

**THE EFFECTIVENESS OF ROUND TABLE TECHNIQUE AS  
COOPERATIVE LEARNING TO IMPROVE THE SPEAKING ABILITY OF  
SECOND SEMESTER OF UIN ALAUDDIN MAKASSAR**



UNIVERSITAS ISLAM NEGERI  
**ALAUDDIN**  
MAKASSAR

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By:

**ARNI RITSNA GISMA**

Reg. Number: 20400112035

UNIVERSITAS ISLAM NEGERI  
**ALAUDDIN**  
MAKASSAR

**ENGLISH EDUCATION DEPARTMENT  
TARBIYAH AND TEACHING SCIENCE FACULTY  
ALAUDDIN STATE ISLAMIC UNIVERSITY  
MAKASSAR**

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## ABSTRACT

**Thesis Title** : **The Effectiveness of Round Table Technique as Cooperative Learning to Improve the Speaking Ability of Second Semester of UIN Alauddin Makassar**  
**Year** : **2017**  
**Researcher** : **Arni Ritsna Gisma**  
**Consultant I** : **Dra. Hj. St. Azisah, M.Ed. St., Ph.D.**  
**Consultant II** : **Indah Fadhilah Rahman, S.Pd.I., M.Hum.**

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This research aimed at finding out whether the use of round table technique was effective or not to increase the students' speaking ability. This research focused on students' speaking through procedures of round table technique. The speaking assessment items that presented were pronunciation, fluency, vocabulary, and accuracy. The study tried to answer the problem: "To what extent was the use of round table technique as the cooperative learning effective to improve speaking ability of second semester of UIN Alauddin Makassar?."

The research design was Quasi Experimental using "Non equivalent Control Group Design". It was conducted at the second semester students of UIN Alauddin Makassar. The class pointed to be the experimental class was PBI 1.2 which consisted of 20 students and the control class was PBI 3.4 which consisted of 20 students. The instrument of this research was speaking test including pre-test and post-test.

The data were analyzed using descriptive statistic (frequency, mean score, and standard deviation) and inferential statistic (independent sample t-test). The result of the data indicated that there was a significant difference between students' post-test in experimental class and controlled class. The mean score of post-test (66.7) in experimental class was greater than the mean score of post-test (43.6) in controlled class. The standard deviation of post-test (23.19) in experimental class was greater than the standard deviation of post-test in controlled class (12.9). From t-test, the researcher found that the value of t-test (3.91) was greater than t-table (2.021) at the level of significance ( $\alpha$ ) 0.05 with degree of freedom (df) = 38.

Based on the finding and discussion of the research, the researcher drawn a conclusion that the application of round table technique was be able to increase the students' speaking ability at the second semester student of UIN Alauddin Makassar.

## CHAPTER I

### INTRODUCTION

This chapter discusses the research background that leads to research problem, research objectives, research significance, research scope and definitions of operational variables.

#### *A. Background*

Nowadays, English becomes a very important language. It is an international communication tool. As an international language, it has commonly used in various aspects of life such as in culture, economics, business, politics, etc. Therefore, knowing and studying English become necessity for most people worldwide to communicate and to get information around the world.

In several country, English becomes a foreign language or a second language. In Indonesia, English is a foreign language. It is taught formally from elementary school up to university level. It means that English has been admitted as one of the foreign language subject that should be thought in Indonesian school. In other words, learning English is needed in Indonesia. Therefore, English is an essential subject to be learned at school in Indonesia.

Furthermore, mastering the language well, people need to learn four skills in language, they are listening, speaking, reading, and writing. From those skills, speaking is one of the language skills that must be learned by learners of English as a foreign language.

This course was designed as a tool of learning to improve basic competence in English speaking students. In this course, the emphasis was stressed on the pronunciation of English words is different as a strong foundation so that students were able to produce words of English are acceptable. Students were guided to be able to pronounce English words related to their personal life and surroundings as well as some functions of the ability to speak to those encountered in everyday life.

A number of language teachers concern to help their students in order to improve their ability to express spoken English. Moreover, those students were expected to obtain their interpersonal speaking competence in order to make them speak excellently and share well information. This case, the ability of exchanging information through face to face conversation is estimated as a significant way to do in order to make the information exchanged accurately and rapidly. Therefore, if the students have good comprehension in interpersonal speaking, they can easily transfer their views and minimize misunderstanding among them. Otherwise, they will be difficult to exchange their information if they are lack of interpersonal speaking ability. As the result, that conversation possibly comes to a black hole.

Guiding students to master in speaking exactly needs a lot of things including the teachers' learning strategies in the class, learning methodologies, and so on. The researcher decides to carry out interpersonal spoken English because either amount of problems related to the students' interpersonal speaking comprehension are detected or speaking itself has been become the most significant role in verbal communication.

Based on the preliminary study at the first semester students of English education department in UIN Alauddin Makassar, the researcher occasionally finds problems including a series of students do not have good confidence when they speak even in front of their classmates. Moreover, they lack both of motivation and vocabulary to speak. They also speak ungrammatically as well as they cannot pronounce words well. Thus, when they were invited to speak in front of the class they just say nothing. They seem closely afraid to talk, to speak, to pronounce the words, and to actualize ideas even they had many things on their mind. Unfortunately, those students no longer have interest to practice their speaking in front of the class.

The most causes of students' self confidence are poor to speak as well as they hardly practice their spoken English. This case, they are likely less in practicing their English nevertheless more in doing nothing useless. In addition, those students are afraid to speak either inside or outside the classroom. Therefore, they frequently feel down when they make mistakes because something error happening with their pronunciation. Furthermore, some of them no longer have good motivation and interest in learning English because they do not know yet the overall goal mastering spoken English.

A series of students' problems above are very prominent to solve. The researcher is apprehensive if those problems could not be solved rapidly. The students perhaps hate English as well as they will not learn speaking because they consider speaking as a difficult subject. It is possibly dangerous if a group of students regard like that. Actually, there are some ways used in improving students' speaking ability. Those

are by using discussion technique, role play, guessing game technique, task-based instruction, content-based instruction, debate technique, speaking board games, storytelling, cooperative learning through snowball throwing, and cooperative learning with talking chips model, jigsaw, and think pair share. In this case, a researcher would like to try a way used round table as an alternative way to improve students' ability in speaking.

Roundtable is a good cooperative structure and interactive activity to practice vocabulary, grammar, or even content. Students pass a paper around, adding an item according to the criteria you designate. In the roundtable cooperative learning model, each team member writes one answer on a piece of paper that is passed around a table. Roundtable is highly effective with creative writing and brainstorming activities. This structure encourages responsibility for the group and team building.

Based on all reason above, the researcher conducted a research entitle ***“The effectiveness of roundtable technique as Cooperative Learning to improvespeaking ability of secondsemester of UIN Alauddin Makassar”***.

#### ***B. Research Problem***

Based on the background, the problem statement formulated as following: To what extent was the use of round table technique as cooperative learning effective to improve speaking ability of second semester of UIN Alauddin Makassar?

### ***C. Research Objectives***

In relation to the problem statements above, the objectives of the research were: To find the extent was the use of round table technique as cooperative learning effective to improve speaking ability of second semester of UIN Alauddin Makassar.

### ***D. Research Significance***

#### ***1. Theoretical Significance***

The result of the research was expected to be useful reference for the English language teaching particularly for teachers in teaching speaking, for students, and for the researcher herself.

#### ***2. Practical Significance***

##### ***a. Significances for the students***

The researcher expected that the round table technique can bring all the students actively in mastering the material because they will work together and help one another to accomplish the goals perfectly.

##### ***b. Significances for the lecturers***

This research was expected to help the lecturers guiding their students in enhancing their students' speaking ability in general and their students' interpersonal speaking competence in particular. In addition, the researcher expects this research's result can give positive contributions for lecturers in teaching their subject in the classroom. The lecturers easily control their students and achieve the goals effectively. As the last, the lecturers will have additional experiences in teaching spoken English.

c. **Significances for the institution**

This research possibly brings positive impacts for the institution to solve problems and to obtain goals rapidly. As the result, the institution will produce alumnae who has excellent spoken English ability.

***E. Research Scope***

The scope of this research was improving students speaking ability by using round table technique at the second semester students of English Education Department at UIN Alauddin Makassar. Round table technique is one section of the cooperative learning strategy. The researcher evaluated the effectiveness of this strategy in speaking ability of the student. Some aspects that assessed in the speaking ability were pronunciation, fluency, vocabulary, and accuracy.





## ***F. Operational Definition of Terms***

For better understanding to the research, explanation about some technical terms based on the title will be explicated as follows:

### **1. Round Table Technique**

Roundtable discussion or meeting is one in which everyone can talk about things in an equal way. Moreover, roundtable described as a number of persons gathered together for conference, discussion of some subject, and often seated at a round table. Meanwhile, Kagan (1994: 6.34) defines roundtable technique is cooperative learning technique where the students take turn generating responses, solving problems, or making a contribution to project and sit in a round table.

### **2. Cooperative Learning**

Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. Students perceive that they can reach their learning goals if and only the other students in the learning group also reach their goals (Johnson, 1999).

Roger, Olsen and Kagan (1992) described that cooperative learning is group learning activity. It is organized in such a way that learning is based on the socially structured change of information between learners in groups in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.

### **3. Speaking Ability**

Brown (2004) state that:“Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy andeffectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test”.

Speaking is the product of creative construction of linguistic strings, the speaker makes choices of lexicon, structure, and discourse (Brown, 2004).

Moreover, speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Bailey, 2005).

From the above explanation it can be understood that speaking is the spoken communication consist of producing systematic and meaningful verbal utterance that used to deliver meaning and intention.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

The chapter was divided into four main sections, namely reviews of relevant research findings, reviews over some theories and concepts about the key issues in this research, theoretical framework and hypothesis

#### ***A. Some Previous Related Research Findings***

A number of researchers have already reported on their research about interpersonal speaking as well as cooperative learning. Some of those following findings were Herlina (2010:28) in her experimental research, *to improve the speaking ability toward English through direct method as a kind of cooperative learning*. As the result, she concluded that cooperative learning based on direct method was very effective, excellent, and good in teaching spoken English.

Furthermore, Sukirman (2010:22-23) conducted a study under the title *“to improve the ability of analyzing sentences in the fifth semester students of Arabic literature department (BSA) UIN Alauddin Makassar through cooperative learning based on jigsaw method.”* Consequently, teaching writing by using cooperative learning jigsaw approach was very interesting and useful in achieving his students’ ability and analyzing sentences as his research final result.

According to David and Roger (2002:10), cooperative learning is a successful strategy in which small teams, each with small teams, each with students of different level ability.

## ***B. Some Pertinent Ideas***

### **1. Speaking**

#### **a) Nature of Speaking**

Speaking is a mental process. The Nature of Speaking Johnson and Morrow (1981: 70) say that speaking which is popular with term ‘oral communication’, is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions at a speed of a high level. Richards (2008: 19) states that the mastery of speaking skills in English is a priority for many second language or foreign language learners. Consequently learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency. Cameron (2001: 40) says that speaking is the active use of language to



recognized as an interactive, social and contextualized communicative event. Speaking requires learners to be possession of knowledge about how to produce not only linguistically connect but also pragmatically appropriate utterances (Martinez Flor, 2006: 139). In brief, learners need to know how to use the language in context. Finnochiaro and Brumfit (1983: 400) propose that speaking means giving oral expression to thoughts, opinions and feelings in terms of talk or conversation.

To be able to do this, language learners should have sufficient knowledge of the sound, structure, vocabulary and cultural system of English language. The learners also have to think about the ideas they wish to express. They have to be able to articulate English sound well by changing the positions of lips, jaws, and tongue. Besides, the learners should be consciously aware of the appropriate functional expression as well as grammatical, lexical and cultural features needed to express the idea, the person to whom they speak and also the situation in which the conversation takes place. Lastly, the learners must have the abilities to change their direction of their thoughts on the basis of the person response.

Based on Thornbury (2005), knowledge that is relevant to speaking can be categorized either as knowledge of features of language (linguistic knowledge: knowledge of grammar and vocabulary) or knowledge that is independent of language (extralinguistic knowledge: topic and cultural knowledge, knowledge of context).

## b) Types of Spoken Language

Brown (2001: 251) suggests types of spoken language shown in

the following figure:

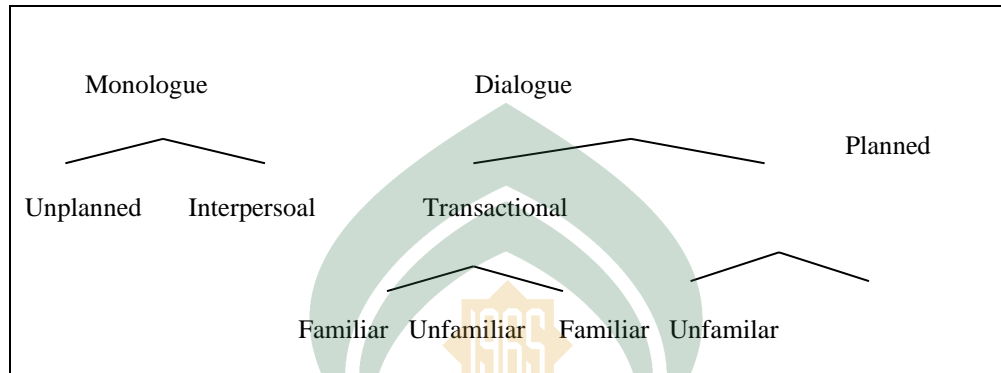


Figure 1: Type of Spoken Language

In monologues, when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcasts, and the like, the hearer must process long stretches of speech without interruption will go on whether unplanned, monologues differ considerably in their discourse structures. Planned monologues (such as speeches and other prewritten material) usually manifest little redundancy and are therefore relatively difficult to comprehend. Unplanned monologues (impromptu lectures and long “stories” in conversations, for example) exhibit more redundancy, which makes for ease in comprehension, but the presence of more performance variables and other hesitations can either help or hinder comprehension. Dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for whose purpose are to convey propositional or factual information (transactional).

Interpersonal relationship this case is defined as a long term association between two or more people. The association is based on emotions such as love, liking, and business interaction. Furthermore, interpersonal relations mostly take place in some contexts including family, marriage party, church, sport ground, competition, neighborhoods and other social group.

Furthermore, Houghton Mifflin (2000) explores interpersonal relationship as communication among people who talk and receive ideas one another. That means interpersonal relationship needs more attention to comprehend ideas or information between participants in order to conduct communication well and minimize misunderstanding surely. Thus, these are some following tips supporting interpersonal relationship well done as follows:

The first, lead your conversation in a full of grace and avoid egoism during talking. Let your conversation be always full of grace, and seasoned with salt, so that you may know how to answer everyone. That means the speaker and the listener need to pay attention in order to connect the point in their conversation process. In addition, Good relationships are more likely to develop when the speakers do not spend valuable time and energy grumbling and complaining about what bothers you. Nobody enjoys listening to a complainer, so examine the content of your speech and determine what you talk mostly. Then decide whether your words are full of grace. Therefore, avoid dominating the conversation as well as pressing your listener with too many words.

The second tip, try to conduct balance conversation; built your conversation up by turning and taking. You say a little, and then the other person responds. The other person says something, and then you respond like playing a game of tennis. You take turns hitting the ball back and forth over the net. Each person participates in a more or less balanced conversation.

The next tip, listen others quickly, speak to others slowly and avoid to be temperament. James (2000) formulates that being quickly to listen, being slowly to speak, and being slowly to become angry is general formulations to conduct interpersonal relationship well. This case listening quickly is essentially needed because almost people say that listening is 90% of communication. That is way, hearing is not the same as listening. Active hearing means we take an active role in communicating but active listening more requires the listener to care about what the other person is talking. The person, who actively listens, listens out of empathy and other centeredness, rather than self-centeredness. Active listening reminds us that communication is mostly about relationships not personality, and not simply an exchange of information. Therefore, build others up with your words and not tear anyone down is important in this section.

The last, avoid using coarse language and minimize saying offensive things. According to Ephesians (2004), do not ever let any unwholesome talk come out from your mouth during your communication. Thus, keep building others up based on their needs that it may benefit those who listen.



### **c) Criteria of Good Speaking Skill**

Speaking is not simply expressing something orally. However, the students need to acquire some speaking aspects to have a good speaking skill. As proposed by Brown (2001: 168), those aspects are pronunciation, fluency, vocabulary, and accuracy.

#### **1) Pronunciation**

Based on Longman Dictionary, pronunciation is the way a certain sound or sounds are produced. It covers the way for speakers to produce clear language when they speak. To make a successful communication happens, the speakers need to be able to deliver clear message for listeners. In speaking, teaching pronunciation including stress, rhythm, and intonation is very important.

#### **2) Fluency**

It means that fluent speaker should be able to speak quickly and automatically.

#### **3) Vocabulary**

Based on Longman Dictionary, vocabulary is a set of lexemes, consisting single words, compound words, and idioms that are typically used when talking something. To be able to speak fluently and accurately, speaker of foreign language should master enough vocabulary and has capability to use it accurately.

#### **4) Accuracy**

Accuracy is an ability to produce sentences or utterance with correct grammar as stated in Longman Dictionary. The speakers need to follow the rules of the language such as grammar and structure to be able to speak accurately.

#### **d) Teaching Speaking**

Scott Thornbury in Harmer (2010) suggests that the teaching of speaking depends on there being a classroom culture of speaking, and that classroom need to become 'talking classroom'. Teaching speaking is started at teaching the students how to speak in English as their foreign language, for then ask them to be able to pronounce the new language accurately. It's continued then to guide students to a point where they can begin to judge whether their sound productions are correct or not. At this point, teacher is no longer primarily to correct, but he or she is supposed to encourage students to practice speaking the target language. Meanwhile, teacher should be able to encourage students speaking some sounds, repeating, and imitating him/her. Finally, the students are required to be used to practice and do oral language.

### **2. Cooperative Learning**

#### **a) The Definition of Cooperative Learning**

Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning (Johnson, 1999: 9). Jacob, Power, and Loh (2002) assert that cooperative learning comprises principles and techniques for helping students to work together more effectively. Another definition suggested by Slavin (1995: 2) states that cooperative learning refers to a variety of teaching methods in which students work in small groups to help one another learn academic content. The higher level students will help lower-level ones to improve their understanding of the subject. The idea behind cooperative learning is that by giving a reward to a group rather than individual, the students will be

motivated to help one another to master academic materials. Each member of a team is responsible not only for learning the materials but also for helping teammates to understand the subject and complete the task given. Thus, it creates an atmosphere of achievements. In addition, a cooperative classroom increasingly emphasizes mediated learning. Mediation can be defined as facilitating, modeling, and coaching. Facilitating involves creating a rich environment and activity for linking new information to prior knowledge, providing opportunities for cooperative work and problem solving, and offering students several authentic learning tasks. Coaching involves giving hints or clue, providing feedback, redirecting students' effort and helping them in using the strategy. This is to provide them with right amount of help when they need it. The decision to include cooperative learning assignments in a course should be based on a careful examination of the course goal. For example, if students are expected to be able to apply theoretical knowledge to real world problems, or demonstrate decision making or problem solving, then it may be appropriate to finish it in a group work. The size of the classroom is an important element also that must be considered in applying cooperative learning. The number of students in each team must enable them to participate in their work. Individual accountability is essential to group success (Mandal, 2009).

## **b) The Principles and Advantages of Cooperative Learning**

Many principles have been proposed for cooperative learning. Below are some principles of cooperative learning proposed by different experts.

- 1) Heterogeneous grouping. The principle means that the groups in which students do cooperative learning tasks are mixed on one or more of a number of variables including sex, ethnicity, social class, religion, personality, age, language proficiency, and diligence (Jacobs, 2000).
- 2) Collaborative skills. Collaborative skills, such as giving reasons, are those needed to work with others. Students may lack these skills, the language involved in using the skills, or the inclination to apply the skills (Jacobs, 2000).
- 3) Group autonomy. This principle encourages students to look to themselves for resources rather than relying solely on the teacher. When students groups are having difficulty, it is very tempting for teachers to intervene either in a particular group or with the entire class (Jacobs, 2000).
- 4) Simultaneous interaction. In classrooms in which group activities are not used, the normal interaction pattern is that of sequential interaction, in which one person at a time, usually the teacher speaks. In contrast, when group activities are used, one student per group is speaking. In a class of 40 divided into groups of four, ten students are speaking simultaneously, i.e., 40 students divided into 4

students per group = 10 students (1 per group) speaking at the same time (Kagan, 1994).

- 5) Equal participation. A frequent problem in groups is that one or two group members dominate the group and for whatever reason, this impedes the participation of others. Cooperative learning offers many ways of promoting more equal participation among group members (Kagan, 1994).
- 6) Individual accountability. In a classroom, the team success depends on the individual learning of all team members. Accountability focuses the activity of the team members on helping one another learn and making sure that everyone in the team is ready for a quiz or any other assessment that students take without teammate (Slavin, 1995: 5).
- 7) Positive interdependence. When positive interdependence exists among members of a group, they feel that what helps one member of the group helps the other members. It is this “All for one, one for all” feeling that leads group members to want to help one another, to see that they share a common goal (Kagan, 1994).
- 8) Cooperative as a value. This principle means that rather than cooperation being only a way to learn, i.e., the how of learning, cooperation also becomes part of the content to be learned, i.e., the what of learning. Cooperation as a value involves taking the feeling of “All for one, one for all” (Jacobs, 2000).
- 9) Reward. It is very important to enhance students’ performance (Slavin, 1995). Language experts and researchers do not only explore the principles of cooperative learning, but also find the advantages of it. A good deal of research

has revealed a number of advantages in cooperative learning such as increasing student talk, more varied talk, a more relaxed atmosphere, greater motivation, more negotiation of meaning, and increasing amount of comprehensible input (Liang, Mohan and Early, 1998; Roger and Kagan, 1992). Other advantages of cooperative learning are described as follows:

- a) Promote students learning and academic achievement
- b) Increase students retention
- c) Enhance students satisfaction with their learning experience
- d) Help students develop skills in oral communication
- e) Promote students self- esteem
- f) Provide a shared cognitive set of information between students
- g) Motivate students to learn the material
- h) Provide formative feedback
- i) Develop social and group skills necessary for success outside the classroom
- j) Promote positive interaction between members of different cultural and socio-economic groups (Slavin, 1995; Kagan, 1994).

### c) **Cooperative Learning Methods**

According to Johnson, Stanne and Geribaldi (1990), cooperative learning is actually a generic term that refers to numerous methods for organizing and conducting classroom instruction. Many teachers use cooperative learning in so many different ways that the lists of methods are impossibly explained in this literature review. Here are some class activities in cooperative learning cited from Mandal (2009).

#### 1) Jigsaw

A group of five is set up and each member of groups learns different material. This is called as origin group. Then everybody who is from the origin group will get together with the expert group consisting of students who will talk the same material. After discussing with the expert group, each member of group gets back to the origin group to teach about the material he has been discussed with the expert group.

#### 2) Think- Pair- Share

The teacher gives the students questions and let them think about the answer. She then asks the students to share their ideas with a partner. This task gives them opportunity to collect and organize their thoughts. In the end, the pair shares their responses with other pairs.

### 3) Three- step interview

Students interview each other in pairs during the first step. They then switch their roles as an interviewer and an interviewee. The final step is that members share their partner's response with the team. Interview is used to gain competence in speaking, listening and summarizing.

### 4) Team- Pair- Solo

Students do problem first as a team then with a partner, and finally on their own. It is a good design to motivate the students to solve the problems which are beyond their ability.

### 5) Numbered Heads Together

A team of four is established. Each member is given numbers of 1, 2, 3, 4. Questions are asked to the group. Groups work together to answer the question so that all can verbally answer the question. The teacher calls out a number (two) and each two is asked to give the answer.





### **3. Round Table**

#### **a. Definition of Round Table**

Round table is a form of academic discussion. Participants agree on a specific topic to discuss and debate. Each person is given equal right to participate, because of the circular layout usually used in round table discussion. This technique requires each student in a group to have input. Each student has a copy of the questions, etc., but mark only on a “master” response sheet that includes a space for an individual response and space for a group response. The master sheet is passed from one student to another with each person reading a question and responding to the problem, question or situation. The responder reads his/her answer to the group and gives an explanation for the response. The student then writes his/her name next to the response. After this down, students discuss the answer and write a group response, if the group answer is different from the first answer. If a student does not have the answer to the situation, problem, or question, no response is written, but the student writes his/her name in the space. The group can then write its response in the group response section.

It is generally defined that round table is a technique useful for brainstorming, reviewing, or practicing a skill. Students use a single sheet of paper and pen for each group. Students in the group respond in turn to a question or problem by stating their ideas aloud as they write that on the paper. It is important that the ideas be vocalized for several reasons: (a) silence in a setting like this is boring, rather than golden; (b) other team members need to be reflecting on the thoughts; (c) variety results because teammates learn immediately that someone has come up with an idea they know now not to repeat; and (d) hearing the responses said aloud means that students do not have to waste valuable brainstorming time by

reading the previous ideas on the page. Team members are encouraged not to skip turns, but if their thoughts are at a standstill, they are allowed to say “Pass” rather than to turn the brainstorm into a brain drizzle. Thus, there is almost universal participation in round table. Round table is most effective when used in a carefully sequenced series of activities. The brainstorming can reinforce ideas from the reading or can be used to set the stage for upcoming discussion. Students, for example, could identify the characteristics of an effective leader or the attributes of terrorism before these topics are formally introduced.

In round table, the multiple answers encourage creativity and deeper thinking. This activity builds positive interdependence among team members because of the shared writing surface, but more importantly, it builds team cohesion and reinforces the power of teamwork because students see in action the value of multiple viewpoints and ideas.

#### **b. Implementing Round Table**

Round tables may appear complex at first, but with careful introduction, teachers can implement them with great success.

*Step 1.* The teacher introduces round tables in general, explaining their purpose and generating enthusiasm for the activity.

*Step 2.* The teacher explains each role in detail. The most effective way to introduce each role is for the teacher to model it, so students have a clear idea of what is expected of them and have a concrete example to look back on. Introducing all five roles at once would be overwhelming for students; so teachers should present and focus on each role individually, introducing two roles per class period at the most. This means that introducing round tables may take three to four periods, but only about fifteen minutes per class. As the roles are

revealed, it is important to remind students that when they do round tables they will only be presenting to their small groups, in a low-stakes, comfortable environment, and they will focus on only one role for each round table. This is also an appropriate time to introduce other skills that will be used throughout the activity, such as common linguistic forms for presentations, presentation skills, and strategies for creating an effective speech outline. Once these skills have been introduced, students continue practicing them throughout each of the round table roles.

*Step 3.* The teacher introduces the Note-Taking Sheet, Peer Evaluation Form, and the tally sheets. According to Lazaraton (2001), providing listeners with a task to complete helps them focus their listening, encouraging active listening and providing motivation throughout the activity. During round tables, students complete the Note-Taking Sheet. This sheet allows students to practice and improve their note-taking skills while listening to their group members' presentations and helps them to prepare a question to ask during the ensuing discussion. In addition, students complete the Peer Evaluation Form, which is a low-stakes way to evaluate their peers' presentation skills, e.g., eye contact, volume, or gestures. At the end of each round table, students distribute these evaluations to their peers. This evaluation is not graded by the teacher; rather it is used to raise awareness of presentation skills and to help students to become their own self-monitors. Self-monitoring has been emphasized in instruction as part of learners' taking responsibility for their own learning. It provides students with the opportunities and the strategies to continue their learning beyond the classroom. Practicing peer evaluation also assists students in recognizing effective presentation skills, both for their peers and for themselves. It is useful to introduce the Note-Taking Sheet and Peer Evaluation Form early on, so that students can practice taking notes

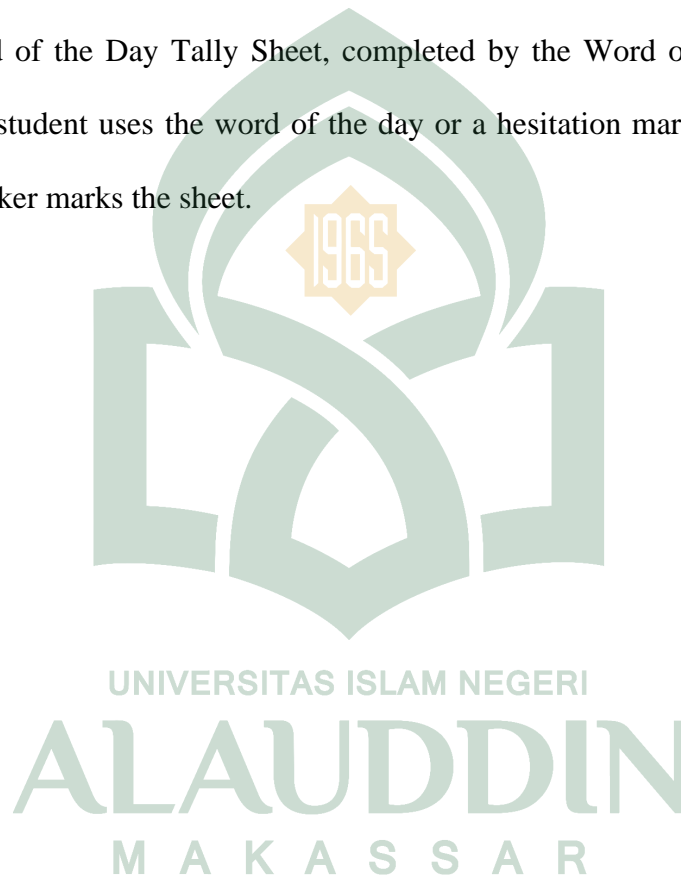
and evaluating the teacher during the sample presentations. This is also the time to introduce the tally sheets:

a) Participation Tally Sheet, completed by the Facilitator:

each time a student participates in any way in the discussion, the Facilitator marks the sheet.

b) Word of the Day Tally Sheet, completed by the Word of the Day Speaker:

each time a student uses the word of the day or a hesitation marker (e.g., umm, err, uh), the speaker marks the sheet.



*Step 4.* The teacher forms student groups, and each group chooses a group name and fills out the Schedule. While scheduling may seem complex, it is actually quite simple as students begin by only signing up for round table 1. Once students have chosen their first role, they rotate through each of the roles in order. It is very important for students to write these dates and their roles in their calendars as it is their responsibility to prepare for their speeches before class. Finally, the teacher collects the schedule and affixes it to an A4-sized envelope, for easy organizing of each group's papers. The teacher brings these envelopes containing all the materials the group needs to each round table, and the students submit all their materials in the same envelope.

*Step 5.* Students begin round tables. During the first round table it is useful for the teacher to circulate among the groups to ensure that students understand their tasks and roles, to remind the Facilitator and Word of the Day Speakers to use their tally sheets and give a report at the end, and to check that presentations are appropriate to the roles. While this first round table is slightly confusing for the students, ensuing round tables are much smoother, as students become familiar with the format and the procedure. Once students become accustomed to the process, round tables are 45 to 60 minutes of student-led interaction. During these subsequent round tables, the teacher's role is to circulate and listen in on presentations, offer questions during the question-and-answer sessions, and take notes to assist in providing feedback.

Assessment of round tables is based on student preparation and engagement, as noted by the teacher while circulating during each round table, as well as the student Note-Taking Sheet. Teachers grade the Note-Taking Sheet for completion and effort and combine this with their observations to determine students' grades. As multiple round table groups are presenting simultaneously, it is difficult for teachers to accurately assess each student's

individual performance. However, experience has shown that students find round tables intrinsically motivating, meaning that rarely are group members unprepared. One option to increase individualized student feedback is for a teacher to choose one group per round table and provide that group with more focused feedback.

It is extremely important for students to understand the importance of attending and being prepared for their round table presentations; however, teachers should also be prepared for absences. For occasions when a student is absent, one easy and practical contingency plan is to prepare extra impromptu speech topics. Students can volunteer for extra presentation practice, or these topics can be used as discussion prompts.

*Step 6.* At the end of the semester, students complete a round tables reflection form which asks them to reflect on their experience, what they've learned, and how their presentation skills have changed. This also provides the teacher with useful feedback on how round tables worked in their classroom.

### **c. Benefits of Using Round Table**

Setting up round tables at the beginning of the semester is complex and requires class time. However, the benefits of round tables justify this initial effort. The numerous benefits include:

- a) strengthening classroom relationships
- b) integrating listening and speaking skills
- c) building confidence and speaking fluency
- d) improving student autonomy

- e) using class time efficiently
- f) providing students with multiple opportunities to speak throughout the semester

Round tables create a strong sense of community as each group learns and shares together. Students share personally relevant topics, giving insight into each student as an individual outside of the English classroom. By developing stronger relationships within the classroom, students are more likely to feel comfortable practicing their language skills and, therefore, are more likely to improve their linguistic skills.

Round tables require students to consistently integrate their listening and speaking skills, which is one of Brown's key principles (1994). Every student in the group is expected to actively participate through taking notes, presenting, and asking and answering questions. Round tables provide a perfect opportunity for students to comprehend the relationship between listener and speaker and to practice both roles.

Round tables also build confidence as students practice presentation skills in a low-stakes, friendly environment. The familiar format and community allow students to feel comfortable to take on new linguistic challenges. Both the actual presentations and the informal question-and-answer discussions at the end of each presentation improve fluency, especially as students feel more confident to share ideas and opinions within their supportive community. As explained by Nation and Newton (2009), encouraging students to negotiate with each other improves communication and is good for second language acquisition. By participating in engaging and thoughtful follow-up question-and-answer sessions at the end

of each presentation, students negotiate with their group on a regular basis, thus improving their language, critical thinking skills, and confidence in actively engaging with each other.

Round tables are completely student-led and utilize class time efficiently. After the teacher-fronted introduction and the teacher-guided first Round table, the students control everything. This encompasses everything from the structure (i.e., when to start and end a discussion) to the student-driven speech content, as recommended by Lazaraton (2001). In addition, Round tables are an efficient use of class time when compared to individual presentations. During Round tables, one person in every group is presenting at the same time, meaning that many students are giving simultaneous presentations. Furthermore, because students work in small groups, the post-presentation discussion time is very interactive and productive. Finally, students are excited to share topics that are personally thought-provoking to them, and they are genuinely interested in their peers' speeches.

### ***C. Theoretical Framework***

The theoretical framework underlying in this research is given in the following diagram:

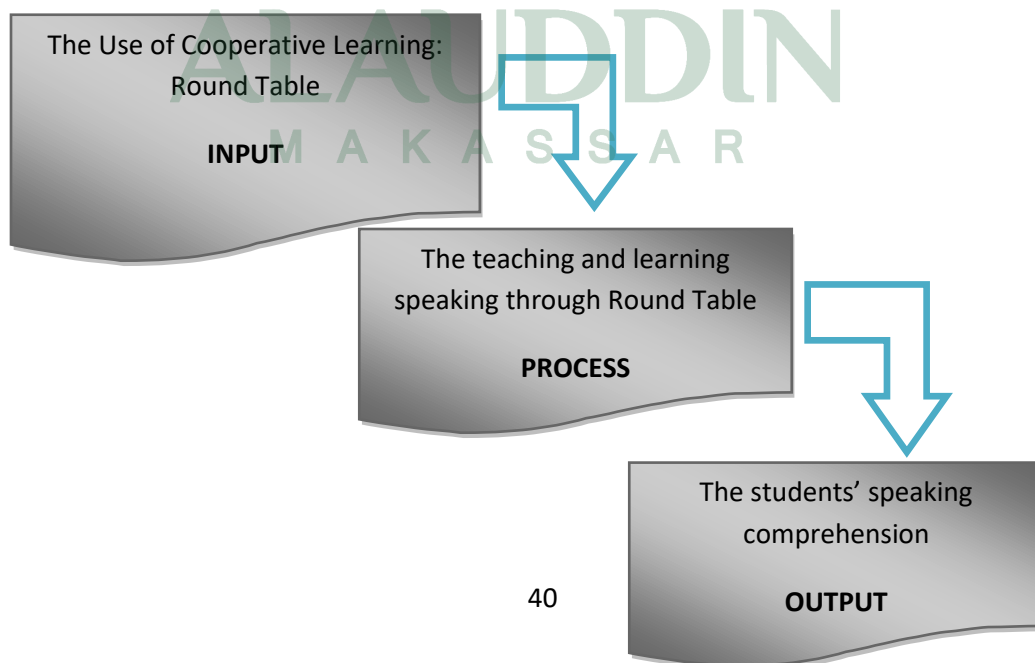




Figure 2. Theoretical Framework

Cooperative learning is designed to be implemented in English teaching and learning process including speaking. The concept of cooperative learning which gives priority to students' involvement and cooperation during the teaching and learning process gives benefits for them to improve their learning motivation, independence, and social skills. In a group, the students work together and have discussion in order to solve the problem. Therefore, through cooperative learning, the interaction between the teacher and the students and among the students can be improved too. Cooperative learning also helps the teacher to create enjoyable atmosphere which can maximize the effectiveness of teaching and learning process. In teaching and learning process of speaking, cooperative learning can arouse students' involvement. It encourages the students to actively involved in classroom activities. It creates a learning atmosphere which is full of encouragement and positive relation among the group as well. During the learning process, students are led to help each other in group. They also motivate and encourage each other to make maximum effort in performing their tasks. This way, students share responsibility to do the best both for themselves and their group. They will have their own responsibility for the success of their group. It hopefully improves the students' ability to speak English.

**D. Hypotheses**

**H1:** The application of roundtable technique as cooperative learning was effective to improve speaking ability of second semester of UIN Alauddin Makassar.

**H0:** The application of roundtable technique as cooperative learning was not effective to improve speaking ability of second semester of UIN Alauddin Makassar.



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## CHAPTER III

### RESEARCH METHOD

This chapter explains the research tradition or paradigm used to reveal the focus issues in this research. It contains research design, population, sample, variables, instrumentations, data collection procedures, data analysis techniques and statistics procedures employed in this research.

#### A. *Research Design*

The research design applied in this research was Quasi-experimental which applied the Nonequivalent Control Group Design with Pre-test and Post-test. Sugiyono (2014) stated that in this design, there were two groups which were chosen randomly. Two groups were given pre-test to find out whether or not there was a difference between the experimental group and control group in the initial condition, then in the experimental group was given a treatment and the last both of group were given post-test. The design as follows:



<i>Experimental Class</i>	$O_1$	X	$O_2$
<i>Control Class</i>	$O_3$		$O_4$

Where:

X = treatment

$O_1, O_3$  = pre-test

$0_2, 0_4 =$  post-test

(Sugiono, 2014: 116)

## ***B. Research Variable***

Independent variable of this research was represented in round table technique as cooperative learning and dependent variable was represented in the second semester student of English education department of UIN Alauddin Makassar.

## ***C. Research Participant***

### **1. Population**

Sugiyono (2014) said that population was the generalized composed of the object/subject that had certain qualities and characteristics determined by the researcher to learn and then drawn the conclusion.

The population of this research is the second semester student of English education department of UIN Alauddin Makassar, academic year 2016-2017 which consisted of 107 students.

### **2. Sample**

Sample was the representative of the population. Sugiyono (2014) stated that sample was the part of the number and characteristic that was possessed by the population.

The method used by researcher in taking sample in this research was purposive sampling technique. It was the way to determine sample by certain judgment (Sugiyono, 2014: 124).

The researcher chose two of the registered classes of the second semester students of UIN Alauddin Makassar to be the sample of the research. The number of respondents chosen to be the sample was 20 students each class. One class was the experimental class in PBI 1.2 and the other was the controlled class in PBI3.4. The researcher chose both of those classes because the PBI 1.2 was the researcher's friend that she had interviewed on the preliminary study on the background, so it made the researcher easily to manage the classes.

#### ***D. Research Instrument***

##### **Speaking test**

The instrument of this research was speaking test. The test would be done in two section. The pre-test was used to see the students' prior knowledge on speaking which given before treatment, while the post-test was used to know the improving students' speaking ability after the treatment. In the speaking test, the researcher used some pictures to do this research. The picture used was full of colors and relationship with the around life. So the student could describe orally. The researcher used the same both of pre-test and post-test.



### ***E. Data Collection Procedures***

The procedure of collecting data in this research as follows:

#### **1. Pre-test**

Pre-test is a test which was given before the treatment. It was given both of the experimental and controlled group class. It aims to equate the initial capabilities of two different groups.

#### **2. Treatment**

After given pre-test, the experimental class was given treatment which was applied round table techniques. Treatment is the action to overcome the problem in the class by applied method or approach.

#### **3. Post-test**

After giving the treatment, both experimental and control class were given post-test. It is used to measure whether the use of round table techniques was effective to improves students' speaking ability of the secondsemester of English educationdepartment of UIN Alauddin Makassar.



***F. Data Analysis Techniques***

In this research, there are two kinds of data obtained. They are qualitative and quantitative data. Quantitative data analyzed by using this formula:

1. The formula used to checked students' score both pre-test and post-test wa:

$$P = \frac{F}{N} \times 100\%$$

Notation:

P = Percentage

F = Frequency

N= The total of the participant

2. Then, students' score will be classified using:

Table 3.1 students' score classification

Scale	Classification
95 -100	Excellent
85 – 94	Very good
75 – 84	Good
65 – 74	Fairly good
55 – 64	Good

45 – 54	Poor
0 - 44	Very poor

(Depdikbud: 1985)

3. The researcher calculated the mean score by applying the formula:

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

Where:  $\bar{X}$  = Mean Score

$\sum x$  = the sum of all score

N = the total number of subjects

(Riduwan,2013: 102)

4. The researcher calculated the standard deviation with the formula:

$$SD = \sqrt{\frac{SS}{N}}, \quad \text{where} \quad SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

Where:

SD = standard deviation

SS = the sum of square

N = total number of the subjects

$\sum X^2$  = the sum of all square; each score is squared and all the squares are added up

$(\sum X)^2$  = the square of the sum; all the scores are added up and the sum is square, total.

(Sukardi, 2012: 88)



5. Finding out the difference post-test score between students in experiment and control group with the formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

t = test of significance

$\bar{x}_1$  = mean score of experimental group

$\bar{x}_2$  = mean score of control group

SS<sub>1</sub> = sum square of experimental group

SS<sub>2</sub> = sum square of control group

n<sub>1</sub> = number of students of experimental group

n<sub>2</sub> = number of students of control group

(Sukardi, 2012: 90)

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter particularly presents the findings of the research which are presented as data description, and the discussion of the findings reveals argument and further interpretation of the findings. In this chapter, the researcher analyzed the data consisting of the result of pre-test and post-test either in experimental class or control class.

#### *A. Findings*

The findings of the research were based on the results of the data analysis. The data analysis was used to collect data. The test consisted of pre-test and post-test. The pre-test was given to find out the students' background knowledge on speaking before presenting round table technique, and the post-test was given to find out the enhancement of the students' speaking ability after giving the treatment.

#### **1. The Classification of Students' Pre-test and Post-test Scores in Experimental Class**

The following table showed the distribution of frequency and percentage of final score of students' speaking ability at the second semester student of UIN Alauddin Makassar in pre-test and post-test in experimental class.

**Table 1**

The distribution of frequency and percentage score of experimental class in pre-test and post test

No.	Scale	Classification	Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1.	95 – 100	Excellent	0	0%	1	5%
2.	85 – 94	Very Good	0	0%	6	30%
3.	75 – 84	Good	0	0%	2	10%
4.	65 – 74	Fairly Good	2	10%	3	15%
5.	55 – 64	Fair	10	50%	3	15%
6.	45 – 54	Poor	1	5%	1	5%
7.	0 – 44	Very Poor	7	35%	4	20%
<b>Total</b>			<b>20</b>	<b>100%</b>	<b>20</b>	<b>100%</b>

Table 1 above showed the rate percentage score of experimental class in pre-test and post-test from 20 students. In the pre test, none of the student got excellent, very good, and good scores. Only 2 students (10%) got fairly good score, 10 students (50%) got fair score, 1 student (5%) got poor score, and 7 students (35%) got very poor score. While, in the post-test showed that there were 1 student (5%) got excellent score, 6 students (30%) got very good score, 2 students (10%) got good score, 3 students (15%) got fairly good score, 3 students (15%) got fair score, 1 student (5%) got poor score, and 4 students (20%) got very poor score.

Based on the result above, it can be concluded that the rate percentage in post-test was greater than the rate percentage in pre-test.

## 2. The Classification of Students' Pre-test and Post-test Scores in Controlled Class

The following table showed the distribution of frequency and percentage of final score of second semester student of UIN Alauddin Makassar in pre-test and post-test in controlled class.

**Table 2**

The distribution of frequency and percentage of controlled classscore in pre-test

No.	Scale	Classification	Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1.	95 – 100	Excellent	0	0%	0	0%
2.	85 – 94	Very Good	0	0%	0	0%
3.	75 – 84	Good	0	0%	0	0%
4.	65 – 74	Fairly Good	0	0%	2	10%
5.	55 – 64	Fair	1	5%	2	10%
6.	45 – 54	Poor	4	20%	5	25%
7.	0 – 44	Very Poor	15	75%	11	55%
<b>Total</b>			<b>20</b>	<b>100%<sup>^</sup></b>	<b>20</b>	<b>100%</b>

Table 2 showed the rate percentage score of controlled class in pre-test and post-test from 20 students. In the pretest, none of the student got excellent, very good, good and fairly good scores. Only 1 student (5%) got fair score, 4 students (20%) got poor score, and 15 students (75%) got very poor score. While in the post-test above showed, none of the students got excellent, very good, and good scores. There were 2 students (10%) got fairly good score, 2 students (10%) got fair score, 5 students (25%) got fair score, and 11 student (55%) got poor very poor score. Based on the table 2, it can be concluded that the rate percentage in post-test was lack greater than the rate percentage in pre-test

### 3. The Mean Score and Standard Deviation of Experimental Class and Controlled Class in Pre-test and Post-test

After calculating the result of the students score, the mean score and standard deviation of both classes can be presented in the following table:

**Table 3**

The mean score and standard deviation of experimental class  
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and controlled class in post-test

Class	Pre-test		Post-test	
	Mean Score	Standard Deviation	Mean Score	Standard Deviation
Experimental	47.6	16.5	66.7	23.19
Controlled	25.1	15.6	4.6	12.9

The table above showed that, the mean score of experimental class in pre-test was (47.6) and the standard deviation of experimental class was (16.5), and the mean score of controlled class in pre-test was (25.1) and its standard deviation was (15.6). While the mean score of experimental class in post-test was (66.7) and the standard deviation of experimental class was (23.19), and the mean score of controlled class in post-test was (43.6) and its standard deviation was (12.9). It can be concluded from both of the tests; the experimental class gained the greater mean score than the controlled group.

The significant score between experimental and controlled class can be identified by using t-test. The result of t-test can be seen in table 6 as follows:

**Table 4**

Distribution the value of t-test and t-table

Variable	t-test value	t-table value
Posttest	3.91	2.021

The table above showed that t-test value was greater than t-table. The result of the test showed there was significant difference between t-table and t-test ( $3.91 > 2.021$ ), it means that, t-table was smaller than t-test.

The result of the t-test statistical analysis showed that there was significant difference between the experimental class who got treatment by using round table technique with controlled class who got treatment by their teacher. The statement was proved by the t-test

value (3.91) which was higher than t-table value (2.021), at the level of significance ( $\alpha$ ) 0.05 and the degree of freedom (df) 38.

## ***B. Discussion***

In this research, several things have been deduced. First, for both classes, they were inclined to have similar problem; some students avoided subjects that they did not prefer, they depended on teacher a lot, they were not confidence to speak and talk or showed their individual skill. In addition, researcher divided into two class, first class as experimental class which given a treatment with round table technique and the second class as controlled class without a treatment.

Round table technique is a suitable method applied in the classroom in teaching speaking at second semester student of UIN Alauddin Makassar. The result of this research showed that this method have influence on improving students' speaking ability. Round table technique is a method that designed for giving student a skill to overcome the problems. So that, they become addicted to learn more and increased students' speaking.

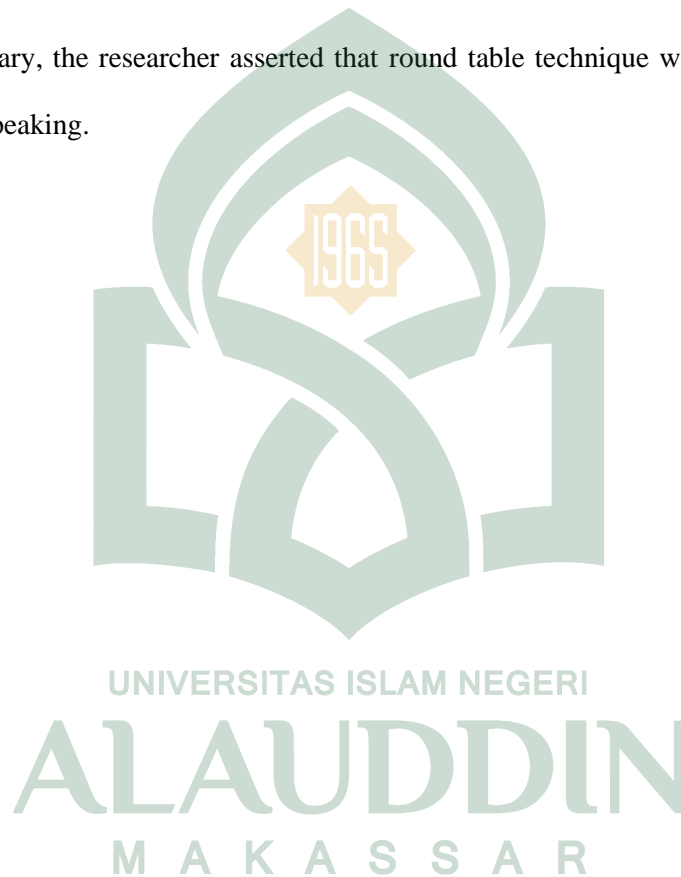
Analysis of the mean score gap in the post-test between the experimental and controlled ensured if the method used was effective. The mean score of the experimental class was 81,9 and 79,1 for controlled class. The explanation of the gap between the two classes indicates that the experimental class showed high increasing than the controlled class.

Analysis of the mean score gap in the post-test between the experimental and controlled ensured if the technique used was effective. The mean score of the experimental class was 66.7 and 43.6 for controlled class. It means the gap of the students' score of the experimental

and controlled class was 22.5. The explanation of the gap between the two classes indicates that the experimental class showed high increasing than the controlled class.

To sum up, based on the the result of this study, which showed the students' scores were much higher after the treatment in experimental class using round table technique,the use of round table techniquefor teaching speaking was surely beneficial to increase students' ability.

In summary, the researcher asserted that round table technique was important to apply on teaching speaking.





## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusions as well as few suggestions of this study. Suggestions are taken based on findings and conclusions obtained in this research.

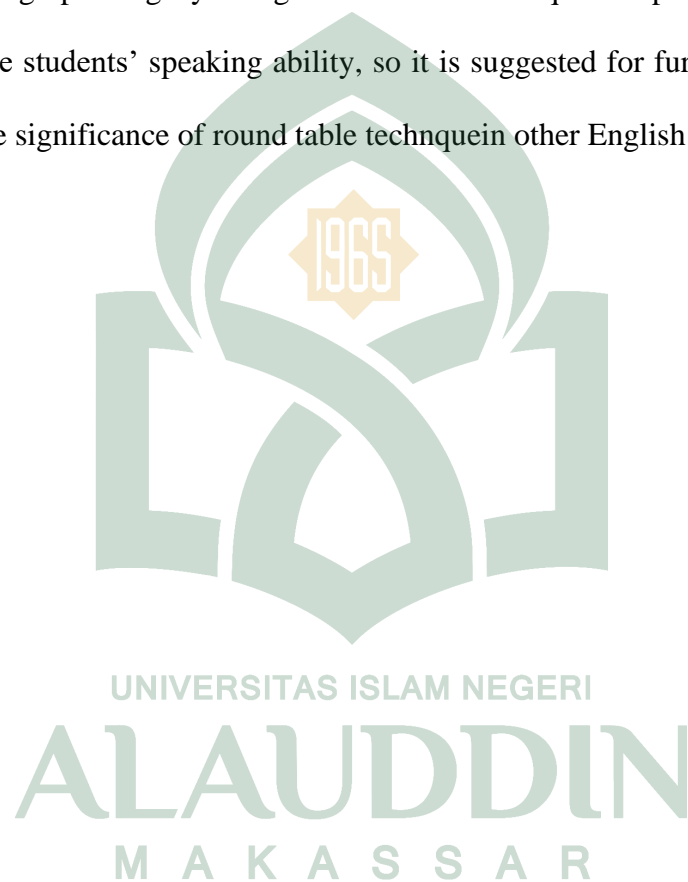
#### *A. Conclusion*

Based on the result of the data analysis, research findings, and discussion in the previous chapter, the researcher concluded that the students' mastery on speaking increased to a greater extent through applying round table technique in the class. The total score of students in experimental class in the post-test was 1335 and 872 for controlled class. In addition, the mean score in post-test for experimental class was 66.7 and 43.6 for controlled class. The data above showed that students' mastery in experimental class was higher than in controlled class. The t-test for both classes in post-test was 3.91 compared to the t-table with 2.021 for level significance ( $\alpha$ ) 0.05 with degree of freedom (df) = 38. Since the score of t-test was larger than the score of t-table, null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_1$ ) was accepted. It means that the application of round table technique increased the students' mastery on speaking at the second semester students of UIN Alauddin Makassar.

## ***B. Suggestions***

Considering the conclusion above, the researcher puts forward some suggestions as follows:

1. Round table technique is suggested to use for teacher as an alternative technique to increase the students' mastery on speaking.
2. Teaching speaking by using round table technique was proven beneficial to increase the students' speaking ability, so it is suggested for further researcher to find out the significance of round table technique in other English skills elements of language.



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