CHAPTER 1

INTRODUCTION

1.1 The 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 choses 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.

Based on the problems above, almost half of the students got low scores in reading comprehension lessons. This is because when learning, teachers still use oral communicative methods and are too focused on reading books, so they experience boredom and disinterest due to the lack of methods in the learning process which results in students' low ability to understand, especially in narrative texts. students still have difficulty in classifying generic structures, they still have difficulty in using the past tense which is a language feature of narrative texts, which causes students to have difficulty in carrying out assignments given by the teacher. It is known that the minimum criteria for completing English subjects set at SMA Kawung 2 Surabaya is 70. Meanwhile, only 10 students completed their assignments and 16 students did not complete their assignments.

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.

One cooperative learning technique is round-robin, in which students rotate in the group to contribute their answers. With this approach, everyone in the group will have an equal chance

to contribute. (Barkley et al., 2012; Ula & Barutu, 2019; Nurdiana, 2020). With the help of the Round-Robin method learning model, which reduces the dominance of intelligent students, students work in groups and take turns expressing their opinions.

Jacobs, Lee, & Bell (1997:28) "Explain that this method is called round robin because they go around in a circle, with each individual having a turn to speak--just like Robin sings. The groups employ the round-robin method to discuss their learning beliefs."

According to (Kagan, 2009). "This strategy requires students to work in groups of four. They communicate their knowledge of a text. Everyone should engage in the discussion to make it more efficient because no one does anything during it. Students learn not only how to solve problems, but also how to work together with their peers. This strategy helps students improve their teamwork, communication, thinking, content mastery, and information sharing skills. This strategy allows the entire class to take part in the lesson fairly and actively."

According to (Kagan, 2009), "The round-robin technique has the following advantages: 1) Allowing all pupils to provide responses. In the round-robin technique, all students are expected to contribute to the work. So, no one will take any action. 2) Identifying what pupils already know about a concept prior to its presentation. Because each student answers the question, his or her comprehension of the task will be evaluated. The other members of the group can also create fresh knowledge or concepts from different members' past thoughts, 3) Establishing positive peer response groups. Using the round-robin strategy during the teaching-learning process can also assist students in developing good peer response groups. Students can learn to respect their peers' ideas and perspectives. 4) Effective for studying material or honing a skill. This strategy is useful for revisiting things taught by the teacher. Students learn not only from the teacher but also from their peers."

Based on a previous study from Yuni Hartati (2020) in "Improving Students' Speaking Skill by Using Round Robin Method to The Tenth Grade Students of SMK Pertanian

Pembangunan Negeri Sembawa", it can be seen the result shows that using the round-robin method in improving speaking skills has a significant effect. From the results after applying the round-robin method in from the results after applying the round-robin method in speaking skills, it can be said that the round-robin method significantly improved the speaking skills of the Tenth Grade Students of SMK Pertanian Pembangunan Negeri Sembawa. Students experienced a change in perception about speaking skills, students became more enthusiastic in participating in speaking skills class activities, and most students were active in speaking skills class activities.

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.

1.2 Research Question

Based on the background, the researcher formulates the following research question:

Can the Round-Robin Method Improve Reading Comprehension of XI Students at SMA Kawung 2 Surabaya?

1.3 Purpose of the Study

Based on the background, the purpose of this study is to improve students' reading comprehension using the round-robin method in XI at SMA Kawung 2 Surabaya

1.4 Significance of the Study

This research is expected to contribute to the language teaching-learning process as follows:

1.1.1 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.

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1.1.2 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.

1.1.3 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.

1.5 Operational Definition

1.5.1 Reading Comprehension

Reading comprehension is the comprehension of written language, the comprehension of the information being read, and the creation of textual meanings (Healy, 2002).

1.5.2 Round Robin Method

The Round Robin Method is a learning model in which students work in groups by taking turns expressing opinions so that it can reduce the dominance of clever students ((Barkley et al., 2012)