

USING ROUND-ROBIN METHOD TO IMPROVE READING COMPREHENSION OF ELEVENTH GRADE STUDENTS AT SMA KAWUNG 2 SURABAYA

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ABSTRACT

Abstract: Reading comprehension is an important element to assess a student's competence in reading ability. The aim of this research is to find out whether round-robin as a teaching method could improve the reading ability of the eleventh grade students at SMA Kawung 2 Surabaya. The research has been carried out on 21st May 2024, in class XI, following the English lesson schedule that the school has set. The researcher in this research conducted classroom action research (CAR) in the classroom. The results of the research can be regarded as successful if 75% of the students reached the minimum score of 7.5 in reading comprehension by using the round-Robin method. The students experienced a change in perception about reading skills, students became more enthusiastic in participating in reading skills class activities, and most students were active in reading skill class activities. This research has the potential to help students improve their reading skills.

Keywords: *Reading Comprehension, Round-Robin Method*

A. BACKGROUND OF THE STUDY

Since recently, English has been taught at every level of Indonesian education, including kindergarten, elementary, junior high, senior high, and university. The four language skills that students need to be proficient in are speaking, writing, listening, and reading. Dr. M.F. Patel & Praveen M. Jain (2008), claim one of the subjects that readers can study to obtain knowledge and information about anything they require in written form is reading. The ability to read well is the most crucial one that students need to possess. In addition to being a fun pastime and a source of information, reading can help people expand and strengthen their language skills.

Therefore, for every student, learning to read in English is necessary it is because will easily learn other subjects if they have a good ability in reading (Novitasari, 2013). Therefore, reading comprehension is an important element to assess a student's competence in reading ability. According to Nunan (2003), Reading is intended to improve comprehension. Reading comprehension is defined as the ability to understand what is read. Reading comprehension has become the primary focus of

reading activities because people can readily understand what they read if they understand the text or passage properly. In reading comprehension, the learner reads the material first, then extracts and comprehends information from it. To get the information, they have to read from the title until the last paragraph. As stated by Mc. Whorter (2007), "Reading comprehension is the understanding of ideas that are taken from reading material". It refers to the process by which readers actively seek meaning in the text, combining information from the text with their prior knowledge to construct meaning. In addition to reading comprehension, there is reading instruction, which tries to improve pupils' capacity to grasp reading. It indicates that pupils should have reading abilities in order to better understand the text they've read and improve their reading comprehension.

Depdiknas (2004) states "Teaching reading comprehension has some purposes, such as the comprehending textual, textual means the students have to find the main idea, supporting details, and get information from text, and interpersonal meaning. Interpersonal meaning means the students can respond to the text". To teach reading, English teachers might employ a variety of approaches, strategies, and

instructional models. Many texts are widely used to improve students' reading comprehension skills, but the researcher chooses narrative texts as learning materials.

A narrative text is a story that tells a nonfiction or fiction story in chronological order. The chronological nature of narrative text means that it must have a coherent division of time, from beginning to end. Narrative text is commonly referred to as narrative text. The reason is, that narrative text means a type of text that has narrative properties. According to Knapp and Watkins (2005) cited by Novi, narrative text has a social role as a medium for entertainment and changing social opinions and attitudes. Meanwhile, narrative text not only entertains readers but can also change social opinions because the narrative text has a story sequence that makes readers think critically.

The researcher found several problems when conducting observations on the 10th of May 2024 in XI at SMA Kawung 2 Surabaya. The SMA Basic Competency Syllabus uses K-13, which means students are required to be able to understand reading texts. The researcher found difficulties during the learning process. The researcher found that many students still have low motivation to read. The teacher does not use learning techniques and also most students do not understand what they have read and do not obtain information because their reading skills are still low. According to their teachers, especially English teachers, this happens because students have poor motivation in learning English. So, the students are below the KKM. the total number of 11th grade students at kawung 2 Surabaya is 24 students. From the data that researcher received from the 11th grade English teacher at kawung 2 Surabaya, there were only 4 students or 17% who passed the kkm, while the other 20 students did not pass the kkm with a percentage of 83%. The KKM that students need to achieve is 75.

Therefore, to solve this problem it, needs an appropriate method to influence their reading comprehension, especially in reading narrative text. In this case, the researcher wants to offer a *Round-Robin Method* that supports reading comprehension students. The researcher chose the round-robin method because it is useful in reviewing material and practicing a skill, especially in reading comprehension. The round-robin feature is referred to, which is helpful for going over the materials that the instructor has

provided. Peers also provide information to students in addition to the teacher. Students will find this method easier to use and the learning process more engaging and innovative.

Given the aforementioned issues and the benefits of the round-robin method in enhancing students' reading comprehension, further study is required using the round-robin method to improve the reading ability of the X MPLB 2 students of SMK Kawung 2 Surabaya needed quite a long time to prepare what they want to say because of limited vocabulary and poor grammar. Second, there were mispronunciation and the inability of students to speak fluently because they experienced difficulties in producing speech. Third, even though this school have adopted the 2013 curriculum, some teachers not comply with these regulations and still used conventional teacher-centered methods. The teacher only explained the material and did not give the opportunity to develop speaking skills in class. This is due to a lack of facilities available by the school, and the teacher's ability to follow developments in learning media so that the learning media used were in the form of whiteboards and worksheets, sometimes using PowerPoint if a projector was available in the administration room.

This research is expected to contribute to the language teaching-learning process as follows: For students at SMA Kawung 2 Surabaya as research subjects, this research can motivate students to develop their reading skills. This is also to help them solve problems they encounter in learning to read. For teachers, the results of the research will be useful as informative input for them to improve their ability to choose appropriate methods for teaching reading. For other researcher, the round-robin method can be used in other schools. because the round-robin method has been proven successful for speaking skills, reading skills, and reading comprehension skills.

A. RESEARCH METHOD

Researchers apply Classroom Action Research (CAR). According to (Burns, 2010) action researches part of a broad movement that has been going on in education in general for some time. The research has been carried out on 21st May 2024, at SMA Kawung 2 Surabaya, specifically in class XI, during the first and second lesson hours, following the English lesson schedule that the school has set. The location of SMK Kawung 2 Surabaya is Jl. Raya Simo Gunung No. 25 in Banyu Urip, Kec. Sawahan, Surabaya, East Java. The subjects of this research are the eleventh-grade students of SMA Kawung 2 Surabaya. The researchers chose the XI class because the researchers found that this class has

problems with reading comprehension when implementing PLP in that class. This class consists of 24 students, as on the information given by the English teacher. Data collection is the process of gathering information. At this stage the researcher used 2 methods for data collection, which can be seen as follows: Observation and Test. In this study, several types of instruments will be used. Researchers will use observation sheets and reading comprehension test is: Observation sheet. In classroom action research, data analysis is essential because it allows researchers to quickly summarize data, add relevant context, and draw conclusions.

RESEARCH FINDINGS AND DISCUSSION

1. PRELIMINARY STUDY

They conducted preliminary research using an unstructured in-depth review at the preliminary stage. There were three types of questions asked by researchers to the English teachers at SMA Kawung 2 Surabaya. These questions cover the general context of English classes, especially for recomprehension classes, the challenges students face in understanding comprehension skills, and students' strategies in resolving these challenges.

Observations and general results of this research lead to the conclusion that the majority of students still lack reading comprehension skills. This is because students still have low motivation to read. Teachers do not use learning techniques and most students do not understand what they have read and do not obtain information because their reading skills are still low.

The teacher's final assignment shows that the comprehension skills of class comprehension skills that students complete before moving on to action. The teacher's last assignment showed that the reading comprehension skills of students in grade XI of Kawung 2 Surabaya High School were still lacking, as they had not reached the school's average score of 75. The following table shows the research findings from the pre-action test of reading comprehension skills that students completed before moving on to action.

TABLE 4.1 Previous Score of Class 11th Grade Students

No.	Initial	Scores	Results
1.	ASA	30	Not Passed
2.	ANG	55	Not Passed
3.	CJTA	85	Passed
4.	IPA	50	Not Passed
5.	NNI	45	Not Passed

6.	NNA	35	Not Passed
7.	RGAI	70	Not Passed
8.	SDP	65	Not Passed
9.	WP	55	Not Passed
10.	ARR	70	Not Passed
11.	AP	45	Not Passed
12.	APKS	30	Not Passed
13.	CAN	85	Passed
14.	DCH	65	Not Passed
15.	DA	60	Not Passed
16.	FDPD	70	Not Passed
17.	MSF	65	Not Passed
18.	NNP	60	Not Passed
19.	PSA	65	Not Passed
20.	QYKK	70	Not Passed
21.	RFA	75	Passed
22.	SPPS	60	Not Passed
23.	VM	40	Not Passed
24.	MRDF	30	Not Passed
The percentage of students who passed the KKM		$P = \frac{4}{24} \times 100 \% = 17 \%$	

From the table it can be seen that only 4 students with a percentage of 17% got a score above the KKM, while 20 students with a percentage of 83% got a score below the KKM. Based on the results of these scores, researchers used a round-robin method to improve students' reading skills. It is hoped that 75% of class XI students at SMA Kawung 2 Surabaya will get a score above the KKM.

The Implementation of Round-Robin as a Teaching Method

Researchers conducted research in May 13th, 2024. The aim of this research was to find out whether round-robin as a teaching method could improve the reading comprehension abilities of eleventh grade students at SMA Kawung 2 Surabaya. This research is Class Action Research (CAR). This research is divided into two cycles, and each cycle is divided into four stages, namely planning, action, observation and reflection.

Cycle 1

This cycle's activities will be carried out on May 21st, 2024. This cycle has four stages, which are described as follows:

a. Planning

In the planning stage, the teacher is the collaborator and the researcher is the teacher. Planning must be done by preparing the things needed to carry out learning to write narrative texts, such as preparing teaching modules that will be applied as a reference in

delivering the learning that will be carried out. Observation sheet designed as a research instrument for teachers and students. Materials and tests used to determine whether there is progress in students' writing results are also prepared.

b. Acting

In the action stage, The researcher implemented a lesson plan based on the curriculum implemented, namely the 2013 curriculum. During the implementation of this activity, the researcher acted as a teacher and the teacher as a collaborator. The researcher taught in class based on the lesson plan that had been designed by the researcher, where in the lesson plan there were several steps such as a perception, main activities, and closing activities.

The researcher greeted the students to start learning activities. Then, researcher taught students about the definition of narrative text. The teacher focuses on explaining the structure and language features of the narrative text. The teacher asks students to ask questions after explaining the narrative text. After students ask several questions, the teacher then answers questions about narrative text. The teacher provides a narrative reading text entitled "The Jack and The Beanstalk" and explains the round-robin method and its steps to the students. Starting with one participant, each person gets 1-3 minutes to move clockwise to convey their point of view. In this method, the class is divided into 6 groups of 4 people. The teacher gives narrative text reading and each student in one group is instructed to divide the paragraphs equally among all members of the group so that one student only focuses on understanding one paragraph of the narrative text given by the teacher. After that, each student in each group will take turns explaining to the other groups about the story paragraphs that have been shared and understood by them. After that, the teacher gives them questions based on the narrative text. Students are given time to answer tests given by the teacher.

c. Observing

At the observation stage, the English teacher acts as a collaborator and fills in the observation sheet that has been prepared by the researcher. The results of the observations found that the teacher taught students according to the lesson plan that had been made. The teacher observed problems that existed during the learning activities, namely the teacher's voice was too fast

in explaining the material. In addition, some students are not active because they are embarrassed to do something when the teacher asks. Another thing that was observed during the lesson was that some students were still joking and talking with other friends and this made the students not focus on listening.

TABLE 4.2 Cycle I Test Result of The 11th grade Students

No.	Initial	Scores	Results
1.	ASA	30	Not Passed
2.	ANG	55	Not Passed
3.	CJTA	85	Passed
4.	IPA	50	Not Passed
5.	NNI	45	Not Passed
6.	NNA	35	Not Passed
7.	RGAI	70	Passed
8.	SDP	65	Not Passed
9.	WP	55	Not Passed
10.	ARR	70	Not Passed
11.	AP	45	Not Passed
12.	APKS	30	Not Passed
13.	CAN	85	Passed
14.	DCH	65	Not Passed
15.	DA	60	Not Passed
16.	FDPD	70	Passed
17.	MSF	65	Not Passed
18.	NNP	60	Not Passed
19.	PSA	65	Not Passed
20.	QYKK	70	Passed
21.	RFA	75	Passed
22.	SPPS	60	Not Passed
23.	VM	40	Not Passed
24.	MRDF	30	Not Passed
The percentage of students who passed the KKM		$P = \frac{10}{24} \times 100\% = 42\%$	

The table shows that 10 students from 24, or percentage of 42% in 11 grade SMA Kawung 2 Surabaya get scores above the KKM. While the 14 students with percentages of 58% still not achieved the KKM. Because of this research had to do cycle 2 with the same steps with the first cycle. This is required in order to get the success indicator in 75% students in 11 grade SMA Kawung 2 Surabaya have to achieved in the next cycle.

d. Reflecting

Based on the results of observations in cycle 1, researcher found problems that prevented students' ability to understand narrative texts. Collaborators stated that students were not conducive to using the round-robin method. This is a new experience for

them, such as the use of groups which creates problems when using the round-robin method, they are still joking with each other, some students like to disturb friends who are presenting in other groups so that students are not confident and have difficulty composing words. This causes many students to not understand what is being explained by the students who are presenting so that when the teacher gives the test the results are less than optimal. with the percentage of students who reach the kkm being only 10 students or 42%, the results of the test still do not reach the success indicator, where students must reach 75%. therefore the researchers decided to conduct a second cycle with same steps with the first cycle. This is required in order to resolve the problem during the first cycle.

Cycle 2

Cycle 2 observations were carried out on May 27th, 2024. Researchers maximized teaching and application of the round-robin method in this second cycle. It is hoped that students' reading comprehension in narrative texts will obtain the best results compared to the first cycle.

a. Planning

In the planning stage, the teacher is the collaborator and the researcher is the teacher. Planning must be done by preparing the things needed to carry out learning to write narrative texts, such as preparing teaching modules that will be applied as a reference in delivering the learning that will be carried out. Observation sheet designed as a research instrument for teachers and students. Materials and tests used to determine whether there is progress in students' writing results are also prepared.

b. Acting

In the action stage, The researcher implemented a lesson plan based on the curriculum implemented, namely the 2013 curriculum. During the implementation of this activity, the researcher acted as a teacher and the teacher as a collaborator. The researcher taught in class based on the lesson plan that had been designed by the researcher, where in the lesson plan there were several steps such as aperception, main activities, and closing activities.

The researcher greeted the students to start learning activities. Then, researcher taught students about the definition of narrative text. The teacher focuses on explaining the structure and language features of the narrative text. The teacher asks students to ask questions after

explaining the narrative text. After students ask several questions, the teacher then answers questions about narrative text. The teacher provides a narrative reading text entitled "Jaka Tarub and The Seven Nymphs" and explains the round-robin method and its steps to the students. Starting with one participant, each person gets 1-3 minutes to move clockwise to convey their point of view . In this method, the class is divided into 6 groups of 4 people. The teacher gives narrative text reading and each student in one group is instructed to divide the paragraphs equally among all members of the group so that one student only focuses on understanding one paragraph of the narrative text given by the teacher. After that, each student in each group will take turns explaining to the other groups about the story paragraphs that have been shared and understood by them. After that, the teacher gives them questions based on the narrative text. Students are given time to answer questions given by the teacher.

c. Observing

The results of the observation sheet are filled in by the collaborator. During observation, several students were more active and focused than in the first cycle. The class atmosphere became more conducive because they were not confused by the application of the round-robin method, especially in presenting to other groups and they were no longer joking with each other when students were presenting. Students who were presented in the class became more confident and they can explained clearly. From cycle 2, the following results were obtained:

TABLE 4.3 Cycle 2 Test Result of The 11 Grade Students

No.	Initial	Scores	Results
1.	ASA	30	Not Passed
2.	ANG	55	Not Passed
3.	CJTA	85	Passed
4.	IPA	50	Not Passed
5.	NNI	45	Not Passed
6.	NNA	35	Not Passed
7.	RGAI	70	Passed
8.	SDP	65	Not Passed
9.	WP	55	Not Passed
10.	ARR	70	Not Passed
11.	AP	45	Not Passed
12	APKS	30	Not Passed
13.	CAN	85	Passed
14.	DCH	65	Not Passed
15.	DA	60	Not Passed
16.	FDPD	70	Passed
17.	MSF	65	Not Passed
18.	NNP	60	Not Passed

19.	PSA	65	Not Passed
20.	QYKK	70	Passed
21.	RFA	75	Passed
22.	SPPS	60	Not Passed
23.	VM	40	Not Passed
24.	MRDF	30	Not Passed
The percentage of students who passed the KKM		$P = \frac{20}{24} \times 100\% = 83\%$	

The table shows that there are 20 students from 24 or well percentage is 83% in 11 grade SMA Kawung 2 Surabaya getting scores above the KKM. In addition, there were 4 students who did not achieved the KKM. Because in cycle 2 this considers success based on the reading test, as a success indicator from the researcher is 75% the students in class 11 grade SMA Kawung 2 Surabaya achieved scores above KKM. The researcher can conclude that this study has improved students skills in reading comprehension of narrative text through the round-robin method has been successful.

d. Reflecting

Compared to cycle I, cycle II was successful because more than 75% of students obtained a score of 75. Researcher also observed that several aspects made in this cycle were successful because students were more active than in cycle I. Students are more focused during teaching activities compared to the first cycle because students are starting to understand the round-robin method. In addition, students who apply the round-robin method in reading narrative texts have improved their reading comprehension because this method makes them more creative and students can learn to arrange words into complex sentences. Based on the results of this cycle, the researcher decided to stop this research.

Discussion

Researcher discuss and explain research findings in this subchapter. This research is Classroom Action Research (CAR). The aim of this research is to find out whether there is an increase in the use of the round-robin method in reading narrative texts for class 11 students at SMA Kawung 2 Surabaya. This research was divided into two cycles. Each cycle consists of four stages, namely Planning, Action, Observation, Reflection.

After the pre-cycle, the researcher decided to carry out cycle 1. In the first cycle, the researcher acted as a teacher and the English teacher as a collaborator. The teacher asks students to read and understand the narrative text given by the teacher. After that, students apply the round-robin method in groups. When all students understand the content of the narrative text given, the students begin to explain in order and according to their respective groups. After finishing, the teacher gives a test to the students regarding the narrative text that they have read and understood, also from the students who explain it in turn.

When implementing the round-robin method there were several obstacles, such as some students usually joking or being passive in the learning process because they still felt confused about the method used. It refers to the statement from Ahmad (2009) teacher competency is the knowledge, skills, behavior that a teacher must have in the ongoing learning process or in carrying out their duties. Students still struggle to explain the contents of the narrative text they read and have difficulty arranging words to explain to students in other groups. And then students become unfocused during learning activities in class. This issue was noticed by collaborators during observations. The solution to this problem is that in cycle II the teacher must determine examples of narrative texts that are easier to understand.

In the second cycle, researcher analyzed the lesson plans, new materials and methods before the teacher came to class. Researcher determined whether the learning media was more interesting than the first cycle. Apart from that, researchers prepared research instruments such as observation papers to observe student activities. In cycle 2, students became more enthusiastic. Students become more interested in this cycle because they have mastered the round-robin method and they are more confident in explaining narrative texts to students in other groups. By applying the round-robin method, students can express their creativity easily. The classroom atmosphere became more conducive and students were more focused during learning activities compared to cycle 1 because they began to calm down in conveying the content of the narrative text as they understood it after they read their part. Therefore, the solution by implementing learning activities using the round-robin method a second time was more successful compared to Cycle 1.

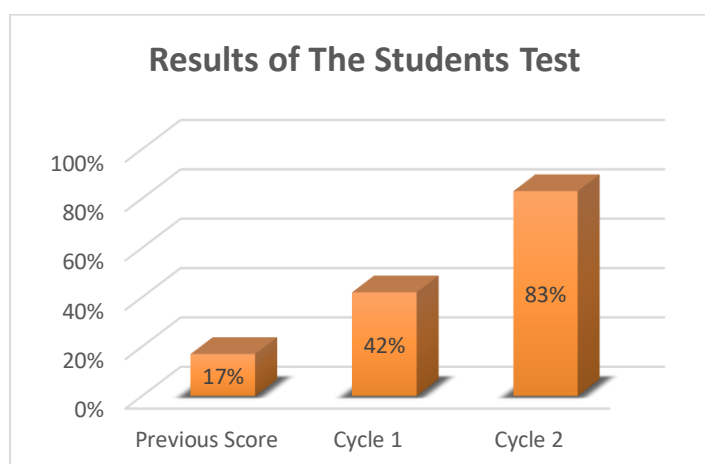
There is an increase in student grades. The percentage increase was better than cycle I, where 25% of class 11 students got a higher score than the

KKM. Apart from that, in cycle II, 75% of class 11 students at SMA Kawung 2 Surabaya achieved scores above the KKM. The results of student presentations that meet the KKM scores are presented below:

TABLE 4.4 Results of Precycle, Test of Cycle 1 and Cycle 2

Cycle	Precycle	Cycle 1	Cycle 2
Results	17%	42%	83%
Difference percentage among cycles	0%	25%	41%

The diagram below displays how writing procedure text of students in 11 grade SMA Kawung 2 Surabaya has improved:



Based on the table and diagram above, the skill of reading narrative text using the round-robin method is successful. It can be seen that 25% of the pre-cycle and cycle 1 experienced an increase. For comparison, there was a difference of 41% between cycles 1 and 2. Although the increase was less than 50%, it was still quite significant. It can be seen from the students' scores that the application of the round-robin method in reading narrative texts attracts students' interest in learning. Through the round-robin method, students can also enjoy and have fun while learning.

These results indicated the theory from previous research from Ulinuha Dahlina and A'i Wahyuni (2021) entitled "Using Round Robin Technique to Improve Reading Comprehension". This research found that after being taught reading comprehension used round-robin method is significant to improve reading comprehension.

They also became more motivated in learning reading which made them actively engaged in the teaching learning process. Apply the Project Based Learning to improve speaking skill. Based on the result, the students could achieve the success indicator with the score above KKM that was 75 using Project Based Learning. This research was in line the theory from Klein, (2009) and Dwi Astuti Febriawati (2012).

CONCLUSION AND SUGGESTION

Based on the findings of data analysis, researcher concluded that using the round-robin method could improve students' ability to read narrative texts. Although initially students showed that they were still confused when applying the round-robin method in reading narrative text. Thus, students can complete round-robin method-based learning well by carrying out teaching and learning activities in each cycle. Apart from that, student test results show that the percentage of students who get scores above the KKM has increased in each cycle. Initially in the pre-cycle the score was only 17% or 4 class XI students who scored above the KKM. However, in cycle I it can increase to 42% or 10 students who are above the KKM. From pre-cycle to cycle 1 there was an increase but it was not enough to reach or reach the indicators of success. Then cycle 2 or the next cycle is needed. The results of cycle 2 showed that 83% or 20 students achieved the KKM. The results obtained in cycle 2 have reached the indicators of success. Even though not all students get a score above the KKM, researchers provide remedial and enrichment for students who do not reach the KKM score.

SUGGESTION

After closing the conclusion, the researcher would like to provide suggestions that are expected to be useful for teachers, students and other researchers, especially in using the round-robin method to improve reading comprehension of narrative texts. This is presented as follows:

1. For Teacher

Researcher hope that teachers will be more creative in teaching reading in the current curriculum in teaching English, such as using strategies or media. Application of the round-robin method as an alternative teaching model in the teaching and learning process in schools to improve reading skills. So that students enjoy reading lessons, teachers must also create fun classes

2. For Student

Researcher consider this very useful for eleventh grade students in SMA Kawung 2 Surabaya who study past tense, words, grammar through the round-robin method. Students should pay more attention to the material provided by the teacher. To improve their reading skills, students should discuss and share facts about English with their friends. It is also hoped that students can get good grades and enjoy studying narrative texts more.

3. For Other Researcher

Researcher hope that this research can help other researchers understand the benefits of applying the round-robin method to improve reading skills in reading narrative texts. This research has the potential to help students improve their reading skills. Finally, the researcher hopes that this research can be useful for future researchers.

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