THE USE OF ROUNDTABLE AND THINK PAIR SHARE TECHNIQUE TO IMPROVE STUDENTS’ READING COMPREHENSION

(A Classroom Action Research in the Third Grade Students of SMK Saraswati Salatiga in the Academic Year of 2015/2016)

GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I)

English Education Department of Teacher Training and Education Faculty
State Institute for Islamic Studies (IAIN) Salatiga

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2015
DECLARATION

In the name of Allah, The Most Gracious and Most Merciful

Hereby, the writer declares that this Graduating Paper is written by the writer herself. This paper does not contain any materials which have been published by other people and it does not cite any other people’s ideas except the information from the references.

In addition, this declaration is written by the writer to be understood.

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ATTENTIVE COUNSELOR’S NOTE
Case: Titik Muarivah’s graduating paper

Dear,
Dean of Teacher Training and Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Titik Muarivah’s graduating paper entitled THE USE OF ROUNDTABLE AND THINK PAIR SHARE TECHNIQUE TO IMPROVE STUDENTS’ READING COMPREHENSION (A Classroom Action Research in the Third Grade Students of SMK Saraswati Salatiga in the Academic Year of 2015/2016), I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

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• A BIG JOURNEY ALWAYS COMES FROM SMALL STEPS

• INNA MA’AL ‘USRI YUSRON
   Verily, with every difficulty is relief
   (Q.S. Al Insyirah verse 6)
DEDICATION

This graduating paper dedicates to:

1. My Lord, Allah SWT... Thanks Allah for giving me spirit and healthy in my life, especially to finish this graduating paper.

2. My beloved father and mother (Bapak Tahrur and Ibu Soimatun) who always give me everlasting love, spirit and inspiration, so that the writer can finish her study. Thanks a lot for your praying and guidance.

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6. My colaborate of research Mahmud Hasan

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9. My beloved friend M. Syaifudin

10. All of my beloved people who cannot be mentioned one by one.
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12. All my friends and others who cannot mentioned one by one.
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Wassalamu"alaikum Wr.Wb.

Salatiga, August 24th 2015

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ABSTRACT


The aims of this research are (1) to find out that the use of roundtable and think pair share (TPS) techniques improve reading comprehension of the third grade students of SMK Saraswati in the academic year of 2015/2016 (2) to know that the use of roundtable and think pair share technique give significant improvement to reading comprehension of the third grade students of SMK Saraswati in the academic year of 2015/2016? This research used Classroom Action Research (CAR). The subjects of the research were thirty six students of the third grade students of SMK Saraswati Salatiga. It is conducted in two cycles. Each cycle consists of planning, action, observation and reflection. The findings of the research are: The mean of pre-test I 80.97 and the mean of post-test I 86, the mean of pre-test II 77.22 and the mean of post-test II 85.27. T-calculation results shows that the T-calculation of cycle I is 4.13, in cycle II 7.96. Based upon the findings and the analysis of the data above the writer can conclude that uses Roundtable and Think Pair Share Technique the students’ reading comprehension can increases from pre-test to post-test.

Key word: Reading Comprehension, Roundtable, Think Pair Share.
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CHAPTER I
INTRODUCTION

A. Background of the Study

All of us read everyday but people have different purpose when they reading, for example they read to get some information from newspaper, magazines, books and so on. But also they read to make fun, and to spend their time when they have spare time. When they reading just for fun, the readers do not pay attention about the text because they read just for fun. They feel that reading for fun is more interesting. Different with they who want to read to get some information or reading material they must give full attention to get reading comprehension. Through their habit they can improve reading comprehension.

Deborah and Nancy (2004 : 5) reading is an active process that depends on both author’s ability to convey meaning using words and your ability to create meaning of them. To read successfully, the reader need to constantly connect what the reader already know about the information to the words the author has written. Reading is one of important skills in English that need good comprehension. In reading comprehension the teacher has to have minimize reading difficulties and maximize comprehension. Problem mostly occurs to the students are when they reading book they feel difficult to understand the meaning of the text. It can cause the students lack of vocabulary and lazy to reading. In senior high school still facing difficulties in reading comprehension. That problem can impacts to the reading score and made bad score. Reading comprehension is very important to the students if they want to study deeply about reading text.

There are many factors that can cause of reading comprehension. First is lack of vocabulary, when the students read a text the level of reading comprehension still less. It can cause the students lazy to look up the meaning of difficult words in the dictionary and could not remember the meaning of words.
Second is grammar, sometimes the students ignore the grammar of reading text. In act grammar is important too in reading text, because with grammar students be able to develope writing skill and reading skill. Than the students be able to translated the mother tongue to other language, for example from Bahasa into English language. In learning process reading comprehension is very important, because students must find the mind idea, know the contents and students can conclude the text. But in fact many students can’t do it, they just read like skimming without pay attention in pronounciation of vocabulary and grammar.

Another factor is teaching method, most of teachers usually just give an ordinary technique in reading text. They have difficulties to find the best technique in reading comprehension. There is no variation technique that use teacher to teach reading comprehension. Students just try to understand the text by themselves. It will make students more difficult to understand the reading text. Sometimes they need a friend or partner to ask and share about the text. Jack (2001 : 99) in any istitusion, teachers may vary according to the following dimension: language proficiency, teaching experience, skill and expertise, training and qualifications, morale and motivation, teaching style, beliefs and principles. So the teacher should mastering the dimension to get good communication with the students and get result in teaching.

Based on the interview with an english teacher on Friday, August 28th 2015 at 09.30 am most of students in third grade students of SMK Saraswati are not interested in reading english text. They do not know the meaning and their vocabulary still less, it make students difficult to understand about the text. They still confused to get the information in reading text. Sometimes when they read the text without picture they feel bored in reading english text, especially in uninteresting topic and the text too long. So the students too difficult to comprehend.
There are many ways to solve the problems. One of them is by improving the use of teaching method learning. The method are Roundtable and Think Pair Share technique.

According to Kagan (1992: 10) roundtable is a simple cooperative learning structure which can be used with any subject matter. Roundtable is the most often used at the beginning of lesson to provide a content related teambuilding activity. Roundtable is a cooperative learning structure useful for brainstorming, reviewing, or practicing a skill, uses a single sheet of paper and pen for each cooperative learning groups.

Kagan (1992: 11) states that TPS, a problem is posed. Students have time to think about it individually, and then they work in pairs to solve the problem and share their ideas with the class. Sometimes students are held accountable for listening their partner because during share time they are called upon to share the answer they listened from their partner. This technique will create good work within the group. Each member will get some knowledge from their partner which they do not know before.

The strength of roundtable technique is multiple answer improve creativity and deeper to thinking. This activity build positive interdependence among team members because they shared about writing surface, but more importantly Roundtable technique builds team cohesion and reinforces the power of team work because participants in action.

The strength of Think Pair Share technique (TPS) is students’ learning is enhanced when they have many opportunities to elaborate on ideas through talk. The think pair share technique develops the kind of personal communication that is necessary for students to internally process, organize and retain ideas. Include the positive changes in students self esteem that occur when they listen to one another and respect others ideas. Students have opportunity to learn higher level thinking skill from their peers, gain the extra time or prompting they need, and gain confidence when reporting ideas to the whole class.
The writers try to Roundtable and Think Pair Share technique to improve student reading comprehension of the third grade students of SMK Saraswati, Salatiga.

Based on the explanation above, gives inspiration to the researcher and carrying out the research entitled THE USE OF ROUNDTABLE AND THINK PAIR SHARE TECHNIQUE TO IMPROVE STUDENTS’ READING COMPREHENSION (A Classroom Action Research in the Third Grade Students of SMK Saraswati Salatiga in the Academic Year of 2015/2016)

B. Limitation of the Study

In this research the writer focused on the main problem in reading comprehension and solve the problem clearly, accuracy, exactly and correctly by using cooperative method type roundtable and think pair share technique.

C. Statement of the Problem

Based on the explanation statements of the problems above, the writer formulates the following:

1. Does the use of roundtable and think pair share (TPS) techniques improve reading comprehension of the third grade students of SMK Saraswati Salatiga in the Academic Year of 2015/2016?

2. Does the use of roundtable and think pair share technique give significant improvement to reading comprehension of the third grade students of SMK Saraswati Salatiga in the Academic Year of 2015/2016?

D. The Objectives of the Study

Based of the problem statements above the objectives of the study are:

1. To find out the use of cooperative method type roundtable and think pair share (TPS) toward reading comprehension of the third grade students of SMK Saraswati Salatiga in the academic year 2015/2016.
2. To find out the use of cooperative method type roundtable and think pair share technique significant improvement reading comprehension of the third grade students of SMK Saraswati Salatiga in the academic year 2015/2016.

E. The Benefits of the Study

1. To the Teacher

   As the information to the English teacher about reading comprehension by using cooperative method type roundtable and think pair share technique. The english teacher can enrich variation technique for teaching reading. English teacher can use this technique to solve students problem especially in reading comprehension.

2. To the Students

   The research can motivate the students learning english achievement especially in reading comprehension. The student can improve their reading ability by using this technique applied by their teacher in the class. So the students interest to study harder than before and they have good perception that English is not difficult.

3. To the Readers or Other Researchers

   The use of cooperative method type roundtable and think pair share technique can help the researchers to identify how to teach reading. It also give information to improve creativity in learning process especially in reading comprehension.

F. Definition of Key Terms

1. Think Pair Share technique

   Think pair share is technique derived from cooperative learning. The think pair share strategy which allows students think about the question or issue and than they pair in small groups (two or three students) before they have final answer. Groups maybe formed formally or informally. Each groups is sharing followed up a larger classroom discussion. This learning strategy can motivate the students and promote higher level thinking. This
technique tends to improve students contributions and also increase participation and readiness to speaking in a large group.

2. Rountable

Rountable 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 them on the paper.

3. Reading Comprehension

Reading is one of skills in english. It is not just read, but the reader should know or comprehend about the meaning in reading text. Reading comprehension is the act understanding what you are reading. To read successfully you need to know the information in reading text. Whereas to get reading comprehend you need method or technique to understand easly, and you can get the information of the text book.

G. Review of Related Literatures

In this graduating paper, the writer takes three previous researches comparison. The first previous research by Idayati conducts a research about Vocabulary mastery. She uses “Think pair Share” Learning Model. The findings are the improvement of the students’ reading comprehension was significant after the students got reading instruction Think Pair Share learning model.

The second research by Fuaida conducts a research about “Students’ Reading Comprehension. She uses The Application of “In The News” Strategy. The findings are “In The News” Strategy gave possitive effect to te students’ interest and improved their reading comprehension. The students were active in class and most of them understood the texts. Their achievement was improved withe the greater score in post-test and pre-test.

The last research by Jayanti conducts a research about reading Comprehension. She uses Listen-Read-Discuss (L-R-D) Strategy. The findings are there is significant difference of the use Listen-Read-Discuss strategy in
reading comprehension, because it was easy and interesting. The students enjoy and easy to understanding the material. It was shown by the calculation of t-test, where the result of post-test is higher than pre-test.

Based on the previous reseraraches above, the writer is interest to practice other learning strategy. The writer will apply Roundtable and Think pair Share technique to improve reading comprehension of the third grade students of SMK Saraswati Salatiga in the academic year of 2015/2016. This research is difference from the previous research, because the writer will cover about the improving students’ reading comprehension through Roundtable and Think Pair Share Technique, both of them is cooperative learning strategy. In Roundtable and Think Pair Share technique the students have to use their prior knowledge to improve their reading comprehension of reading assigment and the students have opportunity to learn higher level thinking skill.

H. Graduating Paper Organization

The researcher wants to arrange the graduating paper in order to the reader can catch the content easily. It is divided into five chapters.

Chapter I is introduction. In this chapter the researcher comes up to the Background of the study, limitation of the problem, statement of the problem, the objectives of the study, the benefits of the study, limitation of the study, definition of key terms, hypothesis, research method, and also graduating paper organization.

Chapter II is research theories. It consist of the underlying theories that include reading comprehension, roundtable, think pair share technique, theoretical framework and alternative hypothesis.

Chapter III explains about methodology the research, the setting of the research, type of the research, the Subject of research, research procedures, technique of collecting data, research instrument, and technique of data analysis and statistical hypothesis.
Chapter IV is data analysis which consist of description from chapter I up to chapter III, result and discussion of the research. It contains process and the result score of the research.

Chapter V is closure, it is contains of conclusion, implementation and suggestion.
CHAPTER II
RESEARCH THEORIES

A. Reading Comprehension

1. Reading

   a. Definition of Reading

      There are many definitions of “Reading” presented by the experts. However, there must not be the worthiest sense. One of the definitions is implied by Smith as quoted by Fauziati (2005:139) there are some definitions of reading given by language scholars but I just want to quote one which is currently used in teaching approach. It defines reading more pragmatically as an understanding a message conveyed by the writer through visual and non-visual information.

      According Hittlemen as quoted by Dallmann et all (1982:23) argue that “Reading is a verbal process interrelated with thinking and with all other communication abilities-listening, speaking, and writing. Specifically, reading is the process of reconstructing from the printed patterns on the page the ideas and information intended by the author.”

      Then Fries, as quoted by Dallmann and dkk (1982:22) argue that reading is the process of learning to read in one”s native language is the process of transfer from the auditory signs for language signals, which the child has already learned, to the new visual signs for the same signals.

      In addition, Dechant (1982:15) stated that reading classified definitions into those that define reading as interpretation of experience and those that define reading as interpretation of graphic symbols, and discussed the importance of the sign system, decoding, semantic and language structures. Dechant concluded that reading is clearly a process which is complete only when comprehension is attained and reading is
the process of giving the significance intended by the writer to the graphic symbols by relating them to one’s own fund of experience.

b. **Aspects of Reading**

   Dallmann et al (1982:25) said that some of the aspects of reading which deserve both specific attention in isolated learning situations and, at the other times, more balanced attention in a more normal reading situation, here are:

1) **Word Recognition**

   The degree of excellence in reading is determined, to a large extent, by the ability to recognize and pronounce words. The point of view that reading is chiefly skill in recognizing words continues to enjoy support in respectable and influential quarters.

2) **Comprehension**

   Comprehension is an absolute necessity in reading. The effective reader needs to have learned the code used in written communication so that he can translate the written symbols into sound or meaningful language sequences.

3) **Reflection**

   Gray as quoted by Dallmann and dkk (1982:26) reflection includes reaction and fusion. By reaction he refers to the reaction of the reader to what he has read. This aspect of reading may be thought of as critical reading. By fusion he refers to assimilation of ideas gained through reading with the reader’s former experiences.

c. **Microskills, Macroskills, and Strategies for Reading**

   In accordance to Brown (2004:187) there are micro and macroskills for reading comprehension:

1) **Microskills**

   a) Discriminate among the distinctive graphemes and orthographic patterns of English.
b) Retain chunks of language of different lengths in short-term memory.

c) Process writing at an efficient rate of speed to suit the purpose.

d) Recognize a core of works, and interpret word order patterns and their significance.

e) Recognize grammatical word class (nouns, verbs, etc.) systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.

f) Recognize that a particular meaning may be expressed in different grammatical forms.

g) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

2) Macroskills

a) Recognize the rhetorical forms of written discourse and their significance for interpretation.

b) Recognize the communicative functions of written texts, according to form and purpose.

c) Infer context that is not explicit by using background knowledge.

d) From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

e) Distinguish between literal and implied meaning.

f) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

g) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing
the meaning of words from context, and activating schemata for the interpretation of texts.

3) Strategies for Reading

According Brown (2004:188) there are some principal strategies for reading comprehension:

a) Identify your purpose in reading a text.

b) Apply spelling rules and conventions for bottom up decoding.

c) Use lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning.

d) Guess at meaning (of words, idioms, etc.) when you aren’t certain.

e) Skim the text for the gist and for main ideas.

f) Scan the text for specific information (names, dates, key words)

g) Use silent reading techniques for rapid processing.

h) Use marginal notes, outlines, charts, or semantics maps for understanding and retaining information.

i) Distinguish between literal and implied meanings.

j) Capitalize on discourse markers to process relationships.

d. Purposes of Reading

In accordance to Mahmoed (1992:103-104), there are at least five main purposes for comprehensive reading. All these purposes require necessary skills in order to be accomplished efficiently. These purposes include:

1) Reading for Specific Information

Reading for specific information is a common form of reading used to discover specific or limited information. Reading for this purpose involves looking for specific information and finding it quickly.
Looking up a word in the dictionary or a number in the telephone book is the example of reading for specific information.

2) Reading for Application

Reading for application is used to accomplish a special task. This type of reading may consist of reading a cake recipe or following instruction to make or fix something.

3) Reading for Pleasure and Entertainment

Individuals read for many pleasurable reasons. This includes reading popular magazines, newspapers, novels, and other similar material. It is a slower form of reading, which allows the reader to envision the scenery and contemplate the background and characters with enjoyment and appreciation. This form of reading calls for total involvement of the reader.

4) Reading for Ideas

This type of reading requires paying special attention to main ideas, concepts and the nature of the presented information. The reader skims through major topics, headings, illustrations, and conclusions in order to obtain a general idea of the content. Reading for idea is enhanced through familiarity with the overall field of study, related topics, facts, and discussions.

5) Reading for Understanding

Reading for understanding requires comprehension of the relationship between the information introduced and overall knowledge of the subject. It requires understanding the relationship of topics to sentences, paragraphs, and the main ideas.

Different with Mahmoed, Grabe (2009:7-10) names six academic purposes for reading. He said, “When we read for different purposes, we engage in many types of reading, particularly in academic settings”. Six major purposes are listed below:
a. Reading to search information (scanning and skimming)

When we want to locate some specific information, we engage in search processes that usually include scanning and skimming. The combination of scanning (identifying a specific graphic form) and skimming (building a simple quick understanding of the text) allows a reader to search for information.

b. Reading for quick understanding (skimming)

Skimming is used for variety of other reasons (and so may be seen as a superordinate purpose). We skim for some reasons, such as:

1) When we want to determine what a text is about and whether or not we want to spend more time reading it.
2) When we are expected to read a more difficult text so that we have a sense of where the text will lead us and what we may need to know to understand it.
3) When we need to work through many text and want to make decisions about which texts to focus more attention on.
4) When we are under intense time pressure and need to reach some decision about the usefulness of information in a text.

c. Reading to learn

Reading to learn is often carried out when the information in a text is identified as important (often by teacher or textbook) and when that information will be used for some task or may be needed in the future.

d. Reading to integrate information

Reading to integrate information requires that the reader synthesize (and learn) information from multiple texts or bring together information from different parts of a long texts, such as long and complex chapter in a textbook. In the case of multiple
texts, the reader must decide how to create his or her own organizing frame for the information because none is provided by the combined set of texts.

e. Reading to evaluate, critique, and use information

Reading to evaluate, critique, and use information represents an increased level of demand and a more complex interaction of reading processes. At this level of reading, extensive inference and background knowledge come into play, and the reader engages very actively in reinterpreting the text for his or her own purposes.

f. Reading for general comprehension

This reading type takes place when we read a good novel, an interesting newspaper story or feature article, or a magazine when we are relaxing. In fact, reading for general comprehension involves a complex set of processes when carried out by fluent reader.

2. Comprehension

a. Definition of Comprehension

Dechant (1982:311) said that comprehension includes the correct association of meanings with word symbols, the selection of the correct meaning suggested by the context, the organization and retention of meanings, the ability to reason one’s way through smaller idea segments, and the ability to grasp the meaning of a larger unitary idea. Then, Thorndike as quoted by Dechant (1982:311) argue that reading comprehension simply as thinking. In addition, Davis as quoted by Dechant (1982:312) stated that early noted that underlying comprehension are two general mental abilities: the ability to remember word meanings (word knowledge) and the ability to reason with verbal concepts, and hence with words.
Dechant conclude that comprehension is a thinking process; it is thinking through reading. As such, it is dependent upon the learners’ basic cognitive and intellectual skills; upon their background of experience (vocabulary, knowledge, concepts, and ideas); and upon their language skills (knowledge of morphology, syntax, and grammar). In Oxford Learner Dictionary (1995:81) Comprehension is the ability to understand completely and be familiar with a situation, facts.

b. Levels of Comprehension

According to Dallmann et al (1982:161) there are some levels of comprehension here are:

1) Reading on the Factual Level

Reading on the factual level pertains to skill in understanding the information that is directly stated in written material. Understanding at this level is closely related to the ability to read inferentially and critically. Among the skills required for reading at the factual level are:

a) Knowing the Meaning of Words

If a large number of words in written material are unknown to the reader, comprehension suffers. A special problem frequently exists in the case of words with multiple meaning.

b) Finding the Main Idea

One of the most common reasons for reading is to get the general idea of a selection. This may often legitimately be the goal in reading fiction or even in reading other types of material, such as science.

c) Selecting Significant Details
The ability to note important details is closely related to skill in finding the central thought or main idea of a selection. To be proficient in this respect, the reader needs to do more than differentiate between main points and supporting details.

d) Following Directions

The ability to follow directions is usually a combination of many reading skills. The ability to note details, to organize, and to note the sequence of points are among the learning essential to this type of reading skill.

2) Reading on the Interpretive or Inferential Level

Interpretive or inferential reading is also referred to as “reading between the lines.” In other words, in reading on this level the reader is able to understand what is implied though not directly stated. Included in this category are the following skills:

a) Summarizing and Organizing

Both the ability to select the main idea and to choose significant details are basic to another commonly sought-after goal of reading that of summarizing and organizing.

b) Arriving at Generalizations

Formulating generalizations is in a sense a specialized form of summarizing. To arrive at generalizations the reader needs to note specific instances and then decide whether the data presented are sufficient to warrant a significant conclusion.

c) Predicting Outcomes

Another important comprehension skills is that of predicting outcomes. Skills in predicting outcomes is
useful in helping the reader note when they have misread a word or a group of words or a sentence. This skill is helpful also in remembering what is read.

3) Reading on the Evaluative or Critical Level

One of the most significant comprehension skills is that of making evaluations of what is read. By critical evaluation is not meant the attitude of suspecting every statement read of being false. The power of critical evaluation in reading involves numerous factors.

In the other hand, Dechant explains that learning to comprehend involves a complex of skill. Various writers have attempted to categorize these into three or four levels. Lanier and Davis in Dechant (1982:313) summarizing comprehension skills, categorize them as:

1) Literal skills (recognizing and recalling facts, details, sequence, main idea, directions, organization, and the like)

2) Interpretative skills (inferring, drawing conclusions, generalizing, deriving meaning from figurative language, predicting, anticipating, and summarizing)

3) Critical skills (judging, detecting propaganda, analyzing, checking validity, checking the author’s biases and purpose)

4) Creative skills (applying information, responding emotionally)

3. Reading Comprehension

Comprehension is an absolute necessity in the reading. Reading with comprehension is meant constructing meaning from what is being perceived in writing, in fact. Reading without understanding should not be called reading, for reading necessarily involves comprehending.

a. Method to developing reading comprehension
Student who can perform their ability in reading do not lie to use the strategies increase their reading, so that the students may:

1) Establish a goal of principal part to reading.

2) During, before, and after reading the students have to asking the questions

3) A drawing, map, chart, diagram, have to show through retelling story that they have understood the purpose of what they have read.

4) Teacher writers a little paragraph or story to identify the topic sentences.

5) The picturing and summarizing what they have read is good. Make more and more competition with each friend. With this way teachers also make sure the materials are interesting and teach that they should establish a background of experience and knowledge to the reading assignment.

Literal comprehension is the meaning of words and sentences. In the literal meaning words and sentences, the student should be able to recognize, locate, and elaborate explicitly in the main idea, significant details sequence, direction and so on. Therefore they must be able to answer the questions required literally.

b. Good and Poor Comprehend

1) Good comprehend

Reading comprehension may have ability to pronounce the printed word. Good comprehend are capable of mastering the words accurately. May students have master thousands of word accurately or may students have master thousands of words or vocabulary, and show install, good readers always pay much attention to the information relevant their purpose by read in the
largest unit appropriate with the task. The indicator of good comprehender possesses the ability to:

a) Associate experiences and meaning with the graphics symbol (have an adequate meaning vocabulary).

b) Understand words in context and select the meaning of that’s fits the context.

c) Give meaning to units of increasing size: the phrase, clause, sentence, paragraph, and whole selection.

d) Develop literal and denotative meaning (be able to answer literal question about a passage)
   i. Detect and understand the main idea.
   ii. Recognize and recall significant fact or details.
   iii. Follow directions given in the material.
   iv. Recognize the sequence of a passage.
   v. Identify explicitly stated expressions of relationship, such as cause-effect, contrast, comparison.

e) Develop an understanding of the organization (be able to answer question calling for an analysis, synthesis, or organization of ideas and information explicitly stated)
   i. Identify the basis of paragraph organization; for example, comparison-contrast, cause-effect, classification or categorization, enumerative sequence, time sequence, size, distance, position or degree, general to specific, thesis-proof pattern, opinion-reason pattern, problem-solution pattern, narrative-description pattern, definition pattern.
   ii. Summarize, outline, underline, and take notes on the material read.
f) Develop inferential, interpretative, or connotative meaning of the material read. (be able to get implied meaning of what is read):

i. Make inferences, draw conclusions, generalize, speculate, or predict.

ii. Interpret figurative expressions.

iii. Supply implied details.

iv. Anticipate outcomes

g) Make judgments or critical evaluations about the material:

i. Evaluate the quality, accuracy, truthfulness, an appropriateness, of what read.

ii. Determine whether the text affirms, denies, or fails to express an opinion about a suppose fact or condition.

iii. Detect propaganda, one sided presentation, prejudices, biases, and faulty inferences.

iv. Evaluate the writer’s reputation, biases, purposes, and motives.

v. Detect errors of reasoning, analogy, over generalization, over implication, and distortion.

h) Reading for learning:

i. Retain ideas.

ii. Apply ideas and integrate them with pass experience.

iii. Reads maps, graphs, chart.

iv. Use the dictionary

i) Read for appreciation:

i. Recognize literacy and semantics devices.

ii. Identify the tone, theme, mood, and intent or purpose the writer.(Dechant, 1982:314)

2) Poor comprehend
The poor readers are more concerned with word identification. They read the text in a word by word manner with a minimum of task organization at a higher level. When the materials are read, the students can understand. The poor comprehend on reading may increase obstacles to face unfamiliar words. Uncorrected errors especially in oral reading were made by students. It they can not cut the meaning of the task, they get difficulties to correct their problems on the reading task.

4. Reading Comprehension Evaluation Rubrik

Table 2.1
Reading Comprehension/Critical Thinking Questions Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpretation</td>
<td>Answers are mostly correct and demonstrate excellent comprehension. Opinions are always fully justified</td>
<td>Answers are often correct and demonstrate good comprehension. Opinions are adequately justified.</td>
<td>Answers are occasionally correct and demonstrate an incomplete comprehension of the topic. Opinions are sometimes justified.</td>
<td>Answers do not reflect accurate comprehension of the topic(s). Opinions are unjustified.</td>
</tr>
<tr>
<td>Detail</td>
<td>Answers are mostly complete, extensive, and include many details</td>
<td>Answers are usually complete and include several details.</td>
<td>Answers contain some details.</td>
<td>Answers lack the required detail or are incomplete.</td>
</tr>
<tr>
<td>Use of Information</td>
<td>Answers mostly include supporting evidence from the text/lesson when necessary. Quotations or paraphrases are often included in</td>
<td>Answers usually include supporting evidence from the text/lesson when necessary. Quotations or paraphrases are often included in</td>
<td>Answers include occasional supporting evidence from the text/lesson when necessary.</td>
<td>Answers do not include supporting evidence from the text when necessary</td>
</tr>
</tbody>
</table>
### Definition of Roundtable Technique

According to Kagan (1992: 10) roundtable is a simple cooperative learning structure which can be used with any subject matter. Roundtable is the most often used at the beginning of lesson to provide a content related teambuilding activity. Roundtable is a cooperative learning structure useful for brainstorming, reviewing, or practicing a skill, uses a single sheet of paper and pen for each cooperative learning groups.

“Another way of doing Round Table is to have all student answer on paper and then have the group put all of their answers together with, again, the group with the most right answers being recognized. At the end of the activity, review answers, strategies, and ways of improvement.” (Knight, 2009, 12)

The brainstorming can reinforce ideas from the reading or can be used to set the stage for upcoming discussion. Participants, for example, could...
identify the characteristics of an effective leader or the attributes of terrorism before these topics are formally introduced.

From the statement above it can be conclude that roundtable is a cooperative learning structure useful for brainstorming, reviewing, or practicing a skill, uses a single sheet of paper and pen for each cooperative learning group.

2. Procedure of Roundtable Technique

According to Kagan (1992:10) there are some steps considered important in the implementation of roundtable classroom:

Divide class into group of three or more. Teacher poses a question that has the potential for a number possible answer. Each group has a piece of paper and pencil. In small groups, students take turns adding their ideas. First student writes down an idea, and share it. The paper is passed to the left, the second student writes idea, shares and so on. This breaks the silence in the classroom and helps the students hear other students’ answers, which helps in preventing repeat answers.

Based on the implementation above, the researcher assumes that to use this technique in the class, the teacher must be has a clear instruction to divide students and give the material.

3. Advantages and Disadvantages of Roundtable Technique

Based on the explanation of roundtable technique by Kagan (1992:10) the researcher finds some advantages and disadvantages from this technique. There are some advantages and disadvantages of roundtable technique.

For the first the researcher will explain about advantages of roundtable technique, such as:

a. Recalling information, creative cooperative art, brainstorming, students are exposed to and share each other idea. Students are able to give and share their idea. In this technique, they are expected to be creative and active in giving idea in order to answer that posed by the teacher.
b. Group uses other people’s idea to generate even more ideas, without being influenced by assertive or vocal members of the team. It creates good discussion within the group. Each group uses their members’ idea to solve the problem. Each member of the group will feel that they are considered and appreciated in the group.

c. This technique is that it also ensures that everyone in your group gets an equal chance to present their ideas. If your team has shy or low-confidence members, this method can help them feel more comfortable. This technique can increase students’ self esteem. Students which have low confidence or low knowledge will be motivated by the chance that gives to them in exploring their ideas.

The disadvantages of roundtable technique are:

a. When team members pass ideas around the room, they might hold back simply because they know that the person next to them will see what they have written. This is one of disadvantages of roundtable technique. It is because when they write their idea, their friend who sit next to them are able to see the answer or idea;

b. Another is that each person gets inspiration for their new idea from the ideas of only one other person, rather than from the entire group. This situation can happen if there is a student who is low in knowledge. He or she will imitate the idea which is exposed by their friend before them. It will make similarity ideas.

C. Think Pair Share Technique

1. Definition of Think Pair Share Technique

According to Huda (2014:206) Think, Pair, Share is a simple method, but it has a benefit. This method is developed by Frank Lyman from University of Maryland.
According to Suprijono (2011:91) is a method of consisting of three main activities, there are thinking, pairing, and sharing. Teacher give question to the students and give them a chance to think the answer, then teacher ask the students to find his or her pair or couple to make a discussion of the answer, finally students asked to share their discussion with his or her pair to the entire the class.

Think-Pair-Share is a cooperative learning strategy that can promote and support higher-level thinking. The teacher asks students to think about a specific topic, then pair with another student to discuss their thinking and after that share their ideas with the group.

Azlina (2010:24) This technique involves sharing with a partner which enables students to assess new ideas and if necessary, clarify or rearrange them before presenting them to the larger group.

Azlina (2010:24-25) Think-Pair-Share is a cooperative learning technique which is said as a multi-mode discussion in which students listen to a question or presentation, have time to think individually, talk with each other in pairs, and finally share responses with the larger group. It is a learning technique that provides processing time and builds in wait-time which enhances the depth and breadth of thinking. Using a Think-Pair-Share technique, students think of rules that they share with partners and then with classmates in a group. The general idea of the think-pair-share is having the students independently think or solve a problem quietly, then pair up and share their thoughts or solution with someone nearby. Every student should be prepared for the collaborative activities; working with pair, brainstorming ideas, and share their thoughts or solution with the rest of the collaborators. Obliquely, this technique let the team learns from each other. When applying this technique, there will be a wait time period for the students. The use of timer gives all students the opportunity to discuss their ideas. At this knowledge construction stage, the students will find out
what they do and do not know which is very valuable for them. Normally this active process is not widely practiced during traditional lectures. Teachers had time to think as well and they were more likely to encourage elaboration of original answers and to ask more complex questions. The Think-Pair-Share technique also enhances the student's oral communication skills as they have ample time to discuss their ideas with one another and therefore, the responses received are often more intellectually concise since students have had a chance to reflect on their ideas. And there will be positive shifts in comprehension levels, awareness and use of comprehension strategies, aspects of oral language and attitudes.

2. **Procedure of Think Pair Share Techniques**

   Researcher can know procedure Think, Pair, Share method in teaching learning process as follows (Muslimin, 2001:26):

   a. **Think**: Teachers begin by asking a specific higher-level question about the text or topic students will be discussing. Students "think" about what they know or have learned about the topic for a given amount of time (usually 1-3 minutes).

   b. **Pair**: Each student should be paired with another student. Teachers may choose whether to assign pairs or let students pick their own partner. Remember to be sensitive to learners' needs (reading skills, attention skills, language skills) when creating pairs. Students share their thinking with their partner, discuss ideas, and ask questions of their partner about their thoughts on the topic (2-5 minutes).

   c. **Share**: Once partners have had ample time to share their thoughts and have a discussion, teachers expand the "share" into a whole-class discussion. Allow each group to choose who will present their thoughts, ideas, and questions they had to the rest of the class. After the class “share,” teacher may choose to have pairs reconvene to talk about how their thinking perhaps changed as a result of the “share”
Think, Pair, Share in the class as follows (Huda, 2011:136):

1) Students are grouped. Each of group consists of two until four students.
2) Teacher give assignment to each grouped
3) Each of group think and doing the individual task
4) Group of members are pairing. Each pair to discuss the individual task
5) The second pairs met again in each group to share the results of discussions.

3. The Advantages and Disadvantages of Think Pair Share Technique

a. The Advantages of Think Pair Share Technique

Think pair share is one of the cooperative learning methods. There are positive effects in using this technique.

“Positive effect of cooperative learning have been consistently found on such diverse outcomes as self-esteem, intergroup relations, acceptance of academically handicapped students, attitudes toward school, and ability to work cooperatively”. (Slavin, 1991)

Based on the statement above, the researcher explain the advantages of Think Pair Share:

1) Students’ learning is enhanced when they have many opportunities to elaborate on ideas through talk. The think pair share enhances the kind of personal communications that are necessary for students to internally process, organize and retain ideas.
2) Include the positive changes in students’ self esteem that occur when they listen to one another and respect other’s ideas.
3) Students have the opportunity to learn higher-level thinking skill from their peers, gain the extra time or prompting they may need, and gain confidence when reporting ideas to the whole class.
4) Acceptance of academically handicapped students. In this technique, all of members in group have same or equal chance to expose their idea. High students or low students have to share their idea. It will make handicapped student feel comfortable and the other member will consider them as good student.

Basically, this technique is giving easier way to study or comprehend the lesson. That is why most of students will think that studying is not difficult. The lazy students are motivated to study and go to school every day. This is the meaning of attitudes toward school. Like the other technique in cooperative learning, think pair share ask students to work cooperatively with their partner. Studying will be usefulness with the partner to share.

b. The Disadvantages of Think Pair Share Technique

The disadvantages of this technique is as each student should think individually at first, express their idea in pairs later and discuss what they make to other teams need a lot of time, this technique may be consume a lot of time. Think pair share consist of three steps. It step should be done by all of students. It probably needs much time in order to achieve the goal of the lesson. The most consuming time is in the second step. This step is pairing. There will be crowded class. If teacher cannot manage all students, the pairing step would take a lot of time. By using this technique for class activity, automatically the students should discuss and discuss step by step. Students need time for thinking and process of discussion need long time.

D. Theoretical Framework

The problem which commonly appear in teaching reading comprehension is the students just read loudly but they cannot understand the content of the text. Beside that teacher usually use conventional strategies. Conventional is the
simplest strategy that is used by teacher in reading. For Example, teacher introduce the material and the students read it carefully.

Using Roundtable and Think pair Share (TPS) technique is a strategy that teacher give issue and than teacher give short explanation to the students and than they pairing and discussion about the content of the issue to evaluate to the students’ comprehension. Day (1993: 54) says that a major aims in the teaching reading is to get students to use their knowledge to help them with their comprehension of reading. This strategy can help the students realize that they understand more than they think and they can use this knowledge while reading. Goals can be set and achievement can be measured. The result is a highly integrated and enjoyable learning environment.

Logically, the teaching of English will not be boring anymore if the teacher uses interesting strategies: Roundtable and Think Pair Share technique. Through Roundtable and Think Pair Share technique that can build students prior knowledge and build the creativity and give opportunity to elaborate their ideas through talk or share in the class, it helps the students to comprehend the material presented orally and improve students’ reading comprehension, than the students have critical thinking and creative in learning and understanding the text because they have opinion and response about what they read, they can integrate their ideas. By using Roundtable and Think Pair Share technique, the researcher expects that it will be able to increase the motivation of the students to learn English, and the process of teaching and learning can be interesting, so the problem of teaching reading comprehension can be solved.

E. Alternative Hypothesis (Hₐ)

The researcher tries to determine the hypothesis of the research. The hypothesis of the research “roundtable and think pair share technique will help students’ to improve their reading comprehension in reservation”.
CHAPTER III
RESEARCH REPORT

A. The Setting of the Research

1. General Description of SMK Saraswati Salatiga

SMK Saraswati Salatiga is vocational high school under Yayasan
Pembina Rehabilisasi dan Pembangunan Masyarakat which was located on
Jalan Hasanudin No 738 Salatiga, Sidomuki, Salatiga. These sections try to
describe about the situation of this school. SMK Saraswati has duration of
study 3 years and consists of 4 skills program such as:

Table 3.1
The skills program of

<table>
<thead>
<tr>
<th>Skills program</th>
<th>Skill competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Engineering</td>
<td>Lightweight Vehicle Engineering</td>
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<tr>
<td>Mechanical Engineering</td>
<td>Mechanical Maintenance Engineering</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>Engineering Power Installation</td>
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<tr>
<td>Computer Engineering and Informatics</td>
<td>Industrial Automation</td>
</tr>
<tr>
<td>Multi Media</td>
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</tr>
</tbody>
</table>

2. Vision and Mission

a. Vision

SMK Saraswati has objectives as follows:

1) Improving the quality of graduates.

2) Improving labor market services.

3) Develop a servant to the community, by channeling graduate or
equivalent vocational labor market through vocational.

b. Mission

SMK Saraswati Salatiga has vision and missions as follows:
1) Vision

Be a Leader of Vocational Institutions.

2) Mission

a) Organizing for education and professional training, to produce quality graduates who are intelligent, skilled and competitively.

b) Improve service to graduate, to be distributed to industry / world of work through a special job fair.

c) Improve the quality of facilities and infrastructure, to support education and training services professionally.

d) Increase the effective and efficient management.

SMK Saraswati Salatiga committed to implementing the Quality Management System ISO 9001: 2008 to equip learners of faith, devotion, expertise and independence, through a learning process that is conducive and SMART (Smart Educated) with the motto "ONE STEP A HEAD", to produce graduates who are professional and quality, and able to compete in the global era. To ensure the achievement of these objectives, all human resources SMK Saraswati Salatiga always actively reviews and improves the quality management system on an ongoing basis Saraswati quality objectives Salatiga in the period July 2014 to June 2015, among others:

a. Provide satisfaction to customers.

b. Increase the percentage achieved value of National

c. Target graduation at the National Examination class XII students in 2014/2015 = 100%

3. Time Setting

The subjects of the research were the students in the Third Grade of SMK Saraswati Salatiga in the Academic Year 2014/2015. They consisted of 36 students. This research was conducted on the first semester in the academic year of 2015/2016 for about 29 August – 5 September 2015. It was conducted in SMK Saraswati Salatiga.
4. The Teachers of SMK Saraswati Salatiga

The important role in teaching learning process is a teacher. Teacher is someone who transfers knowledge for the students. They help the students to understand the materials in the class and give knowledge to them to be better. In this school there are 74 teachers and Drs. H. Edy Triyanto Basuki, M.Pd took as a headmaster. Those teachers teach different subjects. There are Indonesian language, Mathematic, English, Counseling, Biology, Economy, Physics, Civic Education, Chemist, Geography, History, Art and Culture, Javanese, Sports, Islamic Religion, and Productive Lessons.

<table>
<thead>
<tr>
<th>No</th>
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<tr>
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<td>SUGITO, S.Ag</td>
<td>Islamic Teacher</td>
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<td>NURHUDA SANDI, S.Pdl</td>
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<td>3</td>
<td>NURUL INAYAH</td>
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<td>4</td>
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<td>AGUS SETIAWAN, S.Pdl</td>
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<tr>
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<td>NIKMATU ROCHMAH, S.Psi</td>
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<td>DWI ASTATI, S.Pd</td>
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<td>15</td>
<td>Drs. SUGIMAN</td>
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<td>23</td>
<td>NASTITI NUR ARIFIANI, S.Pd</td>
<td>Art and Culture Teacher</td>
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<td>Y. WISNU KUSUMA, S.Sn</td>
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<td>DESYTA RAHMANINGRUM, S.Pd</td>
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<td>WAHYU SIH PAMUNGKAS, S.Pd</td>
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<td>PARMADI, S.Pd</td>
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<td>PRISKA PASUR WULANSARI, S.Si</td>
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<td>GAMBAR TEKNIK DASAR</td>
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<td>74</td>
<td>RATCHBONA VENTURA, S.Pd</td>
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</table>
5. The students of SMK Saraswati Salatiga

The total numbers of students of SMK Saraswati Salatiga are 1329 students. They come from various areas with different background, age, religion, economics status and characteristic.

B. Types of the Research

In this research, the researcher used Classroom Action Research method. CAR (Classroom Action Research) was a method of finding out what best in a class in order to improve student learning.

According to Arikunto (2010:130) classroom action research is formed from three words they are:

Research: an action to get details from an object using certain way or methodology to get useful data or information in increasing the quality of something that attract the researcher interest and important for him/her.

Action: activity that intentionally done in certain aim, that has a form of cycle sequence activity to students.

Class: a group of students in the same time and have the same lesson from their teacher.

He added that this action was expected to increase the students” learning result, so it should concern with the teacher”s effort in learning process (Arikunto, 2010:130).

C. The Subjects of Study

The subject of this research is the third grade students of SMK Saraswati in the academic year of 2015/2016. The researcher takes XII TKR D class as the subject of this research. It is consist of 36 students. English teacher who become the subject of the research is Ms. Wahyusih Pamungkas S.Pd.

The researcher chosen XII TKR D class as a research subject. In this research, the researcher becomes researcher, the researcher”s friends, Mahmud
Hasan becomes a teacher which help the researcher when do this research in class.

Table 3.3
The List XII TKR D Class
Group of SMK Saraswati in the Academic Year of 2014/2015

<table>
<thead>
<tr>
<th>NO</th>
<th>NAMA SISWA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ACHMAD SYARIFUDIN</td>
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<tr>
<td>2</td>
<td>ADI RUJAMIN</td>
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<tr>
<td>3</td>
<td>AKHID ANGGARA ILMIYAWAN</td>
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<td>4</td>
<td>ANDI GUSTORO</td>
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<td>ANGGER PANGESTU</td>
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<td>ATIF RAFIUDIN</td>
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<td>DIMAS ADITYA</td>
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<td>13</td>
<td>DIMAS PRASETYO</td>
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<td>DONI ALIFATUL HUDA</td>
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<td>DRAJAD HERNAWAN</td>
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<td>FEBRI NURUL FITROKI</td>
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<td>17</td>
<td>GANDUNG PRAKOSO</td>
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<td>18</td>
<td>GLADY IRHAM</td>
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<td>19</td>
<td>KUKUH BAGAS PRASETYA</td>
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<td>20</td>
<td>MISBAKHUL MUNIR</td>
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<td>MUCHAMAD NUGROHO</td>
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<td>MUHAMMAD FAJRIN NURFASABANA</td>
</tr>
<tr>
<td>24</td>
<td>MUHAMMAD FATHUR ROZAK</td>
</tr>
</tbody>
</table>
D. Research Procedures

The researcher presented the procedure of the research as follows:

a. Planning

According Arikunto (2010: 139) in action planning, the researcher determined point or event to get special attention to be observed, and then make the observation instrument to help researcher record the class condition when the learning teaching occurs.

The researcher used some planning those were:

1) Preparing materials, making lesson plan and designing the step in doing the acting.
2) Preparing list of students’ name and scoring.
3) Preparing teaching aids.
4) Preparing sheets for classroom observation (to know the situation of teaching learning process when the method or technique or mode is applied).
5) Preparing a test, (to know whether student’s reading comprehension improve or not).

b. Action

Action is implementation or application of design contents in the class, which was used class action (Arikunto, 2010:139). The steps of the activities were namely:

1) Introduction or greeting.
2) Checking the student’’s presences.
3) Asking the students about the reading comprehension related to the materials.
4) Giving pre-test.
5) The use of Roundtable and Think Pair Share in class.
6) Asking the students orally about the method or media.
7) Giving post-test.

c. Observation

Observing is an observation activity to know how far the action effect have reach target. Observation is one of the instruments used in collecting the data. As a scientific method, observation can be systematically used to serve and note the phenomena investigated like students feeling, thingking, and something that they do in teaching learning process. The writer plans this observation flexible and open to record the unexpected.

d. Reflection

Reflection is activities to restate what occurred (Arikunto, 2010:140). The result of the observation is analyzed. It is to record what happens that in observation. Then, researcher was examining the result of the acting that has been conducted. Through the reflection researcher was know the strength and weakness of implementing Parlour game as a media of learning in language class. Beside that there is problem in the cycles I the researcher must solve the problem in the next cycles. These stages can be drawn as follow:
E. Technique of Data Collecting

The researcher collected the data accurately of the research using some techniques, they are:

a. Observation

Observe is look at an occurrence, movement and process. Observing is not an easy task since people are influenced a lot by interests and tendencies they have. In observation the most effective method is by fulfilling an observation blank form as a tool. The arranged form consists of items about occurrences or behaviors that drawn will be happened (Arikunto, 2010:272). The observation noticed classroom events and classroom interaction. The researcher used field note. David (1989:116) Keeping field notes is a way of reporting observations, reflections, and reactions to classroom problems.
b. Test

The way to get some data with test in this research, the researcher used two steps. They are: pre-test and post-test.

1) According to David (1969:112) Pre-test is one form may be used at the beginning of a course of study or training program. The researcher used pre-test to know the student’s ability before the teaching learning process.

2) According to David (1969:112) Post-test is another form at the conclusion of the program to determine degree of improvement. The researcher used post-test to know the student’s improvement after teaching learning process was conducted.

c. Documentation

Arikunto (2010:274) stated that documentation methods is an activity to look for variable like notes, transcribes, books, newspapers, magazines, etc. This method isn’t too difficult since if there is an error the source data is still not change. In this section, besides make a note the researcher take photographs as proof of teaching learning activity.

F. Research Instrument

Research instrument use to collect data. In this study, there are two kinds of research instrument. They are:

I. Written text

Written text uses to know how far the students’ competence in reading comprehension before and after applying Roundtable and Think Pair Share technique. The forms of the test is short questions. In this test consist 10 items. It is partially separated into two terms, there are pre-test and post-test. Both of them considered 10 items for every test. If the students answer 10 items of the question correctly, they will get score 100 (that is total score x 10 = 100).
2. Observation Sheet

Observation sheet uses to know how far the students’ motivation before and after applying Roundtable and Think Pair Share technique. This instrument gives monitor and record the students’ involvement during the lesson. In the observation sheet, there are four aspects that are considered focuses, those are: paying attention, activeness in asking questions, activeness in responding questions and enthusiasm in doing tests. In this instrument, the teacher gives points in each aspect based on the situation of students. The table below shows the example of observation sheet as follows:

<table>
<thead>
<tr>
<th>NO</th>
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<th>Object</th>
<th>Note</th>
</tr>
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<td>B</td>
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<tr>
<td>3</td>
<td>AKHID ANGGARA ILMIYAWAN</td>
<td>C</td>
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<td>4</td>
<td>ANDI GUSTORO</td>
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<td>ANGGER PANGESTU</td>
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<td>ATIF RAFIUDIN</td>
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<td>8</td>
<td>ATIRTA OKIDA</td>
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<td>9</td>
<td>AZIZ PRATAMA</td>
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<td>16</td>
<td>FEBRI NURUL FITROKI</td>
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<td>26</td>
<td>MUHAMMAD IMAM MUSTOFA</td>
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</tbody>
</table>
G. Technique of Data Analysis

After collecting the data, the next step of this study is analyzing the data. In analyzing data, the researcher used two techniques of qualitative and quantitative:

1. Qualitative technique

Lodico (2006:15) stated that qualitative techniques collect and summarize data using primarily narrative or verbal methods: observations, interviews, and document analysis. The researcher uses the qualitative technique to know students’ behavior during the teaching learning process. In this case the researcher use field notes in which record all activities in the classroom.

2. Quantitative technique

Lodico (2006:12) stated that quantitative techniques summarize data using numbers. Hypotheses and methods of data collection are created
before the research begins. This technique is used to know the students’ score of reading comprehension in each cycle.

The formulas according to Hadi, (1981:246) are:

a. Mean

\[ M = \frac{\sum X}{N} \]

Where:
- \( M \): Mean of students’ score
- \( \sum X \): The sum of students’ score
- \( N \): The total number of students

b. SD (Standart Deviation)

\[ SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

Where:
- \( S_D \): Deviation Standart for one sample t-test
- \( D \): Different between pre-test post-test
- \( N \): Number of observation in sample

c. T-test

After calculating the SD, the researcher will calculate t-test to know is there any significant differences or no between pre-test and post-test,

\[ t_o = \frac{\left(\frac{\sum D}{N}\right)}{\left(\frac{SD_D}{\sqrt{N-1}}\right)} \]

Explanation:
- \( t_o \): T-test for the differences of pre-test and post-test
- \( SD \): Deviation standard for one sample t-test
D : Different between pre-test and post-test

N : Number of observations in sample

H. Statistical Hypothesis ($H_0$)

The researcher tries to determine the statistical hypothesis of the research.

The statistical hypothesis of the research “Roundtable and think pair share will not help students’ to improve their reading comprehension in reservation”.
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

In this chapter, the writer would like to analyze the data gathered from the action research activities. The data was obtained from teaching learning process and evaluation. The data analysis is functioned to measure the students’ reading comprehension improvements by applying Roundtable and Think Pair Share technique.

This chapter focuses on analyzing the collected data. The researcher gives the details of the findings. It shows the finding of collected data since in the beginning until the end of the research. In this research consist of field not, the result pre-test and post-test. This research is implemented on two cycles. The findings consist of the results of the cycle I, cycle II. These cycles will show the improvement of the students’ ability in reading comprehension.

A. Description of SMK

SMK Saraswati Salatiga was built on September, 23 1971 which was located on Jalan Hasanudin No. 738 Salatiga, Sidomukti, Salatiga. This location is strategic because it is near from highway and public society. Thus, it is very fresh and this location is very conducive to conduct teaching and learning process. The research was carried out at SMK Saraswati Salatiga in academic year 2015/ 2016. This research has been done at 29 August – 5 September 2015. The research acted as observer and Mahmud Hasan as teacher.

B. Description of Third Grade Students of SMK

SMK Saraswati Salatiga in academic year 2015/ 2016 especially third grade has 12 classes and consist of 6 majors, there are: Instalation of Electric Technique (LI), Industry Automation Technique (OI), Multi Media (MMA), Machinery Technique (TP), (MI), and Automotive Technique (TKR). The subject of this research was the students of class XII TKR D. They are 36 students male.

C. Research Conduct
Based on the interview with an English teacher, there are some problem on the, most of student in third grade hard to comprehend reading comprehension, they are lack vocabulary, especially when they are reading text. She said there are some caused related to the instructional activities in there, those problem are: the students lazy to read because they feel difficult to comprehend the text and they lazy to open the dictionary and make them lack of vocabulary.

From the problem above, the researcher implement Roundtable and Think Pair Share technique to increase students’ reading comprehension. She and her friend who as a teacher, was implement the methode while teaching in XII TKR D class on 29 August- 5 September 2015. The researcher hopes the method could solve the problem and increase students’ reading comprehension.

D. Data Analysis

In this research, the researcher arranged two cycles. The writer arranged two cycles, each cycle consist of planning, action, observing and reflection. The whole steps of this research are explained in the description bellow:

1. Cycle 1

The result of both of the tests can be seen in the table as follows:

<table>
<thead>
<tr>
<th>NO</th>
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<th>Pre-test(X)</th>
<th>Post-test (Y)</th>
<th>Post-pre (D)</th>
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The students involvement during the lesson can be seen on the table below:

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<th>B</th>
<th>C</th>
<th>D</th>
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<th>B</th>
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<td>✓</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
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<tr>
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<td>✓</td>
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</table>

The total score is 2834 for pre-test and 3010 for post-test.
Explanation:

A : Paying attention
B : Activeness in asking questions
C : Activeness in responding questions
D : Enthusiasm in doing test

2. Cycle II

The result of both of the tests can be seen in the table as follows:

<table>
<thead>
<tr>
<th>NO</th>
<th>NAME</th>
<th>Pre-test (X)</th>
<th>Post-test (Y)</th>
<th>Post-pre (D)</th>
<th>$D^2$</th>
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</thead>
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<tr>
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</tr>
<tr>
<td>2</td>
<td>Adi Rujamin</td>
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<td>10</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>Akhid Anggara Ilmiyawan</td>
<td>80</td>
<td>80</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>Andi Gustoro</td>
<td>80</td>
<td>90</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>Angger Pangestu</td>
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<td>90</td>
<td>10</td>
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</tbody>
</table>
The students involvement during the lesson can be seen on the table below:

Table 4.4

Students' Observation Sheet Cycle II

<table>
<thead>
<tr>
<th>NO</th>
<th>NAME</th>
<th>Pre-test</th>
<th>Poat-test</th>
<th>Note</th>
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</thead>
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<tr>
<td></td>
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<td>A B C D</td>
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</tr>
<tr>
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</tr>
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<td>8</td>
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The students involvement during the lesson can be seen on the table below:
<table>
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<th>No</th>
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<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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<td>✓</td>
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<td>12</td>
<td>34</td>
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</tr>
</tbody>
</table>

Explanation:

A : Paying attention
B : Activeness in asking questions
C : Activeness in responding questions
D : Enthusiasm in doing test

E. Cycle 1

1. The Result of Observation

   a. Pre-test

      1) Pay attention: 26
      2) Activeness in asking questions: 8
      3) Activeness in responding questions: 7
      4) Enthusiasm in doing test: 31
b. Post-test
   1) Pay attention: 29
   2) Activeness in asking questions: 11
   3) Activeness in responding questions: 11
   4) Enthusiasm in doing test: 32

c. Conclusion
   Looked on the definition above, there is an improvement of
   students’ observation through Roundtable and Think Pair Share technique
   between pre-test I (before the action) and post-test I (after the action).

2. The Result of Mean
   a. Mean of pre-test 1

   \[ M_x = \frac{\sum x}{N} \]

   \[ M_x = \frac{2834}{35} \]

   \[ M_x = 80.97 \]

   b. Mean of Post-test 1

   \[ M_x = \frac{\sum y}{N} \]

   \[ M_x = \frac{3010}{35} \]

   \[ M_x = 86 \]

   - Mean of pre-test = 80.97
   - Mean of post-test = 86
   - Mean of pre-test ≤ than post-test

   c. Conclusion
   There is improvement of reading comprehension through Roundtable
   and Think Pair Share technique between pre-test 1 (before the action) and
   the post-test I (after the action)

3. The Result of SD and To
   a. SD of pre-test and post-test
From the data above, the teacher calculate SD pre-test and post-test.

\[
SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}
\]

\[
= \sqrt{\frac{3776}{35} - \left(\frac{210}{35}\right)^2}
\]

\[
= \sqrt{107.88 - 36}
\]

\[
= \sqrt{71.88}
\]

\[
= 8.47
\]

b. T-test calculation

\[
T_o = \left(\frac{\sum D}{SD_D}\right) \cdot \frac{\sqrt{N-1}}{N}
\]

\[
= \left(\frac{210}{8.47}\right) \cdot \frac{\sqrt{34}}{35}
\]

\[
= \frac{6}{\sqrt{34}}
\]

\[
= \frac{6}{5.83}
\]

\[
= 1.03
\]

= 4.13

Percentages Score:

\[P = \frac{f}{N} \times 100\%\]

Percentage of score : < 75 = $\frac{3}{35} \times 100\%$

\[= 8.57\%\]

Percentage of score : > 75 = $\frac{32}{35} \times 100\%$

\[= 91.42\%\]

In the other hand, from the result in the cycle 1, based on the standardized score (KKM) is 75 and the students who get the score
approach with the KKM is 8.57% students. The researcher wants to get 70% students who get score is 75. The result that students who get score 75 is 91.42%. So in the cycle I target researcher is suitable.

Even though in cycle I is suitable the researcher wants to conduct cycle 2 with the reason that the researcher wants to know the result in students improvement with the different material. Does it make different result in cycle I and cycle II.

F. Cycle II

1. The Result of Observation
   a. Pre-test
      1) Pay attention: 14
      2) Activeness in asking questions: 10
      3) Activeness in responding questions: 4
      4) Enthusiasm in doing test: 26
   b. Post-test
      1) Pay attention: 16
      2) Activeness in asking questions: 15
      3) Activeness in responding questions: 5
      4) Enthusiasm in doing test: 28
   c. Conclusion
      Looked on the definition above, there is an improvement of students’ observation through Roundtable and Think Pair Share between pre-test I (before the action) and post-test I (after the action)

2. The Result of Mean
   a. Mean of Pre-test II
      $$M_x = \frac{\sum x}{N}$$
Mean of Post-test II

\[ M_x = \frac{2780}{36} \]
\[ M_x = 77.22 \]

b. Mean of Post-test II

\[ M_x = \frac{\sum Y}{N} \]
\[ M_x = \frac{3070}{36} \]
\[ M_x = 85.27 \]

- Mean of pre-test = 77.22
- Mean of post-test = 85.27

c. There is improvement of reading comprehension through Roundtable and Think Pair Share technique between pre-test II (before the action) and the post-test II (after the action)

3. The Result of SD and To

a. SD of post-test and pre-test

From the data above, the teacher calculate SD pre-test and post-test.

\[ SD_D = \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum D}{N} \right)^2} \]
\[ = \sqrt{\frac{5900}{36} - \left( \frac{370}{36} \right)^2} \]
\[ = \sqrt{163.88 - 105.63} \]
\[ = \sqrt{58.25} \]
\[ = 7.63 \]

b. T-test calculation

\[ T_o = \frac{\left( \frac{\sum D}{N} \right)}{\frac{SD_D}{\sqrt{N-1}}} \]
\[ = \frac{7.63}{\sqrt{36 - 1}} \]
\[
= \frac{10.27}{ \sqrt{35}}
\]
\[
= \frac{7.63}{5.91}
\]
\[
= \frac{10.27}{1.29}
\]
\[
= 7.96
\]

Percentages Score:

\[P = \frac{F}{N} \times 100\%
\]

Percentage of score : \(< 75 = \frac{5}{36} \times 100 \%
\]

= 13.88 %

Percentage of score : \(> 75 = \frac{31}{36} \times 100 \%
\]

= 86.11 %

From the percentage in the cycle 2, based on the standardized score (KKM) is 75 and the students who get the score approach with the KKM is 86.11% students.

Finally, the researcher get the results of this cycle is suitable with the target’s researcher. It is successful based on the percentage in the cycle I and cycle II.

G. Discussion

1. Cycle I

   a. Action Planning

   The activities in action planning are:

   1) Preparing materials, making lesson plan, and designing the steps in doing the action

   2) Preparing list of students’ name and scoring

   3) Preparing teaching-aids
4) Preparing sheets for classroom observation (to know the situation of teaching learning process when the method or technique or mode is applied)

5) Preparing the tests (to know whether students’ achievement improve or not). It is pre-test.

b. Implementation of the Action

The researcher becomes researcher and the researchers friends, Mahmud Hasan becomes the teacher.

On Wednesday, September 2 2014 at 07.15 a.m, the teacher and the researcher entered to the English class, the teacher opened the lesson by introducing herself and checked the students’ presents. In the first meeting, it was followed by 35 students in the class.

Before the lesson, the teacher gave the pre-test for students in 20 minutes about reservation before using roundtable and think pair share technique. He divided the sheets and walked around the class in order to check the students along doing the test. Some of them asked their friends, and others asked to the teacher. After the students had finished the pre-test, she collected and began the teaching learning process.

The teacher told the students about the topic that day, and then the teacher asked the students about it. The situation in the class as follows:

Teacher : “Today, we will discuss about reservation, (Apa itu reservation?) what is the reservation?

Students : “pesen kamar hotel mas (reserve room hotel, sir)”.

Teacher : “Ok, reservasi adalah suatu proses permintaan pemesanan fasilitas-fasilitas umum maupun pribadi yang diinginkan oleh pemesan di hotel, restaurant dan lain-lain bisa juga persetujuan untuk memiliki sesuatu ( reservation is process reserving something, process to reserve general or private facilities in
hotel, restaurant and others. Or an arrangement to have something.

Teacher : *siapa yang pernah memesan kamar hotel?* (did you ever reserve room in hotel?)

Students : *saya mas saya...* (me sir.. me..)

Teacher : *what are you doing there?*

Students : *pesan kamar hotel sir, daftar dlu ke bagian pendaftaran?* (reserve hotel room sir, register in resepsionist)

Teacher : Okay.. Good.. what the reseptionist say?

Students : *emm... selamat siang, ada yang bisa saya bantu, begitu mas.* (emm.. good afternoon, May I help you, sir? Like that sir)

Teacher : And than what you say?

Students : *Saya Ingin pesan kamar mbak.* (I wuld like to make reservation miss)

Teacher : Okay.. good Aji thank you...

Student : Yes sir

Teacher : besides you reserved in hotel, where you can doing reservation? *Selain d hotel dimana kalian melakukan reservation?*

Student1 : Resturant sir

Student 2: karaoke sir

Student 3: *pesan tiket pesawat mas* (reserve air plane ticket sir)
Teacher: Okay, and others, usually what the receptionist ask to you?

Student 1: Tanya tentang nama, alamat (asking about name, address)

Student 2: biasanya tanya tentang tipe kamar yang d butuhkan tamu (usually asking about type of room that the guest need)

Teacher: Sip Atirta, any others?

Student 3: fasilitas dan harganya mas (facility and room rate sir)

Teacher: “Yes, right.” (than teacher explain about reservation)

Teacher: who want to be volunteer to read the example? Siapa hayo?

Student: saya mas (I sir)

Teacher: Yes Atirta, who the next?

Student: sama saya mas (with me sir)

Teacher: Okay Aji and Atirta... please, stand up in front of the class, read loudly!!!

Students: Yes, sir...

Atirta and Aji read the example of reservation loudly after that they give explanation about the text which they understand.

Teacher: Okay thank you guys.. give appaluse for Atirta and Aji

Students: (gives applause)
Teacher: Are you understand about that?

Students: yes sir.. (said loudly)

Teacher: Okay good... Now, I will divide into group, each group consist of two students. Each group must make example of reservation and do the task that I will give to you.” Are you ready?( ok bagus.. sekarang saya akan membagi grup setiap grup terdiri dari 2 orang. Setiap grup membuat contoh reservasi dan mengerjakan tugas yang saya berikan kepada kalian)

Students: yes sir...

Before teacher divide into group, teacher gave the task to students. The students must do the task individuals. Next, the students pairing with their partner to discuss student’s assignment. The students try to solve the task by their group for about 30 minutes. Then the teacher said: “Time is up class, now, we will share it together”. In addition, the teacher wrote down the answer of the task in the whiteboard and students try to correct task of other group. After the students finished, they submitted the task.

c. Observation

In the first cycle, the researcher and her partner observed teaching learning process by monitoring the students’ activity and attention during the action. Observation focused on students’ reading comprehension.

The teacher also observed the students’ attention, activeness in asking questions, answering questions and enthusiasm in doing test. In this section, almost of them was silence in the class, only several students who has answered the teachers’ questions.
Some students done the pre-test by self without ask to their friends, although they still got difficulty in understanding English text. Some students gave less attention when the teacher explained the material.

d. Reflection

After analyzing the result of the action in cycle I, the researcher concluded that the students’ reading comprehension was improved. The score of the result above shows that students’ score increases from the pre-test to the post-test. The mean of pre-test is 80.97 while the mean of post test is 86. Based on the comparison, the students’ reading comprehension enhances since they got treatment. It means that Roundtable and Think Pair Share technique is successful in improving the students reading comprehension.

Based on the observation sheet, the researcher found the most of the students paying attention in the learning process. However, there were many students who were not active in asking questions. The students who were active asking were only 8 students. And then, the number of students who were active in responding in the questions is 7 students. They mostly kept silent even though they did not understand what the teacher explained.

The researcher needed to explain the material in detail in order to make the students understand well. She must guide the students to discuss and present the material in front of the class. Besides the students must be more active to ask the teacher when they did not understand about the lesson. The teacher will use the same technique to teach reading with same topic for the next cycle to get better result.

2. Cycle II

a. Action Planning

Based on the result of cycle I it is necessary for the writer to continue the next cycle. The writer prepared some instrument of the research, such as:
1) Preparing materials, making lesson plan, and designing the steps in doing the action

2) Preparing list of students’ name and scoring

3) Preparing teaching-aids

4) Preparing sheets for classroom observation (to know the situation of teaching learning process when the method or technique or mode is applied)

5) Preparing the tests (to know whether students’ achievement improve or not). It is pre-test and post-test.

b. Implementation in the Action

On Thursday, 3rd September 2015 the teacher and the researcher come to the class. The teacher opened the lesson soon.

Teacher : “assalamualaikum waroh matullahi wabarokatuh”

Students : “wa’alaikumsalam waroh matullahi wabarokatuh”

Teacher : “ How are you today?”

Students : “ I’am fine, and you?”

Teacher : ”I’am very well, thank you

Before starting the lesson the teacher check attending list, after that the teacher reviewed the previous lesson.

Teacher : “Did you still remember our lesson today?

Students : “ya pak, tentang reservation (yes sir, about reservation”

Teacher : ”What is Reservation?”

Students : ” reservation is process reserving something, process to reserve general or private facilities in hotel, restaurant and others. Or an arrangement to have something.
Teacher : “okay, good. What is the expression that used by the
guest?”

Students : “I would like to make reservation sir...”

Teacher : “yes, thats right.”

Later than reviewed the material, teacher gave pre-test to the
students. As in the first cycle, they need 20 minutes to do the test. Some
students finished it before a set time. When the time was up, the teacher
ask them to collect their worksheets. At the moment, he started the
lesson and invited the students to discuss the material as an the cycle I.

Teacher : “today we will study the reservation as yesterday.
Tapi topiknya tentang response to compalins and
cancellation (but the topics is respose to compalins and
cancellation).”

Students : “Okay sir...”

And then the teacher expalined the material and the teacher divide
groups and gave worksheet to do in pairs and individually. And than the
teacher gave brainstorming about expression taht used in reservation.
The teacher gave worksheet to do in pair. He asked them read the
example about reservation. They try to analize the response to
complaints, expression dealing with confirmation and cancellation and
others. After finishing their work, they presented in front of the class,
and the teacher discuss ther work. Teacher gave post test to kow their
reading comprehension increase or not. He gave 20 minutes, after time
was up students collect their worksheet. Teacher closed the meeting.

c. Observation
The researcher and her partner observed the learning activities since the cycle II was going on. The teacher checked the students understanding about reservation by reviewing the material in previous cycle.

The researcher also observed the students’ attention, activeness in asking, answering questions, and enthusiasm in doing test. In this action, almost of them was active in the class based on the observation from the observer during the lesson, the students gave more attention when the teacher explained material before. They complete their assignments which given by the teacher. They done both of pre test and post test.

d. Reflection

Based on the findings of cycle II, the improvement of the students’ reading comprehension increases significantly than the result of cycle I. The students’ reading comprehension is getting increase by Roundtable and Think Pair Share technique. It is displayed in the score that mean pre test is 77.22 and the mean of post test 85.27.

In addition, it can be concluded that by Roundtable and Think Pair Share technique could improved students’ reading comprehension. The students measy to understand the material, so the most of them did the test well.the students are able to comprehend the passage. It can be seen in the result of pre test and post test is higher than the standardized score (kriteria ketuntasan minimal) in score 75.

In the other hand, the students motivation could improve by Roundtable and Think Pair Share technique. It can be seen in the result of students’ observation sheet show that all students paying attention to the teacher explanation, 13 students were active in asking question and 12 students were active in responding the question. All of the students also ended their work on time.

H. Research Summary

From the result of analyzes in cycle 1 and 2, it shows that there is a significant improvement of students’ reading comprehension. The improvement as follow:

| Table 4.5 |
In the first cycle, the test instrument shows the students’ improvement in class. The mean score of post test (86) are higher than score of pre test (80.97). It means that the students’ competences are increase, especially in vocabulary and reading comprehension. In the academic year of 2014/2015 the standardized score (Kriteria Ketuntasan Minimum) in SMK Saraswati is 70. Based on this rule, the mean score of post-test pass the KKM.

In order to get more data, the researcher continues the cycle I to cycle II. In second meeting the students look more relax and enthusiastic than first meeting. In this action, the researcher prepares the teaching well. The Roundtable and Think Pair Share technique is still used in this cycle.

In the process of applying the technique, most of the students participate in the learning process. In cycle II the field note obtains data. The researcher concludes that students more interested with the Roundtable and

### The Mean Of The Students' Score

<table>
<thead>
<tr>
<th>No</th>
<th>Analyze</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean</td>
<td>80.97</td>
<td>77.22</td>
</tr>
<tr>
<td></td>
<td>- Pre-test</td>
<td>80.97</td>
<td>77.22</td>
</tr>
<tr>
<td></td>
<td>- Post-test</td>
<td>86</td>
<td>85.27</td>
</tr>
<tr>
<td>2</td>
<td>T-calculation</td>
<td>4.13</td>
<td>7.96</td>
</tr>
</tbody>
</table>

**Chart 4.1**

The Mean And T-Calculation Of The Students’ Score

In the first cycle, the test instrument shows the students’ improvement in class. The mean score of post test (86) are higher than score of pre test (80.97). It means that the students’ competences are increase, especially in vocabulary and reading comprehension. In the academic year of 2014/2015 the standardized score (Kriteria Ketuntasan Minimum) in SMK Saraswati is 70. Based on this rule, the mean score of post-test pass the KKM.

In order to get more data, the researcher continues the cycle I to cycle II. In second meeting the students look more relax and enthusiastic than first meeting. In this action, the researcher prepares the teaching well. The Roundtable and Think Pair Share technique is still used in this cycle.

In the process of applying the technique, most of the students participate in the learning process. In cycle II the field note obtains data. The researcher concludes that students more interested with the Roundtable and
Think pair share technique. They are confidence to speak English and enjoy in learning process.

The test instrument also shows the development of students’ achievement in the second cycle. The mean score of post test (85.27) are higher than the score of pre test (77.22). It means that students’ achievements are increase, especially in reading comprehension. The mean score of post test in cycle II also pass the standardized score.

After analyzing the data each cycle, the researcher identifies the result of cycle I and cycle II. In order to understand the data easily, the researcher makes the table as follow:

Table 4.6
The Analysis Of Students Improvement

<table>
<thead>
<tr>
<th>No</th>
<th>Analyze</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean</td>
<td>80.97</td>
<td>77.22</td>
</tr>
<tr>
<td></td>
<td>- Pre-test</td>
<td>86</td>
<td>85.27</td>
</tr>
<tr>
<td></td>
<td>- Post-test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>T-calculation</td>
<td>4.13</td>
<td>7.96</td>
</tr>
</tbody>
</table>

Table above shows that there is significant improvement from cycle I to cycle II. The raising of students score is equal with their competence. Students develop students mastery and reading comprehension.

Based on the explanation above the uses of Roundtable and Think Pair Share technique in English learning can improve reading comprehension. In other word, the treatments in XII TKR D students of SMK Saraswati are successful.

The table below describes the number of students that were observed as the aspect.

Table 4.7
The Result Of Observation Cycle I And II

<table>
<thead>
<tr>
<th>Cycle</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cycle I</td>
<td>26</td>
<td>8</td>
<td>7</td>
<td>31</td>
</tr>
<tr>
<td>Cycle II</td>
<td>36</td>
<td>13</td>
<td>12</td>
<td>35</td>
</tr>
</tbody>
</table>
Explanation:

A : Paying attention
B : Activeness in asking questions
C : Activeness in responding questions
D : Enthusiasm in doing test

The whole meetings are considered as the observation that may influence in the learning process. Based on the observation, the researcher can measure the other aspects that influence the treatment given.

The table above show that there is improvements of students’ motivation cycle I to cycle II. The result of observational sheet in cycle II is better than cycle I. They also participate and enjoy the English class well.

Based on the explanation above the uses of Roundtable and Think Pair Share technique in English learning can improve students’ motivation. In other word, the treatments in XII TKR D students of SMK Saraswati Salatiga are successful.

I. Research Limitation

The researcher limit this research dealing with students’ Reading comprehension of the third grade Students of SMK Saraswati Salatiga in the academic year of 2015/ 2016 through Roundtable and Think Pair Share Technique.
CHAPTER V
CLOSURE

A. Conclusions

The researcher has done the classroom action research for two cycles, and he has analyzed the data. From the result of his analysis, he can conclude that:

1. The result of the study shows that the implementation of using Roundtable and Think Pair Share technique can improve the students’ reading comprehension of the third grade of SMK Saraswati Salatiga in the academic year 2015/2016. After implementing Roundtable and Think Pair Share technique, the students’ reading comprehension becomes better. It is shown by the means of pre-test and post-test is 80.97 to 86 in cycle I, the mean of pre-test and post-test is 77.22 to 85.27 in cycle II.

2. The use of Roundtable and Think Pair Share technique in teaching reading can improve students’ reading comprehension of the third grade of SMK Saraswati Salatiga in the academic year 2015/2016. It is shown by the result of the calculation of t-test in the two cycles. In the cycle I is 4.13 and 7.96 in cycle II. In addition, the result shows that the mean of post test findings in cycle I and II are higher than the standardized score (kriteria ketuntasan minimal) in range 70. So there is improvement of reading comprehension of the third grade of SMK Saraswati Salatiga.

B. Implementation

The result of the research shows that the use of Roundtable and Think Pair Share technique can improve the students’ reading comprehension. The implementation of Roundtable and Think Pair Share technique is reasonable because it can give students a great motivation to learn English especially in reading. Thus, Roundtable and Think Pair Share technique is not only good to improve students’ reading comprehension, but also to improve students’ interest and motivation.

C. Suggestions

After the writer knows the real condition and situation, he would like to suggest some possible solutions in teaching reading process, as follow:
1. For English Teachers

The English teacher should use an interesting method or technique in reading class. They should choose a good method or technique in teaching learning process. They can Roundtable and Think Pair Share technique to teach reading. If they use it in the class, the students would feel enjoy the lesson and can decrease the worry in learning reading to improve their reading comprehension.

2. For the students

The students should take a part actively in learning process, do not shy and wrong to express idea especially in comprehending a text. They should be accustomed to discuss about the content of the text for evaluate their comprehension. They also must pay attention, quite, seriously when the teaching learning is going on, and active in asking question when they do not understand what the teacher explanation.

The students should also have high motivation and desire in improving their reading comprehension. They must study hard, not to be lazy to open dictionary, make a note a new word, memorize the new vocabularies from the dictionary and practice it more and more. They should have good self-confidence to express their idea and they should sharing or discuss with their friends.

3. For other researchers

It has be known that the using of small group discussion technique can improve the students’ speaking skill, so that the other researchers or the readers could use the method when they are learning speaking and to improve their speaking skill. They should read this research clearly, so they can understand how to practice small group discussion to improve their speaking skill well without making a mistake.

Based on the above explanation, the writer would like suggest the readers and other researchers that this research can be used to additional reference to further research with the different sample and occasion.


Khusniah. *The use think pair share technique to improve students reading comprehension of SMK Diponegoro in the academic year of 2013/2014*. Salatiga: Graduating Paper STAIN Salatiga


CURRICULUM VITAE

Personal Details

Full Name: Titik Muarivah
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Religion: Moslem
Address: Krajian, Rt/Rw. 15/04, Karangmojo, Klego, Boyolali
E-mail: Ariva_22@yahoo.com

Educational Background:

2008 - 2011: Klegos’ Vocational High School 01 of Klego.
2011 - 2015: English Education Department, of State Institute for Islamic Studies (IAIN) Salatiga.
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : SMK SARASWATI SALATIGA
Mata Pelajaran : Bahasa Inggris
Kelas/semester : XII TKR D/ Ganjil
Materi Pokok : Reservation
Alokasi Waktu : 3x45 menit (1 Pertemuan)

❖ Standar Kompetensi
Memahami dialog percakapan dalam bahasa inggris berdasarkan pada situasi tertentu setara level intermediate.

❖ Kompetensi Dasar
1.1. Menghasilkan tuturan sederhana dalam percakapan bahasa inggris.

❖ Indikator
a. Mengidentifikasi ungkapan-ungkapan dalam reservasi hotel/restoran dan lain-lain dalam bahasa inggris.
b. Menjelaskan cara mengkonfirmasi reservasi hotel, restoran dan lain-lain dalam bahasa inggris.
c. Mempraktekkan ungkapan-ungkapan dalam reservasi hotel/restoran dalam bahasa inggris.

❖ Tujuan Pembelajaran
a. Siswa dapat mengidentifikasi ungkapan-ungkapan dalam reservasi hotel/restoran.
b. Siswa dapat menjelaskan cara mengkonfirmasi reservasi hotel/restoran.
c. Siswa dapat mempraktekkan ungkapan-ungkapan dalam reservasi hotel/restoran.

❖ Materi Pembelajaran
- Pengertian Reservasi
Reservasi adalah suatu proses permintaan pemesanan fasilitas-fasilitas umum maupun pribadi yang diinginkan oleh pemesan di hotel, restauran dan lain-lain.

Example:
Receptionist: good evening, sir. May I help you?
Guest: good evening. My name is Ardi. I book two rooms for my family.
Receptionist: ahh.. yes, Mr.Ardi. here we are. Shall I complete the registration card.
Guest: thank you. The name’s Ardi. A-R-D-I
Receptionist: and what is your first name, sir?
Guest: Wahyu
Receptionist: and your private address, sir?
Guest: mawar street 123, jakarta.
Receptionist: and finally, sir, how do you intend to pay?
Guest: by credit card. Access.
Receptionist: that’s fine, sir. Now we have put you in room 20 and 21. You arrive today the 18th July. How long are you staying with us?
Guest: two days only.
Receptionist: thank you very much, sir. I’ll get the porter to show you to your rooms now. I hope you enjoy your staying with us.

- Vocabularies dealing with reservation:
  a. Receptionist
  b. Guest
  c. Book
  d. Complete
  e. Registration
  f. Pay
  g. Arrive
  h. Porter

- Ungkapan-ungkapan membuat reservasi hotel, restauran dan lain-lain:

<table>
<thead>
<tr>
<th>Expression in reservation hotel</th>
<th>Some common expression used by receptionist</th>
<th>Some common expression used by guest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enterprise hotel, rita speaking. How can I help you?</td>
<td>I would like to make reservation for next week</td>
<td></td>
</tr>
<tr>
<td>What date are you looking for?</td>
<td>It is necessary to book ahead?</td>
<td></td>
</tr>
<tr>
<td>What can I do for you Sir/Madam?</td>
<td>Is there a restaurant in the hotel?</td>
<td></td>
</tr>
</tbody>
</table>
Yes Sir, the rooms are available for tomorrow. I’d a room, please like to reserve.

It’s $120 per day including breakfast. It is for... (tonight, next weekend, 18th June, etc).

Your room number is ...., the room service will take you there. How much do you charge per day?

How long will you be staying? It is for... (names/spell the name).

I’m afraid, we are booked that weekend. Please, pick me up at the airport/railway station at... (hour), on... (day/date).

- Confirming a Reservation
  
  Some expressions to confirm a reservation:
  - I’d like to reconfirm my reservation.
  - I’d like to confirm my flight.
  - I’m sorry say that...

  Example:
  
  HR : Good morning. Can I help you?
  Hadi: Good morning. I’d like to confirm that on 17th August I book a room for three days.
  HR : you have reserved sir? I’ll check it. May I know your name?
  Hadi: my name is BagasHadiSetyawan. I’ll reserve room no.203.
  HR : yes, sir. You are already booking here.
  Hadi: thank you.
  HR : You are welcome.

- Metode/teknik pembelajaran
  - Roundtable and Think Pair Share technique

- Langkah-Langkah Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kegiatan Awal</td>
<td>Apersepsi atau motivasi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Guru mengkondisikan kelas (membuka dengan salam, berdo’a, dan mencek kehadiran)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Memotivasi siswa dengan menanyakan tentang ungkapan yang berkaitan dengan pemesanan.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10’</td>
<td></td>
</tr>
<tr>
<td>Kegiatan Inti</td>
<td>a. Eksplorasi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Guru menjelaskan materi pembelajaran tentang reservation dan contohnya.</td>
<td>115’</td>
</tr>
</tbody>
</table>
Melibatkan perserta didik dalam mencari informasi yang luas tentang topik / tema yang akan diajarkan (Think)
- Siswa menulis tentang apa yang meraka pikirkan dalam selembar kertas.
- memberikan contoh dialog pemesanan beserta ungkapan-ungkapannya, dan meminta siswa berpasangan untuk membacanya (Pair)

b. Elaborasi
- Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu.
- Memfasilitasi peserta didik pembelajaran kooperatif (share), dengan membiarkan siswa bertukar pikiran dalam kelompok kecil.
- Memfasilitasi peserta didik untuk menyajikan hasil kerja individu maupun kelompok.

c. Konfirmasi
- Memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa.
- Guru dan siswa bersama-sama menyimpulkan materi yang telah dipelajari.

Kegiatan Akhir
- Guru menanyakan kesulitan siswa atas materi yang telah di bahas.
- Guru melakukan penilaian hasil belajar
- Guru mengakhiri pelajaran dengan berdo’a dan mengucapkan salam.

<table>
<thead>
<tr>
<th>Sumber/alat Belajar</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Alat: white board, board marker, photocopy.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>penilaian hasil belajar</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Indikator, Teknik dan Bentuk</td>
<td></td>
</tr>
</tbody>
</table>
2. **Instrumen Penilaian**

**Task 1**

*Read the dialogue and answer the questions*

**Receptionist** : Good morning. Welcome to The Hilton Hotel.

**Mr. Sam** : Hi, good morning. I’d like to make a reservation for the second weekend in December. Do you have any vacancies?

**Receptionist** : Yes sir, we have several rooms available for that particular weekend. And what is the exact date of your arrival?

**Mr. Sam** : The 14th.

**Receptionist** : How long will you be staying?

**Mr. Sam** : I’ll be staying for three nights.

**Receptionist** : How many people is the reservation for?

**Mr. Sam** : There will be four of us. So, I want to reserve 2 rooms.

**Receptionist** : And would you like a room with twin beds or a double bed?

**Mr. Sam** : A double bed, please.

**Receptionist** : Okay. And would you prefer to have a room with a view of the ocean?

**Mr. Sam** : If that type of room is available, I would love to have an ocean view. What’s the rate for the room?

**Receptionist** : Your room is eight hundred and fifty dollars per night. Now what name will the reservation be listed under?

**Mr. Sam** : Michael Sam.

**Receptionist** : Could you spell your last name for me, please?

**Mr. Sam** : Sure. S-A-M

**Receptionist** : And is there a phone number where you can be contacted?

---

<table>
<thead>
<tr>
<th>Indikator pencapaian kompetensi</th>
<th>Teknik penilaian</th>
<th>Bentuk Istrumen</th>
<th>Instrumen / Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>mengidentifikasi berbagai informasi dalam reservation</td>
<td>Tertulis</td>
<td>Short answer questions</td>
<td><em>Read the dialogue and answer the questions.</em></td>
</tr>
</tbody>
</table>
Mr. Sam : Yes, my cell phone number is 5486-98294.
Receptionist : Well, now I’ll need your credit card information to reserve the room for you. What type of card is it?
Mr. Sam : Visa. The number is 99534890.
Receptionist : And what is the name of the cardholder?
Mr. Sam : Michael Sam.
Receptionist : Alright, Mr. Sam, your reservation has been made for the 14th of July for two rooms, each room with a double bed and view of the ocean. Check-in is at 1 o’clock. If you have any other questions, please do not hesitate to call us.
Mr. Sam : Great, thank you so much.
Receptionist : My pleasure. We’ll see you in July, Mr. Sam. Have a great day.

1. Who is Mr. Sam?
2. What is the topic of the dialog?
3. How many rooms is the reservation?
4. What is expression of confirm reservation?
5. How long the guest going to stay?

Kunci Jawaban:
1. Guest
2. Confirm reservation
3. 2 rooms
4. I’d like to make a reservation
5. For three nights

Task 2
Match the expressions in column A to column B

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. When are you going to stay?</td>
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</tr>
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<td>c. My name’s Riayah Soekirno and my address is 74 Rose Street Salatiga</td>
</tr>
<tr>
<td>5. May I know your name and address,</td>
<td>e. Certainly, sir. When will you have it?</td>
</tr>
</tbody>
</table>
Kunci jawaban:

1. E
2. A
3. B
4. D
5. C

3. Pedoman Penilaian

Dalam test ini tersiri dari 5 short answer questions dan 5 match the expressions. Penilaian test ini adalah sebagai berikut:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
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Salatiga, 02 September 2015

Mengetahui

Guru Mata Pelajaran Peneliti

Wahyusih Pamungkas S.Pd Titik Muarivah
NIP: NIM: 11311119

Kepala Sekolah

Drs. H. Edy Triyanto Basuki, M.Pd
NIP: 19600125 198403 1 006

79
Read the letter and answer the questions.

AUBURN ROAD 229
EAST KIEW
Melbourne

Front Office Manager,
PARAMITA HOTEL
22 Pejanggik Street, Mataram

Dear Sir/Madam,

I would like to book a single executive room for three nights from June the 5th 2010. Would you mind reserving a comfort suite room and providing a private set of facilities for me, please?

I expect to arrive on Friday June the 5th around 2 p.m. and check in at your hotel immediately.

Please send me the bill of payment I have to pay as soon as possible. I would like to pay it in cash, then. Thank you for serving.

Yours faithfully,

Grania Graner

1. Who send the letter?
2. Whom was the letter written to?
3. What did the sender request?
4. How long was the sender going to stay?
5. What time would he check in?
Complete the following reservation form based on the letter.

PARAMITA HOTEL

22 Pejanggik Street, Mataram

Phone (+62 370) 523 453 Fax. (+62 370) 523453

RESERVATION FORM

First name : ___________________________________________________________

Last name : ___________________________________________

Sex : Male / Female

Passport number : ____________________________________________________

Nationality : ________________________________________________________

Address : __________________________________________________________

Phone : _____________________________________________________________

Check in date : ______________________________________________________

Check out date : _____________________________________________________

Special request : ____________________________________________________

Room type : _________________________________________________________

Payment : Credit / Cash

Signature, Date

_________________________  __________________________
Task 1

Read the dialogue and answer the questions

Receptionist : Good morning. Welcome to The Hilton Hotel.
Mr. Sam : Hi, good morning. I’d like to make a reservation for the second weekend in December. Do you have any vacancies?
Receptionist : Yes sir, we have several rooms available for that particular weekend. And what is the exact date of your arrival?
Mr. Sam : The 14th.
Receptionist : How long will you be staying?
Mr. Sam : I’ll be staying for three nights.
Receptionist : How many people is the reservation for?
Mr. Sam : There will be four of us. So, I want to reserve 2 rooms.
Receptionist : And would you like a room with twin beds or a double bed?
Mr. Sam : A double bed, please.
Receptionist : Okay. And would you prefer to have a room with a view of the ocean?
Mr. Sam : If that type of room is available, I would love to have an ocean view. What’s the rate for the room?
Receptionist : Your room is eight hundred and fifty dollars per night. Now what name will the reservation be listed under?
Mr. Sam : Michael Sam.
Receptionist : Could you spell your last name for me, please?
Mr. Sam : Sure. S-A-M
Receptionist : And is there a phone number where you can be contacted?
Mr. Sam : Yes, my cell phone number is 5486-98294.
Receptionist : Well, now I’ll need your credit card information to reserve the room for you. What type of card is it?
Mr. Sam : Visa. The number is 99534890.
Receptionist : And what is the name of the cardholder?
Mr. Sam : Michael Sam.
Receptionist : Alright, Mr. Sam, your reservation has been made for the 14th of July for two rooms, each room with a double bed and view of the ocean. Check-in is at 1 o’clock. If you have any other questions, please do not
hesitate to call us.

**Mr. Sam** : Great, thank you so much.

**Receptionist** : My pleasure. We’ll see you in July, Mr. Sam. Have a great day.

6. Who is Mr. Sam?
7. What is the topic of the dialog?
8. How many rooms is the reservation?
9. What is expression of confirm reservation?
10. How long the guest going to stay?

**Task 2**

Match the expressions in column A to column B

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<td>e Certainly, sir. When will you have it?</td>
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</table>
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : SMK SARASWATI SALATIGA
Mata Pelajaran : Bahasa Inggris
Kelas/semester : XII TKR D/ Ganjil
Materi Pokok : Reservation
Alokasi Waktu : 2x45 menit ( 1 Pertemuan)

- **Standar Kompetensi**
  Memahami dialog percakapan dalam bahasa inggris berdasarkan pada situasi tertentu setara level intermediate.

- **Kompetensi Dasar**
  1.2. Menghasilkan tuturan sederhana dalam percakapan bahasa inggris.

- **Indikator**
  d. Mengidentifikasi ungkapan-ungkapan dalam reservasi hotel/restauran dan lain-lain dalam bahasa inggris.
  e. Menjelaskan cara mengkonfirmasi reservasi hotel, restauran dan lain-lain dalam bahasa inggris.
  f. Mempraktekkan ungkapan-ungkapan dalam reservasi hotel/restoran dalam bahasa inggris.

- **Tujuan Pembelajaran**
  d. Siswa dapat mengidentifikasi ungkapan-ungkapan dalam reservasi hotel/restauran.
  e. Siswa dapat menjelaskan cara mengkonfirmasi reservasi hotel/restauran.
  f. Siswa dapat mempraktekkan ungkapan-ungkapan dalam reservasi hotel/restoran.

- **Materi Pembelajaran**
  - Pengertian Reservasi
    Reservasi adalah suatu proses permintaan pemesanan fasilitas-fasilitas umum maupun pribadi yang diinginkan oleh pemesan di hotel, restauran dan lain-lain.
  - Vocabularies dealing with reservation:
    i. Receptionist
    j. Guest
    k. Book
    l. Complete
    m. Registration
    n. Pay
Expression in reservation hotel

<table>
<thead>
<tr>
<th>Some common expression used by receptionist</th>
<th>Some common expression used by guest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enterprise hotel, rita speaking. How can I help you?</td>
<td>I would like to make reservation for next week</td>
</tr>
<tr>
<td>What date are you looking for?</td>
<td>It is necessary to book ahead?</td>
</tr>
<tr>
<td>What can I do for you Sir/ Madam?</td>
<td>Is there a restaurant in the hotel?</td>
</tr>
<tr>
<td>Yes Sir, the rooms are available for tomorrow</td>
<td>I’d’a room, please like to reserve</td>
</tr>
<tr>
<td>It’s $120 per day including breakfast</td>
<td>It is for... (tonight, next weekend, 18th June, etc)</td>
</tr>
<tr>
<td>Your room number is ……, the room service will take you there</td>
<td>How much do you charge per day?</td>
</tr>
<tr>
<td>How long will you be staying?</td>
<td>It is for…… (names/spell the name)</td>
</tr>
<tr>
<td>I’m afraid, we are booked that weekend.</td>
<td>Please, pick me up at the airport/railway station at... (hour), on... (day/date)</td>
</tr>
</tbody>
</table>

- Confirming a Reservation
  Some expressions to confirm a reservation:
  - I’d like to reconfirm my reservation.
  - I’d like to confirm my flight.
  - I’m sorry say that...

- Percakapan di telepon tentang reservasi
  Can I book two rooms for Saturday night, please?

- Response to complaints
  - I am very sorry, Sir

- Expressions dealing with arrangement
  - What about tonight?
  - I’m sorry. I have got something to do tomorrow. What about Sunday?

- Expressions dealing with confirmation and cancellation:
  - I’d like to confirm my flight to Singapore.
  - I regret to tell you that I have to cancel our appointment.

Example:

Confirmation:
Afif (Receptionist I): Good Night, NguraiRai Airlines. May I help you, sir?
Reza (Guest I): Good night, I’ve two ticket from Bali to Canada and we would like to confirm it. Please?
Afif (Receptionist I): What your number Flight, sir ….?
Reza (Guest I): Our flight number is B758 and B757
Afif (Receptionist I): One moment please? Hello,, Yours business ticket are ready confirmed and the plane can take off at 06.00 a.m. from bali and your arrival in Canada will be at 11.00 p.m. local time.
Seul& Reza (Guest): Ok Thank you
Rois&Afif (Receptionist): You’re welcome

Cancellation:
Rois (Receptionist II): Hello good morning sir, ?may I help you ?
Seul (Guest II): Yes, may I cancel my flight ticket schedule ?
Rois(Receptionist I): when you will be the flight ?
Seul (Guest II): Tomorrow, my flight ticket schedule tomorrow and I would changed my schedule in the next 2 days. Can your change it …?
Rois (Receptionist II): one moment please, may I see your flight number sir ?
Seul (Guest II): oh, yes
Rois (Receptionist II): One moment Please, Flight number B758 and B757 Already change the schedule inthe next 2 days.
Seul(Guest II): Ok, thank you
(Receptionist I and II): You’re Welcome

- Metode/teknik pembelajaran
  - Roundtable and Think Pair Share technique

- Langkah-Langkah Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kegiatan Awal</td>
<td>Apersepsi atau motivasi</td>
<td>10’</td>
</tr>
<tr>
<td></td>
<td>- Guru mengkondisikan kelas ( membuka dengan salam, berdo’a, dan mengecek kehadiran).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Memotivasi siswa dengan menanyakan tentang ungkapan yang berkaitan dengan pemesanan.</td>
<td></td>
</tr>
<tr>
<td>Kegiatan Inti</td>
<td>d. Eksporasi</td>
<td>70’</td>
</tr>
<tr>
<td></td>
<td>- Guru menjelaskan materi pembelajaran</td>
<td></td>
</tr>
</tbody>
</table>
tentang reservation dan contohnya.
- Melibatkan peserta didik dalam mencari informasi yang luas tentang topik / tema yang akan diajarkan (Think)
- Siswa menulis tentang apa yang meraka pikirkan dalam selembar kertas.
- memberikan contoh dialog pemesanan beserta ungkapan-ungkapanya, dan meminta siswa berpasangan untuk membacanya (Pair)

e. Elaborasi
- Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu.
- Memfasilitasi peserta didik pembelajaran kooperatif (share), dengan membiarkan siswa bertukar pikiran dalam kelompok kecil.
- Memfasilitasi peserta didik untuk menyajikan hasil kerja individu maupun kelompok.

f. Konfirmasi
- Memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa.
- Guru dan siswa bersama-sama menyimpulkan materi yang telah dipelajari.

Kegiatan Akhir
- Guru menanyakan kesulitan siswa atas materi yang telah di bahas.
- Guru melakukan penilaian hasil belajar
- Guru mengakhiri pelajaran dengan berdo’a dan mengucapkan salam.

<table>
<thead>
<tr>
<th>Sumber/alat Belajar</th>
<th>10’</th>
</tr>
</thead>
</table>
4. Alat: white board, board marker, photocopy. |

.dependent_text
4. Indikator, Teknik dan Bentuk

<table>
<thead>
<tr>
<th>Indikator pencapaian kompetensi</th>
<th>Teknik penilaian</th>
<th>Bentuk Istrumen</th>
<th>Instrumen / Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>mengidentifikasi berbagai informasi dalam reservation</td>
<td>Tertulis</td>
<td>Short answer queastions</td>
<td><em>Read the dialogue and answer the questions.</em></td>
</tr>
</tbody>
</table>

5. Instrumen Penilaian

Task 1

*Read the dialogue and answer the questions*

Reservation: Good Morning, Plaza Hotel. This is reservation, how may I help you?

Guest: __________________________ I would like to book a room.

Reservation: Yes Sir, may I know what type of room would you like, and for how many person, Sir?

Guest: I like one __________________________, just for me.

Reservation: May I know what date you will be arriving?

Guest: I will be arriving on __________________________ and depart on 22nd of June 2011.

Reservation: Alright Sir, May I know your name, Sir?

Guest: My name is David.

Reservation: Just a moment Mr. David, I will check available room for that period.

Guest: Yes please

Reservation: You are very lucky Sir, because one suite room still available for you. In our hotel you will get room number 183. You will get room facilities such as private balcony, living room, small kitchen, mini bar, wardrobe, television, telephone, air conditioner, bath room complete with shower, bath tub and wash basin complete with hot and cold running water. And hotel facilities such as boga sari restaurant, meeting room, sport area, parking area, laundry, and beauty salon and spa. The room rate is __________________________ including breakfast. Would you like to take it, Sir?

Guest: Yes I will take it.

Reservation: May I know how about your deposit, Sir? Because it is a high season, so you need to pay the deposit of room.

Guest: Ok, I will pay, how much I should pay?

Reservation: You must pay for one night, is that OK?
Guest : Of course. If that possible, how may I transfer the payment ?
Reservation : If you want to transfer the payment, you can transfer using XX bank in your city, and our account is is that alright, Sir ?
Guest : Ok. Thank you for you information,
Reservation : May I repeat your request, Sir ?
Guest : Yes Please
Reservation : Well, Mr. David, you would like one suite room,and the rate is Rp 550.000,00 net including breakfast, you will be arriving at 19th of June 2011 until 22nd of June 2011, you will pay the deposit for one night, and would you like a something else ?
Guest : No thank, I think that is enough.
Reservation : Thank you very much for you reservation. Looking forward for your coming to our hotel. If you had any cancellation about your reservation, please inform us as soon as possible.
Guest : Thank you very much for your service.
Reservation : You are welcome.

1. 19th of June 2011
2. 11234560000
3. Good morning
4. Suite room
5. Rp. 550.000,00
6. 22th of June 2011

**Answer the question based on the text**

1. Who wants to reservation?
2. Where he take reservation?
3. How long was he going to stay?
4. What is the hotel fasilities?
5. How he can transfer the payment?

6. Pedoman Penilaian

Dalam test ini tersiri dari 5 short answer questions dan 5 match the expressions. Penilaian test ini adalah sebagai berikut:

<table>
<thead>
<tr>
<th>2 point untuk short answer question</th>
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Salatiga, 02 September 2015

Mengetahui
Guru Mata Pelajaran Peneliti

Wahyusih Pamungkas S. Pd Titik Muarivah
NIP: NIM: 11311119

Kepala Sekolah

Drs. H. Edy Triyanto Basuki, M.Pd
NIP: 19600125 198403 1 006
Fill the following sentence space of the dialogue with the sentences or phrases provided!

Receptionist : ................(1). Can I help you?

Mr. Arga : Yes, could I have ................(2) for the night?

Receptionist : Certainly. Single room or a double?

Mr. Arga : Single, .............

Receptionist : Would you like a room with (4) ............. or a bath?

Mr. Arga : A shower. How much is the room?

Receptionist : (5) ........... for the room and breakfast. Would you like an evening meal?

Mr. Arga : No, thanks. Just breakfast. Can I buy by (6) ...........?

Receptionist : Yes, of course. We take Visa and Master Card as well as Dinner Club. Could you sign (7) ............ please?

Mr. Arga : Yes, sure. Do you want my address, too?

Receptionist : No, just a signature. Do you have (8) ............?

Mr. Arga : just a bag

Receptionist : (9) ............. Your room number is 311. I hope you (10) ............

Mr. Arga : Thanks.

Choices:

a. a room
b. please
c. good morning
d. Rp.225,000
e. Here is your key
f. Enjoy your stay
g. A shower
h. The register, please
i. Have any luggage
j. Credit card
**SOAL POST-TEST CYCLE 2**

*Name :*

*No :*

*Class :*

*Fill the blank and answer the questions.*

Reservation: Good Morning, Plaza Hotel. This is reservation, how may I help you?

Guest: _______________ I would like to book a room.

Reservation: Yes Sir, may I know what type of room would you like, and for how many person, Sir?

Guest: I like one _______________ , just for me.

Reservation: May I know what date you will be arriving?

Guest: I will be arriving on _______________ and depart on 22nd of June 2011.

Reservation: Alright Sir, May I know your name, Sir?

Guest: My name is David.

Reservation: Just a moment Mr. David, I will check available room for that period.

Guest: Yes please

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Guest: Thank you very much for your service.
Reservation: You are welcome.

7. 19th of June 2011
8. 11234560000
9. Good morning
10. Suite room
11. Rp. 550.000,00
12. 22th of June 2011
Answer the question based on the text

6. Who wants to reservation?
7. Where he take reservation?
8. How long was he going to stay?
9. What is the hotel facilities?
10. How he can transfer the payment?
1. The teacher give material

2. The students do the assignment pre test
3. The teacher give explanation about the material

4. The students share
5. The students discuss in group

6. The students share in front of class
7. The students do assignment post test

8. The student share his idea about the material
PERNYATAAN KEASLIAN TULISAN DAN KESEDIAAN PUBLIKASI

Saya yang bertanda tangan di bawah ini:

Nama : Titik Muarivah
NIM : 113-11-119
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris

Menyatakan bahwa skripsi yang saya tulis ini benar-benar merupakan hasil karya saya sendiri, bukan jiplakan dari karya orang lain. Pendapat temuan orang lain yang terdapat dalam skripsi ini dikutip / dirujuk berdasarkan kode etik ilmiah. Skripsi ini diperkenankan untuk dipublikasikan pada e-repository IAIN Salatiga

Salatiga, 03 Oktober 2015

Penulis

[Signature]

Titik Muarivah
113-11-119