

IMPROVING STUDENTS' READING COMPREHENSION THROUGH ROUND ROBIN TECHNIQUE ON NARRATIVE TEXT

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Abstract

This research aims to respond to students' problems in reading comprehension. In this research, the researcher used the round-robin technique to teach students reading comprehension of narrative text. Round robin is a technique that gives students opportunities to encourage student ideas in a group. The researcher conducted classroom action research consisting of planning, acting, observing, and reflecting. The participant in this research were eight- grade students which consisted of 28 students of SMPN 5 Salatiga. This research was conducted in 2 cycles. Research data were collected using observation checklists, field notes, and tests. The result of the observation and field note showed an increase in students who looked enthusiastic and showed good attitudes in teaching-learning process. The result of the test showed the main score of cycle 1 was 62.72 and cycle 2 was 78.21. The improvement is 10.61.

Keywords: Reading Comprehension, Round Robin, Narrative Text.

INTRODUCTION

There are four skills in English: Speaking, Writing, Listening, and Reading. From all those skills reading is a skill that should be thought by students. Reading is a skill that will give the most important impact on all other skills. Through the ability in reading, students can learn English fluently.

Reading is an important key to learning English. The goal of reading is for the student can gain information and knowledge. According to Nunan (2005), reading is a set of skills for understanding and obtaining meaning. In addition, Duffy (2009) stated that reading comprehension is the result of a search for meaning, which means that understanding is important to convey messages in written language. The last according to Wolli (2011), the purpose of reading is to get the hidden meaning of sentences. In short, reading is a process of understanding meaning.

Based on the indicators of the 2013 Curriculum syllabus, narrative text is the material for the eighth grade, and narrative text is the material related to reading skills.

Based on the interview inference the eighth grade English teacher of SMPN 5 Salatiga, found students had problems in reading comprehension of the narrative text as a material. Which is proven that students had low scores in narrative text material. In material narrative text, students had difficulties identifying the main idea, details information, such as implicit and explicit, inference, vocabulary, and lack of components such as generic structure and grammatical features.

Problems of students are lack of students' interest and motivation to learn English. The teacher still uses a conventional method that makes students bored and train students to reading aloud and lack vocabulary.

The researcher would solve the problems through the round robin technique. The round robin technique is cooperative learning using the group learning model. The round robin technique could be used in the classroom to improve students' reading comprehension of narrative text in reading activities.

Regarding the information on SMPN 5 Salatiga was chosen based on facts and problems in this school. The Researcher selected the participants from eighth-grade students based on discussions with English teachers of SMPN 5 Salatiga.

Reading Comprehension

Reading comprehension is extremely important for English learners. Instruct students to read to discover more information and increase students' knowledge. Reading comprehension is a very complex process that involves the ability to relate previous knowledge and new information in a text in order to relate issues.

According to Klinger (2007), reading comprehension is a process of constructing meaning by regulating several complex processes in the brain, including word knowledge, and fluency. This means when students read, there are actively involved in the thinking process to comprehend all of the words, phrases, sentences, and paragraphs of the meaning of the text.

Reading comprehension is challenging: readers should use reasoning and perception to receive information from the text. In addition (2003), that reading comprehension is the process of making meaning, words, and sentences related to the text. The student should be, understand to get the information.

The purpose of reading is to understand the text in order to get the information contains in it. Regarding the students in academic learning. In school learning activities includereading in every subject, and reading comprehension is important for achieving.

Narrative Text

According to Anderson (2003), narrative text is a text that tells a story. The story can entertain or provide information to the reader or listener. The narrative text is a text that narrates certain events and details, giving the reader the impression that what happened in the past is real. If the narrator is one of the story's characters, the narrative text can be introduced or informed in the first person or the third person if the writer is not a character.

The researcher concluded from the above explanation that the narrative text explains something that happened or history in the past. It can be used to indicate events and imagination in the past tense. Some types of narrative texts include animal stories (fables), legends, and fairy tales.

Round Robin Technique

Round robin is a technique of teaching learning process in a group. According to (Kagan, 2009), contends that round robin is one of the most basic but effective team building exercises. Similarly Mandal (2009), round robin technique is primarily a brainstorming technique, which means that students generate ideas, but do not elaborate, evaluate, or face them. The members of the group answer questions in sequence using words, phrases, or short answers. This technique, discourage comments that obstruct or interfere with the flow of ideas and encourages all students to participate in building up the idea. According to Madonad (2011), round robin is a technique that requires the activity of this technique to form a group. Round Robin involves each teammate sharing ideas for a set amount of time, after which the note taker records or writes down all of the members' ideas.

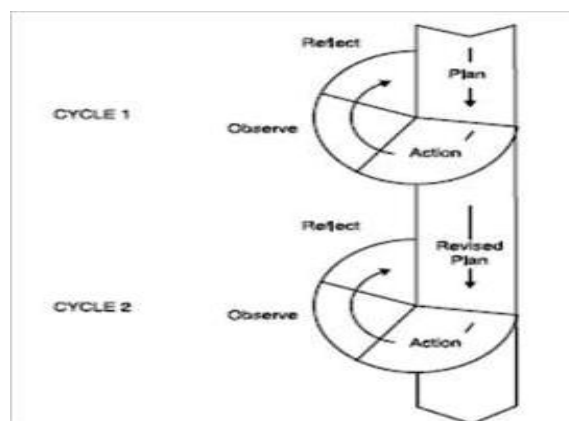
The advantages of round robin technique by Kagan (2009), mention that round robin has 5 advantages there are: motivating students, building confidence, developing a scheme, promoting understanding, assessing student reading ability, and developing reading fluency.

METHOD

The research method was conducted by classroom action research. The classroom action research was implemented in the classroom from student and teacher interactions. It involves taking a self-reflective, critical, and systematic approach. According to Burns (2010), classroom action research procedures are planning, acting, observing, and reflecting.

The Procedure of Classroom Action Research

- Planning : The researcher prepared a lesson plan, teaching material, and assessmentsheet for the research process.
- Acting : The researcher and the teacher implemented the lesson plan in the classroomin teaching the learning process.
- Observing : The researcher observed all the activities during the teaching learning processusing observation checklists and field notes.
- Reflecting : The researcher and the teacher share analyzed and evaluated the informationobtained from classroom action research activities.



(Note. Adopted from Kemmis and McTaggart (1998) cited in Burns (2010))

Research Participant

The research participant was conducted to the eighth grade of SMPN 5 Salatiga. Consisting of 28 students.

Technique of Data Collection

Technique of data collection in this research used two techniques they are observation and measurement tests.

Tools of Data Collection

Tools of Data collection in this research used three tools there are observation checklists field notes, and tests.

Data Analysis

The researcher applied three ways to analyze the data namely observation checklists, field notes to describe the teaching-learning process, and mean score formula.

The formula of Student Individual Score

$$A = \frac{X}{N} \times 100\%$$

Where;

A = the students' individuals score

X = the students' correct answer

N = the total of item

The formula of Mean Score

$$M = \frac{\sum X}{N}$$

Where:

M = the means students' score

$\sum M$ = the total score of the students

N = the total of students

The researcher completed this research to improve students' scores in reading comprehension. The score was categorized based on very poor, poor, average, good, and excellent. From the result, the student means the scores were average.

The result will be categorized as follow:

Individual Score	Category
90-100	Excellent
80-89	Good
70-79	Average
50-69	Poor
0-49	Very Poor

Adopted from Brown (2004:287)

FINDINGS AND DISCUSSION

First Cycle

The researcher found the result of students' scores in the reading test, from the results carried out in the first cycle on May 18th, 2022, which were students' score qualifications and students' mean scores after applying round robin technique in the learning process.

Based on the data the researcher discovered students' achievements in reading tests were still low. From the result conducted in the first cycle. The result conducted in the first cycle showed 4% categorized as very poor, 71% of students as poor, 18% as average, and 7% as good categorized. The researcher found category 20 students were categorized as poor, 5 students as average, 2 students as good, 1 student as very poor, and one student as the excellent category.

Second Cycle

The result was carried out in the second cycle, on May 23rd, 2022. From the result conducted in the second cycle. The result conducted in the second cycle showed an improvement. The category of poor become 4%, 43% decreased as average, and 7% increased students as excellent categorize. The data showed that students' achievement in reading tests was improved. The students who were on average decreased became 12 students, 13 students as good and 2 students increased as excellent.

CONCLUSION

Based on the explanation and result of the research findings of the previous chapter, it can be concluded that was improvement from the first cycle to the second cycle. The mean score for the first cycle was 62.14 it was unsatisfying. The improvement in the second cycle was 78.21 it was a satisfying result. From the result of the first cycle to the second cycle had 10.61 improvements. This means that round robin technique to students' reading comprehension of narrative text the eighth-grade students of SMPN 5 Salatiga was improved.

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FIGURE AND TABLES

Table 1
The student's qualification for Cycle 1

Total Score	1740	
Mean Score	62,14	
Calculated		
No	Criterion	Total of Students
1	Excellent	0 Student
2	Good	2 Students
3	Average	5 Students
4	Poor	20 Students
5	Very Poor	1 Student

Table 2
The student's qualification for Cycle 2

Total Score	2190	
Mean Score	78,21	
Calculated		
No	Criterion	Total of Students
1	Excellent	2 Students
2	Good	13 Students
3	Average	12 Students
4	Poor	1 Student
5	Very Poor	- Student

Table 3
The students' mean score of Cycle 1 and Cycle 2

No	Students' Name	Cycle 1	Cycle 2
1	ADINDA	65	85
2	ALAN	65	80
3	ALDI	65	75
4	ALIYANTO	75	80
5	ALYA	75	80
6	ANGGUN SAPIRA	75	80
7	ARIL	55	70
8	DEVA	75	75
9	DEVINA JUIANDI	65	80
10	DEWI SINTA	60	75
11	FEBRIANTI	80	90
12	GUSTARI	65	80
13	HARMIZA	50	75
14	HASANAH	75	80
15	IRPAN	45	75
16	MUDILA	60	75
17	NAIDI	55	60
18	NASRUL AIDI	55	70
19	NATASA	65	80
20	NIA	65	85
21	NURJANNAH	65	80
22	OCTA NURGRAHA	55	65
23	PERDI	60	75
24	PERDIANSYAH	55	75
25	RANTI	60	75
26	SALNA	65	90
27	URAY ASTI RAHMAWANI	65	80
28.	ZALINA	65	85
Total Score		1740	2190
Mean Score		62,14	78,21

Figure
The Students' Achievement Percentages

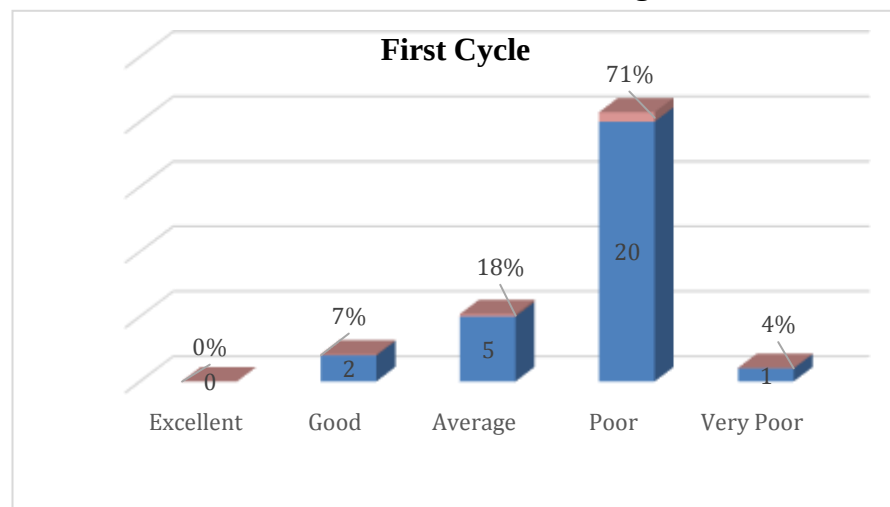


Figure 2
The students' Achievement Percentages

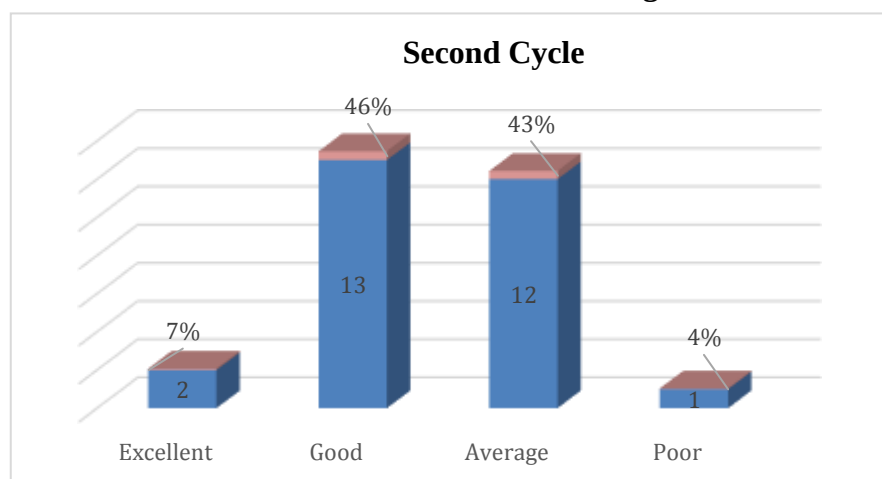


Figure 3
The students' mean scores in cycle 1 and cycle 2

