THE USE OF ROUND ROBIN TECHNIQUE TO IMPROVE THE READING COMPREHENSION AT THE EIGHT YEAR STUDENTS' OF SMP NEGERI 1 SUPPA KAB PINRANG

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Abstract

To solve problem in the learning process, the researcher applied an innovative technique to improve the students' reading comprehension. The researcher offered round robin technique as a technique to teach reading. The objective of the research are expected to find out whether or not the use Round Robin technique be able to improve the students' reading comprehension and to know how is the students' response toward the implementation of Round Robin technique in reading comprehension of the eight year students' at SMPN 1 SuppaKab.Pinrang.The result of this research was expected to be useful information in the English teaching and learning process especially in the reading teaching. This research applied pre-experimental method, with two group pre-test and post-test design. The samples of the research were consisted of 23 students from six classes taken from the population at the eight year students of SMP Negeri 1 SuppaKab.Pinrang second semester in Academic Year 2017/2018.The result of the data analysis showed that the students' reading comprehension was improved . It could be showed from The result of the t-obtained value (2.391) was higher than t-table value (2.074). Those indicated that H_0 was rejected and H_a was accepted. It meant that the students' reading comprehension was able to increase by using round robin technique.

Keywords: Students, Reading comprehension, reading ability and round robin technique.

Introduction

English as an international language is very important to the mastered. Almost all communication in this world used English. There are four skills that are known to support language ability. They are listening, speaking, reading and writing. Reading is one of the most important language skills in addition to three other language skills. This is the way to read about the world and expand your knowledge. Reading should be mastered well by the students because reading is an essential factor that influences one's activity in communication. So, fostering good reading comprehension for the task of learning English for getting the ideas that are expressed in written or printed from using words symbols to convey the thought

Based on the observation of the eight-year students of SMP Negeri 1 SuppaKabPinrang, the researcher found that there are many students who have low motivation to read, teaching English in the classroom especially reading is still monotonous, there is no appropriate learning technique, the learning technique is still conventional, and also most of the students do not understand what they have read and they do not get information because the skill reading still low. According to their teacher especially of English teacher, it happens because the students have poor motivation in learning English. One of the alternatives that can be taken in the learning literature, especially in the teaching of reading comprehension by using the appropriate learning techniques and is considered to be a positive influence on learning to read. The use of innovative techniques should be more creative and attract attention so that students do not feel bored and also to develop student achievement in reading lessons. Alternative learning that assumed to be overcoming learning problems reading comprehension as stated above is the application of learning techniques Round-robin.

Round-robintechniquesarelearning techniquestoimprove the students' activity andachievement. Students are giventextand answer the questionsin turnsand other studentsrespondanswer so thathe students could build understandingthe text. Round-robintechniquetrains studentsto more activebecause in theprocess oflearning, students need to understand text and build cooperationamong friends.Withinthis groupof studentshave the right todeny, ask questions, andprovide feedback, so thatlearning takes placeis more active.

Based on the explanation above, in this case, the researcher will use round-robin technique to apply in SMP Negeri 1 SuppaKab. Pinrang, especially to the eight-year students. In this case, the researcher will propose the title "The Use of Round-robin Technique to Improve the Reading Comprehension at the Eight-year Students' of SMP Negeri1 SuppaKabPinrang".

In relation with the background above, the problem of the research can be stated as follow: "Is the Round-robin technique be able to improve the students' reading comprehension of the eight-year in the second semester in the academic year 2018 of students at SMPN 1 SuppaKabPinrang?" and "How is the students' response toward the implementation of Round-robin technique in reading comprehension of the eight-year

students' at SMPN 1 SuppaKabPinrang ?". The following are objectives of the research: "To find out, whether or not the use of Round-robin technique be able to improve the students' reading comprehension of the eight-year in the Second semester in academic year 2018 of students at SMPN 1 SuppaKabPinrang" and "To know the students' response toward the implementation of Round-robin technique in reading comprehension of the eight-year students' at SMPN 1 SuppaKab. Pinrang". Before giving the treatment, students based some problems in reading, they were: the students got difficulty to answer the test because they were not interested in reading, learning technique in the class is monotonous so that the students got bored. As consequences, the students lack in reading comprehension and they did not get information because there was no interested in reading. After giving the treatment, the students were able to: The students easily comprehend the material because they could improve their ideas, and opinion about the material, the use round-robin technique even gave more opportunity to give opinion or idea about the material, because all of the students in the class must be give contribution in turns, the students were more active to ask or give opinion about the material, students gave more responses when one of the students in the other group give opinion in the classroom, and students were pleased with the situation.

Based on previous related literature and problem statement above, the researcher forward hypothesis as follows:

Hypothesis Null (Ho): There is no any improvement Reading comprehension the students of the eight-year students' of SMP Negeri 1 Suppa Kab. Pinrang after teaching through Round-robin technique.Alternative Hypothesis (Ha): There is any improvement Reading comprehension the students of the eight-year students' of SMP Negeri 1 Suppa Kab. Pinrang after teaching through Round-robin technique.

There are some significances of this research, as follows: for theoretically, these researches provide a beneficial and reverential contribution in giving a general knowledge of the way to improving the students' reading skill through round-robin technique. By using this technique, the teacher could explore the students' ability in reading. For practically: the first; this for students of SMP Negeri 1 SuppaKab. Pinrang as the subject of the research, this research can motivate the students in improving their reading ability. It

also to help them solve their problem found in learning reading. The second; this is for the teachers, the result of the research will be useful as an informative input for them to improve their ability in choosing an appropriate technique in teaching reading. Finally, this is for the next researcher, the result of this research is expected to be useful information and to create another idea about round-robin to improve reading comprehension.

Method

In this part, this researcher used a pre-experimental method with one group pretest and post-test design. The researcher did in the class and meet with students directly in the class through the learning process.

The location of this research would be conducted of class VIII at SMP Negeri 1 SuppaKab. Pinrang in academic year 2017/2018. The duration of this research is six meetings namely once in pre-test, four times in treatment and once in post-test. This research needs around 1 month to see the improvement of students understanding of reading comprehension by round-robin technique.

The population of this research is all of the students of class VIII at SMPN 1 SuppaKab. Pinrang who are enrolled in academic year 2017/2018, that consists of six classes (A, B, C, D, E, F). The total of the population are 135 students. But the researcher took one class as a sample. The researcher applied with taken sampling technique. Therefore, the researcher took one class, namely class VIII B that consists of 23 students as the sample.

In this study, the writer used purposive sampling. This class was chosen purposively because the students' in this class had low motivation to learn English, especially reading. So that's difficult for students in reading comprehension.

The instruments in this research are reading test and questionnaire. The test applied for pre-test and post-test. The pre-test will intend to know the students' reading before giving the treatment, while the post-test will intend to know the students' reading after giving the treatment visually.

To get information about the students' responses toward the use of the Round Robin technique in this research, the researcher used the questionnaire in the learning process of

reading. This questionnaire used in the last meeting. The researcher gave the students' some papers which consisted of 20 items statement which the positive statement was 10 items and the negative statement also was 10 items. The options score of the positive statements namely : strongly agree = 5, agree = 4, neutral = 3, disagree = 2, and strongly disagree = 1. Then the options score of the negative statement namely strongly agree = 1, agree = 2, neutral = 3, disagree = 4, strongly disagree = 5.

The procedures of the research are described as follows: the researcher gave the students test before giving the treatment by using round-robin technique. The test is given to find out the students' reading comprehension before presenting the material. After giving the treatment, The researcher gave the students' post-test to find the result of the treatment to measure students' reading through Round robin technique, the researcher gave some test reading text.

The data collected through pre-test, post-test, and questionnaire, the data were analyzed by using statistical software which is SPSS 17.0 to get the result of the calculating of the test. The different mean was analyzed by using T-test formula. The t–table is employed to see whether there was a difference between the result of students' pretest and posttest. The t - obtained value is consulted with the value of t – table at the degree of freedom (df) = (N-1) statically hypothesis:

Ha is accepted if to > t – table or there is any improvement Reading Comprehension the students' of the eight-year students' of SMP Negeri 1 SuppaKab.Pinrang after using Round Robin Technique. Ho is accepted if to < t – table or there is no any improvement Reading Comprehension the students' of the eight-year students' of SMP Negeri 1 SuppaKab. Pinrang after using Round Robin Technique.

The questionnaire's result analyzed as follow: Scoring the students' answer of questionnaire, and Calculating the mean score and rate percentage by SPSS 17.0. To analyze the questionnaire by calculating the mean score and did the percentage used the formula as follow:

$$X = \frac{x}{N} X \ 100\%$$

Where :

X   = Mean score

              = Total score

N   = Number of respondent

Result

The findings of this research deal with the classification of the students' pre-test, post-test, and questionnaire, the researcher gave a test that was given twice. A pre-test was given before the treatment to know the students' reading comprehension, while post-test was given after treatment through round-robin technique and questionnaire was given in the last meeting. The result of the post-test of this research can answer the question of this research that aims to find out whether or not the use of round-robin technique can improve the students' reading comprehension of SMP Negeri 1 SuppaKab. Pinrang and the result of the questionnaire to know the students' response toward the implementation of round robin technique.

Table 1. The Students' Score pre-test and post-test in reading comprehension by using round robin technique

Students	Experiment Class	
	Pre-test	Post-test
Student 1	50	80
Student 2	70	80
Student 3	20	20
Student 4	77	80
Student 5	50	60
Student 6	45	90
Student 7	80	100
Student 8	58	60
Student 19	65	70
Student 10	50	60
Student 11	58	30
Student 12	68	40
Student 13	85	90
Student 14	65	100
Student 15	50	60
Student 16	80	100
Student 17	70	70
Student 18	80	100

Student 19	65	70
Student 20	80	90
Student 21	75	80
Student 22	70	70
Student 23	60	60
Total	1471	1660

From table 1, the data of students' reading comprehension by using round robin technique here were taken from the score of students' pre-test and post-test in experimental class with 23 respondents. Based on the result of the pre-test, the data showed that the total score of pre-test in experimental class was 1471 which the highest score was 85 and the lowest was 20. It's mean that the students' reading comprehension skills in the pre-test were lack. The total score of post-test was 1660 while the highest score was 100 and the lowest was 20. It means that there is an improvement in students' reading comprehension by using round robin technique in the experimental class.

The data analysis was presented based on the statistical result followed by using Round Robin Technique on the Students' Reading Comprehension of the eight year students at SMP Negeri 1 SuppaKab.Pinrang. It was obtained by using SPSS he data were taken from students' score of post-test in reading comprehension score by using round robin technique experimental class. The data of t-test can be seen from the table as follows:

Table 2. Group Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	23	63.9565	1.51522	3.15945
Post-test	23	72.1739	2.19414	4.57509

From the table above, Mean and Standard Deviation of Students' Pre-Test Score in Experimental Class, the distance between Mean (Mx) and Standard Deviation ( ) was too far. In other words, the scores obtained were normal.

From the table above, Mean and Standard Deviation of Students' Post-Test Score in Experimental class, the distance between mean and standard deviation was too far. It can be concluded that the scores obtained were normal.

Based on the table above, it can be seen that the total students from each, experiment class consisted of 23 students. The mean score of pre-test was 63.9565 and the mean score of post-test was 72.1739. Standard Deviation of the pre-test was 1.51522, and Standard Deviation of the post-test was 2.19414. Then, Standard Error Mean of the pre-test was 3.15945 and Standard Error Mean of the post-test was 4.57509.

Table 3.Paired Sample Test

			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean			Lower	Upper			
Pair 1	posttest - pretest	8.21739	16.48403	3.43716	1.08916	15.34562	2.391	22	.026

To find t table we can use ms.excel. Open cell excel then type=tinv(0,05,22) then enter and the result directly out 2.0738 or rounded 2.074.

Ket. Ho is rejected if :

- $-t_o < -t$ table or

- $t_o > t$ table

From the table of Paired Sample Test above, it shows that the df is 22, mean difference is 8.21739, standard error difference is 3.43716, the lower difference interval is 1.08916 the upper difference interval is 15.34562, to is 2.391 while t table is 2.074 (to> t table) and sig. 0.26 So it can be concluded that the students' reading comprehension by using round robin technique is significantly better after getting the treatment. So, the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted.

After giving questionnaire to the students in the last meeting to know the students' response toward the implementation of Round Robin technique in the classroom were presented in the following:

The result of the first statement in questionnaire showed that there were 19 or 82.60 % students chose SA and 3 or 13.04% students chose A and 1 or 4.34% chose SD. It means that most of the students very agreed that the round robin technique was a benefit in studying the reading comprehension.

The result of the second statement showed that there were 2 or 8,69% students chose SA, 2 or 8.69% students chose A, 1 or 4.34% students chose N, 16 or 69.56% students chose D, and 2 or 8.69% students chose SD. It meant that most of students were disagree with the second statement which said that the round robin technique was bored in studying the reading comprehension.

The result of the third statement were 16 or 69.50% students chose SA, 5 or 21.73% students chose A, 1 or 4.34% students chose N, and 1 or 4.34% students chose SD. It meant that, most of students very agreed that the round robin technique can make English lesson especially reading to be easy.

The result of the fourth statement were 2 or 8.69% students chose SA, 1 or 4.34% students chose A, 1 or 4.34% students chose N, 15 or 65.21% students chose D, and 4 or 17.39 students chose SD. It meant that, most of students were disagree with the fourth statement which said that the round robin technique make them were not interested.

The result of the fifth statement were 4 or 17.39% students chose SA, 2 or 8.69% students chose N, 11 or 47.82% students chose D and 6 or 26.08 students chose SD. It mean that, most of students were disagree with the fifth statement which said that the round robin technique can be difficult in studying reading comprehension.

The result of the sixth statement were 17 or 73.91% students chose SA, 4 or 17.391% students chose A, and 1 or 4.34% students chose SD. It meant that, most of students very agree that the round robin technique can help them to found new idea.

The result of the seventh statement was 1 or 4.34% students chose SA, 1 or 4.34% students chose A, 12 or 52.17% students chose D, and 9 or 39.13% students chose SD. It meant that, most of students were disagree that round robin technique make suppressed to them.

The result of the eight statement were 3 or 13.04 % students chose SA, 3 or 13.04 % students chose A, 1 or 4.34% students chose N, 10 or 43.47% students chose D, and 6 or 26.08 students chose SD. It meant that, most of students were disagree that with the use round robin technique make them didn't understand in studying English.

The result of the ninth statement were 9 or 39.13% students chose SA, 8 or 34.78 students chose A, 4 or 17.39% students chose N, and 2 or 8.69% students chose D. It meant

that, most of the students very agree that the round robin technique make them to be understand.

The result of the tenth statement were 1 or 4.34% students chose SA, 2 or 8.69% students chose N, 11 or 47.82% students chose D and 9 or 39.13 students chose SD. It meant that, most of students disagree that the round robin technique weren't benefit in studying reading comprehension.

The result of the eleventh statement were 2 or 8.69% students chose SA, 5 or 21.73% students chose A, 3 or 13.04 % students chose N, 7 or 30.43% students chose D, and 7 or 30.43% students chose SD. It meant that, most of students disagree that the use of round robin technique make them be sleepy when was studied.

The result of the twelfth statement were 11 or 47.82% students chose SA, 6 or 26.08 students chose A, 2 or 8.69% students chose N, 3 or 13.04 % students chose D, and 1 or 4.34% students chose SD. It meant that, most of students were very motivated in studying reading by using round robin technique.

The result of the thirteenth statement were 1 or 4.34% students chose SA, 3 or 13.04 % students chose A, 1 or 4.34% students chose N, 11 or 47.82% students chose D, and 7 or 30.43% students chose SD. It meant that, most of students were disagree with the statement that they can't gave contribution in studying reading when used round robin technique.

The result of the fourteenth statement were 2 or 8.69% students chose SA, 2 or 8.69% students chose A, 2 or 8.69% students chose N, 7 or 30.43% students chose D, and 10 or 43.47% students chose SD. It meant that, most of students very disagree with the statement which said that learn English by using round robin technique waste of their time.

The result of the fifteenth statement were 12 or 52.17% students chose SA, 5 or 21.73% students chose A, 3 or 13.04 % students chose N, 2 or 8.69% students chose D, and 1 or 4.34% students chose SD. It meant that, most of students very agree that the use of round robin technique can exploration to them.

The result of the sixteenth statement were 15 or 65.21% students chose SA, 4 or 17.39% students chose A, 3 or 13.04 % students chose N and 2 or 8.69% students chose D.

It meant that, most of students very agree that with the implementing of round robin technique train to them for had a notion.

The result of the seventeenth statement were 13 or 56.52% students chose SA, 6 or 26.08 students chose A, 1 or 4.34% students chose N, and 3 or 13.04 % students chose D. It meant that, most of students very agree that with the use of round robin technique make them more active in studied.

The result of the eighteenth statement were 12 or 52.17% students chose SA, 8 or 34.78 students chose A, 2 or 8.69% students chose N, 1 or 4.34% students chose D. It meant that, most of students very agree that the use of round robin technique make the lessons was easy to be remember.

The result of the nineteenth statement were 11 or 47.82% students chose SA, 8 or 34.78 students chose A, 2 or 8.69% students chose N, and 2 or 8.69% students chose D. It meant that, most of students very agree that studying reading with the use of round robin technique was interested.

The result of the twentieth statement were 1 or 4.34% students chose SA, 1 or 4.34% students A, 7 or 30.43% students chose D, and 14 or 60.86% students chose SD. It meant that, most of students feel not suffer in studying English by using of round robin technique.

Table 6. Mean Score of Questionnaire by SPSS 17.0

N	Valid	23 Range		39.00
	Missing	0 Minimum		56.00
Mean		81.2174 Maximum		56.00
Std. Error of Mean		2.52807 Sum		95.00
Median		82.0000 Percentiles	25	78.0000
Mode		91.00	50	82.0000
Std. Deviation		1.21242E1	75	91.0000
Variance		146.996		

Based on the result of questionnaire above, the total percentage of the all items showed that 81.21% of the students had a positive response in studying reading comprehension by using round robin technique.

Discussion

To know the improvement of students' Reading Comprehension Through Round Robin Technique, the researcher calculated the mean score students' reading was indicated from two tests namely pre-test and post-test. The mean score in pre-test before treatment was 63.9565and the mean score of post-test was 72.1739after treatment.

To know what was the hypothesis received between null hypothesis (H0) and alternative hypothesis (Ha), the researcher used t-test to calculating result showed that on the t-obtained value 2.391 was greater than t-table value 2.074 table (2.391   2.074) with degree of freedom (df) 22. It means alternative hypothesis (Ha) was concluded that the Round Robin Technique was able to improve the students' reading comprehension of the eight year in Second semester in academic year 2018 of students at SMPN 1 SUPPA. This hypothesis was accepted while the null hypothesis (H0) was rejected.

In the preface study that the researcher did at SMP Negeri 1 SuppaKab.Pinrang it was found through the observation that the teachers' learning technique in teaching reading was still conventional, there was no appropriate learning technique, and also confirmed by the students that learning technique in the class is monotonous so that the students got bored. As consequences, the students lack in reading comprehension and they did not get information because there was no interested in reading.

The researcher concluded that one of the problem which made the students lack in reading comprehension caused by technique of the teacher used in learning process is always monotonous. The teacher was not use appropriate learning technique or game in learning process.

According to the researcher based on her experience in her research to applied of round robin technique to improve the students' reading comprehension at the eight-year students' of SMP Negeri 1 KabPinrang, there are two advantages of round robin technique. First, students' can generate idea about the text. Second, the students' can understand the reading text.

Round robin also has disadvantages based on the experience of the researcher in applied round robin technique to improve the students' reading comprehension. It was this technique needs a long time to apply if the class is big.

Based on the findings above, the researcher concluded that there was any improvement Reading comprehension the students of the eight-year students' of SMP Negeri 1 SuppaKab. Pinrang after teaching through Round robin technique.

Based on the questionnaire's result after the research activities, the researcher found that the students gave a positive response to round robin technique. The students agreed and pleased with this technique. Most of them carry well and active when the learning process. It meant that the round robin technique gives a good response in reading comprehension to the students of the eight-year students' of SMP Negeri 1 SuppaKab.Pinrang.

Conclusion

Based on the result of data analysis showed a positive impact on the students' reading ability and class situation. This study is categorized pre-experiment research design, the objective in this study is to find out whether round robin technique was able or not to improve students' reading comprehension and how is students response toward the implementation of round robin technique in reading comprehension. Therefore, the researcher concluded that there is a difference of the students' reading comprehension before and after treatment and how is the result of students response by using the round robin technique. The following are the description of the conclusion based on the problem statement of this research:

There is a difference between the students' ability before and after being taught through round robin technique. It is proved by T-obtained result in which the value of t-obtained was 2.391. It was greater than t-table was 2.074 at the level significance 0.26 and degree of freedom (df) was 22.

Based on the description of the result above, it can be proved by looking at the mean score of the students' reading comprehension in pre-test and post-test. The mean score of pre-test (63.9565) is lower than the mean score of post-test (72.1739). Then, the t-obtained (2.391) was greater than t-table (2.074). it means that the null hypothesis (H0) was

rejected and the alternative hypothesis (Ha) was accepted. So the researcher concludes that the round robin technique can improve the students' reading comprehension of the eight-year students' at SMPN 1 SuppaKab. Pinrang.

The students respond in studying reading by using round robin technique was good and a positive response because they are pleased with this technique. Most of them carry well and active when the learning process. The students should be more active and not afraid of making mistakes during the teaching-learning process. they are should practice and measure their reading in English, discussing with their friends if they have difficulty in reading and enjoy the reading class.

In teaching reading, the teacher is hoped more creative, active and has good feedback in teaching her students to maximize the teaching-learning process and does not make the students bored. Round robin technique can be applied in English teaching-learning process, particularly the attempt of improving the students' reading comprehension.

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