

## Permanently Blank

**The Effect of Roundtable Technique to the Students' Reading Comprehension  
Achievement In Narrative Text To The Second Year Students  
MA HM Tribakti Kediri**

**HeniLailatulMuazizah**

University of Nusantara PGRI Kediri

E-mail Address:

**Rika Riwayatiningasih**

University of Nusantara PGRI Kediri

E-mail Address:

**Abstract**

Reading is one of the language skills which is very important to develop students' knowledge in their studies. To make students understand what they read, it needs techniques. This study aims at finding the effect of roundtable technique to their reading ability. roundtable technique is a technique in which the students are in teams, write a response on their own piece of paper, pass their papers clockwise so each teammate can add to the prior responses. It is an experimental study using One-group Pretest-Posttest design. The data were taken from one class consisting 26 students of the eleventh grade of MA HM TribaktiLirboyo Kediri. The data were collected using pre-test, treatment and then post-test. Then the data were analyzed using T-test formula. From data analysis, it can be found that the mean score of post-test (89,92) is higher than mean score of pre-test (58,07). The T-score (at the degree of freedom of 26 is 156,73, that is higher than the t-table at the level of significance of 1% 2,787 and 2,060 at the level of significance of 5%. So, the T-score (156,73)  $\geq$  T-table, and the level of significance is 1 % (2,787). It means that it is very significant, so the  $H_0$  is rejected and  $H_a$  is accepted. It can be concluded that Roundtable Technique is effective to increase students' reading comprehension. So it is recommended that Roundtable Technique can be used in teaching reading. The other writers are expected to conduct a better research about Roundtable Technique because small Roundtable Technique is effective to use.

*Keyword:* Reading comprehension, Roundtable Technique

**Introduction**

Reading is one of the English skills that 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 all (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". Based on the statements above, it can be said that reading is a process to get information and idea written texts.

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, there are three aspects of reading, they are word recognition, comprehension and reflections(Pang, et all, 2003: 14). Comprehension in reading is needed by the readers to know what they read. According to Pang, et all (2003: 15) : "There are five main purposes for comprehensive reading: first, reading for specific information, second, reading for specific application, third, reading for pleasure, forth reading for ideas, fifth, reading for understanding".

Based on the statement above the most important for the explanation is comprehension because without comprehension, it is impossible to know what they read. In this teaching, reading is one of the skills that need to be developed in the classroom. Jonson (2008:3) states that "Reading is the practice of using text to create meaning" . Meanwhile, Pang, *et al.* (2003: 21) say that "Reading is about understanding written text". It means that reading is an activity to understand written text. Based on two statements above it can be concluded that reading skill is an activity to understand written text and to create meaning.

The eleventh grade students of Senior high School learn many kinds of texts, one of them is narrative text. From that basic competence students must be able to understand the meaning of the text. To understand the text, the students must have the ability in reading comprehension. 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.

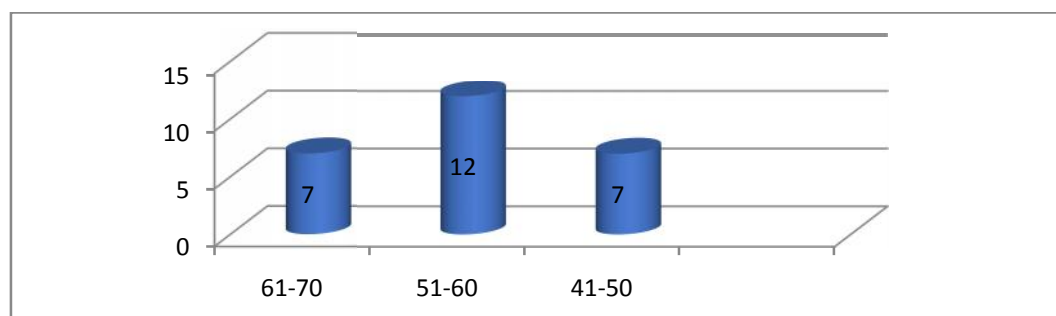
### Method

This pre- experimental research was conducted in the second grade students of MA HM Tribakti Kediri to know the effect of roundtable technique to the students’ reading comprehension. The written tests in the form of multiple choice were conducted twice ,pre-test and post-test, to collect the data. These tests were used to know the students’ reading ability before and after the treatments. The treatments were conducted in two meetings to apply the roundtable technique in teaching reading. Then the data were analyzed using t-test computation.

### Research Result ad Discussion.

1. The description of the students’ reading comprehension before being taught using rountable technique.

**The Diagram of Frequency of Pre-test**



From the diagram above, it can be seen that the post-test score of XI IPS class are; 7 students got score 61-70, 12 students got score 51-60, 7 students got score 41-50. The students who passed the test were 26 students.

## 2. Teaching Reading Using Roundtable Technique

In the first treatment there were some steps conducted; in the first activity the writer introduced the topic, gave the exercise to the students. The writer greeted the students and asked about narrative text to know their background knowledge about narrative text. The writer explained about narrative text and gave example. The students did the exercise together in group consisted of 4 –6 students. After they had done their work, the representative of each groups presented the result of their work in front of the class. For the last, they corrected their work together with the writer and students came back to their seat.

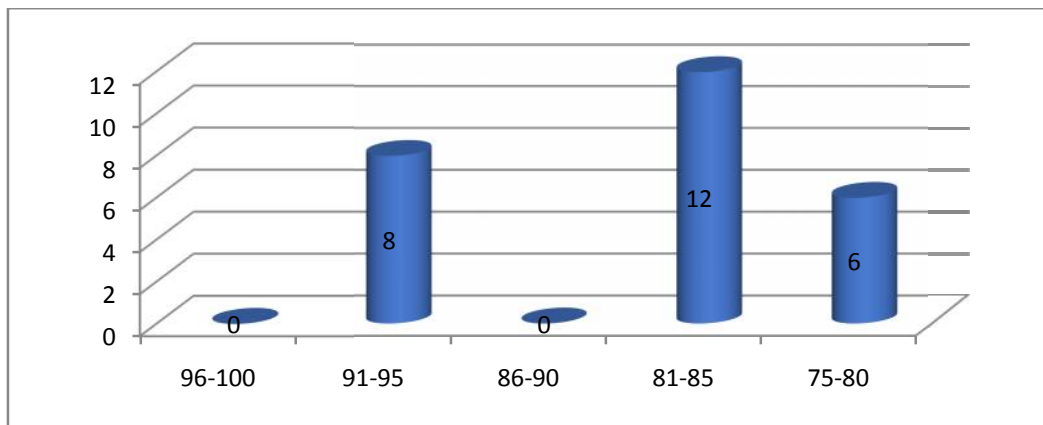
The second treatment was the same with the first treatment, starting from reviewed about narrative text, gave students exercises about narrative text they did in group that consist of 4 –6 students, each group sent their delegation to present their work and discussed together with the writer at the last. The treatment was done to emphasize about the application of roundtable technique in reading narrative text.

## 3. The description of reading ability after being taught using roundtable technique.

After giving treatment to the students, the writer gave post-test. The question in post-test was the same questions as the pre-test..Post-test is conducted to measure how well the students' reading ability is increasing.

The data analysis of students' reading comprehension after being taught using roundtable technique is shown by the data frequency of post-test.

### **The Diagram of Frequency of Post-test**



From the table and diagram above, it can be seen that the post-test score of XI IPS class are 6 students got score 75-80, 12 students got score 81-85, 8 students got 91-95. The students who pass the test are 26 students. It can be concluded that students who do not pass the test are lower than the students who pass the test.

It could be concluded that the score of post-test is higher than pre-test. It means that the students' score increases.

#### The Deviation Score of Pre-test and Post-test

N	Pre-test	Post-test	d	d <sup>2</sup>
Σ	1510	2260	750	22750

Based on the table of deviation of pre-test and post-test scores above, total score of pre-test is 1510 and total score of post-test is 2260. The total score of d is 750. The final result of d<sup>2</sup> is 22750. (See appendix 3 for the complete data).

From the result of pre-test score, mean score of pre-test is:

$$M \text{ pre test} = \frac{\sum pre}{N}$$

$$= \frac{1510}{26} = 58,07$$

The total score of pre-test is 1510. The total sample is 26 students. Mean could be counted from the total score is divided by the number of sample. The mean of pre-test is 58,07, it can be seen mean score of post-test is:

$$M \text{ post - test} = \frac{\sum post}{N}$$

$$= \frac{2260}{26} = 89,92$$

The total score of post-test is 2260. The total sample is 26 students. Mean could be counted from the total score is divided by the number of sample. The mean of post-test is 89,92.

From it is known the mean different of pre-test and post-test score the students' reading ability increases the result can be seen below:

It can be seen from the table above, that total score of pre-test is different with post-test. In pre-test, it 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 also better than mean of pre-test.

In analyzing the data result, first the writer calculates the value of mean different (Md) of pre-test and post-test. Mean different (Md) is counted from total deviation of pre-test and post-test score (750 ) divided by total sample (26). The result is 28,84.

To know the mean score of pre-test, calculate the total of pre-test score (1510) divided by total sample (26). The result is 58,07. Similar with mean score of pre-test, to calculate the mean score of post-test calculate total of post-test (2260) divided by total sample (26), the result is 89,92. Based on total of pre-test score (1510) and post-test score (2260),the mean score of post-test (89,92) is better than mean score of pre-test (58,07). It is know the students' score.

### Hypothesis Testing

This computation is needed to analyze pre-test and post-test in one group design research. The values of t-test is used to know t-table whether the result is significant or not. Then, the degree of freedom is used to know the level of t-table.

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$
$$t = \frac{28,84}{\sqrt{\frac{22,728}{26(26-1)}}} = 156,73$$

d.b. = degree of Freedom

N = total of the students

d.b. = N - 1



$$= 26 - 1$$

$$= 25 \longrightarrow 1\% = 2,787$$

$$\longrightarrow 5\% = 2,060$$

Therefore, according to the differential frequency of pre-test and post-test above, the researcher concludes that there are two research results. They are the students' reading ability is increasing and roundtable technique gives very significant effect to the students' reading ability. If the t- score  $\geq$  t- table, and the level of significance is 1 %. It means that it is very significant, so the  $H_0$  is rejected.

Based on data report, it is shown that t-score (156,73)  $\geq$  t-table 1% (2,707). It means the result of this research is very significant so the Null Hypothesis ( $H_0$ ) is rejected and the Alternative Hypothesis ( $H_a$ ) is accepted.

### **Conclusion and Suggestion**

Based on the research finding and discussion in previous chapter, it can be concluded that there is an effect of Roundtable Technique to students' reading comprehension of narrative text to the eleventh grade student at MA HM Tribakti Kediri. Reading comprehension is one of receptive skills that must be mastered by the students. By reading the students get ideas and information deeply so that they can understand what the text is about.

Roundtable Technique is really appropriate in teaching reading because this technique can increase the students' achievement in reading. Based on the data analysis, the writer concludes that Roundtable Technique is effective to be used to teach reading comprehension. It is proved by the result of t-score (156,73) is higher than t-table in the level of significance 1% (2,787). Based on the treatment that the writer did, the writer can get the point the use Roundtable Technique can improve the student's reading ability. It can be seen in pre test and post test, while the mean score of post test is higher than the score of pre test.

It is suggested to the teacher to use Roundtable Technique to teach reading. In Roundtable Technique teacher should give suggestion and helps the learners practice in group. To make differences of average score is better, the teacher can

give treatments more than twice because by giving more treatments the students can practice Roundtable Techniques more.

In Roundtable Technique the teachers are suggested to use appropriate teaching aids and strategy. In this case, the English teachers can use Roundtable Technique not only in teaching reading, but also in teaching other English text types and other materials of English subject as well. The teachers need to encourage their students to read English literature more to improve their reading ability.

The other writers are expected to be able to conduct a better research about Roundtable Technique because based on the experience before, Roundtable Technique is effective to make the students understand the reading that. So, this technique is effective to be used.

It is suggested that the other researcher apply this technique to give more treatment to prove the effectiveness of Roundtable Technique.

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