
The Effect of Roundtable Methods on Narrative Reading

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Abstract

Analyzing the impact of the roundtable technique on students' reading abilities was the aim of the study. Quasi-experimental methodology was employed. This study was carried out at MTs Nurul Qarnain Sukowono Jember in the eighth grade. The researchers separated the 64 students into two classes—32 for the experimental class and 36 for the control class—because the population included at least 128 pupils. Roundtable instruction was used in the experimental class, but it was not used in the control classroom. According to the study's findings, students' reading skills improved better when the roundtable technique was used. Its foundation lies in the statistical hypothesis that the p-value, also known as sig (2-tailed) = 0.000, was less than the sig α 0.05. In summary, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. Thus, it was demonstrated that the roundtable technique had a considerable and positive impact on eighth-grade MT students' reading abilities. Jember Nurul Qarnain Sukowono.

1. Introduction

Language plays a vital role in human existence. Because language is a tool for communication between people and building relationships with other people. People should learn to use language to communicate correctly (Aulia, 2020). It is expected of students to be able to speak English. Learning English is also highly recommended in Islamic history as it was used as a means to spread kindness, promote friendship, build social, legal, political, and economic networks between nations, and maintain unity and unity.

English is now the worldwide language of the world and the primary language in commerce, science, and technology (khadafi, 2017).

In doing so, teachers must use some creative methods that students deem necessary (Nuraeni,

2019) There are numerous advantages to reading for readers. One advantage is having access to a large amount of knowledge or learning new information (Muazizah, 2016)

State that it is to memorize reading since it: makes a difference individuals learn to think modern language, makes a difference individuals construct superior lexicon, makes a difference in individuals more comfortable with composed English, can offer assistance individuals arrange to consider in English, speaking nation. Students feel difficult and bored and have no interest in English. In doing so, teachers must use some creative methods that students deem necessary (Nuraeni, 2019, p. 26)(Nuraeni, 2019). Speaking, listening, writing, and reading are the four facets of English language competency. (Brown Douglas, 2004). One of the English language skills that must be learned is reading. This indicates that learning how to read is crucial. Reading requires active comprehension skills (Muazizah, 2016).

By reading someone may get more extensive data than by tuning in. In this case, somebody who reads a daily paper will get more data than somebody who as it were observes news on television. The reader can examine the content once more when he or she overlooks or tries to induce detailed data, whereas the audience cannot. Somebody can discover a few data with the particular data (Nurdianingsih, 2021). In a cooperative learning fashion, known as the Roundtable method, students take turns coming up with composed, working out troubles, or contributing to a venture. The roundtable procedure has three benefits: Mostly cognitive, basically substantive, and fundamental enthusiastic or mental (Chyntia Devisari Sirai, David Berthony Manalu, 2023).

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As an educator, we must direct them to examine, for illustration, and grant them a task and office like library books. By reading someone may get more extensive data than by tuning in. In a cooperative learning mode, dubbed as the Roundtable method, students take turns coming up with written, solving problems, or participating to a venture. The roundtable procedure could be a learning procedure where the learners take turns in their group by creating their reactions, fathoming issues, or committing to an extent (Septiani, 2020).

The eleventh-grade students of Junior high school learn numerous sorts of content, one of them is story content or narrative text . With that fundamental competence, understudies must be able to get it the meaning of the content . To get the content, the understudies must have the capacity to examine and comprehend. In reading comprehension, instructors must have the objective of minimizing reading troubles and maximizing comprehension. What the student's study must be significant to their needs and interface, and they must be prepared, willing, and able to study it. Students typically experience difficulties while reading a book. They are bothered by the students' boredom. The problem stemmed from the students' difficulties in reading word for word in order to get the overall meaning of the item, and they frequently looked up the lexicon when they reviewed the entry.

In addition, to the three fundamental structures of the narrative text above, the creator can include evaluation and reorientation. Assessment is an evaluation of the storyline, whereas reorientation is a conclusion at the end of the story (Alqy & Zuhriyah, 2023).

In junior high school of students will learn four types of texts: narrative text, descriptive text,

and recount text. Narrative text may be a type of genre aimed at engaging, picking up, and keeping readers interested in a story.. Langan (2005) states that narrative is the telling of a story, whether it is one story or several linked ones. A narrative text could be a story told to amuse the audience or reader. (Khadafi, 2018).

Narrative paragraphs relate an event, anecdote, or a story. Usually, the researcher starts by stating who or what, where, and when. To pique curiosity and provide clarification, descriptions, dialogue, or images may be used. Action verbs help the narrative flow. Narrative often constructs anticipation, reverses a shock for the conclusion(Khadafi, 2018).

MTs Nurul Qarnain. From reading perspective, the students are not interested, but they feel that learning English is complicated, so they have been as well sluggish and bored with memorizing it. They are also sluggish to study books or account writing since they need lexicon information. Most of the students have trouble learning to study because they have restricted vocabulary. So, they are difficult to get the most subject and fundamental thoughts. Many Students struggle to choose the topic and wrap up the reading material. The least amount of reading, text, and content during the learning process may be the cause. Most of the teachers deliver a standard method of reading text.

They have challenged the finest strategy in reading. There is no variety of procedures utilized by the teachers, which it makes students more troublesome to get the content. At slightest, they require a companion or accomplice to inquire or share approximately the content. Based on the background portrayed, the analyst chose the roundtable method as the method within the educating and inclining preparation. By utilizing a roundtable strategy, ideally, the students appreciate the English learning preparation. With this approach, students are given the opportunity to participate actively in the teaching and learning of English, develop critical thinking skills, and learn how to shed light on the problem. Narrative texts are one of the readings chosen.

The purpose of this text is to engage the reader almost the story the creator has composed and at the same time infer an ethical message to be passed on to the reader.

2. Methods

The Research will apply quantitative techniques. Pre-test and post-test designs are used in a quasi-experimental setting involving two student groups. A quasi-experimental research design is an experimental setup in which group assignment is not random (Sahir, 2021) and (D. Sugiyono, 2010). Utilizing data collection and reading assessments, researchers can determine how the roundtable method affects student's reading proficiency. For a quasi-experimental study, the research sample consisted of two simulative groups. According to Latief, a quasi-experimental is any study that uses a similar sample drawn from two distinct classrooms in the same grade level (Latief, 2010). Conversely, the control group was the one who that did not receive roundtable instruction in narrative text reading.

The researcher employed nonrandomized pre- and post-tests in both experimental and control groups. Both groups were given a pre-test to assess students' scores before to therapy (Y1 and Y2). The treatment provided for the experimental alone (X). Posttests were administered to both groups to assess students' scores following therapy (Y1 and Y2). The scheme for this model was (Latief, 2010) and (Irwanto, 2022).

The Research will apply quantitative techniques. Pre-test and post-test designs are used in a quasi-experimental setting involving two student groups. A quasi-experimental research design is

one in which group assignments are not random. The researcher utilized nonrandomized pre-test and post-test in both groups, the experimental and control groups. This research was carried out in MTs Nurul Qarnain Sukowono Jember. The school has 4 classes. The general of population study includes eighth-grade students from MTs Nurul Qarnain. The population consisted of eighth-grade pupils from MTs Nurul Qarnain, with a total of 128 students divided among four classrooms, each with 32 individuals. The total sample size for this research was 64 students. The researchers chosen those students due to their had analyzed the narrative material previously. (Daniel & Harland, 2017).

The research must use adequate research equipment to find the actual data. (S. Sugiyono & Lestari, 2021). The instrument utilized in this study was a reading exam; the researcher employed a multiple-choice test to assess the student's ability to comprehend the reading text before and after treatments were administered. The multiple-choice test contains 20 questions about narrative literature. The time allotted was 30 minutes. Each multiple choice has four options: A, B, C, and D.

To test the reliability and reliability of the research instrument, the researcher selected a validity and reliability that is appropriate for this research:

a) Instrument Validity

Validity is a measure that reflects the level of validity for an instrument, some instrument deliberately valid if the instrument can measure what the researcher wants. The instrument will be valid if it has high validity, and if the instrument has been able to measure what is being measured. device validity also implies that the measuring device used to collect data is valid. The validity employed in this study is based on content validity when assessing specified objectives that are related to the topic or content of the lesson presented. Therefore, the material taught is listed in the curriculum, the validity of the content called by curricular validity(P. D. Sugiyono, 2018) It can be counted by SPSS 20.

As can be observed, the R table with the total number of 32 participants is 0.3494; hence, if R count > R table, this question is ruled genuine. In the question of variable Y, generally Reading narrative text, there are just 7 valid and 13 invalid questions. for questions 3, 5, 6,7, 10,11, and 14 that are valid, namely questions number and while question numbers 1, 2, 4, 8, 9, 10, 12, 13, 15, 16, 17, 18, 19, and 20 are declared invalid.

b) Instrument Reliability

Reliability is a method that produces the same result (consistency); the measure used to get the result must be the same if the test is performed on the same subject. Despite dealing with various persons, times, and places (Sundayana, 2018). The researcher calculated test reliability using Cronbach's Alpha (α) in SPSS 20.

If R-count is greater > 0,8 than Rtable is valid. It can be counted by the Cronbach Alpha (α) formula.

The results of the reliability test for variable X, without roundtable technique, state that if the Cronbach's Alpha value is greater than 0.06, then this item is declared reliable. The result shown 3.14 it can be seen that the Cronbach' Alpha value is 0,574 which means it is greater than 0.06. so that this question is declared reliable.

c) Method of Collecting Data

a. Observation

Observations are systematically documented rather than being preserved solely in personal memory, and they are carefully interpreted and analyzed using systematic and planned techniques. The goal of observation is to describe the scenario under investigation: activities, people, or individuals participating in an activity, and the relationships between them. In this section, the objective of observation is to know the state and position of the students in this class, to know problem of student in learning English and also the researcher sees the method of teacher when teaching and learning program go on.

The first result in this research is the researcher asked and found the problem of student in teaching English, it is to fill the background of this thesis and the last observation in this thesis, the researcher got the school profile of MTs Nurul Qarnain Sukowono Jember.

b. Test

Test is a question sheets which ask about people ability (Gunawan, 2015). The kind of test is writing test. The purpose is to know students in their comprehension in reading skill. The procedure in reading test is the researcher asked the students to read English text than answer the question to know their ability. There are 20 questions in reading test. 20 questions are multiple choice. It is about narrative text.

Pre-test and post-test were used in this study to collect the data. Moreover, this study was conducted through two meetings. The first step is a pre-test.

c. Pre test

The pre-test is a test given to students at the beginning of the meeting. The first meeting is for the pre-test and subsequent discussion are for treatment. This test was administered to both the experimental and control classes before treatment was applied to the experimental class using reading narrative text. This pre-test aims to determine the students' level of reading skill. There is a question for students to answer about narrative text in the class. On the first meeting of the experimental class, the researcher had the students complete a pre-test to determine the students' reading skill with round table technique .

d. Treatment

In this study, there were two meetings to employ the treatment. Then, the students read to the narrative text related to the chapter, and the researcher gives them instructions on what to do with the question. After completing the pre-test, the researcher began the first treatment of the narrative text.

Furthermore, after the treatment, the researcher discussed the summary and conclusion students got from the question they had just read. The researcher asked them to infer and interpret what they taken at the first meeting related to the first topic. In this

session, students answer the question.

Next, in the second meeting, the researcher employed roundtable technique as the experimental class's treatment and used the same technique as in the first meeting. the researcher began the second treatment of roundtable technique. Students will read. But the control class did not get any treatments for this study. However, the class had to do the pre-test and post-test sections.

e. Post test

The third step was a post-test for both classes at the end the treatment. Furthermore, this test was distributed to students after the experimental class received all the roundtable technique treatments. This test aim to analyze their improvement and collect data on students' reading skill achievement after receiving treatment. After the second meeting, the researcher had the students complete the post-test, which consisted of the same method as the pre-test. However, only the topic is different. In contrast, the controlled class also had a pre-test and post-test. But they received identical information as usual.

d) Data Analysis

Data analysis involves gathering data based on factors that will be studied, doing calculations to address a problem statement, and completing calculations to evaluate a presented hypothesis (P. D. Sugiyono, 2018).

a. Normality Test

It is used to determine the normality and distribution of data. (P. D. Sugiyono, 2018). The normality test determines whether or not a data distribution is normal. In this study, the researcher employed SPSS 20 with Kolmogorov Smirnov. The normalcy test can be interpreted as follows:

If the value of Asymp. Sig. (2-tailed) is more than the 5% Alpha Asymp. Sig (2-tailed) > 0,005, the data can be assumed to be normally distributed. While the value of Asymp. Sig. (2-tailed) is less than the data, it is abnormal.

b. Homogeneity test

The homogeneity test is used to examine if data from a population sample or sample have the same variance or do not different significantly from one another. It is used to find two cases of the same variant in two samples(Iffah & Rodiyah, 2022) . To determine the homogeneity test result, the researcher employed SPSS 20. Data variability is homogeneous if Sig. > 0,05.

c. T – test

It is used to determine the effect of the approach on a sample that can be used for population. As a result, it will provide the outcome of the technique's effect, whether or not it has an affect. The results of the t-test using the SPSS application.

The t-test is a possible hypothesis testing approach for this study. This test was undertaken to examine the effect of using pop music media on students' speaking abilities. (Arikunto, 2010) . This calculation is used for calculating the difference in level of

significance between the results of the pre- and post-tests. Once T Count is known, consult the value of the t table. The testing parameters in this study were chosen if the value of the hypothesis T-count is greater than the value T-table at the 5% error rate. Data will be processed using the technique known as t-test and compared to the t table to determine the significance level ($\alpha = 0.05$). If t_{count} is more than t_{table} that, it can be concluded that there is effectiveness in using roundtable technique on the reading skills of class VIII Grade students at MTs Nurul Qarnain Sukowono Jember.

d. Statistic Hypothesis

The data from this study had been statistically examined. If the assumptions for the normally test and the homogeneity test were met, an independent simple Z-test was used in this study. In this scenario, statistical computation utilizing the SPSS (Statistical Programmed for the Social Sciences) application was employed for the hypothetical test. The goal of adopting SPSS in this scenario would be to make the study more practical and efficient.(Sundayana, 2018). The statistical hypothesis is a simply hypothesis that assumption about a population’s parameter. Statistical hypothesis measurement used in this research is described as follow:

- a. If $t_o > t_t$, so H_a is accepted and H_o is rejected, it means there is no significant effect ($p\text{-value} > \text{Sig} = 0.05$ (5%)
- b. If $t_o < t_t$, so H_a is rejected and H_o is accepted, it means there is significant effect ($p\text{-value} > \text{Sig} = 0.05$ (5%)

3. Result

The outcomes formed the basis for the study's findings. The reading testing was a multiple-choice test, with pre-test and post-test.

- a. The result of Experimental Class using Roundtable Technique on Reading narrative text
 The statistics show that the experimental class had the highest pretest score of 95 and its lowest score of 65, with a pre-test average of 75.15. The experimental class's high posttest score is 95, the lowest score is 80, and the posttest average score is 91.71. The experimental class had a higher post-test mean score than the pre-test means. It can be inferred that the round table technique is effective in teaching reading.

Tabel 1. The Result of Control Class

CONTROL CLASS (KONVENTIONAL)			
NO	PRE-TEST	POST-TEST	Gained score
C1	75	75	0
C2	75	70	5
C3	75	75	0
C4	70	85	15

C5	80	85	5
C6	70	80	10
C7	75	90	15
C8	70	80	10
C9	70	85	15
C10	70	85	15
C11	65	85	20
C12	75	90	15
C13	75	90	15
C14	70	80	10
C15	65	80	15
C16	80	90	15
C17	70	80	10
C18	65	85	15
C19	70	85	15
C20	65	85	20
C21	65	85	20
C22	65	65	0
C23	85	85	0
C24	60	60	0
C25	65	65	0
C26	70	70	0
C27	70	70	0
C28	80	90	10
C29	80	90	15
C30	70	85	15
C31	80	80	0
C32	70	85	15
total	2290	2590	310
average	71,5625	80,9375	9,6875
Maximum score	85	90	0
Minimum score	60	60	20

The statistics show that the control class had the greatest pre-test score of 85 and the lowest score of 60, with a pre-test average of 71.56. The control class's highest post-test score is 90, the lowest is 60, and the post-test mean score is 80.93.

b. The Result of Students Reading ability (Y) Pre-test and Post-test Experimental Class and Controlled Class

Table 2. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pre-test experimental	32	65	85	75.16	4.833
post-test experimental	32	80	95	91.72	4.327
pre-test Control	32	60	85	71.56	5.880
post-test Control	32	60	90	80.94	8.175
Valid N (listwise)	32				

The experimental class before treatment had a pre-test result of 32 Students in the first line. The class's lowest pre-test score is 55, while its best score is 75. The average is 75,16. Furthermore, the standard deviation is 4,833. However, following treatment, the experimental class lowest 75 and 91 respectively. The mean score is then 91,72 with standard deviation of 4,327.

Furthermore, a controlled class consists of 32 people. The class's lowest pre-test scores are 45 and 60, with a mean of 71.56 and a standard deviation of 5.880. The lowest post-test score is 60, and the best is 90. The mean score is 80.93, with a standard deviation of 8.175. According to the table, there is a considerable score after students received treatment in the experimental class, whereas students' scores in the control category improved marginally.

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result of students	pre-test experimental	.200	32	.002	.906	32	.009
	post -test experimental	.338	32	.000	.747	32	.000
	pre-test control	.230	32	.000	.923	32	.025
	post-test control	.253	32	.000	.860	32	.001

a. Lilliefors Significance Correction

c. The Normality Result of Students Reading Ability (Y) Pre-test and Post-test in Experiment class and Control class

Table.3 Tests of Normality

Based on the data supplied, the normalcy significance of the pre-test in the experimental group is 0,002, while the normality significant of the pre-test in the controlled class is zero. The significance level exceeds $\alpha = 0.05$, suggesting that the data in both groups don't have a normal distribution ($0.002 < 0.05$ and $0.000 < 0.05$).

Furthermore, the post-test results for the experimental class show that the significance of normal for the experimental and controlled classes is 0.000 and 0.000, respectively. Both groups exhibit significance levels above $\alpha = 0.05$ ($0.000 < 0.05$ and $0.000 < 0.05$), indicating that the data is not normally distributed.

d. The Homogeneity Result of Students Reading Ability (Y) Pre-test in Experimental Class and Controlled Class.

Table. 4 Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
result of student	Based on Mean	1.914	1	62	.172
	Based on Median	.713	1	62	.402
	Based on Median and with adjusted df	.713	1	57.907	.402
	Based on trimmed mean	1.889	1	62	.174

Based on the table above, it could be concluded that Sig of pre-test scores reading ability (Y) for both experimental and controlled classes is 0,172 . Because the significant value is greater than = 0,05 (0,172 > 0.05), this demonstrates that the data in both classes are homogeneous .

e. The Homogeneity Result of Students Reading Ability Post-test in Experimental and Controlled

Table. 5 Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
result of student	Based on Mean	8.482	1	62	.005
	Based on Median	3.410	1	62	.070
	Based on Median and with adjusted df	3.410	1	52.160	.070
	Based on trimmed mean	7.863	1	62	.007

Based on table above the result of reading ability variable (Y) post-test scores for both classes are significantly greater than = 0.05, with a value of 0,005 (0.005<0.05). consequently, it can be concluded that the post-test results are not homogeneous .

f. The T-test Result of Students Reading Experimental Class

Table. 6 Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
result of student	Equal variances assumed	.003	.954	14.442	62	.000	-16.563	1.147	-18.855	-14.270
	Equal variances not assumed			14.442	61.256	.000	-16.563	1.147	-18.856	-14.269

The table above displays a Sig. (2-tailed) value of $0.000 < 0.005$, indicating a difference in average student learning outcomes between the pre-test experimental group and the control group post-test utilizing the roundtable technique.

g. The T-test Result of Students Reading Ability (Y) Controlled Class

Table 7. Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
resu lt of stud ent	2.573	.114	5.266	62	.000	-9.375	1.780	-12.934	-5.816
Equal variances assumed									
Equal variances not assumed			5.266	56.303	.000	-9.375	1.780	-12.941	-5.809

Table 4.8 reveals a Sig. (2-tailed) value of $0.000 < 0.005$, indicating no difference in total student learning outcomes between the pre-test and post-test control groups using conventional media.

h. The Post-test Experiment Class Result of Independent Sample Test

Tabel 8. One-Sample Test

	T	df	Test Value = 0		95% Confidence Interval of the Difference	
			Sig. (2-tailed)	Mean Difference	Lower	Upper
Post-test experimental	119.901	31	.000	91.719	90.16	93.28

The p-value (2-tailed) for the independent sample test of the post-test was 0.000. The formula dictates that Sig (2-tailed) must be less than 0.05. It indicates that the score (0.000) is below the significance the hold of 0.05. Because the p-value (0.000) is smaller than sig = 0.05 (5%), the alternate hypothesis is accepted whereas the null hypothesis is rejected. In other words, the post-test results show a substantial difference between both control and experimental groups. In result, the roundtable technique has a considerable impact on pupils' reading abilities.

4. Discussion

The data analysis results reveal that the Roundtable technique improves the reading ability of class VIII students at MTs Negeri Sukowono Jember. After being taught with the roundtable technique, post-test results showed greater improvement than pre-test scores. This is supported

by the findings of the hypothesis test computations. The roundtable technique yielded the following results:

a. The effect of roundtable technique on students reading narrative text

To measure the influence of the roundtable technique on students reading narrative text, it is based on the pre-test outcome of students reading narrative text in the sample of students 32 experimental group and 32 control class. The class lowest pre-test scores are 55 and 75 its best score. The average is 75,16. Furthermore, the standard deviation is 4,833. The post-test experimental class lowest 75 and 91 respectively. The mean score is then 91,72 with standard deviation of 4,327. From the average score, it can be concluded that there was an effect of roundtable technique on reading skill, because students have improvement in the reading post-test scores after applying roundtable technique.

b. The significant of using roundtable technique on students' reading skills narrative text

Measure the significance of the roundtable technique. It's based on data analysis. This study's data was analyzed using the normality and homogeneity tests. The experimental class's pre-test has a normalcy significance of 0,002. Thus, the pre-test has a normalcy significance of 0 in the controlled class. The significance is greater than $\alpha = 0.05$, indicating that the data in both classes are normally distributed ($0.002 < 0.05$ and $0.000 < 0.05$). Furthermore, the post-test result for the control group indicates that the significance of normality for the experimental class and the controlled class is 0.000 and 0.000, respectively. Both classes show significant values greater than $\alpha = 0.05$ ($0.000 < 0.05$ and $0.000 < 0.05$), indicating that the data is normally distributed. It is possible to deduce that the Sig of pre-test scores for both the experimental and control classes is 0.172.

The significant value is more than 0.05 ($0,172 > 0.05$), indicating that the data in both classes is homogeneous. The post- The findings from the post-test are also homogeneous, with a Sig. (2-tailed) value of $0.000 < 0.005$. However, there is a difference in average student learning outcomes between the pre-test experimental class and the control group's post-test using the roundtable technique. The post-test's independent sample test yielded a p-value of 0.000 (2-tailed).

The formula states that Sig (2-tailed) has to be below 0.05. It means that the value (0.000) falls below the significance level of 0.05. Because the p-value (0.000) is smaller than sig = 0.05 (5%), the corresponding hypothesis can be accepted whereas the null hypothesis is refused. In other words, the post-test results show a substantial difference among the control and experimental groups. In the final analysis, the roundtable technique has a considerable impact on pupils' reading abilities.

There was a substantial difference in achievement in reading between pupils taught utilizing the roundtable method and students who were not. Because they have received treatment, they can increase their reading abilities. And the large difference in class scores suggests that the roundtable technique has an observed effect on pupils' reading abilities.

This is an encouraging result, showing that roundtable technique has the potential to be an effective educational tool to improve students reading skills. Besides that, after seeing the progress shown by the students after getting the roundtable technique, they were more enthusiastic and enthusiastic in participating in learning. This shows that the use roundtable

technique in students reading skills is successful.

As pointed out and stated in the discussion above, the finding of significant differences in scores between classes in roundtable technique on students' reading skills highlights the potential for success in reading skills. However, more research is needed to replicate the findings, consider control groups, examine long-term effects, and understand underlying mechanism. Such an investigation will provide much more comprehensive understanding of the effectiveness of roundtable technique and contribute to the field of reading skills.

5. Conclusion

According to the results, roundtable technique discussion has a substantial effect on reading narrative text at the eighth-grade students of eighth grade MTs Nurul Qarnain Sukowono Jember Academic year 2024/2025. To determine the students baseline proficiency, the researcher used a pre-test, statistically, nothing many differences between students in the experimental and control groups. After receiving therapy and reviewing the test results, it is apparent that employing the Roundtable technique to better reading narrative text has a significant impact. The results revealed that the post-test scores of experimental class students were higher than those of control class students.

The hypothesis statistic will consider H_a (Alternative Hypothesis) and reject H_o if sig 2 tail is lower than alpha (α) or p (ρ). (Null Hypothesis). The statistical evidence given in the results chapter shows that the two-way significance threshold at that point was p (0.000). At that time, alpha (α) was 0.05, or 0.0000.05. Thus, it clearly shows the rejection of H_o and the adoption of H_a (Alternative Hypothesis) (Null Hypothesis). You could say the roundtable technique was very successful in improving the speaking skills of eighth grade students at MTs Nurul Qarnain Sukowono in the 2024/2025 academic year.

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