APPLYING ROUND TABLE STRATEGY TO IMPROVE STUDENTS READING COMPREHENSION IN NARRATIVE TEXT AT THE ELEVENTH GRADE OF SMA 4 PALOPO

IAIN PALOPO

A THESIS

Submitted as a Part of the Requirements for S.Pd. Degree in English Language Education Study Program

Written by,

HASRIAH
REG.NUM: 15 0202 0041

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
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2019

THESIS APPROVAL

This thesis, entitled "**Applying Round Table Strategy to Improve Students Reading Comprehension in Narrative Text at the Eleventh Grade of SMA N 4 Palopo**" written by **Hasriah, Reg. Number 15.0202.0041**, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Wednesday, September 18th 2019 M**, coincided with **Muharram 18th 1441 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, <u>September 18th, 2019 M</u>
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Alhamdulillah rabbil 'Alamin, the researcher expresses her gratitude to Allah swt, the most beneficent and the most merciful, who has given His guidance, blessing and mercy so that this thesis at the State Institute for Islamic Studies (IAIN) Palopo on the title "**Applying Round Table Strategy To Improve Students Reading Comprehension In Narrative Text At The Eleventh Grade Of Sma 4 Palopo**". Shalawat and Taslim are due to our beloved prophet, the chosen one Muhammad saw. Peace be upon him.

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Palopo, 26th August 2019

The Researcher

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Palopo, 26th August 2019

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ABSTRACT

Hasriah, 2019. Applying Round Table Strategy To Improve Students Reading Comprehension In Narrative Text At The Eleventh Grade Of Sma 4 Palopo. Thesis, English Study Program Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies (IAIN) Palopo. Supervised by: (1) Wahibah, S. Ag., M.Hum and (2) Dewi Furwana, S. Pd.I., M.Pd.

Key Words: *Reading Comprehension, Round Table Strategy, Quasi Experimental Method*

The title of the research was applying round table strategy to improve students' reading comprehension in narrative text at the eleventh grade of SMA N 4 Palopo. The problem statement of the research: Does round table strategy improve students' reading comprehension in narrative text at the eleventh grade of SMA N 4 Palopo?. The objective of the research was to find out whether or not the use of round table strategy improve students' reading comprehension in narrative text at the eleventh grade of SMA N 4 Palopo.

This research applied quasi-experimental method. The population of this research was eleventh grade students of SMA N 4 Palopo in 2018/2019 academic year. The total of population was 48 students. The sample were class XI IPA 1 consisted of 15 students as experimental class and class XI IPA 2 consisted of 15 students as control class. The researcher applied purposive sampling technique. The instrument of the research was reading test the researcher used essay test that consist of 5 items narrative text. The researcher gave pretest and posttest to the students.

The result showed that the mean score of posttest in experimental class, the mean score of post-test was higher than the mean score of pre-test (3.8667>1.5333). While in control class, the mean score of posttest was also higher than the mean score of pretest (2.5333>1.0667). As a result, there is a significant difference in reading achievement between the students who are taught by using round table strategy and those who are taught by non-round table strategy. Based on the result of this research, the researcher concluded that round table strategy can improve the students' reading comprehension.

CHAPTER I

INTRODUCTION

A.   *Background*

Reading is a source of getting some information. No one can get much information without reading. Through reading, the reader can get much knowledge, improve vocabulary, grammar, and understanding. According to Dallmann reading is a receptive skill. In this aspect, the cognitive processes involved are similar to those employed while listening. The goal is to be able to read comfortably which implies that the students should reach a level which they do not feel a conscious strain while reading.[1] Reading skill is often needed by learners of English as a foreign language, but it is not simply looking. Learning English language text, it means the study of the meaning of word and sentence. The reader, not only must-see and identify the words in front of him, but also comprehend the ideas, study how the new words are used, how to implement the grammatical rules and gaining the knowledge or information in the reading. Reading comprehension is a problem for those whose native language is not English. However, students have to read English text and journals, since most scientific and technical knowledge is recorded in this language[2]. The problem can be alleviated through strategy or method used by the teacher in the classroom that will enable the students to cope with English text on various subjects that part of

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[1]Marta Dallman et. all, *The Teaching of Reading,* (New York: College Publishing, 1982), p. 22.

[2]Arunee and Chanya Wiriyachutra, *How to read scientific and technical English Understandly* (Washington; A forum Anthology Volume, 1989)

the teacher's job is to develop within the learner strategies that will help him in this struggle. The effective reader brings with him the ability to recognize the purpose of the text as a whole, to see how the text is recognized and to understand the relationship between sentences[3].

Round table is a strategy can be used in teaching reading. It gives an opportunity for the students to read a text, review concept, brainstorming their knowledge in identifying the topic of the text. It gives an opportunity to get more information together. Round table strategy also asks the responsibility of the members of the group. Davidson and Korll (2006) define cooperative round table learning as an activity that takes place in the learning environment of students in small groups who share ideas and work collaboratively to solve problems in their assignments.[4]

Based on the observation, most of the students' at SMAN 4 Palopo especially the eleventh grade are still confused to comprehend the text. Especially narrative text, students always have difficulty to know the meaning of the text such as the students' difficulty in determining the orientation, complication, resolution and reorientation of the narrative text. Because the students' vocabulary and their knowledge about the reading text still lack. So that's why teachers should have a good strategy to make the students' can understand the text. So the researcher would like to propose one teaching strategy which has been shown to

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[3]Edie William, *Reading in the Language Classroom* London; Modern English Publisher, 1991) ,p 202

[4]McCafferty, *Metode Pembelajaran Roundtable,* online, http://phyexplor.blogspot.com. Accessed on 27 December 2018.

be a beneficial teaching strategy to improve student's reading comprehension of narrative text, which is by using round table strategy.

B. *Problem Statement*

Based on the background that has been explained above, the researcher formulates the research question as follows: Does Round Table Strategy improve students' reading comprehension at the eleventh grade of SMAN 4 Palopo ?

C. *Objective of the Research*

Based on the research question set above, the researcher states the objective of this research as follow: to find out whether or not the use of round table strategy improve students' reading comprehension in narrative text at the eleventh grade of SMAN 4 Palopo.

D. *Significance of the Research*

There are significances of this research; theoretically and practically. The expected benefits of this research both theoretically and practically are :

1. Theoretically Contribution:

The result of this research can be used to enrich the theory of teaching reading comprehension by using round table strategy and it can be used as the input of information about round table strategy to improve students' comprehension in reading a narrative text.

2. Practically Contribution:

a. For the teachers, it can help the teacher to overcome the weakness of the students in the classroom.

b. For the students, the technique of this research hopefully can help students to increase their reading comprehension in narrative text at the eleventh grade students of SMAN 4 Palopo.

E.   *Scope of the Research*

The scope of the research focused on several aspects, namely: By discipline, this research under apply English language teaching. By activity, the researcher used a round table strategy to improve reading comprehension. By content, the researcher focused on reading assessments that consists of five aspects namely, identifying the main idea, identifying specific information, determining references, making an inference, and understanding vocabulary. This research used fable narrative text in teaching reading comprehension.

F.   *Operational Definition*

Avoiding misunderstanding, the key term of the research is defined as follows:

1. Reading comprehension is an activity of the students to understand and find out the important information from a reading text.

2. Narrative text fable is a fictional story that tells the life of animals that behave like humans. It has a social function to entertain readers.

3. Round table strategy is a kind of cooperative learning strategy. In this strategy, the students are divided into some groups and the students are asked to sit in a circle based on the table that has been in a circle. Each group consists of five students to understand the text content and share information with other friends.

CHAPTER II

REVIEW OF RELATED LITERATURE

A.   *Previous of Related Research Findings*

In writing this thesis, the researcher found some researchers which are closely related to this research, those researchers:

a. Yudi Pratama Taringan (2015). Improving students Achievement in Writing Descriptive Paragraph Through simultaneous round table strategy. He found that by using round table strategy in writing descriptive text can be invites the readers to enjoy and fully understand the object explained.[5]

b. Ratnawati (2009). In her final project entitled the use of writing process in round table brainstorming cooperative learning in writing news item text. In her research, she found that there was significant progress on the students' writing before and after using round table brainstorming cooperative learning. It was supported by significant result of pre-test that was lower (59,02%) than the post-test (76,44%). It is increase 17.42% from the pre-test so that the result of the students' progress during teaching learning process by using round table brainstorming cooperative learning was good.[6]

c. Sartika (2013). Conducted a research with the title the effectiveness of roundtable technique to improve students' speaking skill in the first grade

[1]Yudhi Pratama. *Improving Students' Achievement in Writing Descriptive Paragraph Through Simultaneous Roundtable Strategy. Accessed on November* 2018.

[6]Anggi Sinta Hapsari, *The Use of Roundtable Technique to Improve Students' Achievement in Writing Hortatory Exposition Text,* (2011). Accessed on January 2019.

students' of SMAN 3 Salatiga, found that there is significant difference before and after teaching speaking using round table technique.[7]

Based on the research above, the researcher concludes that between previous research and this research, there are differences and similarities. The research equation above with this research is the same as using a round table strategy in improving students' English. The difference research above with this research is the researches above focus to improve students' writing and speaking skills using descriptive text through a round table strategy, while this research will focus to improve students' reading comprehension using narrative text through a round table strategy.

B. *Some Pertinent Ideas*

1. *The Concept of Reading*

a. Definition of Reading Comprehension

Reading is an activity to get information, or idea from the text what the writer mean at the messages in the printed page. It means that a process to understand what the readers read.

Reading is a fluent process of readers combining information from a text and their own background knowledge to built meaning.[8] Comprehension is the ability to understand and interpret spoken and written language.[9] Reading

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[7]Rezki Adelina, *The Use of Roundtable Technique to Improve Students' Writing Skill of Narrative Text at Eleventh Grade in Senior High School 1 South Polongbangkeng.* (2017). Accessed on January 2019.

[8]David Nunan, *Practical English Language Teaching,* (Sidney: Macquarei University : 1991). P. 68.

[9]David Cristal, *A Dictionary of Linguistics and Phonetics,* (New York: Basil Blackwell Lid: 1985). P.63.

comprehension is techniques for improving students' success in extracting useful knowledge from text. As defined by *partnership for reading*, reading comprehension is understanding a text that is read, or the process of "constructing meaning" from a text. comprehension is a "constructing process" because it involves all of the elements of the reading process working together as a text is read to create a representation of the text in the reader's mind.[10]

Reading comprehension is the ability to read the text, to process, and to understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which inferences with their ability to comprehend what is read. There are number of approaches to improve reading comprehension, including improving one's vocabulary and reading strategy.[11]

Kustaryo says: "Process that depend not only comprehension skill, but also the students judgment, and evaluation. Reading comprehension understands what has been read. It is active thinking experience and prior knowledge. Comprehension involves understanding the vocabulary, seeing the relationship among word and concepts, organizing author's purpose, making".[12]

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[10]http://wik.ed.uiuc.edu/index.php/reading_comprehension. Accessed on september, 17th 2018.

[11]Wikipedia, *Reading Comprehension.* http://en.wikipedia.org/wiki/Reading_comp (Accessed on September 2018)

[8]Kustaryo, Sukirah. (1988). *Reading Technique For College Students*. Jakarta: Dep. Pend. & Kebudayaan Direktorat Jendral Pendidikan Tinggi. P2LPTK.

Brown says that reading comprehension is an interactive process between texts and readers prior knowledge. The skill and process of comprehension can be taught at a given level and in a given text: a student can master the use of the process at the level of the material and types of text are change the process also changes.[13]

Based on some definitions presented, reading could be defined as a complex process whereby looks at and understands what has been written, the combination of some components that result of one active attempt the part of the reader to understand writer's message. in reading comprehension, the success of reader depends not only on his skill of comprehending but also on his experience, and his prior knowledge related to what he reads. Further, reading comprehension is a communication process. It involves reconstructing an author message by using one's prior knowledge specially the knowledge of language.

Furthermore, Smith in Syamriani divides the comprehension skill into four categories. The four categories are as follow:[14]

1. Literal Comprehension

Literal comprehension refers to the idea and facts directly stated on the printed page. In fact, literal and facts are clearly stated. The literal level of comprehension is fundamental all reading skill at any level because the reader must first understand what the author said before he can draw an inference or

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[9]Bowman.1991.*Definitionreading,*online:Http://www.brainqyqute.com/words/re/reading2 10418html#ixzz1Esd2jNVM. Accessed on September, 17th 2016.

[10]Syamriani. (2006). *The Effectiveness of Using SQ4R Method in Teaching Reading Comprehension to the Second Year Students of SMPN 2 Bontosikuyu Kabupaten Selayar*. Thesis. IAIN Alauddin Makassar. 35

make an evaluation. In others word, this category requires a lower level of thinking skills than other three levels.

2. Interpretation

This category demand a higher level of thinking ability because the question on the category of interpretation are concerned with answer that are not directly stated in the text book, but are suggested or implied to answer questions at the interpretative level, readers must have ability and be able to work at various level of abstraction. The interpretation level is the one at which the most compulsion exists. The compulsion is the term inference may be defined as something derived by reasoning something that is not directly stated but suggested in the statement, a logical conclusion that is draw from statements a dedication and induction.

3. Critical Reading

Critical reading is a higher level than other two categories because it involves evaluation the making of the personal judgment, a reader must be able to collect, interpret, apply, analyze the information to criticize of merit, for example in those part of the material where the writer expressed his ideas or his facts better perhaps than others writer on the same subjects.

4. Creative Reading

Creative reading use different thinking skills to go beyond the literal comprehension, interpretation, and critical reading level. In creative reading, the reader tries to come up with the new or alternative solution to there, present by the writer.

In comprehending a written text readers typically make use background knowledge, phonological and phonemic awareness, vocabulary, fluency and many basic skill which is supporting or helping in reading comprehension.[15]

b. Types of Reading Comprehension

Dr. M.R Patel and Pravin M. Said that there are four types of reading comprehension, such as: intensive reading, extensive reading, reading aloud, and silent reading.

1. Intensive Reading

Intensive reading is a text or passage reading. In reading the learn read the text to get knowledge or analysis.[16] Intensive reading is a reading for recall or total accuracy. It is an activity in class way in using reading. It deals with the detailed content study and linguistic study.

The goal of this reading is to read shorter text. this reading is done to carry out to get specific information. Intensive reading will provide a basis for explain difficulties of structure and for extending knowledge of vocabulary and idioms it will also provide material for developing greater control of the language in speech and writing.

2. Extensive Reading

According to Carrel and Carson, extensive reading is generally involves rapid reading of large quantities of material or longer reading (e.g., whole books)

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[15]Ahmad Perdana Putra, "*The Effectiveness of Using Authentic Material in Teaching Reading Comprehension to the Second Year Students of English Education Study Program in STAIN Palopo,* (STAIN Palopo:2010). p.11

[16]Beatric S. Mikulecky and Linda Jeffries, *Advance Reading Power,*(Person Longman, 2007), p.3

for general understanding, with the focus generally on the meaning of what is being read than on the language.[17]

The purpose of extensive reading will be train the students to read directly and fluently in the target language for enjoyment, without the aid of the teacher.

3. Reading Aloud

Reading aloud also very important in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of word pronunciation.

4. Silent Reading

Silent reading is very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to inquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties.

Silent reading is kind of reading that requires that reader to find out the meaning of words or sentences and the ideas written in the text. during silent reading, the teacher asks he students to draw the conclusion because through silent reading very students can pay attention to the text they are reading.

Inmon and Lenier. There are four basic types of reading: study reading, rapid reading, skimming and scanning. Each types suited to a particular type

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[17]Jack C. Richard and Willy A, Renandya, *Methodology in Language Teaching, an Anthology of Current Practice,* (Cambridge University Press, 2002), p.296

reading material and reading purpose, and each should be practiced at different speeds.[18]

1. Study Reading

Study Reading on difficult textbook or technical material when your purpose is through understanding and/or memorization. Reading rates usually do not exceed 250 words per minute.

2. Rapid Reading

Rapid Reading should be used when your purpose is to get a general idea of what you read and when the material is not extremely complicated. Types of material suitable for rapid reading include newspapers, magazines, novels, and light nonfiction.

3. Skimming

Skimming is quickly looking over a selection to get the general idea rather than reading every word. It is used (a) when surveying a chapter or article, (b) when all you need is a general overview, and (c) when reviewing something you once read to refresh your memory. To give you an example of skimming we have emphasized some words, in the following article.

4. Scanning

Scanning is locating specific information, such as a name, a place, or a date. For example, when you look up something in the dictionary or in the telephone book, you are scanning. You run your eyes over the page and read only

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[18]Inmon and Lenier. 1992. *College Reading Book 2.* New York: Prentice Hall.

the information surrounding what you are looking for. You may also use scanning in textbooks for example, when you particular name or date in a chapter.

H.Douglas Brown. There are several types of reading performance are typically identified, and these will serve as organizers of various assessment tasks:

1. Perceptive

In keeping with the set of categories specified for listening comprehension, similar specification are offered here, except with some differing terminology to capture the uniqueness of reading. Perceptive reading tasks involve attending to the components of large stretches of discourse ; letters, words, punctuation, and other graph symbols.

2. Selective

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical are used : pictured tasks, matching, true/false, multiple-choice, etc. stimuli include sentences, brief paragraphs, and simple charts and graphs.

3. Interactive

Include among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistics sense, interact with the text. that is, reading is a process of negotiating meaning ;the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction.

4. Extensive

Extensive reading applies to the text of more than a page, up to and including professional articles, essays, technical reports, short articles, and books. the purposes of assessments usually are to tap into a learner's global understanding of a text, as opposed to asking test-takers to "zoom in" on small details.[19]

c. Purpose of Reading

In purpose of reading students, have to understand what the meaning of reading have too till by writer. Students must to be able to read for information and pleasure, for their career and for study purposes.

Grellet asserted that, there are two main reason for reading they are reading for pleasure and reading for information.[20] From the reason, reading for information is readers have to be careful to read the information, to get information is not wrong, and we need skill in reading to read information.

Grebe and Stoller classified the purpose of reading such as:

1. Reading to search for simple information and reading to skim. It is common reading ability, here the reader scan to the text to find out a specific piece information or a specific word.

2. Reading to learn from text. it happens in academic and professional context. It also requires remembering the main idea and supporting idea, making a

[19]H.Douglas Brown. *Language Assessment Principles and Classroom Practices,* (Longman: San Francisco State University: 2004). P. 189.

[20]Francoice Grallet, *Developing Reading Skill,* (Cambridge: Cambridge University Press 2000), p. 4.

relation with the reader's knowledge. The activity can bring stronger inference because it is help the reader remember information.

3. Reading to integrate information writes and analyzes text. the skill needs critical evaluation where the reader integrates and decides the information that she/he wants. Then, it involves competence such as composing, selecting and making critique from the material.

4. Reading to general comprehension. It be done by fluent readers very fast and automatically in the processing word. And effective coordination in many process of the text. [21]

Based on the explanation above, the researcher conclude that the purpose of reading is to get involve skill person to analyze a text and to get something information in the reading.

d. **Level of Reading Comprehension**

According to Burn, reading comprehension consist of four categories, they are:

1. Literal Reading (reading the line)

This is the level getting primary, direct literal reasoning for it merely a skill of finding what the authors say. In this case, a reader must first understand what the authors say and can draw an inference or make evaluation. The students are able to recall, identify, classify, and sequence details, facts, effects and stated main ideas from a variety of written materials, and can interpret directions.

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[21]Williams Grabe and Fredica L Stoller, *Teaching and Researching Reading* (Essex: Person education, 2002), p. 13.

In this level, reading is aimed at obtaining the information of a text effectively, especially in comprehending the text as it stated by words, sentences, or paragraph in text.

2. Interpretative Reading (reading between the line)

It includes thinking skill in which readers identify ideas and meaning that are not stated explicitly in the written text. in addition, it is higher level that literal reading in that reader may generalize. Determine cause and effect relationship, identify motives, and make comparison. To comprehend at the interpretative level the reader must be able to understand an indirect message which is contained in literal words, and must infer what the author means or tries to say. Interpretative comprehension usually includes making inference about main ideas of passage, referents of adverbs, omitted words. Besides, it also contains detecting the mood of the passage and the author's purpose in writing a selection, drawing conclusion and interpreting figurative language.

3. Applied Reading

It includes both literal comprehension and interpretative comprehension. It requires a reader to react in term of its relevance and significance and he/she also involved in creating new insights about the material. Put of applied reading is evaluating written material.

4. Creative Reading

Creative comprehension involves the positive response of the reader about what has been read. Sometimes a response may not be evident because it is intensely private. Understanding at the creative level involves applying new

knowledge to an existing situation, or applying existing knowledge to a new situation. It is concerned with the production of new idea and the solving of problems of an opened kind, where more than one course of action is possible. This occurs when reader applies what has been read a new situation and then recombines the author's ideas to make new concept. Through creative comprehension, a reader creates something new.[22]

e. Strategy for Reading Comprehension

There are 10 strategies each of which can be practically applied in the classroom:

1. Identify the purpose of reading

2. Use the grapheme rules and pattern to aid in button to up decoding.

3. Use efficient silent reading techniques for improving fluency

4. Skim the text for main ideas

5. Scan the text for specific information

6. Use semantic mapping or clustering

7. Guess when you are not certain

8. Analyze vocabulary

9. Distinguish between literal and implied meaning

10. Capitalize on discourse makers to process relationship.[23]

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[22]Paul Burn, et.al., *Principle of Language Learning and Teaching,* (Boston, 1994), p.150.

[23]H. Douglas Brown, *Teaching by Principles,* (San Francisco State University: Pearson Longman). P. 366-370

f. Rules of Faster Reading Comprehension

Classified six rules for faster comprehension as in the following:

a. Read more

b. Learn to read for main idea

c. Challenge your comprehension

d. Budget your time

e. Pace yourself

f. Develop in rapid immediate concentration.[24]

g. Factors That Influence Reading Comprehension

There are many factors that might affect comprehension of printed materials. Some of the factors that will be explained here are characteristic of the materials, syntactical structure, and the appearance of print.

a. Vocabulary

One of the important factors in herein; a reader's comprehension is the familiarity with the vocabulary, where the successful in associating between the printed words with their meaning and their referents depends on the familiarity with the words. Successful reading comprehension is possible when most of the vocabulary in a reading selection is familiar to the readers.

b. Concept of the Material

Familiar words are used to express elusive concepts can also provide the barrier to the reader's comprehension. Therefore, successful readers must have background knowledge (concept) on a reading material. However, the type of

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[24]St. Daoliah Khalid, *The Ability of the Second Year Students of SMP 3 Palopo in Comprehending Reading Text Through Picture,* (Palopo: STAIN, 2005), p. 9-11.

material also affects reading difficulty. In fact, informational reading usually requires greater concentration and cognitive process than fiction.

c. Syntactical Structure

Another factor can probably provided barrier to comprehension is the syntactical structure of passage is written in familiar words and concepts with a reader, but still difficult to comprehend the tortuous of grammatical structure. To comprehend them, the student should be familiar with them by giving a lot of exercises deal with sentence structures. Materials for beginning readers are usually written in short sentence and are composed primarily of nouns and verbs. Materials of readers at higher levels contain noticeably longer sentence. This practice reflect an awareness of students' language development and is an attempt to match the language level of reading materials with that of student' oral language.

d. The Appearance of Print

The format of reading materials can influence the ease in comprehending them. The number of word per page, the print and spacing style are necessary. It is considered that a high density of words and printed in small size on a page can discourage the less capable readers. On the others hands, the primer offensive materials can make the older reader bored.

Wainrigh in Marlyna said that there are some factors affects the comprehension of a reader, they are:[25]

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[21]Marlyna Mardin, (2007). *The Application of SAVI (Somantic Auditory VisualIntelectual) in Improving Reading Comprehension of the Second Year Students of SMAN I Anggeraja Kabupaten Enrekang*. Thesis UIN Alauddin Makassar.

a. Speed and Perception

Some readers are quick to grasp the meaning while the others are not. Those who are slower usually have difficulties and take longer to comprehend comparing with the fast ones. This can happen due to the regression marked by the reader and the narrow vocabulary range.

b. The Accurate of Perception

A reader who perceives the ideas or message of a passage wrongly will affect his comprehension. It leads him/her to misunderstanding to the whole passage.

c. Memory and Ability to Recall Information

A reader may understand the reading material even though he/she is not able to remember much of the actual content. In order to have a good memory of the material, retention is needed. So that he/she can locate some points which required checking.

d. Motivation or Purpose in Reading

A reader who wants to read passage or text for a certain purpose is certainly has a clear knowledge about what he/she is going to read accordingly he/she comprehend easily.

e. Concentration

Full concentration is necessary for good comprehension; however it can be affected either from external distraction factors, such as anxieties wandering attention, noises or movements.

h. Aspects of Reading Comprehension

There are five aspects of reading which help the students to comprehend the English text: main idea, specific information, references, inference and vocabulary.

1. Identifying Main Idea

Main idea refers to important information that tells more about the overall idea of a paragraph or section of a text. Suparman (2011) states the main idea is the most important idea stated in the topic sentence and developed by supporting sentences in a single paragraph. Commonly, the main purpose of comprehension is getting the main idea. Usually the topic sentence tells what the rest paragraph is about in some paragraphs because the main idea is the only idea that should be developed in one paragraph. Naturally once we can find the topic, we are ready to find the main idea. Thus, the main idea is actually the point of the paragraph. It is basically the most important thought about the topic.

The author can locate the main idea in different places whether at the beginning, in the middle or even at the end of a paragraph. The main idea is usually a sentence, and it is usually the first sentence. Example question of main idea can be: *(1) What is the main idea of the passage? (2) What is the main in last paragraph?*

2. Identifying Specific Information

Supporting sentence or specific information develops or explain the topic sentence by giving reasons, examples, facts, an incidents, comparison, analogy, cause and effect and quotation. A paragraph contains facts, statements,

examples specifics which guide us to a full understanding of the main idea. For example, after reading story about RoroJonggrang, general questions related to specific information can be*: 1)Where was RoroJonggrang washing some clothes? 2) Did RoroJonggrang accepted Bandung Bandawasa's love?"*.

3. Determining References

Reference is a relation between objects in which one object designates, or acts as a means by which to connect to or link to, another object. According to Reimer (2009:34) reference is a relation that obtains between expressions and what speakers use expressions to talk about. References are words or phrase used either before or after the reference in the reading material. They are used to avoid unnecessary repletion of words or phrases. It means that, such words are used, they are signals to the reader find the meaning elsewhere in the text. The paragraph below is as an example of the case mentioned. *Sidapaksha angrily asked his wife and he wanted an explanation. Sri Tanjung didn't say anything. She asked her husband to carry her to the river. She wanted to prove her innocence. Sidapaksha was not sure but* 17 *finally he agreed. He took her to the riverbank, and then Sri Tanjung threw herself into the water and drowned.* This is example question of reference: *He took her to the riverbank…(line 3) The underline word "her" refers to….*

4. Making Inference

Inference is about guessing something from the information which have we read or know. Graesser, Wiemer Hastings, &Wiemer Hastings (2001) states inference is the output of the interaction between the readers" knowledge and the

information in the text. One of comprehension strategies to make a conclusion about what is not directly stated in the text based on clues. Sometimes information is not given directly. Example question of making inference can be*: 1) What was first paragraph talking about? 2) All of the following statement is true related to the passage, except… 3) What is the best title for the passage?*

5. Understanding Vocabulary

As a matter of fact, vocabulary is all the words which exist in a particular language or subject. Harmer (2004: 153) states that the ability to determine the meaning of vocabulary items from context is one of the most important aspects of successful reading.

The paragraph below is as an example of understanding vocabulary in reading text. *it was the princess's seventeenth birthday, Gogor used the mirror to make a wish again. This time he wanted to marry the beautiful princess. The princess married him the next day. In his joyful moment, Gogor told a story about his past time and the magic mirror. Realizing her husband a bad man, the princess stole the mirror and prayed that Gogor became a monkey, "* In his joyful Moment, Gogor told a story…." (line 3). What is the best word to replace the underline word?".[26]

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[26]Nisa Fitriani, *Increasing Students' Reading Comprehension by Using Pre-Questioning in Personal Recount Text of the Tenth Grade Students at SMAN 2 Bandar Lampung* (2015).

2. *The Concept of Narrative Text*

a. Definition of Narrative Text

Narrative text is one of the English text (genre) was born from the Narration as Recount Text and Text News Items which serves to tell the story of the past and for entertainment/entertaining readers.

Narrative text is a story that entertains and/or informs the reader, while carrying a massage resulting in a theme (a universal idea that crosses over time and culture), and/or a moral (a lesson learned from the story).[27]

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. Narrative text is a text focusing specific participant which tells an interesting story. Its social function is to tell stories or past events and entertain or amuse the readers. The basic purpose of narrative is to entertain, to gain and hold a readers' interest. However narratives can also be written television dramas that are used to raise topical issues.[28]

According to Bierce in Hasan, narration or narrative is the form of writing used to related story of acts or events. It is place concurrencies in time and tells what happened according to nature of time sequence. Types of narration include short story, novels and news stories as well as large part or our everyday social interchange in the form of letters and conversation.[29]

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[27]Nancy Fetzer. *Narrative Text Organization.* 2006. p. 26.

[28]Dick King Smith. http://englishonline.tki.org.nz/English-Online/Teacher-needs/Reviewed-resource/Reading/Features-of-text-forms/Narrative. Accessed on November 30nd 2018.

[29]Bierce. *Teaching writing skill.* New York U.S.E. American Boor Company ESL/EFL, (1976) P.4.

Narrative is a text focusing specific participants which tells an interesting story. Its social function is to tell stories or past events and entertain or amuse the readers.[30]

b. Kinds of Narrative Text

According to Djatmika and Wulandari Narrative text is divided into three types. They are a true story, a fable, and folk tale.[31]

a. true story is a personal experience of character in the story. It is made based on the fact that the character found in his/her life. This story is an interesting experience of the character in a specific time in her/his life.

b. fable is a kind of Narrative text with the main character is an animal that has attitude like humans.

c. folktale is a typical of fairy of legend story. It tells about magical story.

There several kinds of narrative form. These kinds are on the story types. The types on narratives are:

1. fable: simple fable is a story animal which behave like human.

2. Myths: stories are believed by some people but the stories cannot be true. It was told in an ancient culture to explain a practice, belief, or natural occurrence.

3. Legend: it simple a story which relates to on how a places in formed.

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[30]Fraida dobin, "*Course Design Developing Programs and Material for Language Learning*" (New York, 1987) P, 152.

[31] Djatmika and Wulandari in Nurhasanah(thesis) 2014, Access on November 2018.

4. Fairy tales: story relate much which magic things.

5. Science fiction story: story which explore the science as the background or plot of the whole story.

6. Short story: story for one or two pages.

7. Parables: story that illustrates one or more instructive lesson or principles. Parable differs from a fables.

8. Novels: long even very long and complex story.

9. Horror story: a story with horror content.[32]

c. Generic Structure Narrative Text

Narrative text will of the following structure :

1. Orientation, introduces the characters time and the place in which the action goes on is mentioned. It answers the questions: who, when, what and where.

2. Complication, after the characters and the setting have been introduce the obstacles, usually appear. Then the clash, obstacle, problems or complications in the life the characters begin.

3. Resolution, narrative may close in several different ways. The chief actor, after struggles with obstacles, may success in overcoming them and goes on his way rejoicing. In this case we have careful conclusion or happy ending. In this case we have a painful conclusion or sad ending. Sometimes, a story finished but still leaves some questions unanswered.[33]

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[32]Unnamed. *Kinds of Narrative.* (online). http://freenglishcourse.info /kinds-of-narrative jenismacam-narrative-text/. Accessed on 15th January 2019.

Before entering into the score narrative examples text, it helps us to recognize the generic structure narrative text, more or less as follows:

1. Orientation. Orientation is the beginning of the narrative in English. In this section, the characters in the story are introduced. In addition, the time and place of the story is also described.

2. Complication. Complication is part of the narrative text in English that reveal problems or conflicts within the main character in the text.

3. Resolution. Resolution is part of narrative text in English that contains the settlements of problems with the main character in the text. this section can be a good end, or vice versa.

4. Reorientation is the end of the story narrative text usually contains about the end of the story, usually a happy ending or sad ending.[34]

3. *The Concept of Cooperative Learning*

a. **Definition of Cooperative Learning**

Cooperative learning is structured, systematic instructional strategies in which small group of students who work together toward a common good. It may be considering a subject of collaborative learning. It tends to encompass a variety of group learning experiences, communities, and other.

David and Roger Johnson (2011) states that cooperative learning is a successful teaching strategy in which small teams, each students of different level of ability use a variety of learning activities to improve their understanding of a

[33]Cicik Kurniawati, *Bahasa Inggris Program Ilmu Pengetahuan Alam dan Ilmu Pengetahuan Sosial SMA/MA,* (Surabaya: Intan Parwira, 2011), p 92-93.

[34] Anjari Kurniawan. *Definitions of narrative text,* http://google22. Blogspot.com. 2012-10. Contoh-narrative text, Accessed on 19th December 2015.

subject. Each member of team is responsible not only for learning what is taught but also for helping teams learn. Students work trough the assignment until al group member successfully understand and complete it.[35]

b. Types of Cooperative Learning

There are over 150 KAGAN Structures. All structure have different functions. Some are designed to produce master of high consensus content, others to produce thinking skills, and yet others foster communication skills.

1. **Jigsaw.** In this technique, teacher assigns a different mini-topic, to each member of team. The students research their assigned mini-topics, and then meet in expert groups with members of other teams assigned the same mini-topic to discuss refine their understanding of the subject.

2. **Think-Pair-Share**. This a four-step discussion strategy that incorporates wait time and aspects of cooperative learning. Students (and teachers) learn to LISTEN while a question is posed, THINK (without raising hands) of a responses with the whole class. Students are able to rehearse responses mentally and verbally, and all students have an opportunity to talk. Both students and teachers have increased opportunities to think and become involved in group discussions.

3. **Three-Step Interview.** This involves structured group activity with students. Using interviews/listening techniques that have been modeled, one students interviews another about an announced topic. \"en time is up, students switch roles as interviewer and interviewee. Pairs and join to form groups of four.

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[35]David and Roger Johnson, *Cooperative Learning,* 2011, Online http://wwwclcrc.com/pages/cl.html. Accessed on December 13th 2018.

Students take turns introducing their pairs partners and sharing what the pair partners had to say. This structure can be used as a team builder, and also for opinion questions, predicting, evaluation, sharing book report, etc.

4. **Roundtable.** This structure can be used for brainstorming, reviewing, or practicing while also serving as a team builder. Sequential form: students sit in teams of 3 or more, with one piece of paper and one pencil. The teacher asks a question which has multiple answers. Students take turns writing one answer on the paper, then passing the paper and pencil clockwise to the next person. When time is called, teams with the most correct answers are recognized. Teams reflect on their strategies and consider ways they could improve. Simultaneous form: each students stars a piece of paper, write one answer, and passes it, so several papers are moving at once.

5. **Number Head Together.** This structure is useful for quickly reviewing objective material in a fun way. The students in each team are numbered (each team might have 4 students numbered 1,2,3,4). Students coach each other on material to be mastered. Teachers pose a question and call a number. Only the students with that the number are eligible to answer and earn points for their team, building both individual accountability and positive interdependence. This may be done with only one student in the class responding (sequential form), or with all the numbers, 3's for instance, responding using an every pupil response technique such as cards or hand signals (simultaneous form).[36]

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[36]Kagan in Hasan Sulaeman Thesis.(2014). Thesis Stain Palopo.p.18.

c. Element of Cooperative Learning

Brown and Ciuffetelli Parker (2009) and Siltala (2010) discuss the *5 basic and essential elements* to cooperative learning:

1. Positive interdependence

Students must fully participate and put forth effort within their group. Each group member has a task/role/responsibility therefore must believe that they are responsible for their earning and that of their group.

2. Face-to-face interaction

Members promote each other's success. Students explain to one another what they have or are learning and assist one another with understanding and completion of assignment.

3. Individual and group accountability

Each students must demonstrate mastery of the content being studied. Each students is accountable for their learning and work, therefore eliminating "social loafing".

4. Social skills

Social skills include the ways of students interact with each other to achieve activity or task objectives (e.g. praising and recognition). Since the students will free to express themselves, the other will appreciate and help if necessary.

5. Group processing

Group processing, whereby the students are assessed of what they have learned, how they have learned best, and how they might do better as a learning

group or team. This will be one of wonderful impression that each students in a team tries to master the lesson.[37]

4. The Concept of Round Table Strategy

a. Definition of Round Table Strategy

According to Kagan Round table strategy is a one of the effective strategies in the cooperative reading. It will make the reading process becoming easier and building team spirit of the students. Round table is a good cooperative structure and interactive activity to practice vocabulary, grammar, or even content. Students pass a paper around, adding an item according to the criteria you designate. It is similar round robin. Which is an oral chain activity. In Round table, you may want to brainstorm possible substitutions first.[38]

Round table is one technique of cooperative learning. Round table focus on group work. Kagan in his book entitled cooperative learning highly recommends to use round table to improve interpersonal skill like team building

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[37]Brown, et,at., online, http://en.wikipedia.org/wiki/cooperative_learning. Accessed on January 25th 2019.

[38]Kagan, *Teaching Tip Roundtable Learning Strategy.* Accessed on December 2018.

social skill, also academic skill like knowledge building and thinking skill. In the other hand round table also recommended to improve communication skills, and procedure learning. In round table the students take turns generating written responses, solving problem or making contribution to a project.[39]

According to McCafferty cited by Sifa that Round table technique is one of cooperative learning which implements learning that requires all group members to participate in turn by forming groups in a circle.[40]

According to Kathy Ellis that Round table technique is a cooperative structure in which one piece of paper and pencil are systematically passed around a group.[41]

Round table strategy is a useful way to use in writing. Because of the round table, the students can easily brainstorm their ideas or their ideas about the topic. Then, they review in a group. It makes them can improving their skill in the language. Round table strategy is also an active learning strategy. It means that the student's role is bigger than the teacher in the classroom. It is good for the students to be active in the classroom, because in the language class the students must be active to follow the lesson. They are not just waiting the teacher's explanation or just becoming a good listener.

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[39]Kagan in Ni Kadek Sri Ambarwati (2014). *The Application of Roundtable Strategy to improve writing skill the Eight Grade Students of SMPN 1 AMPLAPURA.* P.8 access on December 2018.

[40]Mukrimah, Siti Sifa, *53 Metode Belajar dan Pembelajaran plus Aplikasinya.* (Bandung: 2014), p.108.

[41]Kathy Ellis, et,al. *Strategy for Teaching,* (Ottervile Public School, 2005), p.48.

b. The Advantages of Round Table Strategy

Round table technique ensure equal participation among team members and exposed students to have varieties idea. Round table technique can help students to focus their attention, it gives much time to think about their response. In Round table technique also expected students to build up their contribution to their team. Surely, this technique can make students be more active in the learning process because in this technique students asked to move around from table to other tables to answer the topic. The point of the advantages is social benefits. It improves the teaching social skill such as, cooperation, teamwork, and communication skill that useful in later life and also to learn work together to rich a common goal and know how to solve of problem together.[42]

In addition, from the Round table activity, there some advantages they are :

1. Round table Strategy is a good strategy to make students' briefer to express themselves to express their ideas and generated it with each other.

2. Round table can encourage the students' to share their opinion with the others. It can effect make the students' confidence.

3. The students' can share what information they know with the other friend, they can help the other friends to answer the questions and understand the material better and so on.

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[42]Prof, Jette Stenlev, et.al, *Roundtable as Cooperative Learning Technique.* English Language and Linguistic. Vol. 18 No. 01, January 2019. p.2.

c. Steps of Round Table Strategy

According to Jette (2011) that the Procedures of Round table techniques are:[43]

1. Students use a single sheet of paper and pen for each group. Students in the group respond in turn to a question of problem by stating their ideas aloud as they write them on paper. It is crucial that the ideas be vocalized to several reasons:

a. Other team members need to be reflecting on the thoughts

b. Variety results because teammates learn immediately that someone has come up with an idea they know now not to repeat.

c. Hearing the response said aloud means that the students do not have to waste valuable brainstorming time by reading the previous ideas on the page.

d. Team members are encourage not to ski turns, but if thoughts are at all standstill, they are allowed to say "pass".

But in this research, the researcher modifies the procedures of Round table technique from the original source. The researcher does the steps in teaching reading to make the students can do the learning process more active. So, the procedures of round table technique in teaching reading that has been modified by the researcher are:

a. Step 1: the teacher divides the students into some groups. Each group consists of five students.

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[43]Ibid., p.4.

b. Step 2: The teacher gives the same narrative text on each group and asks the students to read the text.

c. Step 3: Every student reads one paragraphs in turn through a Round.

d. Step 4: Then the students' share what information they know with the other friend in the teamwork.

e. Step 5: Then the teacher asks them to write the answer from question under the text.

Every students in their group have to understand their reading and share their know information with other friend. So it makes the students being able to understand the reading.

C. *Conceptual Framework*

Figure 1 Conceptual Framework

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┌─────────────────────────┐
│                         │
│   Reading Narrative Text │
│                         │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐          ┌──────────────────────────────┐
│                         │          │   Advantages of Roundtable    │
│  Teaching and Learning   │          │         Strategy:             │
│  Process by using Round  │─────────▶│                               │
│  Table Strategy          │          │  • Ensure equal participation.│
│                         │          │  • Can help students to focus │
└─────────────────────────┘          │    their attention.           │
            │                        │  • can make students be more  │
            ▼                        │    active in the learning     │
┌─────────────────────────┐          │    process.                   │
│  The Students' Improvement│         │  • social benefits.           │
│  Reading Comprehension in │         └──────────────────────────────┘
│  Narrative Text          │
└─────────────────────────┘
```
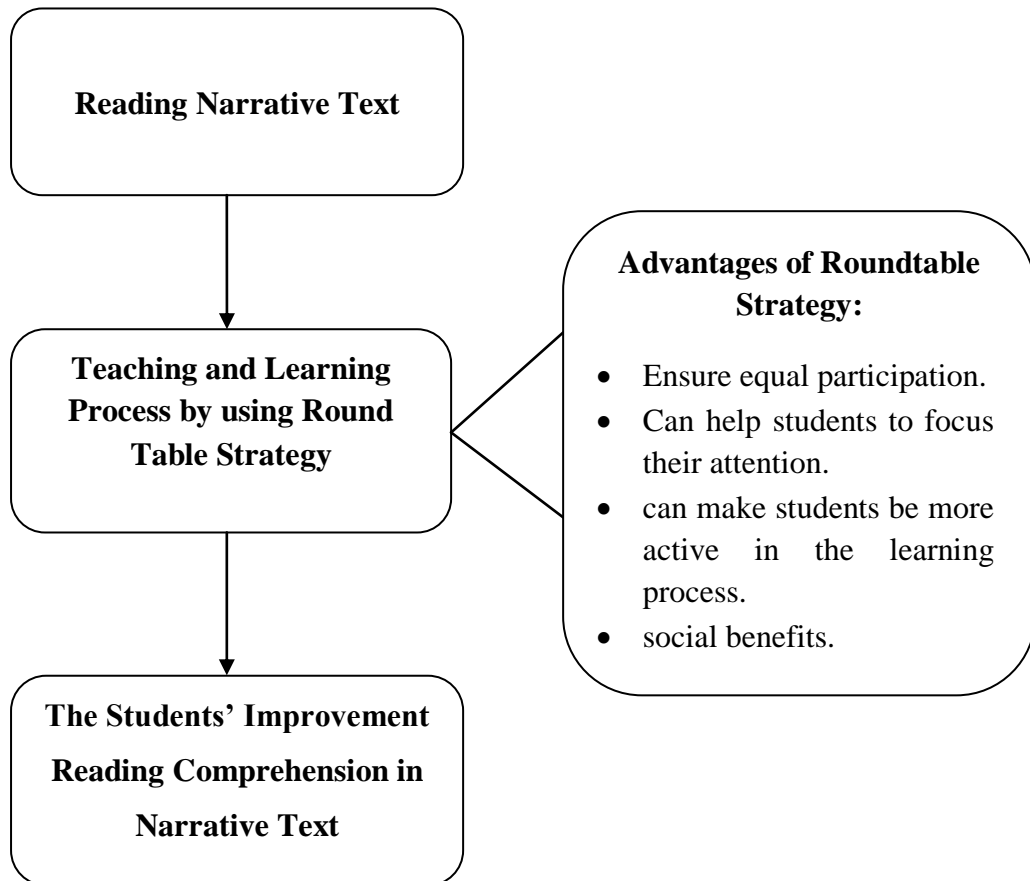
Based on the conceptual above, it shows that the problem of this research is students get difficulties to understand the narrative text. based on the problem, the researcher use Round table Strategy to solve the problem. Round table Strategy is a kind of cooperative learning to help the students in reading. The students are divided into a group of five students. Then, the researcher will give the material of reading narrative text, and before that the researcher explains the narrative text and generic structure of the narrative text to the students. And then the researcher asks the students to read and understand the text, each students gets 1 paragraph by around and discussion in the teamwork. then the researcher asks

them to write the answer from question under the text. The procedure of this Strategy is the students respond by round.

D. *Hypothesis*

Based on the literature that has been explained before, the researcher put forward the hypotheses of the research as follows:

1. If probability value (p) $> 0,05$; H_1 is accepted and H_0 is rejected. It means the use of round table strategy is effective to improve students' reading comprehension in narrative text.

2. If probability value (p) $< 0,05$; H_0 is rejected and H_1 is accepted. It means the use of round table strategy is not effective to improve students' reading comprehension in narrative text.

CHAPTER III

RESEARCH METHOD

A. *Research Design*

This research applied quasi-experimental research design. Quasi-experimental is involved two groups of students with pre-test and post-test design. According to Ary et al, quasi-experimental is an experimental research design that has lacks the randomization of the group.[44] Quasi-experimental needed two similar groups as the sample of the research. Latief states that quasi-experimental research is the research that takes a sample from two different classes in the same grades which has a similarity.[45]

The experimental groups were the group that taught reading comprehension in narrative text using round table strategy. On the other hand, the control groups were the group who were not taught reading comprehension in narrative text using round table strategy.

The researcher used nonrandomized pre-test and post-test in both groups namely experimental and control groups. Both groups were given pre-test to measure the score of students before the treatment was given (Y1 and Y2). The treatment gave for experiment only (X). Post-test gave for both of groups to

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[44]Donald Ary, Jacobs, LC, and Razavieh, *An Introduction to Research in Education: Third Edition* (New York: CBS College Publishing, 1985) 302.

[45]M. Adnan Latief, *Tanya Jawab Metode Penelitian Pembelajaran Bahasa* (Malang: UNM Press, 2010) 120.

measure the score of students after the treatment was gave (Y1 and Y2). The scheme of this model was:[46]

Figure 2 *Research Design*

Group	Pre-test	Treatment	Post-test
E	Y_1	X	Y_2
C	Y_1	–	Y_2

Where:

E   : Experimental Group

C   : Control Group

X   : Treatment

Y_1 : Pre-test

Y_2 : Post-test

B.   *Variables*

In this research, there are two categories of variables, namely :

1. Dependent Variable

Dependent variable is improvement of students' reading narrative text.

2. Independent Variable

The independent variable is Round table Strategy.

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[46]Donal Ary. Lucy Cheser Jacobs, Chris Sorensen, and Asghar Razavieh, *Introduction to Research in Education Ceight,* Canada: Wadsworth Engage Learning, 2010, p. 316.

C. *Population and Sample*

1. Population

The population of this research was eleventh grade student's of SMAN 4 Palopo in 2018/2019 academic year. The total population of 48 students from 2 classes, there were class IPA 1 and IPA 2.

2. Sample

The researcher applied the purposive sampling technique. In this case, the researcher took two classes, namely class IPA 1 and IPA 2 as the sample. Because both these classes have the same disadvantages in terms of understanding reading. Each class that consists of 15 students .

D. *Instrument of the Research*

The instrument of this research was reading test, the researcher used essay test to measure the students' ability to understand the reading text before and after giving treatments. The essay test consist of 5 items about narrative text.

E. *Procedure of Collecting Data*

1. Pre-test

Before doing treatment, the researcher applied a pre-test. The steps pre-test were as follow:

a. The researcher gave a reading text narrative entitle "Sura and Baya" for each student.

b. Then, the researcher gives 15 minutes for students to read and understand the text.

c. After that, the researcher asked the students to answer the question from the text.

2. Treatment

a. Treatment for Class Experiment

The treatment in teaching reading narrative text by using round table strategy consisted of some meetings. The steps in teaching Reading Narrative Text were as follow :

a. The First Meeting,

1. The researcher explained to the students about narrative text, explain to them what is narrative text, the purpose, kinds, and generic structure.

2. The researcher explained to the students about aspects of reading comprehension. So the students can answer the questions about the text.

3. Then, the researcher explained about round table strategy with the steps.

4. After that, the researcher gave narrative text entitled "The Rats and The Elephants".

5. Then, the researcher started taught narrative text by using round table strategy.

6. The researcher asked each member of a group to read 1 paragraph and comprehend the text in their group.

7. After finished, the researcher asked the students to share information from the paragraph that they have read in their group through a round.

8. The researcher must pay attention when students were talking or sharing information with other friends. So, when the students make mistakes the teacher can help justify.

9. The last, the researcher asked the students to answer the question from the text.

b. The Second Meeting

1. The researcher taught narrative text entitled "Three Fishes" by using round table strategy.

2. The researcher asked each member of a group to read 1 paragraph and comprehend the text in their group.

3. After finished, the researcher asked the students to share information from the paragraph that they have read in their group.

4. The researcher must pay attention when students were talking or sharing information with other friends. So, when the students make mistakes the teacher can help justify.

5. The last, the researcher asked the students to answer the question from the text.

c. The Third Meeting

1. The researcher taught narrative text entitled "The Tiger Who Would Be King" by using round table strategy.

2. The researcher asked each member of group to read 1 paragraph and comprehend the text in their group.

3. After finished, the researcher asked the students to share information from the paragraph that they have read in their group.

4. The researcher must pay attention when students were talking or sharing information with other friends. So, when the students make mistakes the teacher can help justify.

5. The last, the researcher asked the students to answer the question from the text.

d. The fourth Meeting

1. The researcher taught narrative text entitled "The Wolf and The Dog" by using Round table strategy.

2. The researcher asked each member of group to read 1 paragraph and comprehend the text in their group.

3. After finished, the researcher asked the students to share information from the paragraph that they have read in their group.

4. The researcher must pay attention when students were talking or sharing information with other friends. So, when the students make mistakes the teacher can help justify.

5. The last, the researcher asked the students to answer the question from the text.

e. The Fifth Meeting

1. The researcher taught narrative text entitled "The Mouse Deer and Crocodile" by using round table strategy.

2. The researcher asked each member of group to read 1 paragraph and comprehend the text in their group.

3. After finished, the researcher asked the students to share information from the paragraph that they have read in their group.

6. The researcher must pay attention when students were talking or sharing information with other friends. So, when the students make mistakes the teacher can help justify.

4. The last, the researcher asked the students to answer the question from the text.

f. The Sixth Meeting

1. The researcher taught narrative text entitled "The White Rabbit Story" by using Round table strategy.

2. The researcher asked each member of group to read 1 paragraph and comprehend the text in their group.

3. After finished, the researcher asked the students to share information from the paragraph that they have read in their group.

4. The researcher must pay attention when students were talking or sharing information with other friends. So, when the students make mistakes the teacher can help justify.

5. The last, the researcher asked the students to answer the question from the text.

b. Treatment for Class Control

There were six meetings on teaching Reading Narrative Text by using the lecture method in control class were as follow :

1. The researcher introduced narrative text for the students, explain to them what is narrative text, the purpose, and generic structure.

2. Then the researcher gave narrative text for each student and asked the students to read and understand the text.

3. After understood the text, the researcher asked the students to answer the question based on the text.

3. Post-Test

The post-test was conducted to finding out the students' achievement and their progress after gave the treatment about the use of round table strategy in reading narrative text. The researcher gave a reading test entitled "The Lion and the Mouse".

F. *Technique of Data Analysis*

1. Reading Assessment

The researcher used reading assessment to measure the student's correct

answer in reading narrative text.

Table 3.1 Reading Assessment[47]

	Poor 1 pts	Fair 2 pts	Good 3 pts
Main Idea	Misidentifies main idea, or fails to identify the main idea.	Identifies main idea, but cannot identify supporting details.	Identifies main idea as well as supporting details.
vocabulary	Attempts to decode unfamiliar word in text, but does not independently interpret meaning.	Decodes unfamiliar word, but is not always able to interpret meaning from context.	Interpret meanings of unfamiliar words.
Context	Cannot identifies Contextual references to Interpret meaning.	Identifies minimal contextual, references to interpret meaning.	Identifies most contextual references to interpret meaning.
Sequence	Cannot identify keywords or sequential textual passages.	Identifies sequential elements of massage, but has trouble with the reorganization of the sequential elements.	Exhibits ability to identify sequential elements as well as the ability to recognize the elements into a sequential order.

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[47]Penny Mckay. *"Assessing Young Language Learners",* (Cambridge : 2007).p.354.

Inference	Cannot conclude inferred messages nor identify prose that may infer them and misconcludes inferred messages.	Identifies limited inferred messages, or recognize, but misinterprets the inference.	Can identify when message are inferred and can conclude accurate meaning.

2. The researcher used reading assessment to measure the students' correct answer and the researcher calculating the mean score, finding out the standard deviation of the pretest and posttest computing the frequency and the rate percentage of the students' scores by using SPSS 20.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter includes two sections. The first is finding of the research. It deals with the result of the data analysis from the field. The second is discussion section deals with argument and further explanation of the findings.

A. Findings

The findings of the research showed the result of the data that have been analyzed statistically. It comprised the students' score of the control and experimental classes in pre-test and post-test. In this part, the researcher reported the result of each group by comparing the pretest and posttest of both groups.

1. The Analysis Student's Reading Test Score In Pre-test and Post-test in Experimental Class and Control Class

In this section, the researcher shows the complete score of the students, reading comprehension in pre-test. The researcher would present them in tables and calculate the score by SPSS 20. It tabulated by following table:

a. Students score in pre-test in experiment class

Table 4.1. the score of students' reading comprehension in pre-test

Respondent	Correct Answer	Score
R1	3	2
R2	1	1
R3	3	2
R4	2	1
R5	1	1

Respondent	Correct Answer	Score
R6	3	2
R7	2	1
R8	3	2
R9	3	2
R10	3	2
R11	1	1
R12	3	2
R13	2	1
R14	2	1
R15	3	2

Table 4.1 shows that there was eight students got 2 as fair score, there was seven students got 1 as poor score and nothing students got good score. It means the students score in pre-test was low.

b. **Students score in post-test in experiment class**

Table 4.2. the score of students' reading comprehension in post-test

Respondent	Correct Answer	Score
R1	4	3
R2	4	3
R3	5	3
R4	4	3
R5	3	2
R6	5	3
R7	5	3
R8	5	3
R9	4	3
R10	5	3

R11	3	2
R12	4	3
R13	4	3
R14	4	3
R15	4	3

Table 4.2 shows that there was thirteen students got 3 as good score, there was two students got 2 as fair score and nothing students got poor score. It means the students score in post-test was increase.

c. **Students score in pre-test in control class**

Table 4.3. the score of students' reading comprehension in pre-test

Respondent	Correct Answer	Score
R1	4	3
R2	1	1
R3	2	1
R4	1	1
R5	1	1
R6	1	1
R7	1	1
R8	1	1
R9	1	1
R10	1	1
R11	1	1
R12	1	1
R13	2	1
R14	0	-
R15	1	1

Table 4.3 shows that there was one student got 3 as good score, there were fourteen students got 1 as poor score and nothing students got fair score. It means the students score in pre-test was low.

d. **Students score in post-test in control class**

Table 4.4. the score of students' reading comprehension in post-test

Respondent	Correct Answer	Score
R1	4	3
R2	3	2
R3	3	2
R4	3	2
R5	4	3
R6	4	3
R7	4	3
R8	3	2
R9	2	1
R10	4	3
R11	4	3
R12	5	3
R13	4	3
R14	4	3
R15	3	2

Table 4.4 shows that there were nine students got 3 as good score, there were five students got 2 as fair score and one student got poor score. It means the students score in post-test was little increase.

2. Mean Score of Students' Correct Answer In Pre-test and Post-test in Experiment Class and Control Class

a. Table 4.5 The mean score students' correct answer in pre-test experiment class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PRE-TEST EXPERIMENT CLASS	15	1.00	2.00	1.5333	.51640
Valid N (listwise)	15				

Table 4.5 shows that the highest score of experimental students in pre-test was 2.00 and the lowest score was 1.00. Besides, it also indicated that the mean score of experimental class in pre-test was 1.5333 and the standard deviation was .51640.

b. Table 4.6. The mean score students' correct answer in post-test experiment class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
POST-TEST EXPERIMENT CLASS	15	2.00	3.00	2.8667	.35187
Valid N (listwise)	15				

Table 4.6. shows that, the highest score of experimental students in post-test was 3.00 and the lowest score was 2.00. Besides, it also indicated that the mean score of experiment class in pre-test was 2.8667 and the standard deviation was .35187.

c. **Table 4.7. The mean score students' correct answer in pre-test control class**

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PRE-TEST CONTROL CLASS	15	.00	3.00	1.0667	.59362
Valid N (listwise)	15				

Table 4.7. shows that the highest score of control students in pre-test was 3.00 and the lowest score was .00. Besides, it also indicated that the mean score of control class in pre-test was 1.0667 and the standard deviation was .59362.

d. **Table 4.8. The mean score students' correct answer in post-test control class**

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
POST-TEST CONTROL CLASS	15	1.00	3.00	2.5333	.63994
Valid N (listwise)	15				

Table 4.8. shows that the highest score of control students in post-test was 3.00 and the lowest score was 1.00. Besides, it also indicated that the mean score of control class in post-test was 2.5333 and the standard deviation was .63994.

3. **Mean Score and Standard Deviation of Students' Pretest and Posttest In Experimental Class and Control Class**

Table 4.9. Mean Score and Standard Deviation of Students' Pretest and Posttest in Experiment Class

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
pre-test experiment class	15	1.00	2.00	23.00	1.5333	.13333	.51640
post-test experiment class	15	2.00	3.00	43.00	2.8667	.09085	.35187
Valid N (listwise)	15						

Table 4.10. Mean Score and Standard Deviation of Students' Pretest and Posttest in Control Class

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
pre-test control class	15	.00	3.00	16.00	1.0667	.15327	.59362
post-test control class	15	1.00	3.00	38.00	2.5333	.16523	.63994
Valid N (listwise)	15						

Table 4.9 and Table 4.10 shows that the distinction between the pretest and posttest mean score and standard deviation. The scores of control class after giving treatment (teaching use conventional method) showed good progress from 1.0 becomes 2.0 and the scores of experimental class after giving treatment (use round table strategy) showed very good progress from 2.0 becomes 3.0. The standard deviation of control class students in pre test and post test was .59362

and the standard deviation of experimental class in pre test and post test was 51640.

To know whether the control class and experiment class were significantly different, and also to know acceptability of the hypothesis of this research, the researcher used test analysis and calculated it by using SPSS 20. The result could be shown in the table of group statistic and paired samples test.

4. The Paired Samples Test of Pretest and Posttest
Table 4.11. The Paired Samples Test of Pretest and Posttest in Experimental Class

Paired Samples Test

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pre-test experimental class - post-test experimental class	-1.33333	.48795	.12599	-1.60355	-1.06312	-10.583	15	.000

Paired Samples Test

	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest control class posttest control class	-.53333	.74322	.19190	-.94492	-.12175	-2.779	15	.015

Table 4.12. The Paired Samples Test of Pretest and Posttest in control Class

The Hypothesis was tasted by using SPSS Ver. 20. In this case, the researcher used t-test (testing on significance) for paired sample t-test. That is a test to know the significance difference between the result of students' mean score in pretest and posttest. Table 4.11 and table 4.12 above showed that the probability value was lower than alpha (0.000<0.05). It indicate that the alternative hypothesis (H_1) was accepted and null hypothesis (H_0) was rejected. It showed that the round table strategy can improve students reading comprehension in narrative text.

5.   **Students Score of Experimental Class**

a.   **Students' Pretest and posttest Result**

Table 4.13. The Students' Pretest Result in Experiment Class

Classification	Score	Frequency	Percentage
Good	3	0	0%
Fair	2	8	53%
Poor	1	7	47%

Table 4.13 shows that there were 15 students observed in experiment class before giving treatment. There were eight students (53%) who got fair score and seven student (47%) who got poor score.

Table 4.14. The Students' Post-test Result in Experiment Class

Classification	Score	frequency	percentage
Good	3	12	80%
Fair	2	3	20%
Poor	1	0	0%

Table 4.14 shows that there were 15 students observed in experiment class after giving treatment. There were ten students (50%) who got good score, eight students (40%) who got adequate score and two students (10%) who got inadequate score.

b. Students' Pretest Result in Terms of Content

Table 4.15.Students' Pretest Result in Terms of Main Idea in Experimental Class

Classification	Score	Frequency	Percentage
Good	3	7	46%
Fair	2	4	27%
Poor	1	4	27%

Table 4.15 shows that experiment class students' reading skill in pre-test especially in main idea criteria most of students got good score. There were seven students (46%) got good score. There were four students (27%) got fair score and there were four students (27%) got poor score.

Table 4.16. Students' Pretest Result in Terms of Vocabulary in Experiment Class

Classification	Score	Frequency	Percentage
Good	3	0	0%
Fair	2	15	100%
Poor	1	0	0%

Table 4.16 shows that all of students got fair score. There were fifteen students (100%) got fair score.

Table 4.17. Students' Pretest Result in Terms of Context in Experiment Class

Classification	Score	Frequency	Percentage
Good	3	6	40%
Fair	2	6	40%
Poor	1	3	20%

Table 4.17 shows that in context criteria most of students got good and fair score. There were six students (40%) good score. There were six students (40%) got fair score and three students (20%) got poor score.

Table 4.18. Students' Pretest Result in Terms of Sequence in Experimental Class

Classification	Score	Frequency	Percentage
Good	3	7	47%
Fair	2	6	40%
Poor	1	2	13%

Table 4.18 shows that in sequence criteria most of students got good score. There were seven students (47%) got good score. There were six students (40%) got fair score and there were two students (13%) got poor score.

Table 4.19. Students' Pretest Result in Terms of Inference in Experimental Class

Classification	Score	Frequency	Percentage
Good	3	11	73%
Fair	2	1	7%
Poor	1	3	20%

Table 4.19 shows that in inference criteria most of students got good score. There were eleven students (73%) got good score. There were one student (7%) got fair score and there were three students (20%) got poor score.

c. Students' Posttest Result in Terms of Content

Table 4.20. Students' Posttest Result in terms of Main Idea in Experimental Class

Classification	Score	Frequency	Percentage
Good	3	8	53%
Fair	2	5	34%
Poor	1	2	13%

Table 4.20 above shows that in the main idea assessment, most of students got increasing in main idea there were eleventh students (53%) got good score. There were five students (34%) got fair score and there was one student (13%) got poor score.

Table 4.21. Students' Posttest Result in terms of Vocabulary in Experimental Class

Classification	Score	Frequency	Percentage
Good	3	13	87%
Fair	2	0	0%
Poor	1	2	13%

Table 4.21 above shows that in vocabulary criteria, most of students got good score. There were thirteen students (87%) got good score and there were two students (13%) got poor score.

Table 4.22. Students' Posttest Result in terms of context in Experimental Class

Classification	Score	Frequency	Percentage
Good	3	9	60%
Fair	2	3	20%
Poor	1	3	20%

Table 4.22 shows that in context criteria of reading skill, most of students got increasing score. There were nine students (60%) got good score. There were three students (20%) got fair and three students (3%) got poor score.

Table 4.23. Students' Posttest Result in terms of sequence in Experimental Class

Classification	Score	Frequency	Percentage
Good	3	10	67%
Fair	2	5	33%
Poor	1	0	0%

Table 4.23 shows that in sequence criteria of reading skill, most of students got good score. There were ten students (67%) got good score and five students (33%) got fair score.

Table 4.24. Students' Posttest Result in terms of inference in Experimental Class

Classification	Score	Frequency	Percentage
Good	3	6	40%
Fair	2	7	47%
Poor	1	2	13%

Table 4.24 shows in inference criteria of reading skill, most of students got score fair score. There were seven students (47%) got fair score. There were six students (40%) got good score and there were two students (13%) got poor score.

6. Students Score of Control Class

a. Students' Pretest and Posttest Result

Table 4.25. Students' Pretest Result in Control Class

Classification	Score	Frequency	Percentage
Good	3	1	7%
Fair	2	1	7%
Poor	1	13	86%

Table 4.25 shows that, there were 15 students observed in control class before teaching without using round table strategy. There was one student (7%) who got good score, one student (7%) who got fair score and 13 students (86%) got poor score.

Table 4.26. Students' Post-test Result in Control Class

Classification	Score	Frequency	Percentage
Good	3	10	66%
Fair	2	4	27%
Poor	1	1	7%

Table 4.26 shows that, there were 15 students observed in control class after teaching by using conventional method. There were two students (10%) who got adequate score, five students (25%) who got inadequate score, and 13 students (65%) who got unacceptable score.

b. Students' Pretest Result in Terms of content

Table 4.27. **Students' Pretest Result in terms of Main Idea in Control Class**

Classification	Score	Frequency	percentage
Good	3	0	0%
Fair	2	11	73%
Poor	1	4	27%

Table 4.27 shows that in main idea criteria, most of students got fair score. There were 11 students (73%) got fair score and there were four students (27%) got poor score.

Table 4.28. Students' Pretest Result in terms of Vocabulary in Control Class

Classification	Score	Frequency	percentage
Good	3	3	20%
Fair	2	4	27%
Poor	1	8	43%

Table 4.28 shows that in vocabulary criteria most of students got poor score. There were three students (20%) got good score. There were four students (27%) got fair score and eight students (43%) got poor score.

Table 4.29. Students' Pretest Result in Terms of Context in Control Class

Classification	Score	Frequency	Percentage
Good	3	8	53%
Fair	2	6	40%
Poor	1	1	7%

Table 4.29 shows that in context criteria, most of students got good score. There were eight students (53%) got good score. There were six students (40%) got fair score and one student (7%) got poor score.

Table 4.30. Students' Pretest Result in Terms of Sequence in Control Class

Classification	Score	Frequency	Percentage
Good	3	2	13%
Fair	2	1	7%
Poor	1	12	80%

Table 4.30 shows that control in sequence criteria, most of students got poor score. There were 12 students (80%) got poor score. There were two students (13%) got good score and one student (7%) got fair score.

Table 4.31. Students' Pretest Result in Terms of Inference in Control Class

Classification	Score	Frequency	Percentage
Good	3	0	0%
Fair	2	6	40%
Poor	1	9	60%

Table 4.31 shows that in inference criteria, most of students got poor score. There were nine students (60%) got poor score and there were six students (40%) got fair score.

c. Students' Posttest Result in Terms of Content

Table 4.32. Students' Posttest Result in Terms of main idea in Control Class

Classification	Score	frequency	percentage
Good	3	1	7%
Fair	2	8	53%
Poor	1	6	40%

Table 4.32 shows that in main idea criteria, most of students got fair score. There were eight students (53%) got fair score. There were six students (40%) got poor score and one student (7%) got poor score.

Table 4.33. Students' Posttest Result in Terms of Vocabulary in Control Class

Classification	Score	Frequency	Percentage
Good	3	12	80%
Fair	2	3	20%
Poor	1	0	0%

Table 4.33 shows that most of students got good score. There were twelve students (80%) got good score and three students (20%) got fair score.

Table 4.34. Students' Posttest Result in Terms of Context in Control Class

Classification	Score	Frequency	Percentage
Good	3	11	73%
Fair	2	0	0%
Poor	1	4	27%

Table 4.34 shows that most of students got good score. There were eleven students (73%) got good score and four students (27%) got poor score.

Table 4.35. Students' Posttest Result in Terms of sequence in Control Class

Classification	Score	Frequency	Percentage
Good	3	10	67%
Fair	2	2	13%
Poor	1	3	20%

Table 4.35. shows that most of students got good score. There were ten students (67%) got good score. There were two students (13%) got fair score and there were three students (20%) got poor score.

Table 4.36. Students' Posttest Result in Terms of inference in Control Class

Classification	Score	Frequency	Percentage
Good	3	7	47%
Fair	2	3	20%
Poor	1	5	33%

Table 4.36 shows that most of students got good score. There were seven students (47%) got good score. There were three students (20%) got fair score and five students (33%) got poor score.

B. Discussion

Based on the result of the data analysis above shows that the use of round table strategy improves students' reading comprehension skill, it can be seen on the result students' pretest-posttest and response. for example students R1, R4 and R2.

The student R1 does not found difficult to answer the questions about reading narrative text before gave the treatment. So, student R1 got score fair in

pretest. When the researcher gave the treatment, the responded of students' R1 was very good. The student R1 got easy to answer the questions, because in round table strategy she can shared information about reading and work group. So, student R1 got good score in treatment. After the researcher gave the treatment the student R1 can answer all questions well. So, student R1 got good score in posttest.

The student R4 found a bit difficult to answer the questions about reading narrative text, before the researcher gave the treatment. So, student R4 got score poor in pretest. When the researcher gave the treatment, the responded of students' R4 was good enough. The student R4 got easy to answer the questions, because in round table strategy she can shared information about reading and workgroup. So, student R4 got fair score in treatment. After the researcher gave the treatment the student R4 can answer several questions well. So, student R4 got fair score in posttest.

The student R2 had difficult to answer the questions about reading narrative text before the researcher gave the treatment. So, student R2 got score poor in pretest. When the researcher gave the treatment, the responded of students' R2 was low. Because during the researcher gave the treatment, student R2 do not pay attention and she can not shared information about reading and workgroup with her group. So, student R2 got poor score in treatment. After the researcher gave the treatment the student R2 can not answer the questions. So, student R2 got poor score in posttest.

Based on the result of the data analysis, there were differences between students pretest result in experimental and control class. In experimental class 8 students got fair score, 7 students who got poor score and nothing students got good score. Meanwhile, in control class there were 1 student who got good score, 1 student who got fair score and 13 students who got poor score. In this case, there were significant difference between students posttest result in experimental and control class. In experimental class 12 students got good score, 3 students who got fair score and nothing student got poor score. Meanwhile, in control class 10 students got good score, 4 students who got fair score and 1 student got poor score.

In another case, based on the result of the data analysis there were significant differences between students' pretest and posttest result about *aspects of reading comprehension* in experimental and control class. The students' pretest results in experimental class there were many students incorrect answers about *vocabulary* and there were many students correct answer about *inference*. Meanwhile, in control class there were many students incorrect answer about *main idea* and inference. while, there were many students correct answer about *context*. Then, the students' posttest results in experimental class there were many students correct answer about *vocabulary* and there were many students incorrect answer about *inference*. meanwhile, in control class there were many students correct answer about *vocabulary* and there were many students incorrect answer about *main idea*. So it can be concluded that from both classes, there were many students poor in *main idea* and *inference.*

It has been discussed in Chapter II that round table strategy is one of strategy that can be used in teaching reading narrative text and it can improve students reading skills. This statement in line with some research findings namely: Yudi Pratama Taringan (2015), he found that by using round table strategy in writing descriptive text can invites the readers to enjoy and fully understand the object explained. Ratnawati (2009) in her research, she found that there was significant progress on the students' writing before and after using round table brainstorming cooperative learning. It was supported by significant result of pre-test that was lower (59,02%) than the post-test (76,44%). It is increase 17.42% from the pre-test so that the result of the students' progress during teaching learning process by using round table brainstorming cooperative learning was good. Sartika (2013). Conducted a research with the title the effectiveness of roundtable technique to improve students' speaking skill in the first grade students' of SMAN 3 Salatiga, found that there is significant difference before and after teaching speaking using round table technique.

In this case, the researcher found that teaching reading narrative text by using round table strategy at SMA N 4 Palopo, the students got significant improvement in their score reading narrative text. It was supported by significant result of pre-test that was lower (0%) than the post-test (80%). Therefore, it could be stated that round table strategy in teaching learning of reading has solved the students' reading problem and increase the students' reading comprehension skill for the eleventh grade students of SMA N 4 Palopo. Because, there are many advantages in round table strategy, namely: ensure equal participation, can help

students to focus their attention, can make students be more active in the learning process and social benefits. So, the hypothesis proposed in this research which says "the use of round table strategy is effective to teach reading narrative text" is accepted.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the result of the research the researcher concluded that the use of round table strategy can improve students' reading comprehension in narrative text, it because there is a significant difference in learning outcomes of the students who learned reading comprehension through round table strategy with the students who took the learning without round table strategy. It proved by the data analyses in the experimental class, the mean score of post-test was higher than the mean score of pre-test (3.8667>1.5333). While in the control class, the mean score of posttest was also higher than the mean score of pretest (2.5333>1.0667). Based on the data analysis it can conclude that teaching reading narrative text by using round table strategy is effective. It can be proved that the students score in experimental class higher than students in the control class.

B. Suggestion

Based on the conclusion of the research, the researcher suggest for the following parties: the teacher

1.   For the teacher, they need to implement the round table strategy in teaching reading comprehension in narrative text, so the teaching and learning process becomes more active and enjoyable in the class. The enjoyment ought to be the foremost aims which hopefully will have good effects for the students. Teaching reading comprehension by using round table strategy motivated the students to read more and it improved students' reading skills. The researcher

suggests the teachers to try using round table strategy in teaching because it encourages the students to read and understand the text.

2.   For students, they should still be more active in learning reading. The students have to pay attention to the teacher so that they can improve their reading skills. To solve their problem in reading comprehension in narrative text they have to apply round table strategy in the learning process and should be active in the classroom so that the teaching process can be successful.

3.   The researcher realized that this thesis so far from being perfect thesis and because of that constructive critics and advice expected for the perfection of the thesis. The researcher hoped that the result of this research could be useful for the readers. It is hoped that the readers have more information about using round table strategy. In this research, the future researcher is expected to research to find another significant round table strategy in other English language skills.

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APPENDICES

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpon : (0471) 326048

1 2 0 1 9 1 9 0 0 9 0 9 8 3

IZIN PENELITIAN
NOMOR : 963/IP/DPMPTSP/VII/2019

DASAR HUKUM :

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan IPTEK;
2. Peraturan Mendagri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Mendagri Nomor 7 Tahun 2014;
3. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
4. Peraturan Walikota Palopo Nomor 22 Tahun 2016 tentang Pendelegasian Wewenang Penyelenggaraan Perizinan dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	: HASRIAH
Jenis Kelamin	: Perempuan
Alamat	: Jl. Cempaka Balandai Kota Palopo
Pekerjaan	: Mahasiswa
NIM	: 15.0202.0041

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

APPLYING ROUND TABLE STRATEGY TO IMPROVE STUDENTS REANING COMPREHENSION IN NARRATIVE TEXT AT THE ELEVENTH GRADE OF SMAN 4 PALOPO

Lokasi Penelitian	: SMA NEGERI 4 PALOPO
Lamanya Penelitian	: 17 Juli 2019 s.d. 16 Oktober 2019

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.**
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exampiar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 18 Juli 2019
a.n Kepala Dinas Penanaman Modal dan PTSP
Sekretaris

MUSLIMIN HASYIM, SE
Pangkat : Pembina
NIP : 19731206 200003 1 004

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo

SURAT KETERANGAN PENELITIAN

Nomor : 421.3/283-UPT-SMA.04/PLP/DISDIK

Yang bertanda tangan di bawah ini, **Kepala SMA Negeri 4 Palopo**, menerangkan bahwa :

N a m a	:	HASRIAH
NIM	:	1502020041
Jenis Kelamin	:	Perempuan
Pekerjaan	:	Mahasiswi, Institut Agama Islam Negeri IAIN Palopo

Yang bersangkutan telah mengadakan penelitian di **SMA Negeri 4 Palopo,** terhitung mulai tanggal 17 Juli s.d 16 Oktober 2019, guna melengkapi Skripsi yang berjudul : **"APPLYING ROUND TABLE STRATEGY TO IMPROVE STUDENTS REANING COMPREHENSION IN NARRATIVE TEXT AT THE ELVENTH GRADE OF SMAN 4 PALOPO."**

Demikian Surat Keterangan Penelitian ini kami buat, diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Palopo, 21 Agustus 2019
a.n. Kepala UPT,

Dra. Hj. NURYANA
NIP. 19641224 198903 2 020

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (Class Experiment)

Nama Sekolah	:	SMAN 4 Palopo
Mata Pelajaran	:	Bahasa Inggris
Tahun Ajar	:	2018/2019
Kelas	:	XI/IPA
Topik Pembelajaran	:	Reading Narrative Text (fable)
Alokasi Waktu	:	2 x 45 menit
Pertemuan	:	1

1. STANDAR KOMPETENSI

   Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks narrative berbentuk fable, sesuai dengan konteks penggunaanya.

2. KOMPETENSI DASAR

   Menangkap makna teks narrative, lisan dan tulis, berbentuk fable, pendek dan sederhana.

3. INDIKATOR PENCAPAIAN KOMPETENSI

   1. Mengidentifikasi makna kalimat/paragraph pada teks bacaan
   2. Menemukan main idea/ide pokok pada teks bacaan
   3. Mengidentifikasi pesan moral pada teks bacaan
   4. Mengerjakan soal-soal yang diberikan.

4. TUJUAN PEMBELAJARAN

   1. Siswa diharapkan mampu mengidentifikasi makna kalimat/paragraph pada teks bacaan
   2. Siswa diharapkan mampu menemukan ide pokok pada teks bacaan
   3. Siswa diharapkan mampu mengidentifikas pesan moral pada teks bacaan
   4. Siswa diharapkan mampu menjawab soal-soal yang diberikan.

5. MATERI PEMBELAJARAN

Reading narrative text (fable)

The Rats and The Elephants

Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats.

He summoned on the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

6. METODE PEMBELAJARAN

- Round table Strategy
- Reading

7. LANGKAH-LANGKAH PEMBELAJARAN

1. Kegiatan awal (15 menit)
    - Salam dan tegur sapa
    - Berdoa sebelum belajar
    - Mengecek kehadiran siswa

2. Kegiatan inti (60 menit)
    - Guru menjelaskan materi tentang teks narrative, jenis, tujuan, jenis dan struktur dari teks narrative.
    - Guru menjelaskan tentang aspek pemahaman membaca. Sehingga siswa dapat menjawab pertanyaan mengenai teks.
    - Guru menjelaskan tentang Round table Strategy beserta langkah-langkah Round table Strategy.

- Siswa menerapkan Round table Strategy dengan membentuk kelompok yang terdiri dari 5 orang setiap kelompok.
- Guru memberikan teks narrative kepada setiap kelompok yang berjudul tikus dan gajah.
- Guru meminta siswa membaca dan memahami makna/arti dari teks narrative.
- Setiap anggota kelompok berbagi informasi yang telah didapatkan dari teks narrative kepada anggota yang lain secara berputar melalui meja bundar.
- Siswa berdiskusi dan menjawab pertanyaan berdasarkan teks narrative.

3. Kegiatan akhir (15 menit)
- Guru menanyakan kesulitan siswa selama proses pembelajaran.
- Meriview kembali hasil jawaban siswa.

8. SUMBER/MEDIA PEMBELAJARAN
- Text Narrative
- Kamus

9. PENILAIAN
- Teknik   : Performance Assessment
- Bentuk   : Menjawab soal pada teks
- Prosedur Penilaian : Penilaian akhir
- Jenis Penialaian   : Penugasan

Palopo,………2019

Mengetahui,

Researcher

<u>HASRIAH</u>
Nim. 15 0202 0041

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (Class Control)

Nama Sekolah	:	SMAN 4 Palopo
Mata Pelajaran	:	Bahasa Inggris
Tahun Ajar	:	2018/2019
Kelas	:	XI/IPA
Topik Pembelajaran	:	Reading Narrative Text (fable)
Alokasi Waktu	:	2 x 45 menit
Pertemuan	:	1

10. STANDAR KOMPETENSI

Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks narrative berbentuk fable, sesuai dengan konteks penggunaanya.

11. KOMPETENSI DASAR

Menangkap makna teks narrative, lisan dan tulis, berbentuk fable, pendek dan sederhana.

12. INDIKATOR PENCAPAIAN KOMPETENSI

5. Mengidentifikasi makna kalimat/paragraph pada teks bacaan
6. Menemukan main idea/ide pokok pada teks bacaan
7. Mengidentifikasi pesan moral pada teks bacaan
8. Mengerjakan soal-soal yang diberikan.

13. TUJUAN PEMBELAJARAN

5. Siswa diharapkan mampu mengidentifikasi makna kalimat/paragraph pada teks bacaan
6. Siswa diharapkan mampu menemukan ide pokok pada teks bacaan
7. Siswa diharapkan mampu mengidentifikas pesan moral pada teks bacaan
8. Siswa diharapkan mampu menjawab soal-soal yang diberikan.

14. MATERI PEMBELAJARAN

Reading narrative text (fable)

The Rats and The Elephants

Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats.

He summoned on the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

15. METODE PEMBELAJARAN

- Round table Strategy
- Reading

16. LANGKAH-LANGKAH PEMBELAJARAN

4. Kegiatan awal (15 menit)

- Salam dan tegur sapa
- Berdoa sebelum belajar
- Mengecek kehadiran siswa

5. Kegiatan inti (60 menit)

- Guru menjelaskan materi tentang teks narrative, jenis, tujuan, jenis, dan struktur dari teks narrative.
- Guru memberikan teks narrative kepada setiap siswa yang berjudul tikus dan gajah.

- Guru meminta siswa membaca dan memahami makna/arti dari teks narrative.
- Guru meminta siswa menjawab pertanyaan berdasarkan teks narrative.

6. Kegiatan akhir (15 menit)
   - Guru menanyakan kesulitan siswa selama proses pembelajaran.
   - Meriview kembali hasil jawaban siswa.

17. SUMBER/MEDIA PEMBELAJARAN
   - Text Narrative
   - Kamus

18. PENILAIAN
   - Teknik   : Performance Assessment
   - Bentuk   : Menjawab soal pada teks
   - Prosedur Penilaian : Penilaian akhir
   - Jenis Penialaian   : Penugasan

Palopo,………2019

Mengetahui,

Researcher

HASRIAH
Nim. 15 0202 0041

Name   : ESA FITRIYA

Class   : XI IPS 1

PRE-TEST : Narrative Text (Fable)

Sura and Baya

A long time ago, there were two animals, sura and baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea. Once Sura and Baya were lookoing for some food. Suddenly, Baya saw a goat. "Yummy, this is my lunch," said Baya. "No way! This is my lunch. You are greedy" said Sura.

Then they fought for the goat. After several hours, they were very tired. Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land.

The border was the beach, so they would never fight again. One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea.

Baya was very angry when he knew that Sura broke the promise. They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

Please answer the following questions!

1. What is the main idea of the text above ?
2. Why are Sura and Baya fighting?
3. "Yummy, this is my lunch". The underline word refers to ?
4. What is the synonym of "gave up" word ?
5. What was the moral value of the text above ?

1. Suca was the name of a shark and bata was a crocodile

2. Feeling tired of ~~fishing~~ fighting, they lived in two different places.

3. Yummy, this is my lunch," said bata.

4. Suca bit bata's tail.

5. they fought again.

Name : Dega Moessyana

Class : XI. IPS. 1

PRE-TEST : Narrative Text (Fable)

Sura and Baya

A long time ago, there were two animals, sura and baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea. Once Sura and Baya were lookoing for some food. Suddenly, Baya saw a goat. "Yummy, this is my lunch," said Baya. "No way! This is my lunch. You are greedy" said Sura.

Then they fought for the goat. After several hours, they were very tired. Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land.

The border was the beach, so they would never fight again. One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea.

Baya was very angry when he knew that Sura broke the promise. They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

Please answer the following questions!

1. What is the main idea of the text above ?
2. Why are Sura and Baya fighting?
3. "Yummy, this is my lunch". The underline word refers to ?
4. What is the synonym of "gave up" word ?
5. What was the moral value of the text above ?

Answer :

1. The main idea of the text about ~~Suton~~ Sura and Baya

2. Sura and Baya fighting ~~because~~ for a goat and Baya was very angry when he knew that ~~sura~~ sura ~~brotte~~ broke the promise

3. the underline word refers to ~~sura~~ Baya

4. ~~So~~ the Synonim of "gave up" is surrender

5. the moral value of the text about is ~~don't fight~~ never fight just for food

Name : Deska.m
Class (XI MIPA 1)

PRE-TEST : Narrative Text (Fable)

Sura and Baya

A long time ago, there were two animals, sura and baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea. Once Sura and Baya were lookoing for some food. Suddenly, Baya saw a goat. "Yummy, this is my lunch," said Baya. "No way! This is my lunch. You are greedy" said Sura.

Then they fought for the goat. After several hours, they were very tired. Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land.

The border was the beach, so they would never fight again. One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea.

Baya was very angry when he knew that Sura broke the promise. They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

Please answer the following questions!

1. What is the main idea of the text above ?
2. Why are Sura and Baya fighting?
3. "Yummy, this is my lunch". The underline word refers to ?
4. What is the synonym of "gave up" word ?
5. What was the moral value of the text above ?

1. A long time ago, there were two animals, Sura and baya.

2. they lived in the different places. Sura lived in the water and baya lived in the land.

3. My lunch :- ~~Makan siang~~. Baya.

4. give up.

5. don't disturb each other.

Name : Suhartini kala

Class : XI. MIPA 1

PRE-TEST : Narrative Text (Fable)

Sura and Baya

A long time ago, there were two animals, sura and baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea. Once Sura and Baya were lookoing for some food. Suddenly, Baya saw a goat. "Yummy, this is my lunch," said Baya. "No way! This is my lunch. You are greedy" said Sura.

Then they fought for the goat. After several hours, they were very tired. Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land.

The border was the beach, so they would never fight again. One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea.

Baya was very angry when he knew that Sura broke the promise. They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

Please answer the following questions!

1. What is the main idea of the text above ?
2. Why are Sura and Baya fighting?
3. "Yummy, this is <u>my</u> lunch". The underline word refers to ?
4. What is the synonym of "gave up" word ?
5. What was the moral value of the text above ?

Answer

1. Sura and Baya ×

2. Because of the goat and Sura broke the promise ⌣

3. Baya belonging ⌣

4. Give up ⌣

5. Never broke the promise .
        your

Name   : Suhartini Kala

Class   : XI. MIPA 1

POST-TEST : Narrative Text (Fable)

The Lion and the Mouse

One day, a Lion lay asleep in the jungle. A tiny Mouse, running about in the grass and not noticing where he was going, ran over Lion's head and down his nose.

The Lion awoke with a loud roar and down came his paw over the little mouse. The great beast I was about to open his huge jaws to swallow the tiny creature when, "Pardon me, oh King, I beg of you," cried the frightened Mouse. " if you will only forgive me this time, I shall never forget your kindness. I meant no harm and I certainly didn't want to disturb your majesty. If you will spare my life, perhaps I may be able to do you a good turn, too."

The Lion began to laugh, and he laughed and laughed. "How could a tiny creature like you ever do anything to help me? And he shook with laughter. "Oh well" he shrugged, looking down at the frightened Mouse, "you're not so much of a meal anyway." He took his paw off the poor little prisoner and the Mouse quickly scampered away. Sometime after this, some hunters, trying to capture the Lion alive so they could carry him to their king set up rope nets in the jungle.

The Lion, who was hunting for some food, fell into the trap. Her roared and thrashed about trying to free himself but with every move he made, the ropes bound him tighter.

The unhappy Lion feared he could never escape, and he roared pitifully. His thunderous bellows echoed through the jungle. The tiny Mouse, scurrying about far away, heard Lion's roars "That may be there very Lion who once freed me," he said, remembering his promise. And he ran to whether he could help.

Discovering the sad states the Lion was in, the Mouse said to him, "Stop, stop! You must not roar. If you make so much noise, the hunters will came and capture you. I'll get you out of this trap." With his sharp little teeth, the Mouse gnawed at the ropes until they broke. When the Lion had stepped out of the net and was free once "Thank you, good Mouse," said the Lion gently. "You did help me even though I am big and you are so little. I see now that kindness is always worthwhile."

Answer the questions below based on the text above!

1. What is the main idea of the text above ?
2. When was the Lion captured by some hunters ?
3. "Pardon me, oh King, I beg of you". The underline word refers to ?
4. What is the synonym of "carry" word ?
5. What was the moral value of the text above?

Answer

5. Don't judge people by their look or their size and don't underestimate other people

4. Bring = membawa

3. Lion

2. Jungle

1. To tell us about the story of the lion and the mouse

Name : DESKI MINJONG

Class : XI. IPA 1. (SMAM 4 PALOPO)

POST-TEST : Narrative Text (Fable)

The Lion and the Mouse

One day, a Lion lay asleep in the jungle. A tiny Mouse, running about in the grass and not noticing where he was going, ran over Lion's head and down his nose.

The Lion awoke with a loud roar and down came his paw over the little mouse. The great beast I was about to open his huge jaws to swallow the tiny creature when, "Pardon me, oh King, I beg of you," cried the frightened Mouse. " if you will only forgive me this time, I shall never forget your kindness. I meant no harm and I certainly didn't want to disturb your majesty. If you will spare my life, perhaps I may be able to do you a good turn, too."

The Lion began to laugh, and he laughed and laughed. "How could a tiny creature like you ever do anything to help me? And he shook with laughter. "Oh well" he shrugged, looking down at the frightened Mouse, "you're not so much of a meal anyway." He took his paw off the poor little prisoner and the Mouse quickly scampered away. Sometime after this, some hunters, trying to capture the Lion alive so they could carry him to their king set up rope nets in the jungle.

The Lion, who was hunting for some food, fell into the trap. Her roared and thrashed about trying to free himself but with every move he made, the ropes bound him tighter.

The unhappy Lion feared he could never escape, and he roared pitifully. His thunderous bellows echoed through the jungle. The tiny Mouse, scurrying about far away, heard Lion's roars "That may be there very Lion who once freed me," he said, remembering his promise. And he ran to whether he could help.

Discovering the sad states the Lion was in, the Mouse said to him, "Stop, stop! You must not roar. If you make so much noise, the hunters will came and capture you. I'll get you out of this trap." With his sharp little teeth, the Mouse gnawed at the ropes until they broke. When the Lion had stepped out of the net and was free once "Thank you, good Mouse," said the Lion gently. "You did help me even though I am big and you are so little. I see now that kindness is always worthwhile."

Answer the questions below based on the text above!

1. 'What is the main idea of the text above ?
2. When was the Lion captured by some hunters ?
3. "Pardon me, oh King, I beg of you". The underline word refers to ?
4. What is the synonym of "carry" word ?
5. What was the moral value of the text above?

Answer.

1) One day, a lion lay sleep in the jungle. A tiny mouse, running about in the grass and not noticing where he was going, ran over lion's head and down his nose.

2) In the jungle

3). Lion

4). Bring

5). Don't jungle people by thou look or ther size and don't understimate oft other people.

Name   : Devya Marsiyan

Class   : XI-IPA 2

POST-TEST : Narrative Text (Fable)

The Lion and the Mouse

One day, a Lion lay asleep in the jungle. A tiny Mouse, running about in the grass and not noticing where he was going, ran over Lion's head and down his nose.

The Lion awoke with a loud roar and down came his paw over the little mouse. The great beast I was about to open his huge jaws to swallow the tiny creature when, "Pardon me, oh King, I beg of you," cried the frightened Mouse. " if you will only forgive me this time, I shall never forget your kindness. I meant no harm and I certainly didn't want to disturb your majesty. If you will spare my life, perhaps I may be able to do you a good turn, too."

The Lion began to laugh, and he laughed and laughed. "How could a tiny creature like you ever do anything to help me? And he shook with laughter. "Oh well" he shrugged, looking down at the frightened Mouse, "you're not so much of a meal anyway." He took his paw off the poor little prisoner and the Mouse quickly scampered away. Sometime after this, some hunters, trying to capture the Lion alive so they could carry him to their king set up rope nets in the jungle.

The Lion, who was hunting for some food, fell into the trap. Her roared and thrashed about trying to free himself but with every move he made, the ropes bound him tighter.

The unhappy Lion feared he could never escape, and he roared pitifully. His thunderous bellows echoed through the jungle. The tiny Mouse, scurrying about far away, heard Lion's roars "That may be there very Lion who once freed me," he said, remembering his promise. And he ran to whether he could help.

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Answer the questions below based on the text above!

1. What is the main idea of the text above ?
2. When was the Lion captured by some hunters ?
3. "Pardon me, oh King, I beg of you". The underline word refers to ?
4. What is the synonym of "carry" word ?
5. What was the moral value of the text above?

Answer

1. the main idea the text above is The lion and the mouse
2. the lion captured by some hunters in the jungle
3. the underlined word refers to the lion
4. the synonim of "carry" is bring
5. the moral value of the text above is be kind to doe good a to people and you will get a good reword and always to helping someone

Name   : ESA FREYA

Class   : X1 ĩ8-1

POST-TEST : Narrative Text (Fable)

The Lion and the Mouse

One day, a Lion lay asleep in the jungle. A tiny Mouse, running about in the grass and not noticing where he was going, ran over Lion's head and down his nose.

The Lion awoke with a loud roar and down came his paw over the little mouse. The great beast I was about to open his huge jaws to swallow the tiny creature when, "Pardon me, oh King, I beg of you," cried the frightened Mouse. " if you will only forgive me this time, I shall never forget your kindness. I meant no harm and I certainly didn't want to disturb your majesty. If you will spare my life, perhaps I may be able to do you a good turn, too."

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Jawaban :

1. ~~the~~ the grass and not where he was
   going tan over lion's held and down his how

2. In the Jungle

3. lion

4. bring

5. the mouse ~~to~~ help lion.

Pre-test Control Class

Treatment Control Class

post-test Control Class

Pre-test Experimental Class

Treatment Experimental Class

Post-test Experimental Class

CATATAN HASIL KOREKSI SEMINAR HASIL

Nama : Hasriah
NIM : 15 0202 0091
Jurusan/Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris
Hari/Tanggal : Rabu / 11 September 2019
Judul Skripsi : Applying Round Table Strategy to Improve Students Reading Comprehension in Narrative Text at the Eleventh Grade of SMAI 4 Palopo

Please revise the following items :

1. Operational definition
2. Scope of the research
3. Treatment
4. Discussion

Pembimbing/Penguji,

NIP.

CATATAN HASIL KOREKSI SEMINAR HASIL

Nama   : Hasriah
NIM   : 15 0202 004₁
Jurusan/Program Studi : Tarbiyah / /   Pendidikan Bahasa Inggris
Hari/Tanggal   : Rabu / 11 September 2019
Judul Skripsi   : Applying Round Table Strategy to Improve Students Reading Comprehension in Narrative Text at the Eleventh Grade of SMAI 4 Palopo

1. Improve your pronunciation on particul words : Researcher,

2. Treatment : all component of :
   - Identifying main idea
   - Inference
   - Vocab
   -

3. Operational Definition
   + round Table

4 Chapt. III will .

Pembimbing/Penguji,

Wahibah

NIP.

CATATAN HASIL KOREKSI SEMINAR HASIL

Nama : Hasriah
NIM : 15 0202 0041
Jurusan/Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Hari/Tanggal : Rabu / 11 September 2019
Judul Skripsi : Applying Round Table Strategy to Improve Students Reading Comprehension in Narrative Text at the Eleventh Grade of SMAI 4 Palopo

Lihat naskah

Pembimbing/Penguji,

NIP.

CATATAN HASIL KOREKSI UJIAN SKRIPSI

Nama : Hasriah
NIM : 15 0202 0041
Jurusan/Program Studi : Ilmu Kegu / Pendidikan Bahasa Inggris
Hari/Tanggal Ujian : Rabu / 18 September 2019
Judul Skripsi : Applying Round Table Strategy to Improve Students Reading Comprehension in Narrative Text at the Eleventh Grade of SMAN 4 Palopo

Please revise the following items:
1. Misspelling words, ungrammatical sentences, writing technique

2. COVER

3. pronouncement

4. Bibliography should be

Pembimbing/Penguji.

NIP.

CURRICULUM VITAE

HASRIAH, she was born on 29th September 1997 in Karre. Her father's name is Hasbullah and her mother's name is Sadaria. She has two brothers and two sisters. She is the first child in her family. She strated her study Elementary School (SDN 097 Rompu) in 2005 and she graduated in 2010.

After that, she continued her study at SMPN 2 Masamba, she graduated in 2013 and continued her study at SMKN 1 Masamba, she graduated in 2015. After that in 2015 she continued her study at state institute for Islamic Studies (IAIN) Palopo and taking English Department. She finished her study in 2019.

In the end of her study at the State Institute for Islamic Studies (IAIN) Palopo, wrote a thesis entitled is *"Applying Round Table Strategy to Improve Students Reading Comprehension in Narrative Text at SMAN 4 Palopo"*.