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## USING ROUND ROBIN TECHNIQUE TO IMPROVE READING COMPREHENSION

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### ABSTRACT

The objective of this action research is to improve reading comprehension of Grade XC students of SMA 1 Waringinkurung in the academic year of 2020/2021 through the use of round robin technique. This research was conducted in two cycles with two meetings in each cycle. The steps of this research were planning, conducting action and observation, and having reflection. The participants of the research were the English teacher as the collaborator and the students of class XC. The data of this research were in the form of qualitative and quantitative. The qualitative data were obtained by doing observation as well as interviewing the students and the English teacher. The results of the qualitative data were in the form of field notes and interview transcripts.. Furthermore, to get the trustworthiness of the data, three triangulation principles were implemented: time triangulation, space triangulation, and investigator triangulation. Meanwhile, the quantitative data were obtained from the students' reading scores of pre-test and post-test. The quantitative data were analyzed by using t-test statistics in SPSS program. The actions implemented in this research were implementing the round robin technique in the reading class, employing the stages of the reading comprehension practice: pre- reading, whilst-reading and post-reading in teaching learning process, and providing input texts which were related to their competencies. The results of the research showed that round robin technique was effective to improve the students' reading comprehension and students' participation in reading class. The students' understanding toward descriptive texts improved. The mean value of the pre-test is 71.61 while the mean value of the post-test is 81.22. The gain score is 9.61. Based on t-test analysis,  $t$  value= -9.789; sig. = 0.000, it means that the score difference is significant. In addition, the participations among the students and between the students and the teacher improved. They also became more motivated in learning reading which made them actively engaged in the teaching learning process.

**Keywords:** Reading, Round Robin Technique, Teaching Learning Process

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### INTRODUCTION

Writing has an essential role in language Nowadays English is considered as an international language, which is spoken by millions of people all over the world. People from different countries communicate with each other using English. English becomes important to be mastered due to the globalization. The fact that English is a global language certainly has significant roles in every part of life, such as communication, education, technology,

economics, politics, etc. In short, English is very important and has wide influence in the world.

In Indonesia, English is regarded as an important subject. English becomes a foreign language which is taught in almost every educational level, from elementary school up to university. Moreover, in Senior High School (SMA) and Vocational High School (SMK), English is a compulsory subject which is taught and tested in the national examination.

Teaching and learning English is not the same as learning any other subjects. It should cover four language skills; listening, speaking, reading and writing. According to the communicative approach, those skills should not be ignored since they are essential to support the achievement of learning English.

Reading is one of the four language skills that should be mastered by students. Reading is an activity in understanding a text. It means that when people read some printed pages, they are supposed to be able to get the information appropriately. If they do not understand what they are reading, they cannot learn or remember it. There are also some other reasons which make reading the most important skill that a student must acquire at school. First, reading becomes the skill which is mostly examined in the national examination. Students who want to pass the national examination must be able to master reading skill. Then, reading helps students enrich their knowledge. Those who like reading will get more information than those who are reluctant to read books. And the last, reading helps them to prepare to higher education. However in vocational high school, reading does not only help vocational students to prepare themselves to higher education but also to their jobs. It means that reading is necessary for students both in classroom contexts and real life contexts. Since reading is very important in learning the foreign language, a great effort has been given to develop reading skill. Although many ways have been promoted in order to improve reading skill of the students, reading is still something that seems problematic. Students cannot understand English texts.

English teachers have a great challenge to encourage the students in learning English successfully because secondary students usually face a lot of problems with their reading ability. This situation exists due to the lack of interest in learning and using English. Furthermore, they do not have much interest in English reading materials because they do not understand what is being read. Therefore, an enjoyable and appropriate technique is needed to gain success in teaching and learning English as a foreign language (EFL) in Indonesia. It is obvious that a method used by a teacher in teaching and learning process of English has important role to the students' achievement.

Based on the observation conducted by the researcher, she found some problems related to the reading comprehension of the tenth-grade students of SMA Waringinkurung 1. The students had difficulties in comprehending texts. This was because students generally did not understand the texts being read. Another problem related to students' reading comprehension was the students were passive during the teaching and learning process of reading. When they had discussion during the activities, the topic was not about the materials. Other than that, the teacher still used teacher-centered approach which made the students do not have opportunity to explore the text by themselves. The learning activities were monotonous and did not promote students' motivation in learning reading. And the last problem was related to the materials used in teaching reading. The students lacked familiarity with the texts being discussed. These problems prevented the students from having good reading skills.

Therefore, there must be a suitable technique for teaching reading that can increase their reading skill. Having a good ability in reading is not a simple thing. To help students achieve a good ability in reading requires the use of appropriate strategies. One of them is using a cooperative learning strategy. Cooperative learning gives the students opportunity to interact with each other and work together to maximize their own and each other's learning (Macpherson, A. 2007:12). In this research, the researcher did some changes in teaching reading by using a cooperative learning strategy which was round robin technique.

There are many different cooperative learning strategies that can be used by teachers in teaching and learning process, especially in reading. One of them is round robin technique introduced by Kagan. In this technique, the students work in a group consists of four members. They share their understanding of a text. Each person should participate during the discussion, so that it is more efficient because no one does anything during discussion. Here, students do not only learn how to solve problems but also learn how to cooperate with their teammates. This technique enables students to enhance their ability in team building, communication, thinking, mastering materials, and sharing information. By using this technique,

the whole class can participate in the lesson fairly and actively.

Considering the problems above and the advantages of using round robin technique in improving the reading ability of the students, it is necessary to conduct research on using round robin technique to improve the reading ability of the tenth grade student of SMAN 1 Waringinkurung.

### **The Purposes of Reading Comprehension**

There are many kinds of reading purposes. Celce-Murcia (2001:187) states that an English for Academic Purposes (EAP) reading curriculum must account for how students learn to read for many purposes, including at least the reading:

1. to search for information. It means that we read to search the information in the texts,
2. to search for general comprehension. It means that we read to understand main ideas and relevant supporting information,
3. to learn new information. It means that we read to get lot of vocabularies, and knowledge,
4. to synthesize and evaluate information. It means that we are expected to synthesize information from multiple texts, or from longer chapter or respect to that information.

While, Grabe and Stoller (2002) state the purposes of reading as follow:

#### 1) Reading to search for simple information

In reading to search, we typically scan the text for a specific piece of information or a specific word.

#### 2) Reading to skim quickly

Reading to skim involves, in essence, a combination of strategies for guessing where important information might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

#### 3) Reading to learn from texts

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text.

#### 4) Reading to integrate information, write and critiques texts.

These skills inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's

goal. In this respect, both reading to write and reading to critique text may be task variants of reading to integrate information.

#### 5) Reading for general comprehension.

The notion of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the most basic purpose of reading, underlying and supporting most other purposes for reading. Second, general reading comprehension is actually more complex than commonly assumed

### **Teaching Reading**

#### **a. Principles in Teaching Reading Comprehension**

There are some principles that teachers should consider when they want to teach reading comprehension to the students. Different experts may have different principles. Harmer (1998:70-71) mentions six principles of teaching reading, which are presented as follows:

1. Reading is not a passive skill.
2. Students need to be engaged with what they are reading.
3. Students should be encouraged to respond to the content of a reading text, not just to the language.
4. Prediction is a major factor in reading.
5. Match the task to the topic.
6. Good teachers exploit reading texts to the full.

In addition, Nation & Macalister (2010:90-93) also declare some principles of teaching reading. They are:

#### a) Meaning-focused input

In reading, it is important to establish practice with a range of reading purposes such as reading for understanding information, reading for getting knowledge, reading for pleasure, reading for academic goals, and reading for writing. To accomplish those reading purposes, an English teacher should provide reading texts which are appropriate with the language proficiency level of the students. Besides, the teacher also should provide the reading activities which can help the students develop their language proficiency.

#### b) Meaning-focused output

It means that reading must be integrated with other language skills such as listening,

speaking and writing. Brown (2001) states that reading will be developed best in association with writing, listening, and speaking activities. An English teacher must be able to create a reading activity which involves four language skills.

### c) Language-focused learning

By reading, it is expected that students can develop their reading skill as well as knowledge for effective reading. In teaching reading, an English teacher must be based in the micro-skills of reading and the language features needed to read including phonemic awareness, phonics, spelling, vocabulary and grammar. Moreover, the students should be given the reading strategies such as previewing, predicting, posing questions, and guessing meaning from context. The learners also should be familiar with the structure of the texts used in reports, stories, descriptive and so on.

### d) Fluency development

In this principle, there are three main points. First, the process of teaching reading should help the students develop their reading fluency. In teaching for understanding, a teacher should give materials which are familiar with students' background knowledge and also contain no unknown language features. Second, the students should enjoy reading and feel motivated to read. It means that students have interest in reading the texts given and get involved in reading activities. And the last, the students should read a lot.

Therefore, English teachers should consider the principles of reading to achieve the effectiveness of teaching reading. They have to consider the purpose of reading, the complexity of the texts, and also the development of reading skills and strategies.

## Cooperative Learning

### a. The Definition of Cooperative Learning

There are a lot of definitions of cooperative learning which come from different experts. Cooperative Learning is one of the application of the constructivist theory. This kind of learning comes from the concept that students can easily find and understand difficult concepts if they discuss them with their classmates. Students regularly work in groups to help each

other solve complex problems. Thus, the social nature and the use of peer groups are the main aspects of the cooperative learning (Trianto, 2013: 56). The main idea of cooperative learning is that students working together to learn actively and to take responsibility toward the progress of their group members' learning process; cooperative learning here emphasizes more on the goals achievement and success of the group (Slavin in Trianto, 2013: 57).

In addition, Sanjaya (2009:240-241) also defines cooperative learning as a teaching method using a system of group/ small teams of two or more students who have heterogeneous background of academic ability, gender, race, or ethnicity. This kind of method has two major components, the cooperative tasks components and cooperative incentive structure components. Cooperative tasks relate to the things that cause members to work together in groups to complete the tasks, while the incentive structure is something motivating individuals to work together to achieve group goals.

Meanwhile, Johnson, Johnson, and Holubec in Jacobs (2006:3) define cooperative learning as the instructional use small groups so that students work together to maximize their own and each other's learning.

### b. The Principles of Cooperative Learning

Sanjaya (2009:246-247) mentions the implementation of cooperative learning should include four basic principles, namely:

#### 1) Positive Interdependence Principles

In group learning process, the success of a group is determined by the performance of each member of the group. If the group can success to finish the task, it is because of their effort as a team so they cannot blame one another. The success of the group also depends on the contribution of the group members so that all members will feel interdependence. The atmosphere of mutual dependence can be created through a variety of strategies which are presented as follows:

- a. The mutual interdependence in achieving goals, in which each student feels that he/she needs each other in order to achieve the learning objectives.

- b. The mutual interdependence between learners in groups to complete the learning tasks.
- c. The mutual interdependence of materials or learning resources.
- d. The mutual interdependence of roles, which requires learners to help each other in the learning process.
- e. The mutual interdependence of rewards, which are awarded to the group based on the group's work instead of the work of an individual.

### 2) Individual Accountability Principles

This principle is a consequence of the first principle. Since the success of the group depends on each of its members, each member of the group should have responsibility in accordance with his/her part. Each member must provide the best for the success of the group. To achieve this, teachers need to provide an assessment of the individual and the group. This ensures that none of group members can depend on the work of others.

### 3) Face to Face Promotion Interaction Principles

Cooperative learning gives opportunity to every member of the group to come face to face with and give information to each other. Face-to-face interactions provide valuable experience for every member of the group to work together, respect each difference, make use of each member's advantage, and take up the slack of each member. If a person in a group finds some difficulties, the other members are able to help by giving feedback or proposing new ideas.

### 4) Participation Communication Principles

The cooperative learning trains the students to be able to actively participate and communicate. These two abilities are very important as a stepping-stone to the future of life in the community.

### c. Advantages and Disadvantages of Cooperative Learning

Sanjaya (2009:249-251) describes the advantages and disadvantages of cooperative learning. The advantages of cooperative learning strategy are elaborated as follows:

- 1) Through the cooperative learning strategy, the students do not depend much on the teacher, they can increase their confidence through their own ability to think, find information

from a variety of sources, and learn from other students.

- 2) Through cooperative learning strategy students can develop the ability to express ideas and then compare to their friends' ideas.
- 3) The cooperative learning strategy can help learners care each others, be aware of their own limited capabilities, and accept all the differences.
- 4) The cooperative learning strategy can empower learners to take more responsibility in learning process.
- 5) Cooperative learning is a strategy which is effective to improve academic achievement as well as social skills, developing their self esteem, positive interpersonal relationships, time management skills, and positive attitude toward schools.
- 6) The cooperative learning strategy can develop learners' ability to test their own ideas and comprehension.
- 7) The cooperative learning strategy can enhance students' ability to use information and also the ability to make abstract thoughts become real.
- 8) The interaction that takes place during the cooperative learning process can improve students' motivation.

Besides the advantages of cooperative learning strategy mentioned above, cooperative learning also has some disadvantages, as presented follows:

- 1) It takes a long time to grasp and understand the philosophy of cooperative learning. For example, learners who have faster learning will likely feel hampered by learners who are in the low proficiency of learning.
- 2) One of the characteristics in cooperative learning strategies is students learn from each other. Therefore, without an effective peer teaching, students will achieve less intellectual capacity compared with learning using teacher-centered approach.
- 3) The assessment given to the students in cooperative learning is based on the results group work, but it should be noted that the expected outcome is individual performance.
- 4) The success of cooperative learning in an attempt to develop group awareness requires a relatively long time, so it cannot be achieved in one or two times of the implementation of this strategy.



- 5) Even the cooperative learning emphasizes more on the ability to work together, there are a lot of activities in the real life which emphasize more in the individual's ability.

### **Round Robin Technique**

#### **a. The Nature of Round Robin Technique**

Kohonen (2003:36) points out that in a good group of cooperative learning, there are a heterogeneous group which consist of four members including a high achiever, one/two average achievers, and low achievers. These statements are supported by Jacobs (2006:31- 32) which explains about the benefit of placing students in group of four. He states, larger groups (more than two) have advantages as well, because for more complex tasks, where are more people and perhaps cooperative learning has a wider range of skills and knowledge from which to draw.

Jacobs, Lee, & Bell (1997:28) explain that this technique is called round robin, because they go round in a circle with each person getting a chance to talk- just like Robins sings. The groups use cooperative technique round robin to discuss their own beliefs about learning.

Moreover according to Kagan& Kagan (2009), the implementation of round robin technique improves their social skill. They also explain that there is a spectrum of social skills required to be a good team member. The members have to know how to help when help is requested. But they also do not want to be a know-it-all. They need to know how to be a good leader. But they do not want to become too bossy. They cannot be too shy to participate, but not too loud or assertive to overwhelm their teammates. They have to know how to motivate their teammates when they are down. They have to listen to teammates to understand their perspectives. They have to know how to accept rejection gracefully when their idea is not selected. They have to know how to take turns, politely disagree, resolve conflicts, and reach consensus. These are just some of the many skills necessary to be a good teammate. Parenthetically, these are also life skills critical for success in the workplace, for family life, and for positive social relations.

#### **b. The Implementation of Round Robin Technique**

Round robin is one of cooperative learning strategies in which students take turns contributing answers in a group. This technique is designed to give everyone in the group an equal chance at participation. Starting with one participant, each person gets 1-3 minutes going clockwise or counter clockwise, to present their point of view. In this technique, the class is divided into small groups (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After the "think time," members of the team share responses with one another in round robin style. The recorder writes down the answers of the group members. The person next to the recorder starts and each person in the group gives an answer until time is called. This technique can be used as a warm up, evaluation, or to share something learned or a point of view. Once the groups have completed the task, each group shares its collective responses with the whole class.

#### **c. The Benefits of Round Robin Technique**

Kagan (1992) says that there are some benefits of using this technique in the teaching and learning process. They are:

- 1) Allowing all students to contribute answers.

In round robin technique all students have responsibility to give contribution in doing the assignment. So none will do nothing.

- 2) Determining what students already know about a concept prior to its introduction.

Since each student answers the question, his/her understanding towards the task will be observed. The rest of the group members also can build new knowledge or concept from the previous thoughts from different members.

- 3) Creating positive peer response groups.

The use of round robin technique in teaching learning process also can help the students create positive peer response groups. Students can learn how to respect their friends' thoughts and opinions.

- 4) Useful for reviewing material or practicing a skill.

This technique is useful for reviewing materials delivered by the teacher. Students do not only get the information from the teacher but also from their peers.



By using this strategy, students can develop linguistic and academic skills simultaneously. The outcome of their work is both a reflection on how well the group functioned and an academic assessment tool for the instructor.

## METHODOLOGY

### Type of the Research

This research was conducted through classroom action research. According to Carmen in Burns (2010:5), action research is a reflective process that aims to solve particular teaching-learning problem that has been identified. It is also used to measure how effective the method used in helping students to learn the materials. One of the main aims of action research is to identify a 'problematic' situation or issue that the participant – who may include teachers, students, managers, administrators, or even parents – consider worth looking into more deeply and systematically (Burns, 2010:2).

Burns (2010:2) also states the central idea of the action part of action research is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice.

As stated in the previous paragraph, action research is to identify a problematic situation happening in teaching learning process. It does not mean that the problematic situation comes by the incompetent teacher, but it can be the failure of how learners actually learn and how a teacher presents the materials. Therefore, the changes and improvements happened in action research will be based on the data collected during the research.

### Setting of the Research

The research was conducted in SMAN 1 Waringinkurung, which is located in Komplek Taman Krakatau Blok B8 KM. 03 Waringinkurung, Serang. This school has 15 classes 5 classes for every grade. Each class consists of about 36 to 40 students. There are also three English teachers there.

The researcher conducted the action research in the second semester in the academic year of 2019/2020. The observation was done on February 2019 and she conducted the action from April until May 2019.

### Participants of the Research

The participants of this research were the researcher, the English teacher as the collaborator, and the class XE students of SMAN 1 Waringinkurung in the academic year of 2019/2020 which consists of 36 students.

### Data Collection

This research belonged to action research which the data were qualitative in nature. However, there were two types of data used in this research. Those were qualitative and quantitative. The qualitative data were gained from the interview transcript and the field notes while the quantitative data were the results of the students' reading tests. From the qualitative data, the researcher observed the students' behaviour during the actions and then collected the opinions and comments about the actions from the collaborator and the students. Meanwhile, the quantitative data were aimed to know about the students' results before and after the actions being conducted.

### Data Collection Techniques

The types of the data were both qualitative and quantitative. The qualitative data were obtained from the observations and interviews while the quantitative data were collected from the result of the tests. The data collections are presented in the following table:

**Table 1. Data Collection Techniques**

Data	Data Collection Techniques	Instruments
Scores	Reading Comprehension	Pre-test and Post-test
Field notes	Observation	Observation Checklist
Interview transcripts	Interview	Interview Guidelines

In gaining the data, the researcher used some technique elaborated as follows:

#### 1) Observation

The observation was done to get the information needed. The researcher collected the data by observing the class situation and condition in the teaching learning processes. The researcher worked together with the English teacher as the collaborator in the observation. The collaborator sat at the back of the classroom and noted down the class

activities in the teaching and learning process. The observation results were recorded in the form of field notes.

## 2) Interview

Interview enables the data obtained in deep and complete ways. In this case, the researcher did the interview with the English teacher and students. The goal is to get information about teaching of English held in the classroom. From the interview, the researcher gathered any useful information related to the strengths and weaknesses of the action. The interview was also used to make plans for the next actions. At the end, the interview was useful to gain information related to personal opinions from the collaborator and the students which was used as an indicator whether the action give improvement or not.

## 3) Reading Comprehension Tests

To support the qualitative data, the researcher also took the quantitative data. The quantitative data were in the form of students' reading comprehension test scores. The tests were conducted before (pre-test) and after the action (post-test).

The pre-test score was used to know the students' reading comprehension level, whether the students had low, average, or high reading comprehension level while the post-test was used to know whether the action had any impact for their reading comprehension level or not. The mean scores from both tests were compared in order to know whether there was a significant improvement or not after the implementation of the action.

## Data Collection Instruments

The instrument plays as an important device in collecting the data. In this research, the researcher used two types of instruments. They were test and non-test instruments. Non-test instruments included observation checklist and interview guidelines while test instruments included pre-test and post-test. Each instrument is explained as follows:

### 1) Observation checklist

Observation checklist was used to check the implementation of the round robin in the teaching and learning process. In completing the observation checklist, the collaborator gave a tick to the statements describing the teaching and learning process which was conducted. The

checklist was used to help the researcher to make the field notes of the observation. By having field notes, the researcher were able to record everything happens in the class during the action. From the field notes, the researcher found the weaknesses and the obstacles in the research. Moreover, they were able to see and take notes of the students' reading progress in the classroom.

### 2) Interview guidelines

The interview guidelines were used to collect any information during the process of implementing round robin technique such as the teacher and students' feeling toward the technique carried by the researcher and also their reflection about the teaching and learning process. By using interview guidelines, the researcher was able to know the weaknesses in the cycle I and did better in the cycle II. She also used the interview guideline to keep the discussion on the track. c) Reading comprehension tests (Pre-test & Post-test)

In this research, reading comprehension tests were used to assess the students' reading comprehension ability. There were two types of tests administered in this research. Those were pre-test and post-test. The tests were to measure whether there is significant improvement in the students' comprehension reading ability or not.

## Data Analysis

After conducting the research, the researcher analyzed the data from the field notes, interview transcripts, and the results of the pre-test and post-test. The researcher also compared the data from the field notes, interview transcripts, and the results of the pre-test and post-test. She collected the data from all of the researcher members.

To analyze the qualitative data, the research referred to the stages of data analysis suggested by Anderson in Burns (2010: 104-105). They are:

### 1) Assembling the data

In this step, the researcher assembled the data taken from the field notes and interview transcripts, and then scanned the data in a general way to see the general pattern. Data which did not support the research were discarded while the data which were useful would be collected, compared and contrasted.





Therefore, the researcher could see what really occurs in the field.

#### 2) Coding the data

After assembling the data, the next step is coding the data. In this step, the researcher categorized and coded the collected data more specifically. By coding, it means that the data are processed by reducing the large amount of data into some specific categories in order to make the data more manageable.

#### 3) Comparing the data

After categorizing and coding the data, the researcher needed to see the patterns of the data whether the data were repeated or made some specific pattern.

Thus, the researcher needed to identify the relationships and connections among the data

### **Building meanings and interpretations**

In this step, the researcher re-thought about the categories, codes and the comparison data and then discussed the results with the collaborator to find any new discoveries or interpretations that occurred. It is related to the implementation of the actions whether those have any significant changes or not.

### **Reporting outcomes**

In this step, the researcher presented the research to others. In general, the report included the general issues causing the study, describing the research context, outlining the finding given by the sample data, relating the finding and the context, and suggesting how the research has been fed back.

Meanwhile, the quantitative data were analyzed using SPSS software. Firstly, the pre-test and post-test scores were analyzed to find the mean score. Then, the mean scores of both tests were compared by conducting a t-test in order to see whether there was a significant improvement before and after the actions.

### **Research Procedures**

In this study, the researcher used the research procedures suggested by Kemmis and McTaggart in Burns (2010:8-9). The steps are:

#### 1. Planning

In the planning step, the researcher together with the English teacher planned some actions to be implemented in the English teaching and learning process based on the

problems which were found during the observation and interview. The researcher tried to look for the technique that can solve the problems.

#### 2. Action

After designing the plans, the researcher had to implement the plans. The researcher used the round robin technique to solve the problems related to the students' reading comprehension and the students' participation in the reading class. The actions were implemented in two cycles. The qualitative data were collected through two techniques which were doing observation and interviews. The actions were implementing the round robin technique in the reading class, employing the stages of reading comprehension practice proposed by Davies and Pearse (2002), providing more input texts which are suitable with students' competencies since they are pharmacy students.

#### 3. Observation

During the actions, the researcher and the collaborator also observed the process which happened in the classroom. The observation was needed to find out the success of the action and the problems occurred during the implementation.

#### 4. Reflection

After carrying out the actions, the researcher and the collaborator evaluated the results of the implementation. In this step, the researcher had a reflection in each of the cycles that had been implemented. The researcher discussed the result of the actions with the English teacher based on the observation in the class and interviews with the students. It was used to find out whether the actions were successful or not. If the actions carried out were successful, the researcher would continue to implement it. If the actions were unsuccessful, it would be revised in the next cycle.

In Summary, the actions implemented in this action research study were based on the planning, action, observation, and reflection. The researcher herself and the collaborator, in this case is the English teacher worked together in finding the obstacles and weaknesses of students' reading ability, identifying the problems, making a plan again, carrying out the actions and doing the observation, and also reflecting the actions.

## **RESULTS AND DISCUSSION**

### **Research Procedures and Finding**

This research belongs to classroom action research. The research procedures implemented in this research are proposed by Kemmis and Mc Taggart in Burns (2010:9), consisting of planning, action, observation, and reflection. In the first phase, planning, the researcher and the collaborator, the English teacher, determined some problems based on the observation toward teaching learning process and interviews that completed before. After finding the problems, a discussion was held to limit the problems and then focused on some problems which would be solved. Then, the researcher planned action which might be implemented in the teaching learning process to solve the problems.

To ensure this study in identifying the problems, the researcher also conducted a pre-test. The researcher conducted a pre-test in which the researcher waited until the students getting material about descriptive texts explained by their teacher. It was because the pre-test involved descriptive texts. The result of the pre-test was used for obtaining the genuine data to know the students' competence. It was described in the descriptive analyses result below:

**Table 2. The Students' Reading Score in Pre-Test**

Descriptive Statistics

	N	Minimum	Maximum	Mean
pre-test	36	54.00	88.00	71.6111
Valid N (listwise)	36			

From the result of descriptive analysis above, it could be seen that many students did not achieve the minimal requirement of competency which is 75. The scores also indicated that there were a gap between the fast learners and the slow learners.

After conducting those three activities, all information about problems was obtained. To know more specific problems found in the field, the researcher made a list of those problems. There were 11 problems noted related to learning reading by the researcher when conducting an observation, interviews, and a pre-test. The problems found in the field were presented in the table below.

**Table 3. The Problems Related to the Teaching and Learning Process of Reading**

No.	Problems	Code	Source
1.	The students had difficulties in comprehending the text.	S	Interview, pre-test
2.	The students had low motivation in learning reading.	S	Interview, Observation
4.	Most students did not pay attention to the teacher's explanation. They were busy talking with their friends.	S	Observation
5.	Students were reluctant to ask questions when they faced	S	Observation
6.	The classroom interaction both between the teacher and the students and among the students themselves in the teaching and learning of	TLP	Observation
7.	The teacher did not use any media to support the teaching and	TLP	Interview, Observation
8.	The technique used by the teacher in teaching English reading	TLP	Observation
9.	The activities in the teaching and learning of reading were not	TLP	Interview
10.	The teacher only taught using the materials from the course	M	Interview, Observation
11.	The materials used by the teacher in teaching reading were not	M	Interview

Std. Deviation

**Identification of the Most Urgent and Feasible Problems.**

After identifying the filed problems, the researcher had a discussion with the English teacher to weigh the problems based on the urgency level. It was done to know the problems which had to be solved sooner because those affect the students' reading comprehension the most. The most urgent problems are presented below.

**Table 4. The Most Urgent Problems to be Solved**

No.	Problems	Code
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1.	The classroom interaction both between the teacher and the students and among the students themselves in the teaching and learning of reading were not optimal.	TLP
2.	The activities in the teaching and learning of reading were not interesting.	TLP
3.	The students had difficulties in comprehending the text.	S
4.	The students had low motivation in learning reading.	S
5.	The technique used by the teacher in teaching English reading was not optimal.	T
6.	The teacher only taught using the materials from the course book.	M

After weighing the field problems based on the urgency level, then the researcher had a discussion with the English teacher to determine the most feasible problems to be solved. By considering the limited time and the limited knowledge as well as fund and energy, the researcher selected the most important problems in the teaching and learning process of reading which were feasible to be solved. The following table displays those problems.

**Table 5. The Most Feasible Problems to be Solved**

No.	Problems	Code
1.	The classroom interaction both between the teacher and the students and among the students themselves in the teaching and learning of reading were not optimal.	TLP
2.	The students had difficulties in comprehending text.	S
3.	The students had low motivation in learning reading.	S
4.	The teacher only taught using the materials from the course book.	M

### Objective Analysis

After determining the most feasible problems to be solved, the researcher together with the English teacher conducted an objective analysis. This was done to find the cores of the problems occurred in the field. They analyzed the problems based on some possible factors such as the teacher, the students, the media, the

learning materials, and the activities. They formulated the main causes of the problems from the possible factors mentioned previously. The alternative causes of every problem which appeared were analyzed deeper during the research. The following table shows the result of analysis.

**Table 6. Main Causes of the Problems**

No.	Field Problems	Main Causes
1.	The classroom interaction both between the teacher and the students and among the students themselves in the teaching and learning of reading were not optimal.	<ul style="list-style-type: none"> <li>- The teacher used teacher-centered approach.</li> <li>- The teacher did not give opportunity to the students to interact in the classroom.</li> <li>- The teacher only gave individual assignments.</li> <li>- The students were afraid to make mistakes so they preferred to keep silent</li> </ul>
2.	The students had low motivation in learning reading	<ul style="list-style-type: none"> <li>- The teacher did not train the students with an interesting way in delivering the materials and giving the activity; in this case, the teaching technique used in the classroom was monotonous.</li> <li>- The students were not familiar with English text. They preferred to read texts in Bahasa Indonesia rather than English.</li> <li>- The students felt that the materials were not interesting; in this case, the texts were only taken from general English course book for SMK which was not inappropriate with them.</li> </ul>
3.	The students had difficulties in comprehending the text	<ul style="list-style-type: none"> <li>- The students needed to read the text several times to know the meaning of sentences.</li> <li>- The students felt confused with the long complex sentence. They translated the long sentences word by word.</li> <li>- The students preferred to look at their friends' answer instead of asking for explanation.</li> </ul>
4.	The teacher only taught using the materials from the course book.	<ul style="list-style-type: none"> <li>- The teacher had limited knowledge in creating materials from other sources.</li> <li>- The teacher did not give and deliver materials in an interesting way.</li> </ul>

### Determining the Actions to Solve the Problems

After having further discussion with the English teacher as a collaborator about the

problems, the researcher and the English teacher looked for the actions that were possible to do in solving the problems. The researcher told the English teacher about the appropriate actions as the efforts to solve the problems occurring at class XE SMAN 1 Waringinkurung and then the English teacher gave some considerations related to the actions which could be used in the classroom.

At the end of discussion, the researcher and the English teacher finally decided to apply round robin technique in order to improve the teaching and learning process of reading. The aim of applying this technique was that it can create an enjoyable student-centered learning condition thus it can encourage the students to be more engaged in the learning process. Besides, the technique can also build a good classroom interaction and minimize the teacher domination. The other reasons for choosing this technique were: (1) the students can maximize their ability in comprehending the text since they do not only get the information about the texts from the teacher but also from their peers, (2) it can motivate the students to learn more because they have responsibility to make their friends understand with the text, (3) through this technique the students can optimize their opportunity to explore the materials by themselves, (4) it also encourage the students to learn in different settings through cooperative learning which can help them to maximize interaction among the students.

Besides preparing the technique which would be applied in the teaching learning process of reading, the researcher together with the English teacher also prepared the materials which would be used during the teaching and learning process of reading. The researcher prepared the materials which were closely related to their competencies to make them interested and motivated with the materials.

After having a discussion with the English teacher, the researcher determined some specific actions to be implemented to solve the problems of the teaching and learning process of reading. The relationship between the problems and the actions can be seen in the table below.

**Table 7. The Relationship between the Field Problems and the Actions**

No.	Field Problems	Actions
1.	The classroom interaction both between the teacher and the students and among the students themselves teaching and learning of reading were not optimal.	- Applying round robin technique. - Conducting cooperative learning to maximize their participation during the reading class.
2.	The students had low motivation in learning reading	- Conducting round robin technique to motivate them to learn more because they have responsibility to explain to others. - Providing the materials which are
3.	The students had difficulties in comprehending the text.	- Conducting round robin technique to optimize their opportunity to explore the materials by themselves. - Employing the stages of reading comprehension practice
4.	The teacher only taught using the materials from the course book.	Providing more various materials from other sources. - Providing the materials which are closely related to their competencies.

### General Findings and Discussions

The research consisted of two cycles in the implementation. Each cycle consisted of two meetings. The action of the research began from March 31<sup>st</sup> 2019 and ended on May 5<sup>th</sup> 2019. The aim of this research was to improve the students' reading comprehension of the tenth grade students of SMAN 1 Waringinkurung.

In the first cycle, the implementation of round robin technique was successful to make the students get involved in the teaching learning process. It also improved their reading comprehension ability. However, there were some problems occurring in implementing the actions. The class became noisy, most of students had bad time management, and some simply copied the sentences of the texts given. Besides, they were still confused with the procedure of the round robin technique. Therefore, the researcher solved the problems so



that in Cycle II the students' reading comprehension improved successfully.

The research findings on improving reading comprehension is summarized in the following table.

**Table 8. The Result of the Action Research Study Action**

Actions	Cycle I	Cycle II
Conducting round robin technique	<ul style="list-style-type: none"> <li>- The students showed their enthusiasm when working collaboratively in groups though some of them were still reluctant to do this activity.</li> <li>- Time management the students had in doing group discussion was bad. They often needed more time to finish their work.</li> <li>- They were still confused with the procedures of the round robin technique.</li> <li>- The students' motivation in learning was increased. Most of them participated in the group discussions even some of them were busy having chitchat with their group mates.</li> </ul>	<ul style="list-style-type: none"> <li>- The students showed their enthusiasm when working collaboratively in groups.</li> <li>- In the cycle II, the students were better at time management. They could manage the limited time the researcher given to do the group discussion. Finally, they could finish their work in time.</li> <li>- They already understood with the procedures of the round robin technique.</li> <li>- The students' motivation in learning was increased since they did all activities in the teaching and learning process without complaining. All students showed good participation in every activity.</li> </ul>
Employing the Stages of Reading Comprehension Practice Proposed by Davies and Pearse in the Teaching – Learning process	<ul style="list-style-type: none"> <li>- The students could help each other in the groups understand the descriptive text. Sometimes, they felt difficult to share their ideas about the generic structure, the main ideas, and the specific information of the text.</li> </ul>	<ul style="list-style-type: none"> <li>- The students were more confident in sharing their ideas about the generic structure, main ideas, and specific information of the text by using their own sentences.</li> </ul>
Providing Input Texts which were Related to Their Competencies	<ul style="list-style-type: none"> <li>- The students were interested in the reading class because the texts were familiar to their competencies.</li> </ul>	<ul style="list-style-type: none"> <li>- The students were interested in the reading class because the texts were familiar to their competencies.</li> </ul>

Actually, the research was focused on improving students' reading comprehension through the implementation of the cooperative learning strategy using round robin technique. The findings showed that the technique was successful in improving students' reading comprehension of class XE of SMAN 1 Waringinkurung. The research was carried out in two cycles. Here, the students were asked to work in groups in applying some stages in round robin technique. The activities in the teaching and learning process allowed students to work together and share their ideas. Based on the findings, the technique helped students comprehend the text as it is proved by Lolita in her research.

Conducting round robin technique as a cooperative learning strategy also gave all students chance to be active and take their role in the learning process in practicing reading comprehension. This was just like what Sanjaya (2009) describes that the cooperative learning can empower all the learners to take more responsibility in the teaching and learning process. Therefore, all of students were free to learn and had a chance to practice their reading comprehension. The technique also engaged the students and allowed quiet students to share their ideas.

In addition, using cooperative learning strategy of round robin technique made students become more motivated in joining the reading activities because they could work together with their friends. Here, students had to socialize with their friends in the learning process. In other words, this technique improved students' interaction in the class. This proves one of the advantages of cooperative learning as proposed by Sanjaya (2009: 249-251) that the interaction that takes place during the cooperative learning process can improve students' motivation.

As what has been said before, the quantitative data was derived from the students' reading comprehension scores. The scores were based on the pre-test and post-test that had been done before and after the implementation of the actions. The score result of the pre-test and post-test was then compared of its mean to see the improvement of the students' reading comprehension scores. T-test was used to analyze the mean scores by using SPSS program. The finding is presented on the following table

**Table 9. The Result of the T-test for Equality Pre-test and Post-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 post-test	-9.61111	5.89081	.98180	-11.60427	-7.61795	-9.789	35	.000

The table above shows that the improvement of students score from the pre-test to the post-test was significant. It can be seen from data significance which is not more than 0.05 ( $p < 0.05$ ). The table also shows that the mean of students' reading comprehension score increased 9.61. The following table describes it more clearly.

**Table 10. The comparison of pre-test and post-test mean**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pre-test	71.6111	36	8.58995	1.43166
post-test	81.2222	36	6.81641	1.13607

The table shows that the mean of students' scores in the pre-test was 71.61, and the mean of the students' scores in the post-test was 81.22. This means that the mean of the students' reading comprehension scores increased. In other words, the students' reading comprehension had improved.

Summarizing all the discussion above, based on the qualitative and quantitative data analysis, it can be seen that the use of round robin technique to improve the class XE students' reading comprehension at SMAN 1 Waringinkurung had been proven.

## CONCLUSION AND SUGGESTIONS

The purpose of this research is to improve the students' reading comprehension skills through round robin technique. The method used in this research is action research. The researcher chose reading comprehension based on the observation and interviews before the actions. The students had difficulties in comprehending the texts. This was because students generally did not understand the texts being read. The learning activity itself was also monotonous and did not promote students' motivation in learning reading. Furthermore, the classroom interaction the teaching and learning of reading were not optimal. It showed that the students' reading comprehension problems need to be solved. The round robin technique was chosen based on the discussion between the researcher and the collaborator (teacher) and some theories from experts.

The actions were carried out in two cycles. Each cycle consisted of two meetings which included pre-teaching, whilst-teaching, and post-teaching. In Cycle I, the activity was focused on introducing the text and the technique to the students. The learning activities were divided into three steps which were pre-reading, whilst-reading and post-reading. Meanwhile, in Cycle II, the activities were the same as those in the previous cycle. The activity was still focused on the implementation of round robin technique to improve the students' reading comprehension. However, based on the reflection of Cycle I, the researcher together with the collaborator made some changes to help the researcher to do the actions fluently without any significant obstacles.

For the quantitative data, it was presented by the pretest mean which was 71.61 with a standard deviation of 8.5 while the post-test mean was 81.22 with a standard deviation of 6.8. The gain score was 9.61. According to the t statistic from the result of t-test, t value = -9.789; sig. = 0.000, it meant that the score difference was significant because sig. < 0.05. From the data above, it could be said that the round robin technique significantly improved the

students' reading comprehension of class XE SMAN 1 Waringinkurung.

Besides that, there were other aspects of students that also changed after the actions.

1) Students' attitude towards reading comprehension.

Students had changed their perception of reading comprehension. Based on the interview they said that they were more motivated in learning English especially reading comprehension was fun. Since they learned in groups, they did not get the understanding from themselves but also from their friends.

2) Students' motivation towards the reading class activities.

Students became more enthusiastic in joining the reading class activities. They were actively engaged in group discussion and class discussion. They said that the round robin technique helped them comprehend the text, so that they became more motivated in reading the text. Moreover, the discussion group allowed students to share their idea.

3) Students' behavior in the class.

Most students were active in the reading class activities. Since they had responsibility not only to answer the questions, but also made their group members understand with the answers. They became more serious in doing this technique and none did nothing in this activity.

4) Interaction among the students.

Previously, the interactions among them were not optimal. The interactions happened during teaching learning process were only from the teacher. The teacher often drilled the students and did not give opportunity to them to explore the materials by themselves. Now, students were interested in having discussions among them to learn the materials together. Furthermore they did not reject to have discussions with students in mixed gender.

Besides that, there were also changes that happened on the researcher and the collaborator's behavior. Those are as follows.

1) The collaborator's behavior

The collaborator had an experience of conducting action research. She also had a new experience in teaching English with different technique which was never been used before. The implementation of round robin technique became one of the new ways in holding reading

activities to improve the interactions among the students in the class.

2) The researcher's behavior

After doing this research, the researcher had knowledge in teaching students, especially teaching reading comprehension. The researcher realized that preparation was very important to do. Therefore, she learnt how to apply the round robin technique first before she explained and modeled it to the students. Furthermore, she had learnt how to be patient of students' misbehavior and to manage them. Finally, she learned that building students' confidence is very important.

Based on the conclusions and implications above, some suggestions will be directed to the students, the English teachers, and other researchers.

1) To the students

The students should practise the reading comprehension more. It can give students more knowledge. One of the ways of practicing reading comprehension is by applying round robin technique. It can help them get better understanding in reading texts since they can share ideas with their friends.

2) To the English teachers

The English teachers can use the round robin technique in the reading class since it is proved that it is able to improve the students' reading comprehension. By using this technique, the English teachers can optimize the interactions among the students or between the English teacher and the students and also give the students the opportunity to explore the texts by themselves.

3) To other researchers.

The other researchers who want to conduct the research using the round robin technique should understand the technique first before they explain it to the students. They also should give clear explanations, examples, and model to the students. In addition, this technique can be used not only to carry out reading lessons, but also other subjects such as speaking, science or social studies.

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