

CHAPTER I

INTRODUCTION

In this chapter presents the background of the research, the problem of the research, the objective of the research, the operational definitions of terms, the significance of the research and the scope of the research.

1.1 Background of the Research

In this era, English is an international language to achieve communication goals. English is taught as a foreign language and many Indonesian people feel difficult in learning English. In some countries, English is a foreign language that must be taught in the school. Those are the reason why Indonesian people have to master English. Indonesian formal school is using new curriculum, K13. In the new curriculum, the purpose of teaching English is to develop the students' skills and the language components. The language skills and language components should be taught to the students in teaching and learning process. One way to help Indonesian people in mastering English is by putting the English subject in all levels of school from elementary school to university levels. One of the things in mastering English is by teaching reading.

Reading is one of the English skills that should be mastered by students because reading is the important activity in English. People consider reading as an important activity because by reading, they can get more information. In the school, the teacher cannot ask their students to read more because many students are very lazy to read. As the teacher, we must guide them to read, for example

give them some task and facility like library books (Harmer, 2007: 283). When the students do their reading, they will not only find the meaning of each word on the text, but also comprehend the reading texts during the process of reading.

The main purpose of reading is to comprehend and find the meaning of text. So, reading comprehension is a process in understanding the content of reading by construct and get the meaning from the text. Every people read a book based on their purpose (Harmer, 1998: 68). It means that the people have different purposes to read a book. For example, they want to read about politics and they read a political book. Reading is a very important part in teaching and learning process. Because by reading a book, the students can increase their vocabulary.

In teaching reading comprehension, we can use a technique, namely Roundtable Technique. Roundtable is a form of academic discussion. Roundtable Technique can develop high level of thinking while reading, this technique was done through exercises in groups and this technique give much time for the students to be active in the teaching and learning process. Millis (2005:6) states that roundtable technique is a technique which is useful for brainstorming, reviewing, or practicing skill where each student in turn write the answer on a single sheet of paper and a pen passed around the group. In this case, the teacher could use Roundtable Technique to help them in teaching the students in studying reading comprehension. This technique requires each member in a group to have idea. Jette and Peter (2011:4) states that in roundtable technique the multiple answer can make the students' more creative and have deeper thinking. This activity can make a positive situation to each members because they must share their ideas. The one important thing is they can builds and give the power of

teamwork because the students see in value action of multiple viewpoint and idea. The research conducted by Riwayatiningsih (2016: 28) revealed that Roundtable had significant effect on the students' reading comprehension. It is showed in the significant difference between post-test scores of control group and experimental group. The study implemented a quantitative method by using pre-experimental design with pretest, treatment then posttest. The research respondent is 26 students. The results of the post-test were analyzed by using Sample T-test (SPSS). It was found that the mean score of posttest (89,92) is higher than mean score of pretest (58,07) while the T-score of freedom of 26 is 156,73. That is higher than the t-table at the level of 1% 2,787 and 2,060 at the level of 5% significant level. It means that it has very significant effect. It can be concluded that Roundtable Technique is effective to increase students' reading comprehension. In this research, the researcher is interested to retesting Roundtable technique to other research participants. It is to know the effectiveness of the technique to other students who have different background in different environment. Therefore, the research entitled "The Effect of Using Roundtable Technique on the Student Reading Comprehension in seventh grade of SMPN 4 Situbondo 2017/2018 academic year to be conducted.

1.2 Problem of the Research

Is there any significant effect of using roundtable technique on the seventh grade student reading comprehension at SMPN 4 Situbondo 2017/2018 academic year?

1.3 Objective of the Research

The objective of the research is to know the significant result of using roundtable technique in reading comprehension on seventh grade at SMPN 4 Situbondo 2017/2018 academic year.

1.4 Operational Definition of Key Terms

The terms that were necessary to defined operationally were roundtable technique and reading comprehension.

1.4.1 Roundtable Technique

Roundtable is a discussion involving several participants that can be used by the teacher as the appropriate technique for improving student's English skills. This technique requires each rest of member of the group to give the answer and then they read their answer to the group and explain their answer to their friends.

1.4.2 Reading Comprehension

Reading comprehension is a process in understanding the content of reading by constructing and gaining meaning from descriptive text. There are three levels of reading comprehension; literal comprehension, inferential comprehension, and evaluative comprehension.

1.5 Significance of the Research

The result of this research is can be useful for the English teacher, the students, and other researchers.

1.5.1 Theoretical Significance

It is hoped that the result of this research to expand the theory of using roundtable technique in teaching English especially in teaching reading comprehension.

1.5.2 Practical Significance

The result of this research is useful for the English teacher to use roundtable technique in teaching reading comprehension. This technique is also for the respondent expected to be useful in order to make effective learning process. So, it can give the positive effect on the students' motivation in studying English as well as to increase their reading comprehension.

1.6 Scope of the Research

This research is limited on the using roundtable technique in teaching descriptive text reading comprehension on seventh grade at SMPN 4 Situbondo in the 2017/2018 academic year.

