

## THE USE OF ROUND TABLE TECHNIQUE FOR TEACHING READING COMPREHENSION TO THE EIGHTH GRADE STUDENTS

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### Abstract

The problem of this study was “was significantly effective to teach reading comprehension by using Round Table Technique to the eighth students?” Therefore, the aim of this study was to find out whether or not it was effective to teach reading comprehension by using Round Table Technique to the eighth grade students. The pre-experimental was applied in this study with one group pre-test and post-test design. The population in this study was all the eighth grade students of SMP Negeri 5 Lubuklinggau that consisted of 181 students. The sample 26 was taken through cluster random sampling. There were analyzed through four technique; (1) individual score, (2) Conversional of individual score based on Minimum Mastery Criteria (MMC), (3) Normality Testing, and (4) Matched t-test. The result of this study were (1) the average score in pre-test was 44.46 (2) the average score in the post-test was 75.38 and the result matched t-test was 10.287, which higher than 1,708 t-table. The critical value of 95% with degree of freedom (df) = 25 (26-1) significant level was 0.05. Therefore, the null hypothesis (Ho) was rejected and alternative (Ha) was accepted. It was means that it is effective to teach reading comprehension by using Round Table Technique to the eighth grade students.

**Keywords:** *teaching, reading comprehension, narrative text, round table technique*

### INTRODUCTION

Students are expected to be able to communicate in English. English is one of international languages used as a means of communication in the international relationship and widely used in all branches of knowledge. Harmer (2007:1) wrote that today English is now commonly used exchanges, say, Japanese and Argentinean business people or between Singaporean and their Vietnamese counterparts. Besides, English is also a language that recognized and understood by people in the world as an international language included Indonesian.

. According to Wisnuwardana (2013:26) Reading is a complex process which involves linguistic and cultural background, knowledge and the reader's purpose for reading. In other words, reading is not only as a process to mention the words that are in the written form, but also is a process to connect the background knowledge to get the meaning from the written text

Based on the result of interview with the English teacher at the eight grade students of SMP Negeri 5 Lubuklinggau, the teacher said that many students still had problems in reading comprehension. They were (1) the students had lack of vocabulary therefore they could not interpret the meaning of many words in a text, (2) the students had difficulties in identifying the main idea especially to gain topic provided in a text. In addition, Ramasari (2020: 46) stated that students tended to face several difficulties for practice reading comprehension independently.

In the study, the writer used a technique in teaching reading comprehension. The using of a technique is very important for teacher. One of the techniques that can be used by teacher is Round Table Technique. Based on Siemund (2011:4) round table technique is conference or discussion involving several participants in which one of cooperative learning technique that can be used by the teacher as appropriate technique for improving student's English skills. Round table technique can be used for brainstorming, reviewing, or practicing a skill. A suitable technique or method could facilitate and affect the students' achievement in learning English (Ramasari, 2020: 19). The writer was interested to do the investigation of teaching reading comprehension entitled "Teaching Reading Comprehension by Using Round Table Technique to the Eight Grade Students of SMP Negeri 5 Lubuklinggau".

Based on the background above, the writer's research was formulated in the form of question as follows: is there any significantly effective to teach reading comprehension by using Round Table Technique to the eight grade students of SMP Negeri 5 Lubuklinggau in the academic year of 2018/2019?"

## **LITERATURE REVIEW**

### *The Concept of Reading Comprehension*

Reading comprehension is an important skill. Reading comprehension is more than a single skill. It involves the coordination of a range of abilities and strategies. According to Indrayani (2008:6), reading is an activity of getting information from a book an important skill for students to learn. Reading definitely will improve people's knowledge because the more they read, the more they get knowledge. Reading also has a positive effect on the students' vocabulary knowledge, on their spelling, or their writing. In this case, reading is a process of knowing the meaning of words in the text. In short, reading is an activity to get meaning from printed words or symbols and how this ability is used to recognize, understand and interpret words.

### *The Concept of Round Table Technique*

Based on Siemund (2011:4) round table technique is a conference or discussion involving several participants in which one of cooperative learning techniques that can be used by the teacher as an appropriate technique for improving student's English skills. Round table technique can be used for brainstorming, reviewing, or practicing a skill. According to Huda (2011:159) round table is a technique to recall previous information or knowledge, practice diligence, and create cooperative. Round table technique can be used for serving as a team builder, participation of all members. Round table technique is an instructor asks students to collaborate in a small group on the specific prompt that can generate multiple responses. This technique requires students in a group to have input. It is a good technique for reviewing material or to create simple applications to a concept. Students share a single piece of paper that gets passed around their circle rapidly.

The goal of this technique is to generate as many responses as possible from all members of groups in a defined period of time. Round table is often followed by a reporting mechanism in which the professor calls on a group to share their responses. The report-out instructions might ask for not repeated answers, the most predictable answer, the most creative answer, etc. Finally, the instructor may

choose to collect the round table papers after the exercise to get a full record of all the small group conversation. Musfiroh (2014:16) states that, round table technique requires each student in a group to have input. It is good technique for reviewing material or to create simple applications to a concept. According to Hapsari (2011:25) round table technique is one of cooperative learning technique in which each student in turn writes one answer in a paper and a pencil which are passed around the group. This approach is useful as a content related team building exercise. In this approach the instructor poses a problem with many possible answers. The students write an answer and pass the sheet amongst the group. Finally, the group discusses all possible answers on the sheet. Round table can be used for brainstorming, reviewing, or predicting while also serving team builder.

#### *The Steps of Round Table Technique*

According to Siemund (2011:3), there are four procedural steps of Round Table Technique, repeated as students read and discuss as a selection as follows:

- a. The teacher requires each students in a group to have input
- b. The teacher gave students in group, a text of narrative text with the question
- c. The teacher passed from one students to anoher with each person reading question and responding to the problem, question or situation
- d. The students reads his/her answer to the group and give to the group and gave an explanation to the response. The students then writes his/her name next to the response
- e. The students discuss the answer and write a group response, if the group answer is different from the first answer.
- f. The group can then write its response in the group response section

#### *The Advantages of Round Table Technique*

According to Kagan (2013:16), round table technique will achieve some advantages in terms of academic and social point of view. The advantages of round table technique are:

- a. Assessing prior knowledge

- b. Practicing skill
- c. Recalling information
- d. PCreating cooperative art
- e. Team building, participation of all

From the information above it can be stated that Round Table Technique will give many advantages in teaching learning process.

#### *The Concept of Narrative Text*

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. According to Kiswara (2007:123), narrative is a text to entertain the readers. The purpose of narrative text is to entertain, to tell story, or to provide an esthetic experience. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration..

Wardiman (2008:97-98), narrative is to amuse entertain and to deal with an actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. A narrative is a piece of writing that chronicles a series of events or actions in climatic science. The purpose of Narrative is to amuse or to entertain the reader with a story. There are three generic structure of Narrative text they are Orientation, Complication and Resolution.

#### a. Orientation

Sets the scene: where and when the story happened and introduces the participants: who and what is involved in the story.

#### b. Complication

Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

#### c. Resolution

In this paragraph, the problem or the complication is resolved. A pattern of normalcy is restored to the events, but the main character has changed as a sequence of the experience. Common grammatical features of narrative text include:

- 1) Use of particular nouns to refer to or describe the particular people, animals and things that the story is about.
  - 2) Use of adjectives to build noun groups to describe the people, animals, or things in the story.
  - 3) Use of conjunctions and time connectives to sequence events through time.
  - 4) Use of adverb and adverbial phrases to locate the particular incidents or events.
  - 5) Use of past tense action verb to indicate the actions in a narrative.
  - 6) Use of saying and thinking verbs to indicate what characters are feeling, thinking or saying.
- d. Re-orientation
- This is a closing remark to the story and it is optional. It consist of a moral lesson, advice, or teaching from the writer.

## METHOD OF THE STUDY

In this study, the writer used apre-experimental method which one group pre-test and post-test design. Hatch and Farhady (1982:19) state that pre-experimental are not considered model experiments because they do not account for extraneous variables which may have influenced the result. The writer must clearly understand what compromises exist in the internal validity of this study and proceed with this limitation.

The pre-experimental method used only one group of students. In other words, it did not use two groups but only one group or one class. It just tried to investigate the students' achievement in reading comprehension by comparing the students' achievement before the treatment and after the treatment . In doing this study, the writer used the one group pre-test and post-test design. The design was a follows:

**Table 3.1**  
**One Group Pre-Test and Post-Test Design**

<b>Group</b>	<b>Pre-Test</b>	<b>Treatment</b>	<b>Post-Test</b>
Experiment	T <sub>1</sub>	X	T <sub>2</sub>

(Hatch and Farhady, 1982:20)

Where:

T<sub>1</sub> = Pre-Test

T<sub>2</sub> = Post-Test

X = Treatment

The steps taken in doing this study are:

1. surveying the related literature
2. identifying the research problems;
3. formulating research hypotheses;
4. constructing the experiments plan;
5. giving the pretest to the sample student;
6. conducting the experiment;
7. collecting the data by giving the post test;
8. analyzing the data;
9. drawing conclusions and giving suggestions; and
10. Writing the research report.

## FINDINGS AND DISCUSSION

In analyzing the data, the writer found that round table technique was effective to be used in teaching reading comprehension to the eighth grade students of SMP Negeri 5 Lubuklinggau. It could increase the students' achievement in reading, and could and could make them more enjoyable in the classroom. The findings of this study influenced the students' score in the pre-test and post-test. It could be proved from the result of normality testing and the result of matched t-test calculation between the students' score in the pre-test and the post-test

The following table showed the result of the students' score in the pre-test and post-test:

**Table 4.1**  
**Pre Test and Post Test**

No	Kind of Tests	Result			
		Highest	Lowest	Mean	Category

		Score	Score		Passed	Failed
1	Pre-test	76	28	44.46	1 (3.84%)	25 (96.15%)
2	Post-test	96	52	75.38	15 (57.69%)	11 (42.30%)

Referred to the comparison of the students' score in the pre-test and in the post-test above, the writer found out that the highest score in the pre-test was 76 and the lowest score was 28. The highest score in the post-test was 96 and the lowest score was 52. Based on the Minimum Mastery Criteria (MMC) the writer found that was 25 students' who were in *failed* criteria and there were 1 students who were in *passed* criteria in the pre-test. There were 11 students who were *failed* criteria and there were 15 who were in *passed* criteria in the post-test. The mean score in the pre-test was 44.46 which were below the Minimum Mastery Criteria (MMC) 75. However, the mean of the post-test became increase to be 75.38

#### *Hypotheses Test*

Based on the students' score obtained both in the pre-test and those in the post-test, the writer calculated the matched t-test to find out whether or not it was significantly effective to teach reading comprehension by using Round Table Technique to the Eighth Grade Students of SMP Negeri 5 Lubuklinggau in the academic year 2018/2019?

The number of the students who joined both of the pre-test and post-test was 26. Based on the table (appendix C), it was found that the number of students (N) was 26 and the writer difference  $\sum D$  was 804,  $\sum D^2$  was 86064,  $X_1$  was 75.30,  $X_2$  was 44.46. The matched t-test calculation gave as the result. Meanwhile the t-critical value 5% significance level was 1.708 as critical value of t-table. And t-obtained exceed the critical was 10.287. Showed the calculation between students' score in the pre-test and post-test.

. Before finding out  $t_{obtained}$ , the standard deviation (SD) must be calculated first, the result of  $SD = 16.33$ . The formula to calculate SD was as follows:

$$SD = \sqrt{\frac{\sum D^2 - (1/n)\sum D^2}{n-1}}$$



After getting the standard deviation (SD), the writer used it to find out the standard error of differences ( $\overline{SD}$ ) =3.20. The calculation was as follow: (See in appendix C) —

$$\overline{SD} = \frac{SD}{\sqrt{N}}$$

After finding ou the standard deviation ( $\overline{SD}$ ) and standard error of difference ( $\overline{SD}$ ), Then the writer calculated the  $t_{obtained}$ . The result of  $t_{obtained}$  was 10.287. The formula to calculate  $t_{obtained}$  was as follow (See in appendix B)

$$t_{obt} = \frac{\bar{X}_1 - \bar{X}_2}{SD}$$

In addition, the result of matched t-test calculation shows that the  $t_{obtained}$  was higher than  $t_{table}$ . The  $t_{obtained}$  was 10.287 while the  $t_{table}$  1.708. It means that the null hypotheses (Ho) was rejected and automatically the alternative hypotheses (Ha) was accepted. So in this study, Round Table Technique was significantly effective to teach reading comprehension to the Eighth Grade Students of SMP Negeri 5 Lubuklinggau in academic year 2018/2019?"

## DISCUSSION

Based on the data analysis, the writer interpreted the result of thr data by explaining and discussion. As describe above, the writer found that teaching reading by using round table technique was significantly effective. It could be stated from the difference between the students' score in the pre-test and in the post-test. Some data obtained were: (1) the students' average score 44.46, (2) the highest score 76, which was achieved by 1 student. It could be interpreted that their ability in reading comprehension was categories into *failed*.

In other words, the student were not verry good in their knowledge; it was because the students could not comprehend reading text well. They could not identify the information on the text and accurately. That is why the students felt difficulties to answer the questions and consequently they were classifield as failed

category. On the other hand, in the post-test, their average score increased to be 75.38 with the highest score 96 it was achieved by 2 students and the lowest score was 52 it was achieved by 1 student. The average score was categorized *passed*. It means that after they were given the treatments, the students were better in reading comprehension.

Based on minimum mastery criteria of SMP Negeri 5 Lubuklinggau which was taken english Curriculum 2018, the students were considered to *passed* they got more than 75, this strategy was effective to be used, because it could increase the students' achievement in reading comprehension. In additional, the result of paired t-test calculation, it that null hyphothesis ( $h_0$ ) was rejected and the alternative ( $h_a$ ) was accepted. Round Table Technique was effective to be used in teching reading comprehension to the eighth students of SMP Negeri 5 Lubuklinggau.

In conclusion, it's clear that round table technique strategy has advantages in learning process. By using Round Table technique could increase students' skill in comprehending reading text, the students have high motivation and can be active in learning process. Motivation is given reason, incentive, and for the English teachers, this technique can be used in learning process to develop student's achievement in reading comprehension

## CONCLUSION

Based on the data analysis on the previous chapter, it can be concluded that. First, it was significantly effective to teach reading comprehension by using Round Table Technique to the eighth grade students. It showed that, there was improvement of the average score or the average ability from the pre-test (44.46) to the post-test (75.38). the stusents made progress because in the pre-test only 1 student who could passed the minimum mastery criteria, while in the post-test 15 students could passed the minimum mastery criteria. The students' progres could also be known based on the paired t-test analysis. The writer found that the alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_0$ ) was rejected. It could be shown that the result of the calculation of the paired t-test was higher than t-critical value. The result of the calculation of the  $t_{obtained}$ , 10.287, it was

higher than 1.708 as critical value for one tailed test. Consequently, the null hypothesis (Ho) was rejected and automatically the alternative hypothesis (Ha) was accepted. Stated that is significantly effective to use round table technique in teaching reading comprehension to the eighth grade students.

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