menit
Kegiatan Inti	<ul style="list-style-type: none"> - Guru menjelaskan tentang aktivitas yang akan mereka lakukan yaitu Roundtable, dengan siswa diminta untuk bekerja sama dalam satu kelompok untuk menyelesaikan sebuah proyek berupa pertanyaan dari teks recounts historical events - Guru memberikan teks recount kepada setiap kelompok. - Guru meminta siswa membaca dan 	35 menit

	<p>memahami makna/arti dari teks recount.</p> <ul style="list-style-type: none"> - Setiap anggota kelompok berbagi informasi yang telah didapatkan dari teks recount kepada anggota yang lain secara berputar melalui meja bundar. - Siswa berdiskusi dan menjawab pertanyaan berdasarkan teks recount. Dengan memutar kertas dan pena secara bergiliran agar semua anggota kelompok ikut berkontribusi. 	
Kegiatan Penutup	<ul style="list-style-type: none"> - Guru menanyakan kesulitan siswa selama proses pembelajaran. - Meriview kembali hasil jawaban siswa. - setelah selesai meriview dan siswa sudah menyampaikan kesulitannya dalam proses pembelajaran, kemudian guru menutup kegiatan belajar mengajar dengan do'a dan mengucapkan "see you at the next meeting" lalu mengucapkan salam. 	5 menit

Meeting-3

Learning Activities	Activities	times
Kegiatan Awal	<ul style="list-style-type: none"> - Guru menyampaikan salam - Berdo'a bersama - Guru menanyakan kabar dan kondisi siswa - Guru mengecek kehadiran siswa - Guru memberikan pertanyaan kembali tentang topik yang sudah dipelajari pekan lalu. 	5 menit
Kegiatan Inti	<ul style="list-style-type: none"> - Guru membagi siswa dalam beberapa kelompok dan guru menyampaikan bahwa mereka akan melakukan kegiatan Roundtable teknik seperti pertemuan sebelumnya, dengan aturan siswa dalam setiap kelompok harus duduk melingkari meja 	35 menit

	<p>kemudian tugas/projek yang diberikan oleh guru harus secara bergiliran mengelilingi setiap anggota kelompok dan saat itu siswa harus menuliskan jawaban mereka.</p> <ul style="list-style-type: none"> - Guru memberikan sebuah kertas berisi penggalan-penggalan dari bagian teks recount historical events dan guru juga memberikan sebuah kertas kosong pada setiap kelompok - kemudian setiap anggota kelompok diminta untuk mengurutkan penggalan-penggalan dari bagian teks tersebut menjadi sebuah teks utuh - kemudian setiap anggota kelompok diminta meriview dan menganalisis bagian-bagian teks tersebut dengan menuliskan bagian abjad yang tertera pada penggalan-penggalan bagian teks tersebut secara bergantian. 	
<p>Kegiatan Penutup</p>	<ul style="list-style-type: none"> - Guru menanyakan kesulitan siswa selama proses pembelajaran. - Meriview kembali hasil jawaban siswa. - setelah selesai meriview dan siswa sudah menyampaikan kesulitannya dalam proses pembelajaran, kemudian guru menutup kegiatan belajar mengajar dengan do'a dan mengucapkan "see you at the next meeting" lalu mengucapkan salam. 	<p>5 menit</p>

G. SUMBER/MEDIA PEMBELAJARAN

Modul Belajar

website

Kamus

H. PENILAIAN

Meeting-1

Teknik : Performance Assessment

Bentuk : Menuliskan pemahaman

Jenis Penilaian: Penugasan

Meeting-2

Teknik : Objective test

Bentuk : Menjawab soal pada teks

Jenis Penilaian : Penugasan

Meeting-3

Teknik : Objective test

Bentuk : Mengurutkan penggalan-penggalan dari bagian acak teks cerita.

Jenis Penilaian : Penugasan

Rubrik Penilaian Meeting-1

Aspek	Score
- Siswa dapat menjelaskan pemahaman mereka tentang Recount text dengan lengkap dan runtut	100
- Siswa dapat menjelaskan pemahaman mereka tentang Recount text dengan lengkap tapi tidak runtut	85
- Siswa dapat menjelaskan pemahaman mereka tentang Recount text kurang lengkap	75
- Siswa dapat menjelaskan pemahaman mereka tentang Recount text kurang lengkap dan tidak runtut	65
- Siswa tidak dapat menjelaskan pemahaman mereka tentang Recount text sama sekali	50

Rubrik Penilaian Meeting-2

Nomor Soal	Bobot Soal
1-10	10
Jumlah Skor Maksimal	100

Jika salah mendapatkan skor 0

Penentuan Nilai = $N = \frac{\text{Skor Problem}}{\text{Skor Maksimal}} \times 100$

Rubrik Penilaian Meeting-3

Aspek	Score
- siswa dapat menganalisis, merivew dan mengurutkan bagian teks cerita recount dengan sangat tepat.	100
- siswa kurang dapat menganalisis, merivew tetapi dapat mengurutkan bagian teks cerita recount dengan tepat.	90
- siswa kurang dapat menganalisis, merivew dan mengurutkan bagian teks cerita recount.	75
- siswa tidak dapat menganalisis, merivew dan mengurutkan bagian teks cerita recount sama sekali.	50

Mengetahui,
English Teacher



Farida Ulfa

Jember, 18 Juli 2023
Researcher

Dwi Putri Indah Sari



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

LAMPIRAN (Meeting-1)

A. DEFINISI RECOUNT TEXT.

Recount text merupakan salah satu jenis teks dalam bahasa Inggris yang menceritakan kembali kejadian-kejadian atau pengalaman-pengalaman yang telah dialami di masa lampau sesuai urutan kejadian (chronological order). Selain itu teks ini mempunyai tujuan untuk memberitahukan sebuah peristiwa, kejadian, atau kegiatan yang telah terjadi.

B. *GENERIC STRUCTURE OF RECOUNT TEXT*

Struktur umum (generic structure) dalam *recount text* terbagi menjadi 3 bagian, yaitu: 1. Orientation (Pengenalan)

Berisi pengenalan dengan memberikan informasi tentang siapa, apa, di mana, dan kapan peristiwa atau kegiatan itu yang telah terjadi di masa lampau.

1. Events (Peristiwa-peristiwa) |

Merupakan runtutan peristiwa yang terjadi, biasanya disampaikan dalam urutan secara kronologis (chronological order) seperti, "In the first day, I ..., And in the next day ..., And In the last day ...".

2. Re-orientation (Kesimpulan teks) |

Yaitu pengulangan pengenalan yang ada di orientation dan events yang diceritakan. Bisa dibilang pada bagian ini adalah kesimpulan secara keseluruhan teks

C. CIRI-CIRI RECOUNT TEXT

1. Isi teks

- Judul merepresentasikan kesimpulan teks
- Menyebutkan orang secara spesifik yang terlibat dalam peristiwa tersebut
- Waktu, tempat, dan kejadian diceritakan secara rinci dan deskriptif untuk memperjelas peristiwa (factual recount)
- Akhir cerita tentang hasil akhir (factual recount)
- Terdapat tanggapan/opini pribadi (maginary recount)

2. Unsur Kebahasaan

- Ditulis dalam bentuk lampau (past tense): simple past, past continuous, past perfect tenses.
- Menggunakan kata penghubung seperti: next, later, when, then, after, before, first, at the same time, as soon as she left, late on Friday.
- Recount text menceritakan kejadian yang banyak menggunakan action verbs (look, go, change), linking verb (was, were, saw, heard) dan ditambahkan adverb untuk mendeskripsikan lebih jelas.
- Menggunakan personal pronoun (I, we) untuk personal recount.
- Penggunaan passive voice.

D. CONTOH RECOUNT TEXT

Bali Bombing (TITLE)

The bomb that occurred in the resort of Kuta destroyed the Sari Club and other nightspots. Many people were victims of the blast and many of them were foreign tourists, a majority being Australians. A view of the victims were burned beyond recognition. Some tourists who were at the scene of the blast said there were two explosions around the nightclub. One bomb had exploded outside Paddy's Bar before another bomb hit the Sari Club, which was located some meters away. (INTRODUCTION)

Hundreds were injured in the explosions and about 220 Australians remain unaccounted for. The U.K. Foreign Secretary, Jack Straw, said that 33 British citizens were among those killed in the Bali attack. The Australian Minister, John Howard, called its border, saying this had been a problem for a long time. (EVENT 1)

Lists of missing people have been posted in Bali and officials have said that it could take days to identify all the victims, some of whom were trapped in the Sari Club by a wall of flames. A notice board at the hospital in Bali includes a section called "Unknown Identity" and detailed a list of characteristics of the victims such as: "Young girl in intensive care, Caucasian, 11-14 years old, face burned" or "Girl in intensive care, about 5 years old, 130 cm, fair skin, Caucasian with reddish brown hair". (EVENT 2)

Many embassies, including the British and the American embassies, were advising their citizens to cancel spending their planned holidays in Indonesia. US citizens were also asked to evacuate Indonesia as a safety protocol. (RE-ORIENTATION)

Sources:

- <https://wikidiff.com/recount/retell>
- <https://dictionary.cambridge.org/dictionary/english/recount>
- Mulya, Eka, Mulya A. dan K. Shyla, L. 2016. FORWARD for Vocational School Grade X: Stories to Share. Jakarta: Penerbit Erlangga.

E. JENIS-JENIS RECOUNT TEXT :

1. Personal recount

merupakan recount text yang memiliki fungsi untuk menceritakan mengenai pengalaman pribadi penulis. Personal recount merupakan jenis paling umum yang biasa digunakan untuk menulis teks recount.

Contoh Personal recount.

My Bad Day

Doni scrimped and paid for a trip around the world that lasted two months. In his diary, he detailed his journey. I travelled to London and spent several weeks in Europe after spending a week in New York. I took a train to Istanbul and visited several locations in Asia after seeing the sights in Europe. First, I flew from

Mexico City to New York City, where he lives. After travelling across Asia, I travelled to South America before returning to Indonesia. Doni was weary, but he was ecstatic to be on the road again.

Sources : <https://www.gramedia.com/literasi/recount-text/>

Language features of Personal Recounts

The following are the language features of personal recounts.

1. Focus on specific participants.

Personal recounts are written in the first person. It means it uses pronouns “I” or “we”.

2. Use simple past tense. Recount texts usually use simple past tense. It shows the activity began and ended in the past.

a) Past Actions (subject+verb2)

Example : I spent my holiday in Bandung.

Sometimes we use “to” to describe habits in the past.

For example : I used to love horror movies. It means I don’t love horror movies now.

b) Past for Adjectives (subject+was/were=adjective)

When we describe adjectives in the past, we use was or were

Example : I was surprised when I met my Idol.

3. Use action verbs and mental verbs.

Action verbs include ran, ate, kicked, etc. Mental verbs include felt, thought, saw, etc.

4. Focus on temporal sequence, time connectives, and conjunctions.

Recounts are written in chronological order. We also use time connectives to connect events, such as first, then, after, before, when, at last, finally.

5. Use adverbs and adverbial phrases.

a) An adverb is a word used to modify a verb, an adjective, or another adverb and often used to show degree, manner, place, or time. For example : I ran to the class quickly.

b) An adverbial phrase is a group of words that functions as an adverb. For example : we went to the beach in the morning.

Sources : Modul Belajar Praktis Bahasa Inggris SMA/MA dan SMK/MAK Kelas X Semester 1

2. Historical recount

Merupakan recount text yang berisi mengenai sejarah. Contohnya merupakan recount text mengenai proklamasi kemerdekaan Indonesia.

a) Characteristics of Historical Recounts

- Most historical recounts start by making it clear to the readers when the event happened. This often means using dates. They usually begin by indicating clearly to the reader the time and context. Therefore, dates need to be indicated or implied.

- historical recounts use simple past tense because the events happened in the past

- historical recounts are also told or written in chronological order and use formal style.

- typically, the field in historical recounts concerns contact between different people, conflict, and war.

b) Language Features of Historical Recounts

- Similar to other types of recounts, the language features of historical recounts:
- Focus on specific participants.
- Use past tenses.

In historical recounts, we usually use past tenses, such as:

- a. Simple Past Tense- Subject+ Verb 2 Example: The troops attacked the enemy.
- b. Past Continuous Tense→→ Subject + was/were + Verb-ing. Example: The general was hiding behind the gate.
- c. Past Perfect Tense Subject + had + Verb 3 Example: The villagers had left the village before the forces came.

3. Biography

R.A. Kartini

Raden Adjeng Kartini is a Javanese noblewoman and is best known as a pioneer in the area of women's rights for native Indonesians, in 1903, she opened the first Indonesian primary school for native girls that did not discriminate based on social standing. She corresponded with Dutch colonial officials to further the cause of Javanese women's emancipation up until her death.

Raden Adjeng Kartini was born to a noble family on April 21, 1879, in the village of Mayong, Java. Indonesia. Kartini's mother, Ngasirah, was the daughter of a religious scholar. Her father, Sosroningrat, was a Javanese aristocrat working for the Dutch colonial government. This afforded Kartini the opportunity to go to a Dutch school, at the age of 6. The school opened her eyes to Western ideals. During this time, Kartini also took sewing lessons from another regent's wife, Mrs. Marie Ovink-Soer. Ovink-Soer imparted her feminist views to Kartini, and was therefore instrumental in planting the seed for Kartini's later activism.

When Kartini reached adolescence, Javanese tradition dictated that she left her Dutch school for the sheltered existence deemed appropriate to a young female noble. Struggling to adapt to isolation, Kartini wrote letters to Ovink-Soer and her Dutch schoolmates, protesting the gender inequality of Javanese traditions such as forced marriages at a young age, which denied women the freedom to pursue an education. Ironically, in her eagerness to escape her isolation, Kartini was quick to accept a marriage proposal arranged father. On November 8, 1903, she wed the regent of Rembang, Raden Adipati Joyodiningrat. by her Intent on spreading her feminist message, with her husband's approval. Kartini soon set about planning to start her own school for Javanese girls. With help from the Dutch government, in 1903 she opened the first Indonesian primary school for native girls that did not discriminate on the basis of their social status. The school was set up inside her father's home, and taught girls a progressive, Western-based curriculum. To Kartini, the ideal education for a young woman encouraged empowerment and enlightenment. She also promoted their lifelong pursuit of education. To that end, Kartini regularly corresponded with feminist Stella Zeehandelaar as well as numerous Dutch officials with the authority to further the

cause of Javanese women's emancipation from oppressive laws and traditions. Her letters also expressed her Javanese nationalist sentiments.

On September 17, 1904, at the age of 25, Kartini died in Rembang, Java, of complications from giving birth to her first child. Seven years after her death, one of her correspondents, Jacques H. Abendanon, published a collection of Kartini's letters, entitled "From Darkness to Light: Thoughts about and on Behalf of the Javanese People". In Indonesia, Kartini Day is still celebrated annually on Kartini's birthday. It is held to honor her contribution towards her country, especially Indonesian women.

a) Social Function of Biographical Recounts

The social functions or purposes of biographical recounts are:

1. To inform by retelling past events and achievements in a person's life.
2. To share the life of another person with an audience
3. To inform the reader about the facts, events, and experiences from someone's life

Reading biographies can also help us gain insight into how successful people handle crises and solve complex problems. Some people cannot differentiate between biographies and autobiographies. They have different purposes. While biographies retell the events of a person's life, autobiographies retell the events of your own life.

b) Characteristics of Biographies:

1. They are about the life of a real person.
2. The information is based on the fact.
3. Incidents, dialogue, and people are accurate and from a reliable source
4. The person's life story is told with respect to other people and events of the time in which they lived,
5. They develop an understanding of the places, times, events, and other people when the person lived.

c) Language Features of Biographical Recounts

Similar to other types of recounts, the followings are language features of biographical recounts:

1. Use specific names of the people involved in the biography
2. Use past tenses. Similar to other recounts biographical recounts usually use simple past tense, past continuous tense, and past perfect tense.
3. Use action verbs and mental verbs

Action verbs are verbs that show physically actions or activities for example, worked, pumped, ran etc. Mental verbs are verbs that state abstract actions or feelings, for example, thought, knew, learned, etc.

(Meeting-2)

Read the text and answer the questions that follow by choosing the correct option.

The following text is for questions no. 1 to 3.

My favourite sport is marathon running. There is a small town in Greece called Marathon, and the race is called marathon because of a Greek legend. A

Greek messenger ran all the way from the battlefield of Marathon to Athens to announce victory. He did it without stopping, but died on arrival! Now there are about 500 marathon races worldwide. I ran in my first marathon in 2011, and it was fantastic. I trained for four months for the race. Sometimes it was hard, but usually I enjoyed it. There were five thousand runners in my race, and I was one of the last ones to arrive – it took me seven hours and twelve minutes! But that isn't important. I enjoyed it and felt proud that I finished the 42.195 kilometres. Yes, that's how far we ran. Now I'm training for my next marathon. If I'm fit enough, I'll take part in the London Marathon next year.

1. The text tells us about
 - A. the background to the marathon race and the writer's own experience.
 - B. the history of the marathon race and the kind of people who run in it today.
 - C. the background to the Battle of Marathon and the reasons for victory.
 - D. details of the writer's training plan for the London Marathon next year.
 - E. details of my training plan for the London Marathon next year.

2. How did the writer feel about the race?
 - A. Disappointed because he was one of the last ones to arrive.
 - B. Angry because he thought he should have trained harder.
 - C. Unhappy because it took so long.
 - D. Pleased that he had managed to complete it.
 - E. dissatisfied because he couldn't complete it

3. '... and felt proud that I finished the 42.195 kilometres.'

What is the opposite of the underlined word?

- A. pleased
- B. ashamed
- C. sad
- D. superior
- E. happy

4. Arrange the sentences into a good paragraph

- 1) As we were leaving the house, Toby saw a cat.
- 2) I got up early and looked out of the window.
- 3) He pulled me outside and the door slammed behind me in the wind.
- 4) He began to bark and pull on the lead.
- 5) I took a shower and got dressed.
- 6) It was a lovely day so I decided take my dog, Toby, to the park.
- 7) Unfortunately, my keys were inside.
- 8) Then I put Toby on the lead and got ready to leave the house.

The best arrangements for the sentences above is ...

- A. 2 – 5 – 6 – 8 – 7 – 1 – 4 – 3
- B. 2 – 6 – 5 – 8 – 1 – 4 – 3 – 7
- C. 5 – 1 – 8 – 4 – 3 – 2 – 7 – 6

- D. 1 – 3 – 5 – 7 – 2 – 4 – 6 – 8
E. E, 3 – 1 – 5 – 7 – 2 – 4 – 6 – 8

The following text is for questions no. 5 to 7

Ichiro Suzuki is a famous and successful Japanese baseball player. He was born in Toyoyama, Japan in 1973. From the age of seven he practised for several hours a day, trained by his father. By the age of 12, Ichiro knew he wanted to be a professional baseball player. Although some teams were put off because he was so small, he turned professional at the age of 18. In 1992 Ichiro played in a Kobe's Orix Blue Wave, but for a long time he couldn't get into the first team. The manager didn't like his style. In 1994, a new manager came and promoted Ichiro. By the end of the year he was famous. Japan's media called him the 'human batting machine'. In 2000 Ichiro signed a three-year contract with the Seattle Mariners. He was the first Japanese position player ever to play in America. He immediately started breaking records and making history. He still plays for the Mariners.

5. The text is a ...
A. sports report.
B. description of a baseball match.
C. portrait of a baseball player.
D. history of Japanese baseball.
E. Ichiro's letter.
6. The text tells us that some teams did not want Ichiro because of his ...
A. size.
B. nationality.
C. age.
D. style.
E. selfishness.
7. The text tells us that Ichiro ...
A. became a professional baseball player when he was 12.
B. is unknown outside Japan.
C. is still trained by his father.
D. has been playing for the Seattle Mariners since 2000.
E. was a manager of the baseball player.
8. To ensure that they would win the battle, the foreign army ... sent to the battle ground, some of which include weaponry and logistical support.
A. be
B. is
C. was
D. were
E. has been

9. The defeat in the Battle of Surabaya ... the militia movement only for a while. The heroic spirit had spread out and inflamed others to continue fighting for the country's independence.

- A. hampered
- B. rallied
- C. angered
- D. refused
- E. advanced

10. Sukarno had ... wanted the declaration to be read at Ikada Plain, the large open field in the centre of Jakarta, but due to unfounded widespread apprehension over the possibility of Japanese sabotage, the venue was changed to Sukarno's house at Pegangsaan Timur 56.

- A. secondly
- B. finally
- C. lastly
- D. initially
- E. eventually

Sources:

<https://www.sinergijatim.com/edukasi/pr-2864224599/soal-dan-kunci-jawaban-bahasa-inggris-tema-historical-recount-peristiwa-sejarah-kelas-x-smama?page=3>

(Meeting-3)

Teks Acak

**TASK
HISTORICAL EVENT**

Please listen to the explanation from your teacher carefully to be able to find out the steps to do the task above!

<p>When the commander of the Allied forces, Brig-Gen Mallaby, was killed in an incident near Jembatan Merah (The Red Bridge) on October 30, 1945, the heated atmosphere was swept up.</p>	<p>Alphabet</p>
<p>After consultations with the central government leaders in Jakarta, the decision was entrusted to the leaders in Surabaya. East Java Governor Suryo then formally announced the refusal to surrender, which was welcomed by all layers of the fighters and people of Surabaya with the independence yell: <i>Merdeka!</i></p>	<p>b</p>

The landing of the Allied forces under the command of Brig-Gen. A.W.S. Mallaby in Surabaya on October 25, 1945 formally was intended to disarm the Japanese military.	c
However, it became a dishonor upon the Indonesian sovereignty since there were the Dutch NICA forces behind the Allied forces. This provoked Surabaya people and led to small revolts which continued until November 3, 1945.	d
Without prior negotiation with President Soekarno, the Allied command issued an ultimatum forcing Surabaya people to surrender their arms at specific locations before 18:00 on November 9, 1945. If the order was not met with, the Allied forces would bombard Surabaya from the air, sea, and ashore.	e

Question.

What should you do ?

Please sort each part of the text by writing the alphabet that is next to the part of the text. Then, analyze by explaining the different generic structures in each text part. And mention the kind of text.

ANSWER.

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(Appendix 4)

THE RESULT OF INTERVIEW

Time and Place of Interview

1. Day/date : Sunday, December 19, 2022
2. Place : Teacher's room in SMA Unggulan BPPT Darus Sholah Jember
3. Time : 09.30 - Finish

Respondent

1. English Teacher
2. Students of class XD

Note :

R : Researcher

ET : English Teacher

S : Student

THE SCRIPT OF INTERVIEW WITH ENGLISH TEACHER

R : “Bu, apakah panjenengan menemukan kendala atau menemukan berbagai permasalahan dalam proses belajar mengajar bahasa Inggris selama disini ?”

ET : “Dalam semua proses belajar mengajar tentu akan ada permasalahan dan kendala mbak, tidak hanya untuk mata peajaran bahasa inggris di mata pelajaran yang lain pastinya juga akan ada permasalahan dalam proses pembelajaran dan selama saya mengajar mata pelajaran bahasa inggris tentu pastiny muncul berbagai permasalahan dalam proses belajar mengajar ”

R : “Kalo begitu bu, permasalahan apa yang sering panjenengan hadapi dalam proses belajar dan mengajar ?”

ET : “Selama saya mengajar disini saya sering menemukan permasalahan seperti yang dialami dengan kelas Xd, siswa dikelas Xd yang masih mengalami kesulitan dalam reading comprehension sehingga terkadang mereka stuck dalam memahami bacaan dan tidak tertarik dalam proses pembelajaran.”

R : “lalu menurut ibu, kira-kira faktor apa saja yang mempengaruhi kesulitan mereka dalam reading comprehension mereka dan kira-kira berapa persen dari mereka yang dilihat sudah mampu dalam reading comprehension?”

ET : “iya banyak mbak, salah satu nya mereka masih kurang dalam penguasaan vocabnya, lalu mereka masih kesulitan dalam menentukan main dea, dan mereka kesulitan dalam memahami informasi dan isi dari bacaan, dari 21 siswa terdapat 8 siswa yang sudah memenuhi KKM, Jadi sekitar 61-62% yang belum memenuhi KKM dilihat dari hasil nilai belajar mereka.”

R : “Kalo boleh tau bu, biasanya ibu mengajar dengan menggunakan metode apa nggeh?”

ET : “ saya biasanya mengajar menggunakan metode ceramah mbak, sesekali menggunakan permainan dan menggunakan metode cooperative learning tapi tidak terlalu sering. Sering nya menggunakan metode ceramah.”

R : “ lalu bu, kalo boleh tau lagi, menurut ibu siswa dikelas Xd lebih menyukai metode apa dalam pembelajaran ?”

ET : “Menurut saya, siswa dikelas Xd ini lebih menyukai metode cooperative learning karena seperti mbak lihat sendiri siswa disana semuanya laki-laki dan laki-laki biasanya laki-laki lebih aktif dan lebih suka kegiatan secara berkelompok dari pada perempuan yang rata-rata lebih tenang dan mampu untuk menyelesaikan tugas mereka secara individu.”

R : “ kemudian bu, dalam metode cooperative learning kira-kira teknik apa yang sudah pernah ibu terapkan dalam proses belajar mengajar ?”

ET : “ Saya pernah menerapkan JIG-SAW, dan Group investigation karena menurut saya lebih mudah dan lebih umum untuk diterapkan tidak menyita banyak waktu, dan langkah-langkahnya juga mudah, karena itu tadi sudah umum untuk digunakan dalam semua proses pembelajaran”

R : “ Kalo boleh saya melakukan penelitian dikelas tersebut, apa ibu setuju jika saya menggunakan cooperative learning juga akan tetapi tekniknya saya menggunakan Roudtable?”

ET : “ Oh Roundtable yang meja bundar ya mbak, boleh-boleh, silahkan asalkan dapat membantu dan menemukan teknik baru dalam proses belajar mengajar memperbaiki pemahaman membaca mereka.”

R : “ Terimakasih banyak bu, saya akan mencoba menggunakan metode cooperative learning dengan teknik Rountable di penelitian saya nanti. Kira-kira jadwal pelajaran bahasa inggris kelas Xd hari apa bu ? dan mohon izin meminta daftar nilai anak-anak bu.”

ET : “Untuk kelas Xd hari sabtu mbak, jam pelajaran ke 3 sekitar jam 9 pagi, baik mbak nanti saya kasih”

R : “baik bu, terimakasih banyak untuk kesediaan ibu untuk saya interview hari ini”

ET : “ sama-sama mbak, semoga dilancarkan dan sukses”

R : “aamiin bu, terimakasih”.

(Appendix 5)

THE RESULT OF OBSERVATION

Class : Xd of SMA Unggulan BPPT Darus Sholah Jember

English Teacher : Farida Ulfa, S.pd (T)

Researcher : Dwi Putri Indah Sari (R)

Day : Saturday

Date : January 07, 2023

Time : 09.00-09.45

THE RESULT OF OBSERVATION

Researcher berkesempatan untuk melakukan observasi pada hari sabtu , tanggal 7 Januari 2023, pada pukul 09.00 sampai dengan 09.45 WIB, Pada hari tersebut researcher mengamati proses pembelajaran berlangsung di kelas Xd dengan jumlah siswa 21 orang yang semuanya berjenis kelamin laki-laki. Materi pembelajaran hari tersebut adalah recount text past experience.

Sebelum pembelajaran dimulai, Teacher memberikan salam dan meminta siswa untuk berdo'a bersama, kemudian teacher mengecek presensi absen mereka, kemudian teaher menyapa siswa "hello students' good morning." dan menanyakan kabar siswa "how are you today ?".

Di awal memasuki pembelajaran teacher mengingatkan kembali tentang materi sebelumnya yang sudah mereka pelajari yaitu tentang descriptive text, kemudian Teacher membahas tentang topik yang akan dipelajari hari tersebut. Teacher menjelaskan dengan metode ceramah tentang past experience mencakup pengertian, generic structure, language features. lalu Teacher memberikan kesempatan untuk siswa bertanya, lalu setelah tidak ada pertanyaan lagi dari siswa. Kemudian teacher meminta siswa untuk membaca dengan seksama satu contoh bacaan past experience yang ada di modul belajar mereka (Lks) yang berjudul My first Swimming di halaman 18. Selama siswa memahami bacaan tersebut masih banyak siswa yang bertanya tentang arti dari kata yang ada dalam bacaan tersebut, kemudian Teacher berkeliling di satu persatu meja siswa untuk mengecek apakah mereka sudah menyiapkan kamus atau belum, lalu Teacher meminta siswa yang tidak membawa kamus untu keluar kelas dan meminjam kamus . Setelah siswa selesai membaca bacaan tersebut, teacher meminta beberapa siswa secara acak untuk menjelaskan maksud dan isi cerita dari bacaan teks tersebut, kemudian Teacher meminta siswa menyebutkan beberapa contoh judul dari bacaan past experience kemudian teacher meminta siswa untuk menuliskan secara sederhana pengalaman pribadi mereka yang paling berkesan. Karena waktu jam pelajaran sudah habis dan waktu istirahat telah tiba akan tetapi banyak siswa yang belum menyelesaikan tugas mereka, kemudian teacher meminta mereka mengumpulkan tugas tersebut pada saat jam istirahat selesai. Kemudian Teacher menutup pembelajaran tersebut dengan mengucapkan salam.

(Appendix 6)

Appendix 5

VALIDITY INSTRUMENT

INSTRUCTIONS

1. Put a check mark (✓) in the column according to your opinion.
2. If there is a need to be revised, please write in the column "catatan".

No	Aspek yang dinilai	Skala penilaian				Catatan
		1	2	3	4	
A	Isi					
	1. Isi materi sesuai dengan kompetensi inti dan kompetensi dasar.			✓		
	2. Indikator soal sesuai dengan materi.			✓		
	3. Petunjuk cara mengerjakan soal sesuai dengan rubric skor yang telah ditetapkan.			✓		
	4. Pedoman penskoran sesuai dengan rubric skor yang telah ditetapkan.			✓		Lengkapi Rubrik scoring.

C	Bahasa				
	1. Petunjuk soal menggunakan kaidah bahasa Inggris yang benar dan sesuai dengan grammatical.		✓		
	2. Rumusan soal tidak menggunakan kata atau kalimat yang menimbulkan penafsiran ganda atau salah pengertian.		✓		
	2. Rumusan soal tidak mengandung kata-kata yang tidak menyinggung peserta didik.		✓		

Note :

4 = Sangat baik

3 = Baik

2 = Kurang

1 = Sangat kurang

Jember, 21 Juli2023

Validator

(Nings Hayuningtyas, M.Pd)

(Appendix 7)

(Appendix 6)

OBSERVATION GUIDE

Adapted by H. Douglas Brown (2001)

Practically, the researcher uses the test to observe the students when they are trying out.

Instruction :

- Circle one of the indicators which are appropriate to the situation in the class when doing the test.
- Give a description in column "note" based on the situation in the class when doing the test.

Aspects	Indicator	Note
Students' activeness in discussing while working on test try-outs.	<p>3. More than half of the students join in the discussion.</p> <p>2. Half of the students join in the discussion.</p> <p>1. Less than half of the students.</p>	All students actively participate in discussions while taking test try-outs. (assignment)
Students interact in groups to understand reading in the try-out test.	<p>3. More than half of the students asked their group friends about what they didn't understand from reading the test try-out.</p> <p>2. Half of the students asked</p>	Students start interacting with their group friends by asking what they don't understand in the reading test on the test try-outs (assignment)

	<p>their group friends about what they didn't understand from reading the test try-out.</p> <p>1. Less than half of the students asked their group friends about what they needed help understanding from reading the test try-out.</p>	
<p>Students' ability to convey their understanding to their friend's group.</p>	<p>3. More than half of the students can convey their understanding to their friends group.</p> <p>② Half of the students can convey their understanding to their friend's group.</p> <p>1. Less than half of the students can convey their understanding to their friend's group.</p>	<p>Students begin to convey to their group friends what they understand in the reading text on the test try-outs (Assignment).</p>
<p>Students' ability to listen and respect their friends in conveying their understanding in</p>	<p>③. More than half of the students could listen well and be quiet to allow their friend's group to convey their</p>	<p>All the students can listen and appreciate their friend's understanding well by being silent</p>

discussions on solving test try-out.	<p>understanding.</p> <p>2. Half of the students could listen well and be quiet to allow their friends group to convey their understanding.</p> <p>1. Less than half of the students could listen well and be quiet to allow their friend's group to convey their understanding.</p>	<p>when their friends convey their understanding</p>
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Description :

1 = Poor

2 = Fair/enough

3 = Good

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(Appendix 8)

**KISI-KISI READING COMPREHENSION TEST
KELAS XD
SEMESTER GANJIL**

Jenjang : SMA
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XD/Ganjil
Times : 45 menit

No	Kompetensi Dasar	Kelas	Materi	Indikator	Bentuk Soal	No Soal
	3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks Recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah. Sesuai dengan konteks penggunaannya.	X	Recount Text : -Personal Experience	Disajikan teks bacaan recount (Personal Experience): - Siswa dapat menemukan specific information dari teks bacaan tersebut : a. Detailed information	Multiple Choice	2, 3, 4, 5
	4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah.			-Siswa dapat menemukan general information dari teks bacaan tersebut: a. Main idea. b. purpose		8
	4.4.2 Menyusun teks recount lisan dan tulis, pendek dan sederhana, Terkait Peristiwa bersejarah, Dengan memperhatikan fungsi sosial, struktur teks,		-Historical Events	Disajikan teks bacaan recount (Historical Events): -Siswa dapat menemukan specific information dari teks bacaan		6 1, 7

	<p>dan unsur kebahasaan, secara benar dan sesuai konteks.</p>		<p>tersebut : a. Detailed information. b. Fact -Siswa dapat menemukan General information dari teks bacaan tersebut : a. Main idea b. Purpose c. Generic structure Disajikan teks bacaan recount (Biography) : -Siswa dapat menemukan specific information dari teks bacaan tersebut : a. Detailed information b. Fact -Siswa dapat menemukan General information dari teks bacaan tersebut: a. Main idea b. Purpose c. Kind of the text</p>		<p>10, 12 16 11 9, 14 13, 15 18, 19, 23, 25. 20 22, 24</p>
--	---	--	--	--	--

						17
						21

PENILAIAN.

Teknik : Objective Test
 Bentuk : Menjawab soal pada teks
 Jenis Penilaian : Penugasan

Scoring Rubric

Nomor Soal	Bobot Soal
1-25	4
Jumlah skor maksimal	100

Jika salah mendapatkan skor 0

$$\text{Penentuan Nilai} = N = \frac{\text{Skor Problem}}{\text{Skor Maksimal}} \times 100$$

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(Appendix 9)

READING COMPREHENSION TEST

Name :

Class : XD

Time : 45 Minutes

Instruction.

Please choose the best answer for the question below by marking the correct answer with a cross (x) !

The processing time for each question is 100 seconds.

The text below for number 1-5.

Having beautiful haircut us feel confident. What would you do if you got an unusual haircut ? it happened to me when I was in junior high school. Based on the school rule. Male students were not allowed to have long hair. A teacher would cut your hair on the day you got noticed.

On Monday morning, we prepared ourselves too participate in flag ceremony. Some of my friends told me that my hair had to be cut, but ignored them. When we were listening to our headmaster's speech, someone patted my back. I turned around and I was really surprised. That was my counseling teacher, Mrs. Ross. She asked to meet her after flag ceremony. I tried to e calm but I was actually thinking what my fault was.

After flag ceremony ended, I went to look for Mrs. Ross at her room. She told me that my hair was too long. I was surprised, but I didn't worry because everyone knew that Mrs. Ross had a professional cosmetologist license back in the day. It was time for a haircut. I had pretty thick hair with some curls to it. She claimed it was going to be just a trim, which means an inch tops in my book. Well, she says that I jerked my head and she cut wrong. I ended up with a mushroom cut. I was so embarrassed but I was speechless. Mrs. Ross said that it was okay. My hair would grow fast. Then I went to my classroom. When I entered my classroom, everyone laughed at me. I decided to wear my cap my cup outside the school.

From that moment, I take care of my hair well. I go to a barbershop regularly.
(Source : Modul Belajar Praktis Bahasa Inggris SMA/MA dan SMK/MAK kelas X semester 1)

1. What is the purpose of the text?
 - A. To inform how to get haircut at school
 - B. To entertain in the readers with an inspiring story
 - C. To retell an embarrassing past experience
 - D. To describe the writer's school
 - E. To evaluate the writer's teacher at junior high school

2. Based on the text above, what did the writer feel?
 - A. Happy
 - B. Sad

- C. Excited
 - D. Embarrassed
 - E. Cranky
3. Why did the writer's friend laugh ?
- A. They saw the writer's hair
 - B. The writer was fall
 - C. They saw the writer's clothe
 - D. The writer was sick
 - E. They saw the writer's cap
4. What did the writer do after the wrong haircut?
- A. He wore a cap
 - B. He wore a scraff
 - C. The writer wore shoes
 - D. He wore a mask
5. What did the writer's friend to tell him ?
- A. The writer's clothe was wrong
 - B. The writer's shoes was dirty
 - C. The writer's hair was too long
 - D. The writer's trousers too long
 - E. The writer's uniform was wrong.

The text below for number 6-8.

Last year I was staying at my pen pal's house in Australia. She had a wonderful family. Her mother was very kind. She liked cooking brilliant food.

One day, we were eating roasted chicken with potatoes and vegetables salads. There were some sauces to choose. All were delicious. While we were eating, I tried to start conversation. I said "the kitchen is really good". everyone looked surprised. "it's old now", said my friend. "we haven's renovated it since five years ago", her mother added. Then I released the word I wanted to say was "chicken" but I said "kitchen". I apologized and explained that I said the wrong word. In the end, we all laughed.

I always get confused to say "kitchen" and "chicken" because they sound similar. Fortunately they understood because English is not my first or second language.

6. From the first paragraph, the main idea is that ...
- A. The guessed the name of the food wrong
 - B. The writer said "kitchen" but became "kitchen"
 - C. The made her pen pal's family embarrassed
 - D. The wanted to eat roasted chicken in the kitchen
 - E. Visited a pen pal's house in the last year
7. What is the purpose of the text ?
- A. To describe kitchen

- B. To explain how to make roasted chicken
 - C. To tell about past experience
 - D. To retell and inform about pen pal's house
 - E. To entertain the readers about kitchen
8. Confused, What is the synonym of these word ?
- A. Baffled
 - B. Happy
 - C. Sad
 - D. Worried
 - E. Excited

The text below for number 9-10.

Rengasdengklok Incident

Rengasdengklok Incident is one of the moments in the independence of Indonesia. This event is part of the background towards the peak of Indonesian Independence.

On August 16, 1945 at 3 a.m., Soekarno and Mohammad Hatta were kidnapped by Indonesian youth and taken to Rengasdengklok, karawang, west java. The kidnapping carried out by young people was aimed at securing Soekarno and Hatta so they could not be affected by Japan and immediately proclaimed the Independence. This was also happened because of the differences of opinion between the old and young groups. The old group wanted the proclamation to be discussed in advance with the PPKI, while the young group opposed it because the PPKI itself was an institution formed by Japan, and they wanted the proclamation as soon as possible.

After the negotiation in Rengasdengklok, it had changed the mindset of Soekarno and Hatta. They had agreed that the proclamation of Independence would be immediately announced. Finally, they return to Jakarta.

In Jakarta, the next discussion was held at the house of Admiral Tadachi Maeda who allowed his residence as a place of negotiation and guaranteed their safety. The discussion resulted with a conclusion of the proclamation of independence to be in Jakarta on August 17, 1945 and on no later than 12.00 p.m. it was planned to be read out by Soekarno and Hatta in the IKADA field or at Soekarno's house on Pegangsaan Timur Street 56. at the end, Soekarno's house was chosen because in the IKADA field was already spread the news that there would be a big event to be held, so that the Japanese soldiers were aware and on guard.

The reason why Rengasdengklok was chosen to hide Soekarno and Hatta because its location was so far from Jakarta that Rengasdengklok was a safe place to plan the nation's independence. It was also far from being supervised by Japanese soldiers.

9. What is the purpose of the text ?
- A. To describe Rengasdengklok
 - B. To explain how to plan Indonesian independence

- C. To tell about past experience
 - D. To retell and inform about Rengasdengklok Incident
 - E. To entertain the readers about Rengasdengklok Incident.
10. Why did the youths chose Rengasdengklok to hide Soekarno and Hatta ?
- A. Because they were afraid if Soekarno and Hatta were influenced by japan
 - B. Because it is far from Jakarta and safe from Japanese soldier
 - C. They wanted them to declare the independence soon
 - D. Because they want to ask something
 - E. They wanted them to go far away

The text below for number 11-13.

The community and TRI were asked to leave the city of Bandung. Hearing these instructions, the fighter, especially those in Bandung City did not want to. In addition to fighting against the Allies who continued to push into the south bandung area, the fighters finally took steps to bandung city before leaving it.

They did this the night before the city was emptied. And it only took seven hours to burn the southern city of Bandung. The efforts to burn bandung city were not without obstacles.

One of the most difficult events was when. TRI was about to destroy gunpowder factories and warehouses belonging to he Allies in Dayeuhkolott village, south of Bandung. In carrying out the mission, Muhammad Toha and Ramdan were sent to burn the factory. Both of them also died in the mission.

11. The main idea of the first paragraph is ..
- A. The community and TRI were asked to leave Indoonesia.
 - B. Bandung city was conquered by the Allies
 - C. It took hours to fight the Allies in Bandung
 - D. The Allies was so angry that they burnt Bandung City
 - E. The community and TRI did not obey the instrunctione of the Allies
12. Which of the following questions are answered in the text?
- A. Why did the Allies ask the people of Bandung leave the city ?
 - B. What were the community and TRI asked to do ?
 - C. What did the fighters do the night before they left Bandung City ?
 - D. what obstacles did the fighters find to burn the southern city ?
13. There are three parts of a historical recount. Those paragraphs belong to...
- A. Orientation
 - B. A series of Events
 - C. Reorientation

The text below for number 14-16

The battle of surabaya is an unforgettable historical event in our country. The epic battle that took place n surabaya on november 10, 19945 was one of the most heroic and violent episodes of the indonesian independence war. The Allied forces,

led by the British Army, launched a massive attack. It was reported that in the first day alone, the Allied forces dropped about 500 bombs. It was only after three weeks that the Allied forces could secure the city. As a consequence, the city was devastated while casualties were immense, talking of more than 40,000 lives, mostly city ians. The Indonesian government declared November 10 as National Heroes Day to commemorate this event, with the hope that the new generation could emulate the spirit of those who scarified their lives for the love their country.

14. What is the purpose the text ?
 - A. To inform the event
 - B. To retell past event
 - C. To entertain the readers with an inspiring story
 - D. To describe the the battle of Surabaya

15. The last sentence shows..
 - A. Orientation
 - B. Event
 - C. Complication
 - D. Reorientation
 - E. Conclusion

16. Based on the text, which of the following statements are trues ? (more than one answer)
 - A. The incident was happened after the Indonesia's Independence
 - B. The battle was between British Army and Dutch Army
 - C. The battle took place in Batavia, now Jakarta
 - D. The victims of the battle were more than 40.00 lives
 - E. November 10th was declared as a national holiday.

The text below for number 17-18.

Martha Christina Tiahahu was born in Abubu village on Nusalaut Island, near Maluku, on 4 January 1800. when she was an infant. Her mother died, so she was raised by her father. Born to a military captain. Tiahahu was active in military matters from a young age, she joined the war led by pattimura against the Dutch colonial government when she was 17, fighting in several battles. After being captured in October 1817, she was released on account of her age, she continued to fight, and was captured again. Sent to Java to be a slave labourer, she felt ill on the way. Refusing to eat or take medicine, she died on a ship in the Banda Sea on 2 January 1818.

17. The purpose of the text is to ..
 - A. Retell past experiences
 - B. Inform the historical events
 - C. Tell a sory of a person's life
 - D. Persuade thereaders to read the text

E. Explain something which is newsworthy

18. In 1817, Martha Christina Tiahahu was caught by the Dutch but she was released because ..
- A. She was still young
 - B. She continued to fight
 - C. She was helped by pattimura
 - D. She felt it
 - E. She refused to join the Dutch

The text below for number 19-20.

Ismail Marzuki was an Indonesian composer and musician. He wrote many popular patriotic songs during the country's early post-independence period in 1940s and 1950s.

Ismail Marzuki was born in May 11, 1914. Ismail studied at an elementary school for native Indonesians, the HIS. He later attended the Dutch language middle school MULO. Therefore, he became fluent in Indonesian, English, and Dutch. He enjoyed listening by himself. In 1931, he wrote his first song "O Sarinah" which is about suffering people. During his career, he wrote between 202 and 204 songs.

His most famous compositions are "Rayuan Pulau Kelapa", "Gugur bunga di Taman Bakti", and "Selendang Sutera". The last song "Inikah Bahagia" was composed in 1957. Several of these songs are considered compulsory and taught in schools. He died on May 25, 1958.

On 17 August 1961, Ismail Marzuki received the first Wijaya Kusuma Award. He was honored posthumously in 1968 with the opening of Taman Ismail Marzuki, a cultural centre and park in Central Jakarta. He was recognized as a national hero of Indonesia in November 2004.

19. We know from the text that Ismail Marzuki is famous because ..

- A. He was an Indonesian Composer
- B. He wrote many popular patriotic songs
- C. He fought against the Dutch
- D. He helped suffering people from the war
- E. He taught music at schools

20. Based on the text, which of the following statements are not true ?

- A. Ismail Marzuki could speak English and Dutch
- B. Ismail Marzuki began his career as a composer and musician
- C. One of his popular songs is "Rayuan Pulau Kelapa"
- D. Ismail Marzuki received the first Wijaya Kusuma Award
- E. Ismail Marzuki learnt music from his mother

The text below for number 21-22

General Sudirman was a high ranking Indonesian military officer during the Indonesian national revolution. He was the first commander-in-chief of the Indonesian Armed Forces, he continues to be widely respected in the country. On

12 November 1945, at an election to decide the military's commander-in-chief in Yogyakarta. The 24 years old Sudirman was chosen over Oerip Soemohardjo in a close vote. While waiting to be confirmed, Sudirman ordered an assault on British and Dutch forces in Ambarawa. The ensuing battle and British withdrawal strengthened Sudirman's popular support, and he was ultimately confirmed on 18 December. General Sudirman commanded military activities throughout Java, including a show of force in Yogyakarta on 1 March 1949. When the Dutch began withdrawing, in July 1949 Sudirman was recalled to Yogyakarta and forbidden to fight further. In late 1949 Sudirman's tuberculosis returned, and he retired to Magelang, where he died slightly more than a month after the Dutch recognised Indonesia's independence. He is buried at Semaki Heroes' Cemetery in Yogyakarta.

21. What is the kind of the text about?
 - A. Biography
 - B. Personal
 - C. Historical Events

22. What is the main idea from the monologue?
 - A. His uncle's name was also Soedirman
 - B. January is the month of Maulud
 - C. Soedirman was shot and died in the military war
 - D. Soedirman died when he was relatively young
 - E. General Soedirman is a high ranking Indonesian military

The text below for number 23-24

Luis Lionel Andres Messi, born June 24th, 1987, is an Argentinian football player for F.C Barcelona. He is not very tall, mainly, due to the growing problem he had when he was younger. His eyes are brown. He never has short hair.

Lionel Messi started playing football at a very early age in his hometown's Newell's Old Boys. From the age of 11, he suffered from a hormone deficiency and as Lionel's parents were unable to pay for the treatment in Argentina, they decided to move to Barcelona, Spain.

In the 2003-2004 season, when he was still only 16 years old, Messi made his first team debut in a friendly with Porto that marked the opening of the new Dragao stadium. The following championship-winning season, Messi made his first appearance in an official match on October 16th, 2004, in Barcelona's derby win against Espanyol at the Olympic Stadium 0-1. And now, in 2010, 2011, and 2012 he is best player in the world.

23. According to the text, Messi's parents moved to Barcelona
 - A. because they were very poor in Argentina
 - B. because they wanted Messi to be successful in soccer
 - C. so that Messi could learn in the best soccer club
 - D. to get Messi's health problem cured
 - E. to find the best treatment to cure Messi's health problem

24. What is the main idea of the third paragraph?
- A. he hasn't really attractive face, but he's a very good football player
 - B. Lionel Messi is a good player for F.C Barcelona
 - C. his best characteristics are on the foot has competitiveness
 - D. he appears to be a quite good and modest person
 - E. he has long black hair and brown eyes.

The text below for number 25.

Cristiano Ronaldo was born on February 5, 1985, in Funchal, Madeira, Portugal. Manchester United paid £12 million to sign him in 2003 – a record fee for a player of his age. In the 2004 FA Cup Final, he scored Manchester's first three goals and helped them capture the championship. In 2008, he set a franchise record for goals scored. In 2009, Real Madrid paid a record \$131 million for his service.

It was through his dad's work as an equipment manager at a boy's club that Ronaldo was first introduced to the game of soccer. By the time he was 10 years old, he was already recognized as a phenomenon – a kid who ate, slept and drank the game. "All he wanted to do as a boy was playing football," his godfather, Fernao Sousa, recalled for British reporters, adding, "He loved the game so much that he'd miss meals or escape out his bedroom window with a ball when he was supposed to be doing his homework."

By his early teens, Ronaldo's talent and legend had grown considerably. After a stint with Nacional da liha da Madeira, he signed with Sporting Portugal in 2001. That same year, at the tender age of 16, Ronaldo turned heads with a impressive performance against Manchester United, wowing even his opponents with his footwork and deft skill. He made such an impression that a number of United players asked their manager to try and sign the young player. It wasn't long before the club paid Ronaldo's team more than £12 million for his services – a record fee for a player of his age.

25. What was Ronaldo action for MU in year 2004?
- A. Signed new contract
 - B. Scored goals to Real Madrid
 - C. Won FA Cup Championship
 - D. Got payment of \$131 million for his service
 - E. Paid \$12 million

(Appendix 10)

Presensi Siswa Kelas Xd
SMA Unggulan BPPT Darus Sholah Jember

No	Nama
1.	ABU ABBAS ALONSO
2.	AHMAD DANDI FAUZIAH KAMIL
3.	AHMAD NADHIF IZZUDIN
4.	AHMAD SAHAL MAHFUD
5.	FAHMI ABDILLAH
6.	FARREL RAMADHAN
7.	HAIRUL ANAM
8.	HALDIANSYAH PUTRA AFFANDI
9.	HOSEN ZULFIKAR
10.	IMAM MUNDIR
11.	M.ABDI ROHMAN
12.	M.NUR ALYA FITRAH
13.	M.TAUFIK HIDAYATULLAH
14.	MOH. IHWAN BAWAFI
15.	MUFTI AMIN
16.	MUHAMMAD DAFFA ALIIBRAN
17.	MUHAMMAD HUSNI MUBAROK
18.	MUHAMMAD REVA AL MAGHROBI
19.	MUHAMMAD ROFANDO FIRMANSYAH
20.	OKTAVIAN ERIK F.
21.	VICELL MELDY VIANO

(Appendix 11)

Daftar Nilai Siswa
(students' score before the implementation)

Kelas : X d
Mata Pelajaran : Bahasa Inggris
Semester : Ganjil

No	NAMA	SI	GI	NILAI
1.	A A A	56	18	74
2.	A D F K	42	18	60
3.	A N I	37	21	58
4.	A S M	55	21	76
5.	F A	55	21	76
6.	F R	63	21	84
7.	H A	49	21	70
8.	H P A	41	21	62
9.	H Z	42	18	60
10.	I M	52	21	73
11.	M.A R	70	15	85
12.	M.N A F	51	21	72
13.	M.T H	57	21	78
14.	M. I B	49	21	70
15.	M A	66	21	87
16.	M D A	70	18	88
17.	M H M	41	21	62
18.	M R A M	42	18	60
19.	M R F	37	21	58
20.	O E F.	42	18	60
21.	V M V	69	21	90
Jumlah				1503

Note

 : Under the KKM

The average of students score (mean)

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

$$M = \frac{1503}{21}$$

$$M = 71,57$$

Notes :

M = The average of students score (mean)

$\sum x$ = The sum of score

N = The number of students

The percentage score :

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

$$E = \frac{13}{21} \times 100\%$$

$$E = 61,9047\%$$

Notes :

E : The percentage of students who achieved minimum standard score

n : The number of students who achieved the minimum score

N : The total number of students.



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(Appendix 12)

The Students' Reading Comprehension Test Score
(After Implementation)

No	Nama	Students' Score		Total Score
		SI	GI	
22.	A A A	36	40	76
23.	A D F K	36	28	64
24.	A N I	40	36	76
25.	A S M	40	40	80
26.	F A	40	36	76
27.	F R	44	20	64
28.	H A	44	40	84
29.	H P A	28	36	64
30.	H Z	40	36	76
31.	I M	28	32	60
32.	M.A R	44	36	80
33.	M.N A F	40	36	76
34.	M.T H	40	40	80
35.	M. I B	40	36	76
36.	M A	40	40	80
37.	M D A	44	40	84
38.	M H M	40	36	76
39.	M R A M	40	40	80
40.	M R F	28	32	60
41.	O E F	40	36	76
42.	V M V	40	48	88
Total				1576

1. In this researcher, the final score is obtained from reading comprehension test.
2. The Total Score Reading Comprehension was gained from SI's score and GI's score.
3. The researcher calculated the data from the final score by formula below :

a. The average of students score (mean)

$$M = \frac{\sum x}{N}$$
$$M = \frac{1576}{21}$$
$$M = 75,04$$

Notes :

M = The average of students score (mean)
 $\sum x$ = The sum of score
N = The number of students

b. The percentage score :

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

$$E = \frac{16}{21} \times 100\%$$

$$E = 76\%$$

Notes :

E : The percentage of students who achieved minimum standard score

n : The number of students who achieved the minimum score

N : The total number of students.

4. The Researcher Formulated the Minimum Score of General Information and Specific Information to find out whether these two aspects have met the minimum percentage of KKM values or not.

a. The Minimum Score of General Information :

a) Minimum Soal Benar GI = Jumlah Soal GI \times Minim Percent KKM

$$\text{Minimum Soal Benar GI} = 12 \times 75\%$$

$$\text{Minimum Soal Benar GI} = 9$$

b) Minimum Score GI = Minimum Soal Benar GI \times Point Soal

$$\text{Minimum Score GI} = 9 \times 4$$

$$\text{Minimum Score GI} = 36$$

So, there are 17 students who have passed the minimum GI score.

b. The Minimum Score of Specific Information :

a) Minimum Soal Benar SI = Jumlah Soal SI \times Minim Percent KKM

$$\text{Minimum Soal Benar SI} = 13 \times 75\%$$

$$\text{Minimum Soal Benar SI} = 9,75$$

b) Minimum Score SI = Minimal Scoree Benar SI \times Point Soal

$$\text{Minimum Score SI} = 9,75 \times 4$$

$$\text{Minimum Score SI} = 39$$

So, there are 16 students who have passed the minimum SI score.

(Appendix 13)

Field note 2.
(05 Agustus 2023)
Place : Kelas X D.

Pada pukul 10.15 Guru memasuki kelas dengan mengucapkan salam, kemudian berdoa sebelum pembelajaran dimulai lalu guru menanyakan kabar siswa, dilanjutkan dengan guru mengecek daftar kehadiran siswa. Sebelum proses pembelajaran berlangsung siswa tampak mengantuk dan tidak bersemangat. Guru melakukan warming up, siswa diminta berhitung secara bergantian ~~10~~ satu sampai sepuluh, namun pada hitungan ke 3, 6, 9 diganti dengan tepuk tangan. Siswa yang tidak fokus atau salah mengucapkan angka dengan tepuk atau sebaliknya. Siswa yang salah tersebut diminta menjelaskan apa yang masih mereka ingat dalam pertemuan kemarin. Setelah dirasa semangat dan fokus siswa sudah baik guru melanjutkan pembelajaran. Kemudian guru membagi siswa dalam beberapa kelompok, guru menjelaskan tentang aktivitas yang akan mereka lakukan yaitu foodtable, dengan siswa diminta untuk bekerja sama dalam satu kelompok untuk menyelesaikan sebuah proyek berupa pertanyaan dari teks recount. Setiap anggota kelompok berbagi informasi yang telah didapatkan dari teks recount kepada anggota yang lain secara berputar melalui meja bundar. Siswa berdiskusi menjawab pertanyaan berdasarkan teks recount. Dengan memutarakan kertas dan pena secara bergantian / bergiliran agar semua anggota dapat ikut berkontribusi untuk menyelesaikan proyek tersebut. Penyelesaian tugas tersebut berjalan dengan baik, tetapi tetap saja masih ada beberapa siswa yang tidak / masih belum berkontribusi walaupun sudah cukup baik dari pertemuan kemarin.

Field note 2.

(05 Agustus 2023)

Place : Kelas X D.

Pada pukul 10.15 Guru memasuki kelas dengan mengucapkan salam, kemudian berdoa. Sebelum pembelajaran dimulai lalu guru menanyakan kabar siswa, dilanjutkan dengan guru mengecek daftar kehadiran siswa. Sebelum proses pembelajaran berlangsung siswa tampak mengantuk dan tidak bersemangat. Guru melakukan warming up, siswa diminta berhitung secara bergantian ~~10~~ satu sampai sepuluh, namun pada hitungan ke 3, 6, 9 diganti dengan tepuk tangan. Siswa yang tidak fokus akan salah mengucapkan angka dengan tepuk atau sebaliknya. Siswa yang salah tersebut diminta menjelaskan apa yang masih mereka ingat dalam pertemuan kemarin. Setelah dirasa semangat dan fokus siswa sudah baik guru melanjutkan pembelajaran. Kemudian guru membagi siswa dalam beberapa kelompok, guru menjelaskan tentang aktivitas yang akan mereka lakukan yaitu foodtable, dengan siswa diminta untuk bekerja sama dalam satu kelompok untuk menyelesaikan sebuah proyek berupa pertanyaan dan teks recount. Setiap anggota kelompok berbagi informasi yang telah didapatkan dan teks recount kepada anggota yang lain secara berputar melalui meja bundar. Siswa berdiskusi menjawab pertanyaan berdasarkan teks recount. Dengan memutarakan kertas dan pena secara bergantian / bergiliran agar semua anggota dapat ikut berkontribusi untuk menyelesaikan proyek tersebut. Penyelesaian tugas tersebut berjalan dengan baik, tetapi tetap saja masih ada beberapa siswa yang tidak / masih belum berkontribusi walaupun sudah cukup baik dari pertemuan kemarin.

Field note 4.

(12 Agustus 2023)

Place : Kelas X D.

► Reading Comprehension test.

Pada pukul 10.15 WIB guru memasuki kelas dengan mengucapkan salam, lalu dilanjutkan dengan do'a bersama sebelum pembelajaran dimulai, kemudian mengecek daftar hadir. Pada pertemuan ini peneliti (Guru) memberitahukan kepada siswa bahwa akan diadakan nya test. Guru memberikan siswa lembar kerja untuk melakukan Reading test setelah beberapa pertemuan dilakukan Implementasi Roundtable. Semua siswa kelas X D mengikuti Reading test yang berjumlah 20 orang siswa. Guru menjelaskan peraturan yang ada selama Reading test berlangsung. Pada Reading test ini, siswa terlihat lebih aktif dan berprestasi - sungguh dalam berdiskusi mengerjakan Reading test, terlihat dari ketika mereka secara bergantian dalam menyampaikan jawaban mereka dan mereka saling membantu untuk menemukan jawaban yang paling tepat. Pada pertemuan di Reading test ini, terlihat perkembangan mereka selama implementasi dan sampai ~~akhir~~ melaksanakan Reading test mereka sangat berprestasi - sungguh dan antusias belajar Reading menggunakan Roundtable technique.

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(Appendix 14)

Group name : 1

Group Member :

Vicell Mady Viana
Oktavia Ent .F.
Muhammad R.F.
Muhammad Reza A.M.
Muhammad Husni .M.

70

Read the text and answer the questions that follow by choosing the correct option.
The following text is for questions no. 1 to 3.

My favourite sport is marathon running. There is a small town in Greece called Marathon, and the race is called marathon because of a Greek legend. A Greek messenger ran all the way from the battlefield of Marathon to Athens to announce victory. He did it without stopping, but died on arrival! Now there are about 500 marathon races worldwide. I ran in my first marathon in 2011, and it was fantastic. I trained for four months for the race. Sometimes it was hard, but usually I enjoyed it. There were five thousand runners in my race, and I was one of the last ones to arrive – it took me seven hours and twelve minutes! But that isn't important. I enjoyed it and felt proud that I finished the 42.195 kilometres. Yes, that's how far we ran. Now I'm training for my next marathon. If I'm fit enough, I'll take part in the London Marathon next year.

1. The text tells us about

A. the background to the marathon race and the writer's own experience.
 B. the history of the marathon race and the kind of people who run in it today.
 C. the background to the Battle of Marathon and the reasons for victory.
 D. details of the writer's training plan for the London Marathon next year.
 E. details of my training plan for the London Marathon next year.

2. How did the writer feel about the race?

A. Disappointed because he was one of the last ones to arrive.
 B. Angry because he thought he should have trained harder.
 C. Unhappy because it took so long.
 D. Pleased that he had managed to complete it.
 E. dissatisfied because he couldn't complete it

3. '... and felt proud that I finished the 42.195 kilometres.'

What is the **opposite** of the underlined word?

A. pleased
 B. ashamed
 C. sad
 D. superior
 E. happy

4. Arrange the sentences into a good paragraph

- 1) As we were leaving the house, Toby saw a cat.
- 2) I got up early and looked out of the window.
- 3) He pulled me outside and the door slammed behind me in the wind.
- 4) He began to bark and pull on the lead.
- 5) I took a shower and got dressed.
- 6) It was a lovely day so I decided take my dog, Toby, to the park.
- 7) Unfortunately, my keys were inside.
- 8) Then I put Toby on the lead and got ready to leave the house.

The best arrangements for the sentences above is ...

- A. 2 - 5 - 6 - 8 - 7 - 1 - 4 - 3
- B. 2 - 6 - 5 - 8 - 1 - 4 - 3 - 7
- C. 5 - 1 - 8 - 4 - 3 - 2 - 7 - 6
- D. 1 - 3 - 5 - 7 - 2 - 4 - 6 - 8
- E. 3 - 1 - 5 - 7 - 2 - 4 - 6 - 8

The following text is for questions no. 5 to 7

Ichiro Suzuki is a famous and successful Japanese baseball player. He was born in Toyoyama, Japan in 1973. From the age of seven he practised for several hours a day, trained by his father. By the age of 12, Ichiro knew he wanted to be a professional baseball player. Although some teams were put off because he was so small, he turned professional at the age of 18. In 1992 Ichiro played in a Kobe's Orix Blue Wave, but for a long time he couldn't get into the first team. The manager didn't like his style. In 1994, a new manager came and promoted Ichiro. By the end of the year he was famous. Japan's media called him the 'human batting machine'. In 2000 Ichiro signed a three-year contract with the Seattle Mariners. He was the first Japanese position player ever to play in America. He immediately started breaking records and making history. He still plays for the Mariners.

5. The text is a...

- A. sports report.
- B. description of a baseball match.
- C. portrait of a baseball player.
- D. history of Japanese baseball.
- E. Ichiro's letter.

6. The text tells us that some teams did not want Ichiro because of his ...

- A. size.
- B. nationality.
- C. age.
- D. style.
- E. selfishness.

7. The text tells us that Ichiro...

- A. became a professional baseball player when he was 12.
- B. is unknown outside Japan.
- C. is still trained by his father.
- D. has been playing for the Seattle Mariners since 2000.
- E. was a manager of the baseball player.

8. To ensure that they would win the battle, the foreign army ... sent to the battle ground, some of which include weaponry and logistical support.

- A. be
- B. is
- C. was
- D. were
- E. has been

9. The defeat in the Battle of Surabaya ... the militia movement only for a while. The heroic spirit had spread out and inflamed others to continue fighting for the country's independence.

- A. hampered
- B. rallied
- C. angered
- D. refused
- E. advanced

10. Sukarno had ... wanted the declaration to be read at Ikada Plain, the large open field in the centre of Jakarta, but due to unfounded widespread apprehension over the possibility of Japanese sabotage, the venue was changed to Sukarno's house at Pegangsaan Timur 56.

- A. secondly
- B. finally
- C. lastly
- D. initially
- E. eventually

UNIVERSITAS ISLAM NEGERI
KIAI AJI ACHMAD SIDDIQ
JEMBER

(Appendix 17)



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor:B-0846/In.20/3.a/PP.009/02/2023

Sifat :Biasa

Perihal:**Permohonan Ijin Penelitian**

Yth. Kepala SMA Unggulan BBPT Darus Sholah

JL. MOH. YAMIN 25 , Tegal Besar, Kec. Kaliwates, Kab. Jember, Prov.
Jawa Timur

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

NIM : T20196181
Nama : DWI PUTRI INDAH SARI
Semester : Semester delapan
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai;The Use of the Round-table Technique to Improve students' Reading Comprehension at the tenth D Grade of SMA Unggulan BBPT Darus Sholah Jember; selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Ir. Hari Wahyono, M.P

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember,2 Agustus 2023

an. Dekan,

Wakil Dekan Bidang Akademik,



MASHUDI

(Appendix 16)

RESEARCH JOURNAL

Name : Dwi Putri Indah Sari
NIM : T20196181
Title : The Use of Roundtable Technique to Improve Students' Reading Comprehension at the Tenth Grade D of SMA Unggulan BPPT Darus Sholah Jember.

No	Day/Date	Activity	Ttd
1.	Decemember 2022	Preliminary research (Interview)	[Signature]
2.	January 2023	Preliminary research (observation)	[Signature]
3.	01 August 2023	The researcher gives the letter permit.	[Signature]
4.	02 August 2023	First meeting (the researcher implements the action).	[Signature]
5.	05 August 2023	Second meeting (the researcher implements the action).	[Signature]
6.	09 August 2023	Third meeting (the researcher implements the action).	[Signature]
7.	12 August 2023	The researcher gives a reading comprehension test to he students.	[Signature]
8.	14 August 2023	The researcher finish the study.	[Signature]
9.	02 September 2023	The researcher asks for a letter of research finishing.	[Signature]

Jember, 02 September 2023
Guru Bahasa Inggris
SMA Unggulan BPPT Darus Sholah Jember

[Signature]
Farida Ulfa, S.pd

(Appendix 17)

 YAYASAN PENDIDIKAN ISLAM DARUS SHOLAH
AKTA NOTARIS NO.5/1985
SMA UNGGULAN BPPT DARUS SHOLAH JEMBER
TERAKREDITASI "A" SK.NO.175/BAP-S/M/SK/X/2015
JL. MOH. YAMIN NO. 25 TEGAL BESAR KALIWATES JEMBER
TELP. 0331-326468 - EMAIL : kontak@smaubpptjember.sch.id NPSN: 20523840

SURAT KETERANGAN SELESAI PENELITIAN
Nomor : 114/A/SMA.U.BPPT.DS/IX/2023

Yang bertandatangan dibawah ini :

Nama : Ir. Hari Wahyono, MP
Jabatan : Kepala Sekolah
Instansi : SMA Unggulan BPPT Darus Sholah Jember

Dengan ini menerangkan bahwa ;

Nama : Dwi Putri Indah Sari
NIM : T20196181
Fakultas : Tarbiyah dan Ilmu Keguruan
Universitas : Universitas Islam Negeri KHAS Jember

Telah selesai melakukan penelitian pada tanggal 14 Agustus 2023 tentang "*The Use Roundtable Technique to Improve Students' Reading Comprehension at the Xd Grade of SMA Unggulan BPPT Darus Sholah Jember*"

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

Jember, 2 September 2023

Kepala Sekolah,

Ir. Hari Wahyono, MP

(Appendix 18)

CURRICULUM VITAE



Name : Dwi Putri Indah Sari

SRN : T20196181

Place, date of birth : Blitar, 24th of April 2001

Gender : Female

Address : Jatiroto, Lumajang, Jawa Timur

Faculty : Tarbiyah dan Ilmu Keguruan

Major : English Education

Email : d048365@gmail.com

Education Background

Kindergarten : TK Dharma Wanita Kaulon

Elementary School : SD Negeri Kaliboto Lor 16

Junior High School : SMP Negeri 1 Jatiroto

Senior High School : Madrasah Aliyah Syarifuddin