

**THE EFFECT OF USING ROUNDTABLE TECHNIQUE ON READING  
COMPREHENSION ON SEVENTH GRADE STUDENTS' OF SMPN 4 SITUBONDO  
2017/2018 ACADEMIC YEAR**

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**Abstract**

This research is aimed to find the effect of using Roundtable on student's reading comprehension. It tries to investigate whether students who taught by using Roundtable technique have better result in reading comprehension descriptive text than students who taught by lecturing method or not. This research is classified as a quasi-experimental research. The subjects of this research were 49 students of seventh grade at SMPN 4 Situbondo where 24 students of VII A and 25 students of VII C. Class VII A was chosen as the Experimental Group which was taught by using Roundtable technique as the treatment while Class VII C was chosen as the Control Group which was taught by using lecturing method. Both of Experimental and Control Groups were given a reading comprehension test to measure their comprehension in reading. The data collection technique of this research is by giving pre-test and post-test focus on reading comprehension descriptive text. After the data were tested and found to be homogeneous variance and distribution of the data is normal, the hypothesis was tested using T-Test. The computation of the data statistics used the computer program SPSS. Furthermore, the experimental group is given treatment, that is using Roundtable Technique in teaching reading comprehension have a better achievement of mean score than the control group. The mean score of experimental group is 81,11 while the mean score of control group is 54,67. Based on the result, it can be concluded that there is a significant effect in the students' reading comprehension of the students who are taught using Roundtable Technique and those who are not at the means of posttest score. It means that the use of Roundtable Technique has significant effect on the students' reading comprehension.

**Key words:** Roundtable technique, reading comprehension

## Introduction

Reading is one of the English skills that should be mastered by students because reading is the important activity in English. It is because reading as an important activity because by reading, they can get more information. As the teacher, we must guide them to read, for example give them some task and facility like library books (Harmer, 2007: 283). The main purpose of reading is to comprehend and find the meaning of text. So, reading comprehension is a process in understanding the contents of reading by construct and get the meaning from the text. There are three types of reading comprehension. Fairbairn and Winch (1996:14) states that reading has three types, there are literal comprehension, inferential comprehension, and evaluative comprehension.

Roundtable is one technique that can be used because it helps students to develop high level of thinking while reading. Roundtable is one kind of cooperative learning. This technique was done through exercise in groups and this technique give much time for the students to be active in 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 one pen passed around the group.

There are five steps in Roundtable. The first step is divided the students into some groups. The second step, the teacher give a piece of paper and one pen to each group. The third step, the students get a question that have some multiple answer. The fourth step, one students make a contribution and passes the paper and pen to the students beside him. The fifth step, each student make contribution in turn (Kagan,1992). Roundtable technique may help students to find and get ideas, because during the learning process, student can interaction with their members in a group. It is useful if there is a students who get difficult as the other member can help the student by sharing and explaining their knowledge.

The previous research conducted by Riwayatningsih (2016: 28) revealed that Roundtable technique had significant effect on the students' reading comprehension. It showed a significant difference between post-test

scores of control group and experimental group. The research respondent is 26 students. The results of the post-test were analyzed by using Independent Sample T-test (SPSS) with 5% significant level. Based on the theories above, the researcher chose a research entitled the effect of using roundtable technique on reading comprehension in seventh grade of SMPN 4 Situbondo 2017/2018 academic year.

The research of the problem was “is there a significant effect of using roundtable technique on seventh grade students at SMPN 4 Situbondo in 2017/2018 academic year?”.

The objectives 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.

The result of the research is expected to be useful as for other researcher as a reference and source of information about the use of Roundtable technique on students' reading comprehension and can be useful for the English teacher as

information or a science. It also can given the positive effect on the students' interest and motivation in studying English as well as to increase reading comprehension.

## **Method**

The kind of this research is an experimental research. In implementing this research, the researcher uses two groups which are called experimental and control group. Ary (2010:301) states that an experimental design is the general plan for carrying out a study with an active independent variable. In this research, the researcher wants to know the effect of using Roundtable Technique on students reading comprehension at SMPN 4 Situbondo in 2017/2018 academic year. The researcher used quasi-experimental design non-randomized control Group, pre-test-post-test design. The illustration can be seen based on **table 1**.

Table 1. Non-Randomized Control Group,  
Pre-Test-Post-Test Design

Group	Pre-test	Independent Variable	Post-test
E	Y1	X	Y2
C	Y1	-	Y2

(Ary,2010:316)

### Result and Discussion

The research was conducted on June 7<sup>th</sup> 2018 until June 12<sup>nd</sup> 2018. The researcher gave pre-test in the beginning to experimental and control group. As the result, from the data pre-test in experimental and control group it was found that the mean of experiment group was 77.78 and control was 57.60. The researcher used *Shapiro-Wilk* formula to calculate the Normality Test because the sample of the data is less than 50 respondents. Based on the test of normality, the significance of the experimental group is ,002 and significance of the Control group Pre-Test is ,071. It can be concluded that  $H_a$  is rejected, so the Pre-Test score from experimental group is not normal. It means that the distribution of students' ability in solving the test questions from

researchers is still far from the ideal conditions in which expected. Not all students are able to complete the test instructions in the instrument. So, the researcher was interested to do the research to know the differences of both experiment and control group after treatment. Beside, based on the homogeneity test indicates that the significance value of Pre-Test is 0,000. It can be concluded that  $H_0$  is rejected, so the Pre-Test score from both experimental and control group has no different variance. It means that the Pre-Test score are not homogenous. After that, the researcher gave treatment in experimental group only that was teaching descriptive text using Roundtable technique and lecturing method to control group. Then the researcher gave post-test to both groups to know the effect of using Roundtable technique on students reading comprehension. Based on the normality test of post-test, significance of the Experiment group Post-Test is 0,012 and significance of the Control group Pre-Test is 0,264. It can be concluded that  $H_0$  is accepted, so the Post-Test score from both

experimental and control are normal. It means that the distribution of students' ability in solving the test questions from researchers is closely from the ideal conditions in which expected. Almost of students are able to complete the test instructions in the instrument. The homogeneity of variances indicates that the significance value of Post-Test is 0,001. It can be concluded that  $H_0$  is rejected, so the Post-test score from both experimental and control group has no different variance. It means that the Post-Test score are homogenous. It because the data was normal and homogenous, so the researcher use *Independent Sample T-test*. Based on the data analysis result, It was found that the mean of experimental group was 81.11 and control group was 54.67. Before analyzing the data t-test formula in SPSS the researcher formulated the hypothesis' those were  $H_0 =$  there no a significant different on students reading comprehension who are taught by using roundtable technique and students who were taught by using lecturing method.  $H_a =$  there is a significant effect on students

reading comprehension who are taught by using roundtable technique and those who are taught by using lecturing method. After the researcher analyzed the data using t-test formula the result in sig.(2-tailed) was 0.000 which was lower than 0.05 which means the  $H_0$  was rejected means that there is a significant different on students reading comprehension who were taught by using roundtable technique and those were taught by using lecturing method.

From the result of reading the experimental group score was increase, that happened caused by some factors such as first, students get understanding the meaning of text. Second, students have a chance to share the information result from their answer. Third, In Roundtable, students have equal participation. And the last was Roundtable technique encourages the student to be active to develop their critical thinking. It also proved by previous research, Riwayatiningasih (2016) by using Roundtable technique may help students to get information and understand the meaning of text. Moreover, in Roundtable technique,

students got feedback or response from their partner, or it is known as brainstorming. The brainstorming can affirm the ideas from the reading (Millis, 2005:6). It helped the students to correct their answer. On the other hand, the score of control group in the post-test is also getting increase. That happened because in the control group, the researcher also taught by using lecturing method. The researcher explained to the students about descriptive text in detail. In lecturing method, the teacher will not only give explanation to the students before giving the task but also provide feedback to their answer. Moreover, different teacher in teaching will have different way for delivering the material.

### **Conclusion**

In conclusion, the In conclusion, there is significance effect of the students who were taught by using roundtable technique and those who are taught by using lecturing method, it could be compared from the mean score of post test in control and

experimental group from t-test calculation that the result was 0.000 which is lower than 0.05 and the null hypothesis was rejected. The score of experimental group is better than control group in post-test. On the other hand, the score of control group is also increase even not as high as score of experimental group because researcher taught them without using Roundtable technique it is caused by teacher make students remember about descriptive text which has been taught in first semester. On the other hand, this result of the research has already compared to some previous researches which have same better result in students' reading comprehension which support the result of this research.

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