

ARTIKEL

**THE EFFECT OF ROUND ROBIN STRATEGY ON
STUDENTS' READING COMPREHENSION AT ELEVEN
GRADE OF MA SEJAHTERA PARE IN ACADEMIC YEAR
2018/2019**



By:

TAUFIQ MAULNANA IKHSAN

14.1.01.08.0137

Advisors:

1. Rika Riwayatiningih, M.Pd

2. Sulistyani, M.Pd

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS NUSANTARA PGRI KEDIRI**

2019

SURAT PERNYATAAN
ARTIKEL SKRIPSI TAHUN 2019




Yang bertanda tangan di bawah ini:

Nama Lengkap :TAUFIQ MAULANA IKHSAN
NPM :14.1.01.08.0137
Telepon/HP :082217134182
Alamat Surel (Email) :taufiqikhzan@gmail.com
Judul Artikel :The Effect of Round Robin Strategy on Students' Reading Comprehension at Eleven Grade of MA Sejahtera Pare in Academic Year 2018/2019
Fakultas – Program Studi :FKIP-Pendidikan Bahasa Inggris
Nama Perguruan Tinggi :Universitas Nusantara PGRI Kediri
Alamat Perguruan Tinggi :Jl. KH. Ahmad Dahlan No. 76 Kediri

Dengan ini menyatakan bahwa :

- artikel yang saya tulis merupakan karya saya pribadi (bersama tim penulis) dan bebas plagiarisme;
- artikel telah diteliti dan disetujui untuk diterbitkan oleh Dosen Pembimbing I dan II.

Demikian surat pernyataan ini saya buat dengan sesungguhnya. Apabila di kemudian hari ditemukan ketidaksesuaian data dengan pernyataan ini dan atau ada tuntutan dari pihak lain, saya bersedia bertanggungjawab dan diproses sesuai dengan ketentuan yang berlaku.

Mengetahui		Kediri, 07. February. 2019
Pembimbing I  Rika Riwayatiningsih, M.Pd NIDN. 0721107201	Pembimbing II  Sulistyani, M.Pd NIDN. 0701056803	Penulis,  Taufiq Maulana Ikhsan NPM. 14.1.01.08.0137

THE EFFECT OF ROUND ROBIN STRATEGY ON STUDENTS' READING COMPREHENSION AT ELEVEN GRADE OF MA SEJAHTERA PARE IN ACADEMIC YEAR 2018/2019

Taufiq Maulana Ikhsan

14.1.01.08.0137

FKIP-Pendidikan Bahasa Inggris

taufiqikhzan@gmail.com

Rika Riwayatningsih, M.Pd¹ Sulistyani, M.Pd²

UNIVERSITAS NUSANTARA PGRI KEDIRI

ABSTRACT

Reading is the necessary skill in second language, mainly in English as second or foreign language. The function of reading is to know or to get the information about something. The researcher interested to find out the effect of round robin strategy on students' reading comprehension ability at eleven grade of MA Sejahtera Pare in academic year 2018/2019. Round robin is one of the cooperative learning strategy that developed and basic principle of round robin the students work in a group consist of four members. They share their understanding of a text while they learning a particular topic in an interesting classroom. The problems of this research are: 1) how are the students reading comprehension ability before and after being taught by Round Robin strategy. 2) Is there any significant effect of Round Robin strategy for eleven grade students' reading comprehension at MA Sejahtera Pare. This research used quantitative research and pre-experimental with one-group pre-test and post-test design to find out any significant effect for students' reading comprehension before and after being taught using round robin. The independent variable is Round Robin Strategy, it is expected can influence of teaching learning process for the dependent variable is students' reading comprehension to the eleven grade of MA Sejahtera Pare in academic year 2018/2019. The sample was XI-IPS 1 class which consisted of 35 students. The research was done in four meetings. There is pre-test before giving treatment, after giving treatment twice the researcher gave a post-test to the students. After conducting the test, the researcher got the data from pre-test, treatment, and post-test, also t-test formula to know the result of the research. The result showed that round robin strategy had effect to the students' reading comprehension ability. The mean score gained from pre-test was 59.89 while post-test was 64.91. The t-score 3.203 was higher than t-table al level significant 5% (2042). Therefore, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. Based on the result of the research, the researcher concludes that round robin strategy gives effect on the students' reading comprehension ability. It also recommended in teaching English especially on reading skill.

KATA KUNCI : Reading, Round Robin Strategy, Cooperative Learning

I. INTRODUCTION

Reading is necessary skill in second language, mainly in English as second or foreign language. The function of reading is to know or to get the information about something. In other

words, the purpose of reading is to expand our experience in the world where we live. Related with that statement reading ability as one of aspect of language skills must be paid attention seriously in teaching

learning process. Reading is necessary when students learn from elementary until university level. They need good reading skills to obtain knowledge and learn new information. As stated by Sharan (1994:326), "Cooperative learning is a group-centered and students-centered approach to classroom teaching and learning". Thus, it will reduce the teachers' dominant in teaching and learning process and help students to construct their thinking by working together with their friend. Another expert Slavin (1987:5) assumes that cooperative learning methods can be used in any grade level and most school subject, because it was structured and systematic.

Teaching reading for EFL students is still hard, different from what we expect. Although the strategies of teaching reading have already been developed, lots of students are still poor in their reading comprehension. One of the problems leads to the poorness of students' reading comprehension is the inappropriate strategy that teacher uses in presenting materials. Most of teaching and learning processes are dominated by teacher. So, students only sit and listen quietly to the teacher. The factor that causes this problem is that teacher has not applied appropriate strategy for students. When students work in group, not all students

participate in doing a task and the others are passive or only talking. According to Johnson (2005), cooperation is not assigning a job to a group of students where one student does all the work and the others put their names on the paper. In another time, there is not a proportional distribution of students; students choose their teammates by their own, so, group sometimes consists of smart students and the others are poor students. Consequently, teaching and learning process is just dominated by few students and the others are passive. So, students' involvedness in classroom is not good enough. Students also mostly just keep silent and sit quietly in their seat and did not have understanding about the text of reading.

Therefore, there should be a suitable strategy that is able to help students increase their reading ability. Having great skills in reading is not simple thing. To help students achieve a good reading ability in reading requires the use of appropriate strategies. One of them is using cooperative learning strategy.

Kagan (2009) states that, Round robin is one of cooperative learning strategies in which students take turns contributing answers in a group. This strategy is designed to give everyone in the group an equal chance at participation. Jacobs, Lee, & Bell (1997:28) explain that

this strategy is called round robin, because they go round in a circle with each person getting a chance to talk just like Robins sings. They have to know how to motivate their teammates when they are down. They have to listen to teammates to understand their perspectives.

Kagan (1992) says that there are some benefits of using this strategy in the teaching and learning process. In round robin strategy all students have responsibility to give contribution in doing the assignment. 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. The use of round robin strategy 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. This strategy is useful for reviewing materials delivered by the teacher. Students do not only get the information from the teacher but also from their peers.

II. METHOD

This research use quantitative research and experimental research. By using experimental research the researcher

There are two researchers that found significant effect when they teach using round robin in speaking skills written by Bethi Ristiana and Ch. Evy Tri Widyahening, they researched in eight grade of MTs. Muhammadiyah 6 Karanganyar year 2014/2015 than they able to get the result from students score on first pre-test average score (51,67) than got significant increased on first and second post-test from (63,14) to (73,89) so from that score of the research able to conclude Round Robin increased students speaking skill. Based on those issues and success on speaking skill teaching using Round Robin, the researcher trying to apply new strategy in teaching reading comprehension in MA Sejahtera Pare which is interesting and challenging to facilitate students to improve their ability on reading comprehension. So the researcher decides to conduct a study under the title. **“The Effect of Round Robin Strategy on Students’ Reading Comprehension at Eleven Grade of MA Sejahtera Pare in academic Year 2018/2019”**.

wanted to get new knowledge about effectiveness of round robin strategy. The research has two variables they are Round Robin strategy as independent variable and

reading comprehension as dependent variable. This research took place in MA Sejahtera Pare. The time of this research started from August to December 2018. The population of the research is all of students MA Sejahtera Pare that consist 169 students. As stated by Sugiyono (2008: 80) “population is generalization area includes the object or subject that has quality and characteristic in which applied by the researcher to be learnt and then get conclusion”. It means that population is all of the subjects or object that have characteristic than is learned and taken the conclusion by the researcher. For the sample of this research, the researcher only takes one class of eleven grade of MA Sejahtera Pare. The total sample is 35 students.

III. FINDINGS AND DISCUSSION

In this part, the researcher describes the research finding by showing the result that taken from students’ reading comprehension ability of the eleven grade at MA Sejahtera Pare in academic year

2018/2019. It could be seen from nine indications that were achieved by students in test, they were identify specific information, detail information, general information, grammatical word classes, make reference, generic structure, implied information, and communicative function. The standard score of the school for English subject was 75. The students score on pre-test only 4 students are able to pass the test. When researcher conduct post-test found 10 students’ are able to pass the test. After collecting pre-test and post-test score, the researcher analyzed it and found the mean score of pre-test was 59.89, while the result of post-test was 64.91. The result of t-test t-score table is, t-score (3.823) > t-table 5% (2.042) so the Alternative Hypothesis (Ha) was accepted and the Null Hypothesis (Ho) was rejected. It means that there is an impact round robin strategy on students’ reading comprehension so that the students are more interested in reading and they can understand the material. It means that there is significant effect on

reading comprehension before and after being taught by using Round Robin strategy at the eleven grade students' of MA Sejahtera Pare in academic Year 2018/2019.

IV. CONCLUSION

In conclusion, Round Robin strategy able to help students' reading comprehension and Round Robin strategy gave significant effect to the reading comprehension at the eleven grade students of MA Sejahtera Pare. There was a significance effect to the students before and after being taught by using Round Robin strategy. It indicated that Round Robin strategy should be applied in English teaching and learning process, especially in reading comprehension about descriptive text.

V. BIBLIOGRAPHY

Jacobs, Lee, and Bell. 1997. *Learning Cooperative Learning Via Cooperative Learning*. Singapore:

SEAMEO Regional Language Centre.

Johnson, A. P. (2005). A short guide to action research. Boston, MA: Pearson.

Kagan, S. 1992. Cooperative learning. San Clemente: Resources for Teachers Inc.

Kagan, S&Kagan, M. 2009. *Kagan Cooperative Learning*. San Clemente: Kagan Publishing.

Ristiana, Bethi., & Widyahening, Ch. Evy. Tri. (2014). Improving Students' Speaking Skill Using Round Robin Technique (A Classroom Action Research at the Eight Grade Students of MTs. Muhammadiyah 6 Karanganyar in Academic Year 2014/2015).

Sharan, Y., & Sharan, S. (1994). Group investigation in the cooperative classroom.

Slavin, R.E. (1987). Developmental and motivational perspectives on cooperative learning: A reconciliation. *Child Development*, 58, 1161-1167.

Sugiyono. 2008. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta.