CHAPTER IV

FINDING AND DISCUSSION

4.1. RESEARCH FINDINGS

This chapter contains an explanation of research findings and analysis of data obtained from previous scores from teachers and two cycles of treatment. Previous scores from the English teacher at SMA Kawung 2 Surabaya are required for the initial stage, and the two-cycle treatment will consist of teaching and learning activities as well as the use of round-robin as a method to improve students' reading comprehension skills.

4.1.1 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		$P = \frac{4}{24} X 100\ \% = 17\ \%$	

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.

4.2 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.

4.2.1 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 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 "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		$P = \frac{10}{24}X100\ \% = \ 42\%$	

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.

4.2.2 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	$P = \frac{20}{24} X 100 \% = 83\%$		

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.

4.3 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.
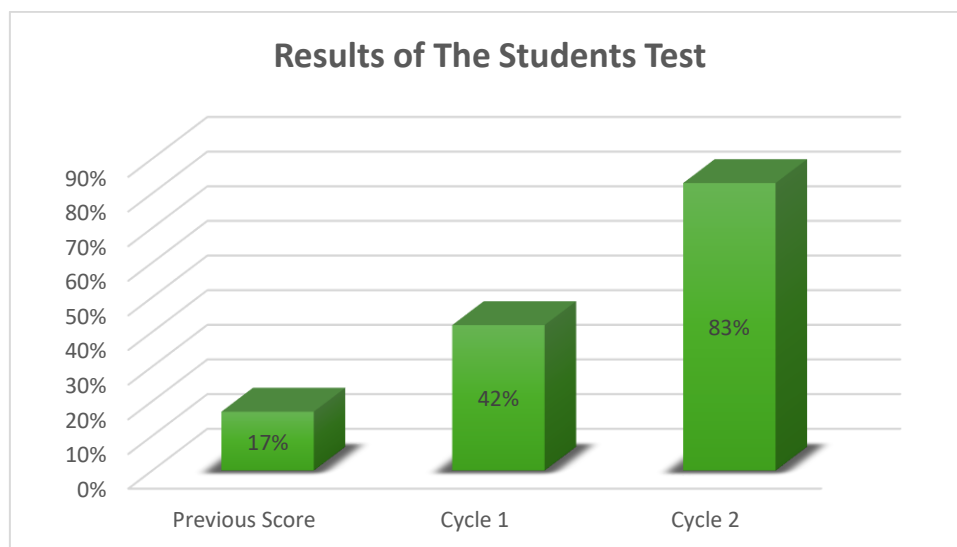
In the second cycle, researcher analyzed the lesson plans, new materials and methods before the teacher came to class. Researcher determined whether the learning media was more interesting than the first cycle. Apart from that, researchers prepared research instruments such as observation papers to observe 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:

Results of The Students Test

```
90%
80%
70%
60%
50%                                                    83%
40%                          42%
30%
20%        17%
10%
0%
     Previous Score        Cycle 1           Cycle 2
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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.