

**“THE EFFECTIVENESS OF ROUNDTABLE TECHNIQUE TO THE STUDENT
READING COMPREHENSION ACHIEVEMENT IN NARRATIVE TEXT
TO THE SECOND YEAR STUDENTS OF MA HM TRIBAKTI
KEDIRI IN ACADEMIC YEAR 2014/2015.”**

Thesis

Presented in Partial Fulfillment of the Requirement of Obtain
The Sarjana Pendidikan Deree (S.Pd) of English Department
Faculty of Teacher Training Education
University of Nusantara PGRI Kediri



By

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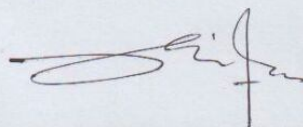
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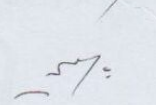
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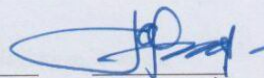
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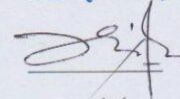
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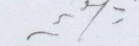
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ABSTRACT

Roundtable Technique is in teams, students each write a response on their own piece of paper. Students then pass their papers clockwise so each teammate can add to the prior responses. This is used to help in increasing creativity, memory and specifically the recall of information. The purpose of this study are to identify students' reading comprehension especially for narrative text before and after being taught using Roundtable technique, and to know there are any significant effects of using Roundtable Technique to students' reading comprehension in Narrative text. This research used quantitative research. The participants of the study were eleventh grade students of MA HM Tribakti Kediri. It consisted of 26 students. From the data obtained, the students' reading comprehension post test mean score (89,92) of students was higher than the pre test mean score (58,07). Therefore, Roundtable Technique can be considered to be an alternative technique in teaching reading comprehension.

Keywords: Reading Comprehension, Roundtable Technique

I. INTRODUCTION

There are four English skills students should learn, they are listening, speaking, reading and writing. Listening and reading skills are receptive skills and speaking and writing are productive skills. Beside learning the skills, the students also learn the English component, vocabulary and grammar. Reading as one of the English skills have to be learnt. According to McNamara (2007:3) "Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered". It means that reading skill is very important to be learned.

Reading is an active process of comprehension skill. Vacca, et al., in Khoiriyah (2009:1) says that, "In reading, a reader tries to understand ideas that a writer has put in a text. It means the students should develop their knowledge by looking for the information of the text.

Reading is about understanding the printed text. The meaning of reading can be defined as "Reading is the practice of using text to create meaning" (Johnson 2008:3). Furthermore, Pang et al (2003: 6) state that "Reading is about understanding written text". From those statements above, it is clear that reading is an activity to understand written text.

Moreover, reading can be seen as a process between a reader and a text which lead to get the information and ideas from printed text. According to Ontario (2003: 13) "Reading is the process of constructing meaning from a written text". Reading has many benefits for the readers. One of the benefits of reading is a broad store of information. According to Miller (2006: 72) "Readers build, change, and revise their schema when they encounter new information in the text, engage in conversations with others, and gain personal experience".

In reading comprehension teacher must have a goal to minimize reading difficulties and to maximize comprehension. What the students read must be relevant to their need and interest and they must be ready, willing and able to read it. Problem mostly occurs to students when reading a book they feel difficult because the students are feeling bored. The problem came from the students difficulties to read word by word without understanding the text. They also translate word by word in order to know the full meaning from the passage and they often look up the dictionary when they read the passage. But that problem not only came from the students themselves, but the teacher also had the important role in the result of the student's reading comprehension achievement.

There are many factors which become the causes of the problems. One of the factors is students' reading comprehension is still less. In learning process of reading comprehension the students must find the main ideas, find the required information, and make conclusion. But, in fact many students are not able to determine the subject matter and conclude the reading passage. It can be caused by the minimum of reading text material in the learning process. Besides the way of teaching in reading comprehension, difficult to be understood by the students. Most of teachers just give an ordinary technique in reading text. They have difficulties to find the best technique in reading comprehension. There is no variation of technique used by the teacher in reading comprehension. It makes students more difficult to understand the text. At least they need friend or partner to ask or share about the text.

Teaching reading in the real process needs a suitable technique to make the students interested in the

material. Knowing those, the teacher should use new technique to teach reading material. There are many strategies to teach reading such Number Head together, Roundtable, Rallytable, Cooperative Integrated and Composition (CIRC), Think Pair Share (TPS) etc.

The writer chooses roundtable as the technique in the teaching and learning process. By using Roundtable technique hopefully the students to enjoy the teaching learning process, the feel confident and are able to share ideas. Moreover, Kagan (2009:156) states, "Students take turns generating written responses, solving problems, or making a contribution to a project. In RoundTable, students take turns in their teams." It means that, by this technique the students will find it easy to do exercise in the English teaching and learning process.

Roundtable activity is also a technique that guides students in learning reading. The aim of Roundtable is to develop high level of thinking while reading. The role of this strategy is doing the exercise in groups. This technique gives much time to the students to be active in the English teaching and learning process and also they can develop critical thinking and learn to solve the problem.

II. METHOD

The research method used in this study was Quantitative Research. The design of this experimental research is Quasy-Experimental Design especially One-Group Pretest-Posttest Design. McMillan and Schumacher (2006: 24) state that A quasi-experimental design approximates the true experimental type. The purpose of the method is the same—to determine cause and effect—and there is direct manipulation of conditions. Quasi-experimental design focuses on treatment and outcome, hence the data was taken

from pre-test and post-test in order to know whether or not Roundtable Technique was effective in improving students' reading comprehension achievement.

The variable of this research were Roundtable Technique as an independent variable and reading comprehension as dependent variable. This research was held in MA HM Tribakti Kediri which is located on Jl. KH. Abdul Karim, Kel. Lirboyo, Kec. Mojoroto Kediri. The writer decided eleventh grade students of MA HM Tribakti Kediri as populations. Thus, the sample of this research was the tenth grade students XI-IPS 1 class of MA HM Tribakti Kediri. It consisted of 26 students. The instruments used were pre test and post test. T-test formula was applied to analyze the data

III. FINDING AND DISCUSSION

Pre-test was held at the first meeting of the research. It was done on 27th March, 2015. The total pre-test scores is 1510. The following table shows the result of pre-test :

Table 3.1: The Result of Pre-Test Score in
general

No	Classification	Score
1	The Highest Score	70
2	The lowest Score	50
3	The average Score	58,07

Then, post-test was held after two times of treatments given to the students. It was used to measure the reading comprehension after being taught mind mapping technique. The total of post-test score is 2260. The following table shows the score of post-test :

Table 3.2: The Result of Post-Test
Score in general

No	Classification	Score
1	The Highest Score	95
2	The lowest Score	75
3	The average Score	89,92

It can be seen from the table above, that total score of pre-test is different with post-test. In pre-test, is obtained 1510 and the score improve in post-test, it is 2260. Automatically, mean of pre-test and post-test is different too. Mean 58,07 is obtained in pre-test and mean 89,92 is obtained in post-test. Thus, mean of post-test is also better than mean of pre-test.

To analyze the data result, it is necessary to calculate the following aspects, deviation standard and t-score.

Table 3.3: Deviation Score of Pre-test and

Post-test

N	Pre-	Post-	Od	d ²	Md
Σ	1510	2260	750	22750	28,84

Based on the table of analysis of pre-test and post-test scores above, total score of pre-test is 1510 and total score of post-test is 2260. It means that students' score increase. The total score of d is 750. The final result of d² is 22750.

Roundtable technique is very significant to the students' reading ability that can be seen from the table differences level of significant from t-table and t-score below.

Table 3.4: The Statistical Computation of Using T-Test

d	t-score	1%	5%	Alternative Hypothesis (H _a)	Null Hypothesis (H ₀)
25	156,73	2,787	2,060	Accepted	Rejected

Based on the calculation above, If the t-score \geq t-table, and the level of significance is 1 %. It means that it is very significant, so the H₀ is rejected. It can be seen that t-score is 156,73 and the degree of freedom or db is (N-1) = (26-1) = 28. Finally, the t-table is 2,787 at the level of significance of 1%, and 2,060 at the level of significance of 5%.

It means that t-score is higher than t-table, thus it can be concluded that the result of the research is very significant or there is very significant effect of using Roundtable Technique to the students' reading comprehension of narrative text of the eleventh grade of MA HM Tribakti Kediri.

IV. CONCLUSION AND SUGGESTION

Based on the results, there was significant difference on the pre-test and post-test scores. The students' reading comprehension before taught by using Roundtable Technique got the average score only 58,07 and the highest score that they had gained was 70. The lowest score was 50, it means that the students' reading comprehension was poor. Second, the students' reading comprehension after being taught by using mind mapping technique got the average score 87,92. There was the improvement of the average score after the treatment. The highest score increased become 95 and the lowest score improved become 75. It means that there was a significant improvement of the students' reading comprehension after being taught by using Roundtable Technique. Third, the Roundtable Technique is really appropriate in teaching reading because this technique is proved able to increase the students' comprehension in reading.

Based on the findings, discussions, and the conclusions, several suggestions in order to make improvement for the next

study are proposed. First, the English teacher should use technique other than the conventional way to teach the material in order that their students will be more active and can accept the material well. One of the technique that teacher can use is Roundtable Technique since it can give students chance to be more active in teaching and learning process. And also, the activities in Roundtable technique are interested because the student can share their idea by using Roundtable technique to answer the task with their friend when they get some difficulties. Furthermore, the students also increase their confidence to present their answer in front of the class. Thus, the students can be more interested in following the lesson. Second, for other researcher. The other researchers are expected to be able to conduct a better research about Roundtable Technique . The writer suggests that the other researcher would like to give more treatment to prove the effectiveness of Roundtable technique since the writer only conducted two treatments in this research. Third, For the school, the researcher expects that the school will provide new and completed facilitation and multimedia room especially to support teaching and learning process to learn English, especially in teaching and learning reading using Roundtable for better students' achievement in the future.

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