

CHAPTER II

REVIEW OF RELATED LITERATURE

The researcher provide an explanation or definition of the chapter's contents in this chapter. Its goal is a deeper comprehension of the research study's subject. The review of related literature included in this chapter focuses on two topics: Reading Comprehension and Round-Robin Method.

2.1 Reading Comprehension

2.1.1 The Definition of Reading Comprehension

Reading is the process of understanding the meaning or significance of letters, and symbols, primarily through sight or touch. For educators and researcher, reading is a multifaceted process that involves areas such as word recognition, orthography (spelling), alphabet, phonics, phonemic awareness, vocabulary, comprehension, fluency, and motivation. Reading comprehension refers to the ability to understand a text. Reading comprehension is the ability to comprehend written text, understand its meaning, and apply it to what the reader already knows. Reading comprehension is based on two related abilities: word reading and language comprehension. Comprehension, in particular, is a "creative and multifaceted process" based on four language skills: phonology, syntax, semantics, and pragmatics.

According to Snow (2002: 9), Reading comprehension refers to the process of receiving and creating meaning when engaging in written language. As a result, readers must first understand what they already know before diving into new content. Good readers can swiftly comprehend the essential points of a stream of information without becoming mired down in details.

Harmer (2010: 64) “claims that comprehension of a text's language at the word, phrase, and overall text levels is required for reading. Furthermore, according to Jennings et al. (2014: 7), comprehending a reading requires knowing terminology, recognizing links between words and concepts, organizing ideas, determining the authors' goals, forming judgments, and evaluating. Based on the beliefs expressed above, the writer concludes that reading is a medium for writers to communicate ideas using words in reading form.”

2.1.2 The Importance of Reading Comprehension

Weaver (2009: 5) it means “reading comprehension is the essence of reading, not just for academic but also for lifelong learning. Some teachers commonly use texts or books in the classroom to impart material. Furthermore, teachers provide readings to their pupils so that they can acquire knowledge and understand the subject matter. Reading comprehension also engages the human brain, emotions, and beliefs. Reading comprehension is a process that is very much determined by what the reader's brain, emotions, and beliefs bring to the reading, the knowledge information (or misinformation, absence of information), strategies for processing text, moods, fears, and joys, and all of it.”

There are some aspects of reading comprehension from other experts. One of the experts Mikulecky (1990: 23-30) explains the purposes of reading comprehension, as follows:

- a. The students recognize a word at a glance.
- b. The students are able to guess what the text is about by looking at the text quickly once over and to know that usually, the students do preview and predict aspects.
- c. Students are able to know why the text is being read (specifying purpose).
- d. Students are able to predict what the form and the context of the text will be (identifying purpose).

- e. Students are able to find out the specific information in a text by looking at the text very rapidly. Usually, the students use the scanning method to find the specific information from the text.
- f. Students are able to find out what the text tells about after reading and comprehending the text, and to help the students find this purpose the students have to use one of the aspects in reading skills such as recognizing topics. Recognizing topics can help the students to know and to find out what is the content of the text.
- g. Students are able to find out a topic sentence in a text.
- h. Students are able to paraphrase the text to help them understand the text by using their own words.
- i. Students' are able to put together the information from several parts of the text and induce new or additional ideas or make drawing conclusion.

From the opinions above, the importance of reading is highly needed for the students' to encourage and motivate their reading skill

2.1.3 Types of Reading Comprehension

According to Burn et al (1984) in Yossuke (2011), said that are four types of reading comprehension:

- a. Literal Reading

Reading for literal understanding entails gathering knowledge that is directly expressed in a selection. The literal question simply asks pupils to memorize what the book says. Literal comprehension is the most basic sort of understanding.

b. Interpretive Reading

The imperative to read between the lines or make is implicit rather than explicitly expressed in the text. Interpretive degrees of reading comprehension extend beyond literal understanding.

c. Critical Reading

Burn regards essential reading as a review of concepts in materials using recognized standards and a conclusion concerning accuracy and appropriateness, similar to the definition of critical reading previously revealed. Critical reading requires a reader to gather, analyze, and synthesize information.

d. Creative Reading

Creative reading entails going beyond what the author has supplied and asks pupils to think while they read and utilize their creativity. In creative reading, the reader attempts to devise a fresh or alternate answer to those proposed by the author. Concerning the forms of reading above, it can be informed for pupils to comprehend all the major types in the reading process.

2.1.4 Component of Reading Comprehension

Bryness (as cited in Yusuf, 2011: 4) “asserts that reading comprehension occurs when a reader understands which reading abilities and techniques are appropriate for the type of material and how to apply them to achieve the reading goal. According to the statement, the researcher assumes that the aim of reading also defines the right approach to reading comprehension, which is most likely to occur when students or readers read what they want to read, or at least what they consider as excellent reasons to read.”

Klinger (2007: 6) said that are fundamental skills in reading comprehension as follows:

- a. Word reading (knowing how to read or decode),
- b. Fluency (accuracy and speed of reading),
- c. Vocabulary (knowing, that the words men in context), and
- d. Word knowledge (having sufficient background knowledge to benefit from reading text).

Based on the explanation above, reading comprehension is the process of making meaning from the text. Reading is a very important thing because reading is a basic skill before speaking and writing ability. There is communication between the reader and the researchers when someone reads. Moreover, reading is an important skill and enables that reader to bring the meaning exist both in our mind and from the written. The readers will catch the meaning and finally will be able to understand the information given by the researchers.

2.1.5 Teaching Reading Comprehension in Senior High School

English has been studied at all levels of education in Indonesia, such as in Senior High Schools. Based on Government Regulation No. 32/2013 on National Education Standards, English is considered a compulsory subject studied in Senior High Schools. English is also included as one of the subjects in the Senior High Schools National Examination. In addition, some students who graduate from Senior High School are usually ready to find a job. The selling point of a job applicant will certainly be higher when the person is able to actively master English.

Despite this, most English learners in Senior High Schools feel that reading comprehension is one of the most difficult skills in learning English. They tend to be

lazy and unmotivated to learn the language. because in reading comprehension, students are required to master word reading, fluency, vocabulary, and word knowledge. Irena Shehu (2015:1) said that the result showed that reading comprehension difficulty occurs frequently even in students who are good at decoding and spelling.

Based on the school-based curriculum, the learning materials that students will receive are based on the K-13 which is the competency standard. In this study, the material will be given to students based on the competency standards of the Merdeka Curriculum. Researchers will only handle grade XI students in the second semester of the 2023-2024 school year. The following are the reading comprehension standards at SMA Kawung 2 Surabaya:

Table 2.1 Standard of Competence

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya.	3.8.1 Peserta didik dapat menjelaskan legenda rakyat sederhana. 3.8.2 Peserta didik dapat mengurutkan struktur teks naratif. 3.8.3 Peserta didik dapat menganalisis karakter, watak tokoh, setting di dalam legenda rakyat sederhana.
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur	4.8.1 Peserta didik dapat mendemonstrasikan teks naratif lisan dan tulis sederhana di hadapan siswa siswi lainnya dengan berani.

kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.	
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From the table above, it can be seen that Kawung 2 Surabaya High School has taught narrative text.

2.2 Assessment of Reading Comprehension

Assessment is really needed and can be done by giving a series of test. The purpose of the test is to measure the students' reading comprehension. Beside that, it also used to enable a teacher to evaluate the effectiveness of the teaching program in the method delivery and resources. But the most important thinks is to know the information on student's progress. According to Burke in westwood (2008:73) observation of students at work allows teachers to carry out what has become know as 'authentic' assessment. It means that teacher must observe their student first before giving test.

The assessment of reading can imply the assessment of a storehouse of reading strategies, develop and use a battery of reading strategies, such as skimming, and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts. He also said that the aside from simply testing the ultimate achievement of comprehension of written text, it may be important in some contexts to assess one or more of storehouse of classic reading strategies. Assessment is a feedback from the learners about the lecture that the teacher taught. It means that they have understood the material or not. In this case assessment also used to evaluate the effectiveness of teaching program.

In conclusion, both teaching and assessing are so closely interrelated in which the form of assessment is not just giving a test in the end of teaching process but also in every activity which appear in the class can become a test

Based on that explanation in doing this research the researchers will apply formative assessment by giving multiple choice test. By applying them, the researchers will know the use of round table can improve students reading comprehension in the classroom. In testing the students' reading comprehension, the researcher use inferential question to apply round robin method. According to Kline (2005) there are the assessment of fundamental principles in early literacy that can forecast students' future reading success. They are as follows:

Table 2.2 Scoring Rubric

Subject	Score Range	Statement
Letter Knowledge	1-25	Limited knowlegde of letters; struggle to recognize and identify letters
	26-50	Developing knowledge of letters; beginning to recognize and identify letters
	51-75	Proficient knowledge of letters; able to recognize and identify letters accurately
	76-100	Advanced knowledge of letters; easily recognizes and identifies letters
Phoenemic Awarness	1-25	Minimal awareness of individual sounds in words; difficulty manipulating sounds in spoken language

	26-50	Developing awareness of individual sounds in words; starting to manipulate sounds in spoken language
	51-75	Proficient awareness of individual sounds in words; able to manipulate sounds in spoken language
	76-100	Advanced awareness of individual sounds in words; effortlessly manipulates sounds in spoken language
Decoding	1-25	Struggles with decoding unfamiliar words; relies heavily on guessing or context
	26-50	Developing decoding skills; beginning to decode unfamiliar words with some accuracy
	51-75	Proficient decoding skills; accurately decodes unfamiliar words using phonics and word attack skills
	76-100	Advanced decoding skills; automatically and effortlessly decodes unfamiliar words
Fluency	1-25	Reads slowly and with great effort; frequent pauses and hesitations
	26-50	Developing fluency; improving reading speed and pace; occasional pauses and hesitations
	51-75	Proficient fluency; reads with appropriate pacing and expression; minimal pauses or hesitations

	76-100	Advanced fluency; reads fluently and smoothly with natural pacing and expression
Understanding	1-25	Limited understanding of the text; struggles to comprehend main ideas and key details
	26-50	Developing understanding of the text; starting to comprehend main ideas and key details
	51-75	Developing understanding of the text; starting to comprehend main ideas and key details
	76-100	Advanced understanding of the text; demonstrates inferencing, making connections, and analyzing text
Total Nilai : $x = \frac{n1+n2+n3}{3} \times 100\%$		

2.3 Narrative Text

2.3.1 The Definition of Narrative Text

Narrative text is a type of text that tells a story or describes a series of events. The purpose of narrative text is to entertain or inform the reader by presenting a series of events in a coherent and interesting way. According to Rebecca (2003), a narrative text is a text that tells a series of logically and chronologically related events caused or experienced by a factor. Furthermore, she states that the key to understanding a narrative is understanding the plot, theme, characters, events, and their interrelationships.

In addition, Anderson and Anderson (2003) explain that a narrative is a text that tells a story and entertains its audience. It has characters, settings, and actions. The

characters, setting, and problem of the narrative are usually introduced at the beginning. The problem reaches its culmination in the middle. The ending resolves the problem.

2.3.2 The Purpose of Narrative Text

The purpose of a narrative text is to tell a story or recount a series of events in a way that is interesting and entertaining for the reader. Some narrative texts may also have didactic or instructive purposes, such as teaching moral lessons or sharing information about historical events or certain cultural traditions. And yes, narrative texts also have social functions, including entertaining, informing, and, of course, educating their readers. According to Grace and Sudarwati (2007), narrative texts have social functions to entertain, amuse, and deal with actual or vicarious experiences in different ways. In narrative texts, readers are invited into the journey of a story to entertain them. There are many kinds of stories that can be used in narrative texts, such as people's experiences, some crisis events, and legends or myths that exist in society.

2.3.3 The Types of Narrative Text

High school students must be familiar with the types of narrative texts because, during kindergarten and elementary school, they have been repeatedly told stories related to legends, fairy tales, folklore, or fables. According to Nuning, as cited in Khusnul (2017), there are several types of narrative texts, as follows:

1. Fictional narrative

Fictional narrative are stories that are not based on real events or real people. They can be novels, short stories, fables, or fairy tales.

2. Autobiography

An autobiography is a narrative text that tells the author's life story, written in the first person.

3. Biography

A biography is a narrative text that tells the life story of someone other than the author, written from a third-person point of view.

4. Memoirs

A memoir is a narrative text that focuses on a specific period or event in the author's life, often written in the first person.

5. Legend

A legend is a type of folklore. It is a traditional story passed down from generation to generation, often explaining the origins of a particular culture or society.

2.3.4 The Generic Structure of Narrative Text

Every text has a generic structure that will help readers write it. According to Djatmika and Wulandari (2013), there are three lexicographically generic structures in narrative texts. They are orientation, complication, and resolution.

The first is orientation. This is part of the opening story. As an opening story, it is very important to create an interesting story so that readers are interested in reading it. It should also explain the background of the story, such as setting the mood by specifying the setting, time, main characters, relationships between characters, and other information to give the reader a starting point.

The second is the complication. This is the heart of the story. This section includes events that bring characters into complications when normal events are disrupted by some form of conflict. There may be more than one complication, and this frustrates the character in his efforts to achieve what he wants. It also builds suspense and anticipation for the reader.

The last one is resolution. The crisis has been resolved, for better or worse. This section contains the end of the character's problems and conflicts. There are three possible resolutions. First, the story will end with a happy ending. Second, the story will end with a sad ending. In the end, the author leaves the reader to guess the ending.

According to Hasibuan and Fauzan (2007), a narrative consists of the following generic structures:

- a. Orientation: Introduces the main character to the time and place setting.
- b. Complication/Problem: The main character finds a way to solve the problem.
- c. Resolution: The crisis has been resolved, for better or worse.

2.3.5 The Language Features of Narrative Text

According to Education (2007), a narrative has certain language features, as follows:

1. Using the past tense.

Narrative texts often contain past tense because they usually tell events or stories that have already happened. The use of past tense helps create a sense of time and sequence, which allows readers to follow the storyline and understand the progression of events. In addition, writing in the past tense provides context and shows a clear connection between actions and outcomes, thus helping the reader enter into the story and understand what the characters are going through. Here's an example:

“Once upon a time, in a small village, there lived a kind, generous old man. One day, as he was walking through the forest, he stumbled upon a giant squash. Amazed, he inched closer.” In this example, the use of past tenses such as “lived”, “was walking”, “stumbled”, “amazed” and “inched” is used to describe past events.

2. Using adverbs of time.

Narrative texts often use adverbs of time to provide a clear structure and overview of the story's development. These time expressions help readers understand when events are happening, how they relate to each other, and the overall flow of the narrative. By providing context to the sequence of events, adverbs of time create a more vivid and engaging reading experience. They allow readers to follow the plot more easily and immerse themselves in the story, as they can visualize events happening within a specific timeframe. Here's an example:

“Early one morning, Sarah decided to go for a jog in the park. As she jogged, the sun began to rise, casting a golden glow over the trees. Later that day, she met her friends for lunch and shared her morning adventure with them.” In this example, adverbials of time such as “early one morning,” “as she jogged,” and “later that day” are used to provide context and indicate the sequence of events, helping the reader understand when each action took place.

3. Using adjectives.

Adjectives are words that describe or modify nouns, or, simply put, adjectives are words that give more information about a noun, such as color, shape, size, characteristics, etc. In narrative texts, adjectives help to create a more detailed story. In narrative text, adjectives help create a more detailed and vivid story.

Example: “The brave knight entered the dark, mysterious forest, ready to face any challenges that lay ahead.” In this example, the adjectives “brave,” “dark,” and “mysterious” add depth to the description, giving the reader a clearer sense of the knight’s personality and the atmosphere of the forest.

4. Using noun phrases.

A noun phrase is a group of words that contains a noun and its accompanying modifiers, such as adjectives, adverbs, or other nouns that provide more information about the main noun. Noun phrases help create detailed and vivid descriptions in stories. In narrative texts, noun phrases can be used to provide more detailed descriptions, highlight certain parts of a character or setting, or explain complex ideas concisely.

Example: “The bright morning sun cast a golden glow on the calm waters of the lake, creating a breathtaking view.” In this example, the noun phrases are “the bright morning sun” and “the calm waters of the lake.” These phrases provide more detailed descriptions, with “the bright morning sun” referring to the sun and “the calm waters of the lake” highlighting the lake’s peaceful appearance.

Table 2.3 Example of Narrative Text

“Sangkuriang and Dayang Sumbi”	
Orientation	Once upon a time, a <i>happy family lived</i> in a kingdom in <i>Priangan Land</i> . They were a father in the form of a dog, his name was <i>Tumang</i> , a mother who was called <i>Dayang Sumbi</i> , and a child who was called <i>Sangkuriang</i> . One day, Dayang Sumbi asked her son to hunt with his lovely dog, Tumang. <i>After</i> hunting all day, Sangkuriang <i>became</i> desperate and worried

	<p>because he hunted no deer. Then he thought of shooting his dog.</p> <p>After that, he took the dog's liver and carried it home.</p>
Complication	<p>Soon, Dayang Sumbi found out that it was not deer lever but Tumang's dog. So, She was furious and hit Sangkuriang's head.</p> <p>In that incident, Sangkuriang got wounded, and a scar was cast away from their home.</p> <p>Years passed, and Sangkuriang traveled to many places and finally arrived at a village. He met a <i>beautiful woman</i> and fell in love with her. When they were discussing their wedding plans, the woman looked at the wound on Sangkuriang's head. It matched her son's wound, who had left several years earlier. Soon she realized that she had fallen in love with her son.</p>
Resolution	<p>She couldn't marry him, but how to say it? Then, she found the way. She needed a lake and a boat to celebrate their wedding day. Sangkuriang had to make them one night <i>before</i> sunrise.</p> <p>He built a lake. With dawn just a moment away, the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crowded for a new day.</p> <p>Sangkuriang failed to marry her. He was outraged and then kicked the boat. It felt over and became the mountain of <i>Tangkuban Perahu Bandung</i>.</p>

Based on the collored word, there are notes:

- a. Red : Past tense
- b. Purple : Adverb of time

- c. Green : Adjectives
- d. Blue : Noun phrases

2.4 Round-Robin Method

2.4.1 The Definition of Round-Robin Method

Round-robin is one of the cooperative learning strategies where students take turns contributing answers within the group. This method is designed to give everyone in the group an equal opportunity to participate. (Barkley et al., 2012; Nurdiana, 2020; Ula & Barutu, 2019). The Round-Robin method learning model is a learning model where students work in groups by taking turns expressing opinions to reduce the dominance of smart students.

Round Robin is a method of learning process in which the students individually express their ideas, one of them must be a facilitator record and write all the group members' ideas, and then the students discuss the ideas that have discussed then start to choose the best ideas before deciding the priority ideas to be discussed. This method can engage students more actively in learning because they will interact with other students and learn different ideas from their friends (Mayumi & Hidayat, 2020).

Kohonen (2003:36) suggests that a good cooperative learning group has a heterogeneous group of four members, including a high achiever, one or two average achievers, and a low achiever. This method is called round robin because they go round in a circle with each person getting a chance to talk- just like Robins sings. The groups use the round-robin cooperative method to discuss their beliefs about learning. This statement is supported by Jacobs (2006:31–32), who explains the benefits of placing students in groups of four. He states that larger groups (more than two people) also have

advantages because there are more people for more complex tasks, and cooperative learning has a wider range of skills and knowledge to use.

2.4.2 The Advantages Using Round-Robin Method

According to Kagan (2009), “In this method, the students work in a group consisting of four members. They share their understanding of a text. Each person should participate during the discussion so that it is more efficient because no one does anything during the discussion. Here, students not only learn how to solve problems but also learn how to cooperate with their teammates. This method enables students to enhance their ability in team building, communication, thinking, mastering materials, and sharing information. This method allows the whole class to participate in the lesson fairly and actively.”

According to Kagan (2009), the advantages of the Round Robin Method include:

1. Allowing all students to contribute answers. In the round-robin method, all students are responsible for contributing to the assignment. So, none will do anything.
2. Determining what students already know about a concept before its introduction. Since each student answers the question, his/her understanding of the task will be observed. The rest of the group members also can build new knowledge or concepts from the previous thoughts of different members.
3. Creating positive peer response groups. Using the round-robin method in the teaching-learning process can also help the students create positive peer response groups. Students can learn how to respect their friends' thoughts and opinions.

4. Useful for reviewing material or practicing a skill. This method is useful for reviewing materials delivered by the teacher. Students do not only get the information from the teacher but also from their peers.

After knowing the advantages of round-robin method, the researcher wanted to use this method to improve students' reading skills at SMA Kawung 2 Surabaya

2.4.3 The Steps and Implementation of The Round-Robin Method

The steps of Round Robin according to (Kagan and Kagan, 2009) are as follows:

1. The teacher asks a question and gives thinking time
2. Learners take turns presenting solutions
3. Learners think about their responses, then independently write them down before Round Robin
4. Learners record each answer on their own paper.

Round-robin is one of the cooperative learning strategies where students take turns contributing answers within the group. This method is designed to give everyone in the group an equal opportunity to participate. Starting with one participant, each person gets 1-3 minutes to move forward or backward clockwise to present their point of view. In this method, the class is divided into small groups (4-6), with one person designated as the note-taker. A question is posed with multiple answers, and students are given time to think about the answer. After "thinking time," team members share responses with each other in a round-robin style. The recorder writes down the answers of the group members. The person next to the recorder starts, and each person in the group gives an answer until the time comes. This method can be used as a warm-up, an evaluation, or to share something learned or a point of view. Once the groups have completed their task, each group shares its collective response with the whole class.

2.5 Previous Study

In this case, researchers found several previous studies that were relevant to the research they conducted. The forms are in the form of journals and thesis.

1. Journal by Khairunnisa Br. Malau, Maitri Rahmadhani, Edi Suprayetno (2023) with the title “The Use of The Round-Robin Technique on Students’ Vocabulary Mastery for The Second Graders of SMK Al Maksum Langkat”. The purpose of this study was to determine whether the round-robin technique significantly affects students' vocabulary mastery in the second grade of SMK AL Maksum Langkat. A quasi-experimental research design was used in this study. The sample taken amounted to 51 students using the purposive sampling technique from a population of 116 second-grade students at SMK AL Maksum Langkat. There were 28 students in class XI OTKP as the control class and 23 students in class XI as the experimental class. There were six meetings conducted by researchers, consisting of one meeting for the pre-test, four meetings for the treatment, and one meeting for the post-test. The round-robin technique was applied to the experimental class, and the conventional technique was applied to the control class. From the data analysis using the Independent Sample t-test on SPSS 25.00, the data were normally distributed and had the same variance or homogeneity. The results of hypothesis testing showed that the mean value of the students' pre-test was lower than the post-test (79, 30 > 53, 11), and sig. (p-value) < $\alpha = 0.05$ (0.000 < 0.05) means that H_0 is rejected and H_a is accepted. It can be concluded that there is a significant effect of using the Round Robin technique on the mastery of the vocabulary of second-grade students at SMK AL Maksum Langkat.
2. Another Journal by Mona Desnita¹, Irwandi, Eliza, Loli Safitri (2022) with the title “The Effect of Round Robin Technique Toward Students’ Speaking Performance at MTS. Muhammadiyah Pulau Punjung”. This study was triggered by the problem of

students' speaking performance. The first problem relates to students who still cannot speak fluently and accurately. Second, students still have low self-confidence when practicing speaking skills. Third, students do not have a strategy for mastering English. This study did not find a significant effect of the round-robin technique on improving students' speaking skills in terms of fluency and accuracy in practicing interpersonal dialog. This research is experimental. In collecting data, the researchers used a pretest-posttest control design. The experimental group amounted to VIII-A (23 students), and the control group amounted to VIII-B (23) students. The sample was selected using the total sampling technique. Data collection was carried out through pre- and post-tests in the experimental and control groups. The results showed that the experimental class post-test results ($t = 59.25$) were higher than the t table (1.6802) with a degree of freedom (df) of 0.05. Thus, the alternative hypothesis (H_a) is accepted, which means that there is a significant effect of using the round-robin technique on students' speaking ability. Thus, it can be concluded that all hypotheses are accepted. It has been proven that the Round Robin Technique can help students improve and perfect their speaking skills, and the Round Robin Technique is recommended to be taught in English lessons for speaking instruction.

3. Journal by Ulinuha Dahlina¹ and A'i Wahyuni (2021) entitled "Using Round Robin Technique to Improve Reading Comprehension". The aim of this action research project is to employ the round robin technique to enhance the reading comprehension of Grade XC students at SMA 1 Waringinkurung during the 2020–2021 academic year. Two cycles of two meetings apiece were used to conduct this research. Planning, acting, observing, and reflecting were the steps in this research process. Participants in the study included the class XC students as well as the English teacher who served as a collaborator. This study made use of both qualitative and quantitative data. The

qualitative data was gathered through observation as well as interviews with the English teacher and students. Field notes and interview transcripts served as the qualitative data's output. Furthermore, time, space, and investigator triangulation were the three triangulation principles used to determine the reliability of the data. In the meantime, the students' pre- and post-test reading results provided the quantitative data. Using test statistics in the SPSS software, the quantitative data were analyzed. Implementing the round robin technique in the reading classroom, using the pre-reading, while-reading, and post-reading stages of the reading comprehension practice in the teaching and learning process, and giving students access to texts that were relevant to their competencies were the actions taken in this study. The study's findings demonstrated that the round robin method worked well to raise students' reading comprehension and reading engagement in the classroom. Students' comprehension of descriptive texts has improved. Whereas the post-test mean value is 81.22, the pre-test mean value is 71.61. The gain has a 9.61 score. The score difference is significant, according to the t-test analysis, with a t value of -9.789 and a sig. of 0.000. Furthermore, there was an improvement in both student-teacher and student-student participation. Additionally, their motivation to learn to read increased, leading to their active participation in the teaching and learning process.