

SKRIPSI

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



By

SITTI HASRINA
Reg Num.14.1300.117

PAREPARE

**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2018

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SITTI HASRINA
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Submitted to the English Program of Tarbiyah Department of State Islamic Institute
of Parepare in Partial Fulfillment of the Requirements for the Degree of Sarjana
Pendidikan (S.Pd.)

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TARBIYAH AND ADAB DEPARTMENT
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PAREPARE
2018**

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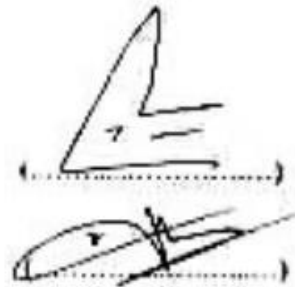
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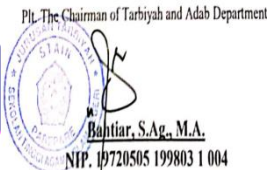


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Wassalamu 'alaikum Wr .Wb

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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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Stated this skripsi is her own writing and if it can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

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ABSTRACT

SITTI HASRINA. 2018. *The Use of Round Robin Technique to Improve the Reading Comprehension at the Eight Year Students' of SMP Negeri 1 Suppa Kab Pinrang.* (Supervised by Hj. Nanning and Mujahidah).

To solve problem in the learning process, the researcher applied an innovative technique to improve the students' reading comprehension. The researcher offered round robin technique as a technique to teach reading. The objective of the research are expected to find out whether or not the use Round Robin technique be able to improve the students' reading comprehension and to know how is the students' response toward the implementation of Round Robin technique in reading comprehension of the eight year students' at SMPN 1 Suppa Kab.Pinrang. The result of this research was expected to be useful information in the English teaching and learning process especially in the reading teaching.

This research applied pre-experimental method, with two group pre-test and post-test design. The samples of the research were consisted of 23 students from six classes taken from the population at the eight year students of SMP Negeri 1 Suppa Kab.Pinrang second semester in Academic Year 2017/2018.

The result of the data analysis showed that the students' reading comprehension was improved . It could be showed from The result of the t-obtained value (2.391) was higher than t-table value (2.074). Those indicated that H_0 was rejected and H_a was accepted. It meant that the students' reading comprehension was able to increased by using round robin technique. Besides that, the result of the questionnaire showed that most of the students agreed and had a positive response in reading by using round robin technique. Based on the result of data analysis above, the researcher then concluded that there was an improvement students' reading comprehension by using round robin technique at the eight year students' of SMPN 1 Suppa Kab Pinrang.

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

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CHAPTER I

INTRODUCTION

1.1. Background

English as an international language is very important to be mastered. Almost all communication in this world uses English. In English there are four skills that are known as language skills. The skills are very important to support the language ability. They are listening, speaking, reading and writing.¹ Reading is one of the most important language skills in addition to three other language skills. This is because reading is a means to learn about the world and expand your knowledge.

Reading should be mastered well by the students, because reading is an essential factor that influences one's activity in communication. People consider reading as an important activity. So that people usually say that reading is a window to the world, anyone who opens the window so he can see and to know everything that happened. So, fostering good reading comprehension is a leading task of learning English for getting the ideas that are expressed in written or printed form using words and symbols to convey the thought.

Based on the observation of the eighth year students of SMP Negeri 1 Suppa Kab Pinrang, the researcher found that there are many students who have low motivation to read, teaching English in the classroom especially reading is still monotonous, there is no appropriate learning technique, the learning technique is still conventional, and also most of students do not understand what they have read and they do not get information

¹ Holt, Rinehart and Winston, 1982, *Understanding Reading*, (New York: New York Inc. 1951) p.1.

because the skill reading still low. According to their teacher especially of English teacher, it is happened because the students have poor motivation in learning English.

One of the alternatives that can be taken in the learning literature, especially in the teaching of reading comprehension by using the appropriate learning techniques and is considered to be a positive influence on learning to read. The use of innovative techniques should be more creative and attract attention so that students do not feel bored and also to develop student achievement in reading lessons. Alternative learning that assumed to be overcoming learning problems reading comprehension as stated above is the application of learning techniques Round robin.

Round robin techniques are learning techniques to improve the students' activity and achievement. Students are given text and answer the questions in turns and other students respond answer so that the students could build understanding the text. Round robin technique trains students to more active because in the process of learning, students need to understand text and build cooperation among friends. Within this group of students have the right to deny, ask questions, and provide feedback, so that learning takes place is more active.²

Based on explanation above, in this case, the researcher will use round robin technique to apply in SMP Negeri 1 Suppa Kab.Pinrang, especially to the eight year students. In this case the researcher will propose a title "The Use of Round Robin Technique to Improve the Reading Comprehension at the Eight Year Students' of SMP NEGERI 1 SUPPA KAB PINRANG".

² Alizabert E.Barkley. *Collaborative Learning Tehniques*. (Bandung : Nusamedia,2014).

1.2.Problem Statement

Considered the background above, the researcher formulates the problem as follows:

- 1.2.1. Is the Round Robin technique be able to improve the students' reading comprehension of the eight year in second semester in academic year 2018 of students at SMPN 1 SUPPA Kab Pinrang”?
- 1.2.2. How is the students' response toward the implementation of Round Robin technique in reading comprehension of the eight year students' at SMPN 1 Suppa Kab Pinrang ?

1.3.The Objective of the Research

Based on the problem statement above , the objective of the research is :

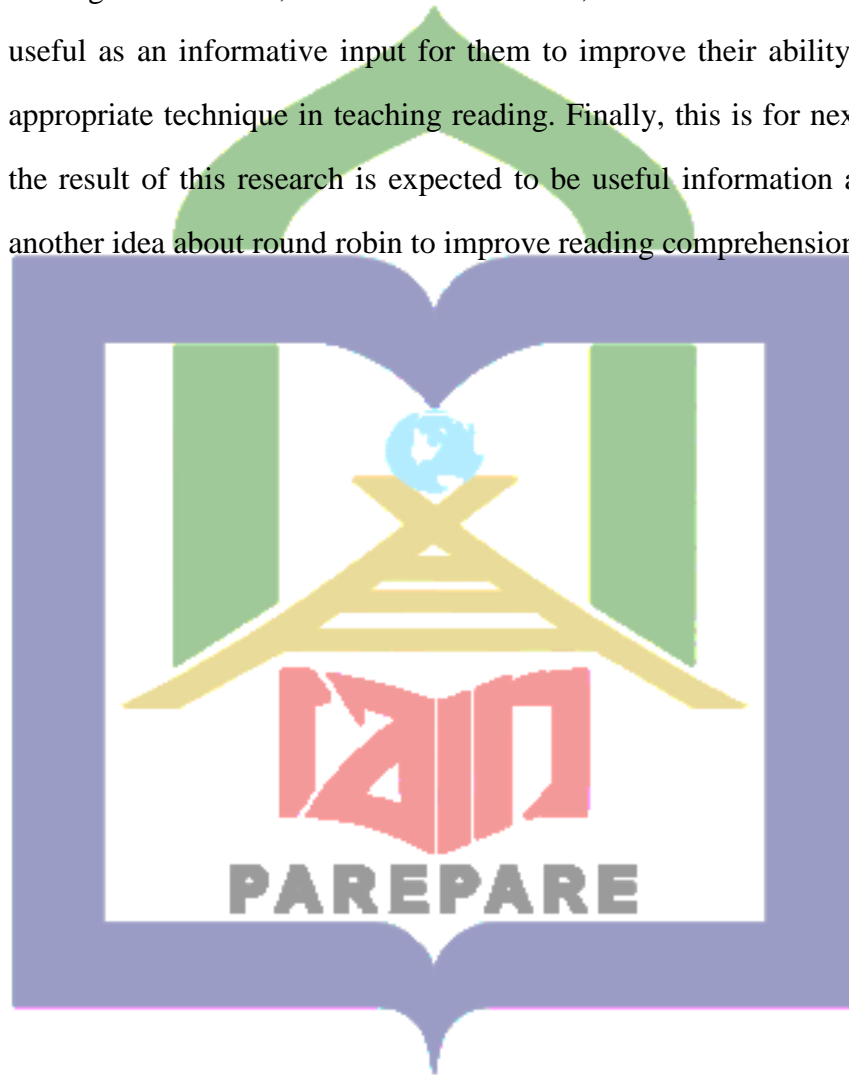
1. 3. 1. To find out, whether or not the use of Round Robin technique be able to improve the students' reading comprehension of the eight year in Second semester in academic year 2018 of students at SMPN 1 SUPPA Kab Pinrang.
1. 3. 2. To know the students' response toward the implementation of Round Robin technique in reading comprehension of the eight year students' at SMPN 1 Suppa Kab.Pinrang

1.4.Significance of the Research

The significance of the research is:

- 1.4.1. Theoretically, these researches provide beneficial and reverential contribution in giving general knowledge of the way to improving the students' reading skill through round robin technique. By using this technique, the teacher could explore the students ability in reading.

1.4.2. Practically: the first; this for students of SMP Negeri 1 Suppa Kab.Pinrang as the subject of the research, this research can motivate the students to improving their reading ability. It also to help them solve their problem found in learning reading. The second; this is for the teachers, the result of the research will be useful as an informative input for them to improve their ability in choosing appropriate technique in teaching reading. Finally, this is for next researcher, the result of this research is expected to be useful information and to create another idea about round robin to improve reading comprehension.



CHAPTER II

REVIEW AND RELATED LITERATURE

This part describes about the description of Some pertinent ideas, The Previous Related Research Finding, Conceptual Framework, Hypothesis, Variabel and Operational Definition.

2.1. Some Pertinent Ideas

2.1.1. The Concept of Reading Comprehension

2.1.1.1. Definition of Reading

According to Parel and Jain, reading is an important activity for expanding knowledge of a language. By reading, students can increase their knowledge of certain subjects.³ They can catch what texts tell about. Also, they can learn the language because the texts provide the structures of the language to learn. Nunan states that reading is usually conceived of as a solitary activity in which the reader interacts with the text in isolation.⁴ Thus, students tried to understand the texts. It was needed because individual learning was sometimes effective for students.

Reading is an active process that requires a great deal of practice and skill. It consist of recognition and comprehensiom skill. It is not a passive activity because actually readers think and analyze meaning. For example, when students read pronunciation books, they are required to pronounce words that are related to the books. In addition, through reading, students could recognize texts. They analyzed the

³ Parel and Jain, *English Language Teaching*. (Jaipur: Sunrise Publisher, 2008), P.113-114

⁴ Nunan, *Language Teaching Methodology*. (New York: Prentice Hall, 1991), p.72

detail information of texts. They also analyzed the structures that are related to the texts. In this learning students and teachers learnt together.

The teacher teaches the content and structure of texts to the students and on the other hand they pay attention to analyze the texts together with the teacher. Nuttal said that the process of identifying written words is mainly the concern of the teacher in early reading.⁵ Therefore, reading is an activity to get information in written language. Readers can get information for their need. It can support their learning to master the language, so that reading is a useful activity to expand knowledge.

2.1.1.2.Kinds of Reading

In this case, there are three kinds of reading that can improve skill of reader, they are: Reading aloud, silent reading and speed-reading.

2.1.1.2.1. Reading aloud

Reading aloud is provided when the others in the class or group are unfamiliar with the material being presented. In such instances. The members off the class must listen in order to understand the message . the reader could be asked to lay down the text and then answer content questions from others in the class.

2.1.1.2.2. Speed-reading

Speed-reading is way that required by the teacher for reader to be read text rapidly and comprehend it at once. Between reading comprehension and speed reading should run side-by side where a reader is required not only to read speed faster but also how to understand the idea that express in the passage.

⁵ Nuttal C, *Teaching Reading Skill in a foreign Language*, (London: Heineman Educational Books. 1987), p.91

2.1.1.2.3. Silent reading

Silent reading is the essential first step in breaking students from the habit of devoting all attention to the precise decoding of the shapes and sounds of letters. Phrase reading, timed reading, and guessing activities are likewise useful.⁶

Based on the explanation above, reading aloud is the reader read something loudly, silent reading is the reader read something quickly.

2.1.1.3 Types of Reading

There are four types of reading skill, namely is skimming, scanning, intensive reading and extensive reading.

2.1.1.3.1 Skimming

Skimming is a quick read to know the general content or parts of a reading. (Farida Rahim, 2005). Reading layouts is needed to find out the author's perspective on something, find the organizational patterns of the of the paragraph, and find the general idea quickly. Another definition, skimming is to read at a glance or read quickly to get an information from what we read. Skimming is done to perform a quick read in general in a reading material.

2.1.1.3.2. Scanning

Scanning is important to improve reading ability. This reading technique is useful for finding some information as quick as possible. Usually we read word by word from every sentence we read. By practicing reading scanning techniques, one can learn to read understand text reading in faster way. But reading the way of scanning is

⁶ J Donald Bowen, Harold Madsen and Ann Hilferty, *Tesol Technique and procedure*, (London: Newbury House Publisher Inc: 1985), p.232.

not origin used. If for the purposes of read textbooks, poems, important letters from jurists and so on, need more detail reading them. Scanning means finding specific information quickly and accurately. Scanning means flying over the pages of the book. Reading by scanning techniques means sweeping the book page to find something that is needed. Scanning deals with moving the eyes quickly through a particular page section to search for certain words and phrases.

2.1.1.3.3. Intensive Reading

Intensive reading is text reading or passage reading. In this reading the learner reads the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. Learner reads book to acquire knowledge is the kind of intensive reading.

2.1.1.3.4. Extensive Reading

Material of extensive reading will be selected at a lower level of difficulty than for intensive reading. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher.⁷

2.1.1.4. The Purpose of Reading

Basically reading activity aims to find and obtain the message or meaning to understand the meaning through reading. According to Anderson (2003), there are seven kinds of goals of reading activities, namely:

⁷ Syamsul Bahri, *Improving Reading Comprehension through Short Stories at the Tenth Grade Students of SMAN 3 Parepare*, (Unpublished : A Skripsi of Tarbiyah Departement of STAIN Parepare, 2014).

- 2.1.1.4.1. Reading for details or fact. Reading aims to find or know the discoveries made by the character, to solve the problems made by the character.
- 2.1.1.4.2. Reading for main ideas. Read to know topics or issues in reading. To find the main idea of reading by reading page after page.
- 2.1.1.4.3. Reading for sequence or organization. Reading aims to know the parts of the story and relationships between parts of the story.
- 2.1.1.4.4. Reading for inference. Readers are expected to feel something that writers feel.
- 2.1.1.4.5. Reading to classify. Reading this type aims to find things that are not fair about something. (Anderson in Tarigan 1979: 10).
- 2.1.1.4.6. Reading to evaluate. So the reading aims to find something success based on certain measures. Reading this type requires comparability by comparing and re-testing.
- 2.1.1.4.7. Reading to compare or contrast. The purpose of reading is to discover how, the difference or equality of two or more things.⁸

Others suggest reading objectives include; fun, improving loud reading, using specific strategies, updating knowledge about a topic, linking new information with known information, obtaining information for oral or written reports, confirming or rejecting predictions, displaying an experiment or applying the information obtained from a text in some other way and learn about the structure of the text, and answer specific questions (Blantom et al in Nanang: 2009).⁹

⁸ Dalman, *Keterampilan Membaca*, p.13.

⁹ Olynda Ade Arisman, *Peningkatan Minat dan Kemampuan Membaca melalui Penerapan Program Jam Baca Sekolah kelas VII SMP Negeri 1 Puri*, (Skripsi Sarjana: Sastra Indonesia, 2012), p.29.

2.1.1.5. Definition of reading comprehension

Some people have formulated definition of reading comprehension . Below various definitions of reading comprehension.

Reading Comprehension as composed of a multiple number of skill and abilities that are interrelated and independent.¹⁰

Reading comprehension is defined as the level of understanding of a text. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text.¹¹

Reading comprehension as assumes the reader's active meaning-making in dialogue with the autor.¹²

Mikulecky and Jeffries stated that comprehension is making sense of what someone reads and connecting the ideas in the text to what he already knows. It means readers can answer questions or explaining texts because they have comprehension with connecting each idea in the text.¹³

Comprehension is the purpose of reading . Readers read texts to get opinions or ideas. They try to understand what the text tells about. After getting opinions or ideas, they can answer questions or make prediction. Trabasso in Mnamarasaid that the core of comprehension is an ability to mentally interconnect different events in the text and form a coherent representation of what the text tells about. Understanding what texts

¹⁰ Athur W.Heilman, Timothy R, Blair and William H. Rupley. (*Principles and Practices of Teaching Reading, 1981*). P.238

¹¹ Keith Kayner, http://en.wikipedia.org/wiki/reading_comprehension#cite-o. Accessed on 4th April, 2015

¹² Israil, E Susan, *Metacognition in Literacy Learning*. (New Jersey: Lawrence Elbourn Associates, 2008).

¹³ Mikulecky and Jeffries, *Reading Power*. (United States: Pearson Education, 2007), p.74.

tell about means that readers get ideas from texts.¹⁴ In addition, Trabasso also added the whole text consist of word, sentences and paragraphs. It meant that to comprehend the content of the text, readers should comprehend words, sentences and paragraphs in the text. Meanwhile, the basic good comprehension of the content of the text is to understand the manner in which words are fused into meaningful phrases, phrases into sentences, and sentences into paragraphs. To sum up, comprehending a text refers to understanding the context of the whole text, not only comprehending words, sentences, but also paragraphs and the whole text.

2.1.1.6. Teaching reading comprehension

Teaching reading is to bring students in contact with the mind of great authors, with the written account of their experiences as Gray in Parel and Jane's statements.¹⁵ Kimble and Garnezy in Brown assumed that teaching may be defined as a process of showing or helping the learners or someone to learn how to do something, giving instruction, guiding in the study of something, providing knowledge, and causing to know or understand.¹⁶

“According to Nunan, many reading instruction programs more emphasize in testing reading comprehension than teaching readers how to comprehend. Monitoring comprehension is essential to achieve successful reading. Part of a monitoring process includes verifying that the predictions being made are correct and checking that the reader is making the necessary adjustments when meaning is not obtained.”¹⁷

¹⁴ M Namar, *Reading Comprehension Strategies*. (New Jersey: Lawrwnce Erlbaum Associates, 2007), p.29.

¹⁵ Parel and Jain, *English Language Teaching*, (Jaipur: Sunrise Publisher. 2008), p.114.

¹⁶ Douglas, *Principles of Language and Teaching*, (New York: Pearson Education, 2000), p.75.

¹⁷ Nunan, *Language Teaching Methodology*, (Sydney: Prentice Hall, 2003), P.75.

Cognition can be defined as thinking. Metacognition can be defined as thinking about someone's thinking. In order to teach for comprehension, readers should monitor their comprehension processes and be able to discuss with the teacher and or fellow readers what strategies they use to comprehend. By doing this, the readers use both their cognitive and metacognitive skills. It is an excellent technique for engaging students in meaningful cognitive and metacognitive interactions with texts and for assisting students in the process of constructing meaning from texts.

This activity is to be done during the reading process, not after reading. The approach needs that teacher models the reading process, not after reading. The approach needs that the teacher models the reading behavior of asking questions in order to make sense of what is being read. Students learnt to engage with meaning and develop ideas rather than retrieve information from the text. This technique is the kind of activity that teachers should engage their students to be in the learning process rather than asking them to read a passage and then testing reading comprehension of the material. The implementation of this approach engages the teacher and readers in queries about the text as the material is being read.

2.1.1.7. Improve Reading comprehension

Reading comprehension requires motivation, mental frameworks for holding ideas, concentration and good study techniques.¹⁸ Those are:

2.1.1.7.1. Develop a broad background

Broaden your background knowledge by reading newspapers, magazines and books. Become interested in world events.

¹⁸ Donal Martin. *How to Improve Reading Comprehension*, 1991.

2.1.1.7.2. Know the structure of paragraphs

Good researches construct paragraphs that have a beginning, middle and end. Often, the first sentence will give an overview that helps provide a framework for adding details. Also, look for transitional words, phrases or paragraphs that change the topic.

2.1.1.7.3. Anticipate and predict

Really smart readers try to anticipate the author and predict future ideas and questions. If you're right, this reinforces your understanding. If you're wrong, you make adjustments quicker.

2.1.1.7.4. Create motivation and interest

Preview material, ask questions, discuss ideas with classmates. The stronger your interest, the greater your comprehension.

2.1.1.7.5. Pay attention to supporting cues

Study pictures, graphs and headings, read the first and last paragraph in a chapter, or the first sentence in each section.

2.1.1.7.6. Highlight, summarize and review

Just reading a book once is not enough. To develop a deeper understanding, you have to highlight, summarize and review important ideas.

2.1.1.7.7. Build a good vocabulary

For most educated people, this is a lifetime project. The best way to improve your vocabulary is to use a dictionary regularly. You might carry around a pocket

dictionary and use it to look up new words. Or, you can keep a list of words to look up at the end of the day. Concentrate on roots, prefixes and endings.

2.1.1.7.8. Monitor effectiveness

Good readers monitor their attention, concentration and effectiveness. They quickly recognize if they're missed an idea and backup to reread it.

2.1.2. The concept of Round Robin Technique

2.1.2.1. Definition of Round Robin Technique

According to Ibrahim in Sari (2000:49), Round robin learning technique is an activity that teach students' how to wait their turn while working in groups as well as one example of learning that teach sharing skills¹⁹.

Putri (2013) Round Robin (Respond in turns) is brainstorming techniques where students submit ideas, but without elaborating on the idea, explaining, evaluating, or questioned the idea, each member of the group in turn responded to the question with a word, a phrase, or a quick question. This technique effectively applied mainly to fishing many ideas for requiring all students to participate, and because it does not encourage the emergence of an interrupt or block the flow of ideas.²⁰

Round Robin also guarantee equal participation among all members of the group and Ningsih (2014) said that round robin technique is Round robin learning techniques is learning techniques that can increase the activity of students because

¹⁹ Amalia, "Pengaruh Model Pembelajaran Kooperatif tipe Round robin terhadap hasil belajar matematika siswa kelas VII SMPN 9 SALATIGA", (JMP online; Universitas Kristen Satya Wacana,2018)p.110.

²⁰ Putri on her research, "Efektifitas Penggunaan Kolaborasi Teknik And Two Stay Two Stay Dalam Meningkatkan Keterampilan Berbicara Bahasa Jepang siswa kelas XI SMAN Bandung", (Thesis of Universitas Indonesia 2013).

students are responsible for collecting the words also respond to the words the theme so that the lessons that lasted tasted building for students in making writing poetry.²¹

The last is Tyas (2013) said that Round robin is one of cooperative learning technique. This technique makes the students to take turn responding orally, for example, teacher poses a problem to which there are multiple possible responses or solutions, and provides think time. Then student take turns stating responses or solutions. The significance of the research is to investigate whether the Implementation of round robin technique is effective or not. Particularly, it is conducted to find out students' ability in reading comprehension with round robin. Moreover, it is conducted to know the students' activity in teaching reading by using round robin. Finally, hopefully this technique can be implemented by the teacher in order to improve the quality of students' learning in reading comprehension.²²

2.1.1.2. Procedures

The procedures of cooperative learning Round Robin in Mahyuddin (2013: 19) that are:

- 2.1.1.2.1. Teachers form students into groups of 4 to 5 students;
- 2.1.1.2.2. The teacher provides an introductory lesson;
- 2.1.1.2.3. Teacher presents an idea or asks a question to each group;
- 2.1.1.2.4. Then the teacher asks each group to submit a thought contribution;
- 2.1.1.2.5. When one group begins to contribute, the teacher asks the second group to express an opinion about the contribution given by the first group.

²¹ Ningsih on her research, "*Pengaruh Teknik Pembelajaran Round Robin (Merespon Bergiliran) Terhadap Kemampuan Menulis Puisi Siswa Kelas X SMA Negeri 1 Kisaran*".2014. P.1.

²² Tyas on her research, "*The Implementation of Round Robin Technique In Teaching Reading Comprehension At The Eighth Grade Students Of SMPN 7 Cirebon*", (Thesis of University of Swadaya).

2.1.1.2.6. After all the groups get their turn to make donations and opinions, the teacher gives an explanation; and

2.1.1.2.7. Teachers reward each group.²³

2.1.1.3.The Implementation of Round Robin Technique

Setiana (2013) said that Round robin is one of cooperative learning strategies in which students take turns contributing answers in a group. This technique is designed to give everyone in the group an equal chance at participation. Starting with one participant, each person gets 1-3 minutes going clockwise or counterclockwise, to present their point of view. In this technique, the class is divided into small groups (4 to 5) with one person appointed as the recorder.

A question is posed with many answers and students are given time to think about answers. After the "think time," members of the team share responses with one another in round robin style. This technique can be used as a warm up, evaluation, or to share something learned or a point of view. Once the groups have completed the task, each group shares its collective responses with the whole class.

2.1.1.4.Advantages and Disadvantages

According to Leopard and Wells (2008: 5), there are two positive features of round robin brainstorming. First, students can generate many example and ideas. Second, Round Robin Brainstorming provides an opportunity for students to explore new ideas.

It means that round robin is a good technique to improve students' reading skill because students have to read the text carefully before they answer the questions given.

²³ Amalia, "Pengaruh Model Pembelajaran Kooperatif tipe Round robin terhadap hasil belajar matematika siswa kelas VII SMPN 9 SALATIGA", (JMP online; Universitas Kristen Satya Wacana,2018)p.110.

Round Robin also gives an opportunity for the students to answer the questions freely by using their own idea. They are not afraid to make a mistake in learning English. It means that Round Robin can improve students' self confidence.

Robin also has several weakness. First, it needs finance and long time for making and developing lesson media. Second, if the class is big enough, the teacher will get difficulty to lead a group who needs the leader (Kagan in Anita, 1997: 191).²⁴

2.2. Some Previous Related Research Finding

There are some previous research findings which related with this research, such as:

- 2.2.1. Setiawan (2014) in his research said that the effectiveness of using round robin technique in the teaching of writing for eleventh grade students of senior high school (An experimental study) in SMAN 1 Comal in the academic year of 2013/2014, in his research explain about how can the use of round robin. This research is conducted by using two group designs; the first group is called experimental group who is taught by using round robin technique, while the second is group is called control group who is teach by using four square techniques. Data analysis of this research is tested by using t-test in order to find out whether the research hypothesis is accepted or not. So, the conclusion of this research is that students who are taught by using round robin technique

²⁴ Siti, "Using Round Robin Brainstorming to Improve Students' Ability In Reading Narrative Text of the Eight Grade Students of SMP Islam Sudirman Ambarawa", (Skripsi: IAIN Salatiga, 2015).p.22

get better writing achievement than students who are taught by using four square techniques.²⁵

- 2.2.2. Syafryadin , NurRahmawati, Widiastuti, (2013) entitle “Improving Grade X Students’ Speaking A chievement under Round Robin Technique” said that the students were recognized by using Round Robin technique. This technique formed a small group and each group consisted of four or six members. Next, all groups made around. Then, each member would share about a topic which was determined by the teacher. Thus, this technique would make students have a chance to speak out. It indicated that each member would propose his or her opinion about the topic in their own group. Furthermore, the researchers assure that Round Robin technique will enhance the knowledge of students because they will share their knowledge among friends related to the topic. The results showed that there was improvement of students speaking achievement.²⁶
- 2.2.3. Agustiningrum (2013) entitle “improving students’ speaking skill using round robin technique in the second grade of SMP NEGERI 1 Gondang for academic year of 2010/2011(a classroom action research conducted). The method used in this research is a classroom action research at the junior high school conducted by an English teacher (teacher YS) and the researcher. The research is conducted in two cycles from March 16th until April 7th to the second grade students of SMP negeri 1 gondang. So, the round robin technique can be applied

²⁵ Setiawan, “*The Effectiveness of Using Round Robin Technique in The Teaching Of Writing for eleventh grade students of senior high school(An experimental study in SMAN 1 Comal*”, (Unpublished : Skripsi : Umpar, 2014).

²⁶ Syafryadin , NurRahmawati, Widiastuti, “*Improving Grade X Students’ Speaking A chievement under Round Robin Technique*”, (Skripsi: Universitas Pendidikan Indonesia Bandung, 2013).

in teaching learning process. Hopefully by applying round robin technique, the students can improve their speaking skill.²⁷

- 2.2.4. Setiana (2015) in her research “improving the reading comprehension thought the use round robin technique of the tenth grade students of SMK FARMASI “INDONESIA” Yogyakarta in the academic year 2014/2015”, in this research explain about how to use round robin technique and how about the result after used round robin especially in reading comprehension skill. The objective of this action research, this research was conducted in two cycles with two meetings in each cycle. The steps of this research were planning, conducting action and observation, and having reflection. The results of the research showed that round robin technique was effective to improve the students’ reading comprehension and students’ participation in reading class. The students’ understanding toward descriptive texts improved.²⁸
- 2.2.5. Ningsih (2014) in her research “influence learning technique round robin of skill writing poetry of students’ grade tenth SMA Negeri 1 kisanan of the year 2013/2014, in this research explain about the round robin technique is effective in skill writing. In accordance with the problem and research objectives, the methods used in this study are the experimental method. The method used in this study is an experimental method with a model of one group upre-test post-

²⁷ Agustiningrum, *improving students’ speaking skill using round robin technique in the second grade of SMP NEGERI 1 Gondang*, (Skripsi: Sebelas Maret University Surakarta, 2013).

²⁸ Setiana, *Improving The Reading Comprehension Thought The Use Round Robin Technique of the tenth grade students of SMK FARMASI “INDONESIA” Yogyakarta*, (Skripsi: Universitas Negeri Jakarta, 2015).

test design. This study was conducted to determine the effect of Round Robin Learning Techniques to Improve Writing Ability Poetry.²⁹

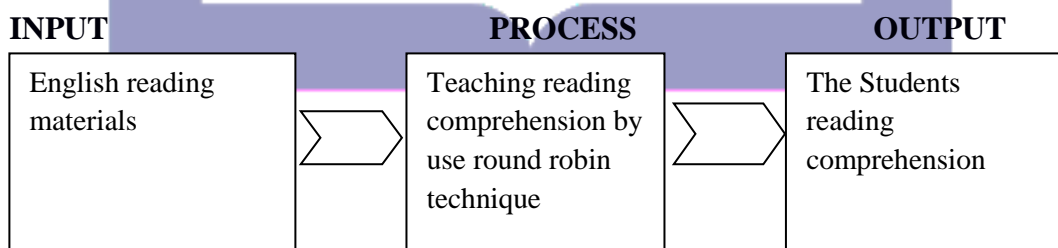
Based on the researcher above, namely; Setiawan, (Syafriadi, NurRahmawati, Widiastuti), Agustiningrum, Setiana and Ningsih, there is some different from five researcher above is from skill and school and of the same is method round robin technique . while the different of the researcher above with the writer is in this research, the writer is focus to know what are Round robin technique be able to improve the reading comprehension at the eight year students' of SMPN 1 Suppa Kab.Pinrang.

2.3. Conceptual Framework

The conceptual framework of this resented the following below:

Teaching reading by using round robin technique can be more interested and have high motivation to learn English especially reading. Besides that, the teacher is expected to create to write exercise activities in order that they can improve the students reading mastery. So that, the researcher would like to at forward the theoretical framework about improving reading comprehension by round robin technique.

The conceptual framework underlying this research was given in the following diagrams:



²⁹ Ningsih, "Influence Learning Technique Round Robin Of Skill Writing Poetry of students' grade tenth SMA Negeri 1 kisaran". p.1.

There are three components are explained in the following :

Input : Refers to the applied in the classroom.

Process : Refers to teaching a treatment that was teaching reading to the eight year students of SMP Negeri 1 Suppa Kab.Pinrang through round robin technique.

Output : The result of the treatment was the improvement of the students reading comprehension.

2.4. Hypothesis

Based on the conceptual framework, then formulated the hypothesis that:

Null Hypothesis (H_0) : There is no any improvement Reading comprehension the students of the eight year students' of SMP Negeri 1 Suppa Kab.Pinrang after teaching through Round robin technique.

Alternative Hypotesis (H_a) : There is any improvement Reading comprehension the students of the eight year students' of SMP Negeri 1 Suppa Kab.Pinrang after teaching through Round robin technique.

2.5. Definition operational of variable

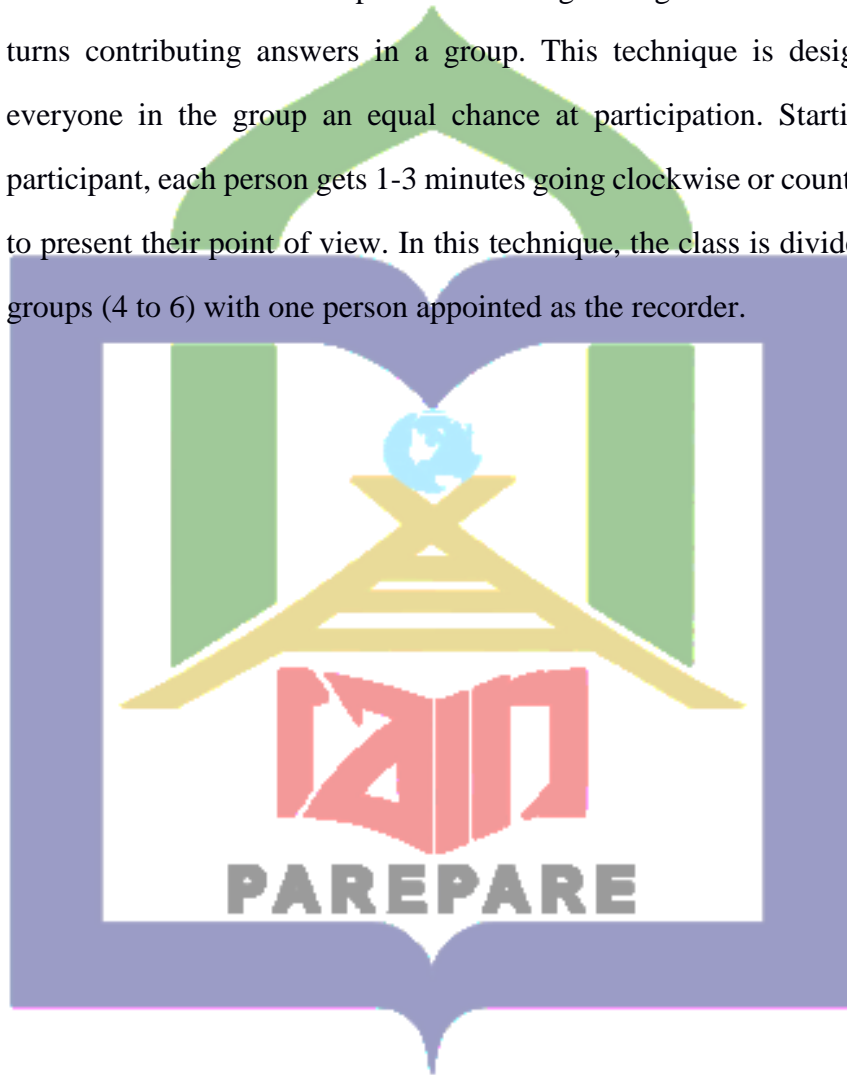
2.5.1. Research Variables

There are two variable was involved in this research, namely independent variable and dependent variable. The independent variable is the used of round robin technique in teaching reading and dependent variable is the students towards reading comprehension.

2.5.2. Operational Definition of Variable

2.5.2.1. Reading comprehension as dependent variable is the ability of the students to comprehend the reading text after treatment as a result of independent variable

2.5.2.2. Round robin is one of cooperative learning strategies in which students take turns contributing answers in a group. This technique is designed to give everyone in the group an equal chance at participation. Starting with one participant, each person gets 1-3 minutes going clockwise or counterclockwise, to present their point of view. In this technique, the class is divided into small groups (4 to 6) with one person appointed as the recorder.



CHAPTER III

RESEARCH METHOD

This part describes about the description of the research design, location and duration of the research, population and sampel, instrument of research, procedure of collecting data and Technique of Data Analysis.

3.1. Research Design

In this part, this researcher used pre-experimental method with one group pretest and posttest design. The researcher did in the class and meet with students directly in the class through learning process. The design was presented as follow :



O₁ X O₂

Where:

O₁ : Pre-test

X : Treatment

O₂ : Post-test³⁰

3.2. Location and Duration of the Research

3.2.1. Location

³⁰ Amirman Yousda dan Zainal Arifin, *Penelitian dan Statistik Pendidikan*, (Jakarta: Bumi Aksara, 1993), p.22.

The location of this research would be conducted of class VIII at SMP Negeri 1 Suppa Kab.Pinrang in academic year 2017/2018.

3.2.2. Duration

The duration of this research is six meeting namely once in pre-test, four times in treatment and once in post-test. This research needs around 1 month to see the improving of students understanding of reading comprehension by round robin technique.

3.3.Population and Sample

3.3.1.Population

The population of this research is all of the students of class VIII at SMPN 1 Suppa Kab.Pinrang who are enrolled in academic year 2017/2018, that consist of six classes (A, B, C, D, E, F). The total of population are 135 students.

Table 3.1 The total students of SMP Negeri 1 Suppa Kab.Pinrang

No.	Class	Sex		Total
		Male	Female	
1.	VIII. A	10	12	22
2.	VIII. B	11	12	23
3.	VIII. C	11	12	23
4	VIII. D	11	11	22
5	VIII. E	10	12	22

6	VIII. F	10	13	23
Total				135 Students

(Source: Administration SMPN 1 Suppa Kab.Pinrang, 2018)

3.3.2. Sample

In this research there are six classes that researcher taken as population. But the researcher taken one class as a sample. The researcher applied with taken sampling technique. Therefore, the researcher taken one class, namely class VIII B that consist of 23 students as the sample. In this study the writer used purposive sampling. This class was chosen purposively because the students' in this class had low motivation to learning English, especially reading. So that's difficult to students in reading comprehension.

3.4. Instrument of the Research

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

To get information about the students' responses toward the use of the Round Robin technique in this research, the researcher used questionnaire. The researcher used it to know the students' response toward the using of Round Robin technique in learning process of reading. This questionnaire used in the last meeting. The researcher gave the students' some papers which consisted of 20 items statement which the positive statement was 10 items and the negative statement also was 10 items. The

options score of the positive statements namely : strongly agree = 5, agree = 4, neutral = 3, disagree = 2, and strongly disagree = 1. Then the options score of the negative statement namely strongly agree = 1, agree = 2, neutral = 3, disagree = 4, strongly disagree = 5.

3.5.Procedure of the Collecting Data

The procedures of the research are described as follows:

3.5.1. Pre-test

The researcher gave the students test Before giving the treatment by using round robin technique . The test is given to find out the students' reading comprehension before presenting the material.

3.5.2. Treatment

After giving the pre-test, the researcher used round robin technique to develop reading comprehension of the students for four meetings.

3.5.2.1.The First Meeting

In the first meeting The researcher would open the class by greeting and pray before study. then The researcher checked the student's attendance and the researcher gave motivation to the students before teaching material. Before starting the material The researcher divided students into some groups of 4 to 5 students. After that, The researcher provides an introductory lesson and the next The researcher gave the descriptive text. The descriptive text is "my family". Then The researcher gave question to each group and gave time to think about answers. So The members of the group shared the answers with one another. Then the researcher asks each group to submit a thought contribution. When one group begins to contribute, the researcher

asks the next group to express an opinion about the contribution given by the first group. and after all the groups get their turn to make donations and opinions, the researcher gives an explanation and Gave conclusion about the material. and the last is the researcher gave reward each group and closes the meeting.

3.5.2.2. Second Meeting

The steps of second meeting are same with the first meeting. The researcher gave material with the title, “my friend”.

3.5.2.3. Third Meeting

The steps of third meeting are same with the previous meeting. The researcher gave material with the title, “My school”.

3.5.2.4. Fourth Meeting

The steps of fourth meeting are same with the previous meeting. The researcher gave reading test with the title, “My school environment”.

3.5.3. Post-test

After giving the treatment, The researcher gave the students post- test to find the result of the treatment to measure students’ reading through Round robin technique, the researcher gave some test reading text.

3.5.4. Questionnaire

Questionnaire was use to know the students responses toward the implementation Round Robin technique in reading comprehension.

3.6. Technique of Data Analysis

The data collected through pre-test, post-test and questionnaire, The data were analyzed by using statistical software which is SPSS 17.0 to get the result of the calculating of the test .

The different mean was analyzed by using T – test formula.³¹ The t – table is employed to see whether there was a difference between the result students’ pre-test and post test. The t - obtained value is consulted with the value of t – table at the degree of freedom (df) = (N-1) statically hypothesis:

$$H_a : t_o > t - \text{table}$$

$$H_o : t_o < t - \text{table}$$

Or H_o is rejected if :

H_a is accepted if $t_o > t - \text{table}$ or there is any improvement Reading Comprehension the students’ of the eight year students’ of SMP Negeri 1 Suppa Kab.Pinrang after using Round Robin Technique.

H_o is accepted if $t_o < t - \text{table}$ or there is no any improvement Reading Comprehension the students’ of the eight year students’ of SMP Negeri 1 Suppa Kab.Pinrang after using Round Robin Technique.

The questionnaire’s result analyzed as follow:

- a. Scoring the students’ answer of questionnaire.
- b. Calculating the mean score and rate percentage by SPSS 17.0.

To analyze the questionnaire with calculating the mean score and did percentage was use the formula as follow :

³¹ Hartono. *Statistik untuk Penelitian*. (Yogyakarta: Pustaka Pelajar, 2008) p.193

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

Where :

X = Mean score

Σ = Total score

N = Number of respondent³²

Table 3.2. Classifying the students' response based on the criteria

NO	Qualification	Score
1	Excellent	86-100 %
2	Good	71-85 %
3	Fair	56-70 %
4	Poor	41-55 %
5	Very poor	≤ 40 %

(Source: Dirjen Pendidikan Dasar dan Menengah, 2005)

Table 3.3. The percentage of the students' answer by using skala likert below :

POSITIVE STATEMENT		NEGATIVE STATEMENT	
Category	Score	Category	Score
Strongly Agree(SA)	5	Strongly Agree(SA)	1
Agree (A)	4	Agree (A)	2
Neutral (N)	3	Neutral (N)	3
Disagree (D)	2	Disagree (D)	4

³² L.R.Gay, *Education Research (Competencies for Analysis and Application)*, (Second edition; Columbus: A Bell & Howell Company, 1981), p.298.

Strongly disagree(SD)	1	Strongly disagree(SD)	5
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CHAPTER IV FINDING AND DISCUSSION

This chapter consist of two parts, namely the finding of research and the discussion of the research. The finding of the research cover the description of the result of data collected through test that can be discussed in the part below.

4.1. Findings

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

4.1.1. The Students' reading comprehension through round robin technique of SMP Negeri 1 Suppa Kab Pinrang.

This part presents the result of data analysis about the reading comprehension through round robin technique at the students.

4.1.1.1. The students' score pre-test and post test test in reading comprehension by using round robin technique

The data of students' reading comprehension through round robin technique of SMP Negeri 1 Suppa Kab.Pinrang were gotten from pre-test and post-test score of the eight year students as the experiment class. The data could be seen from the table below:

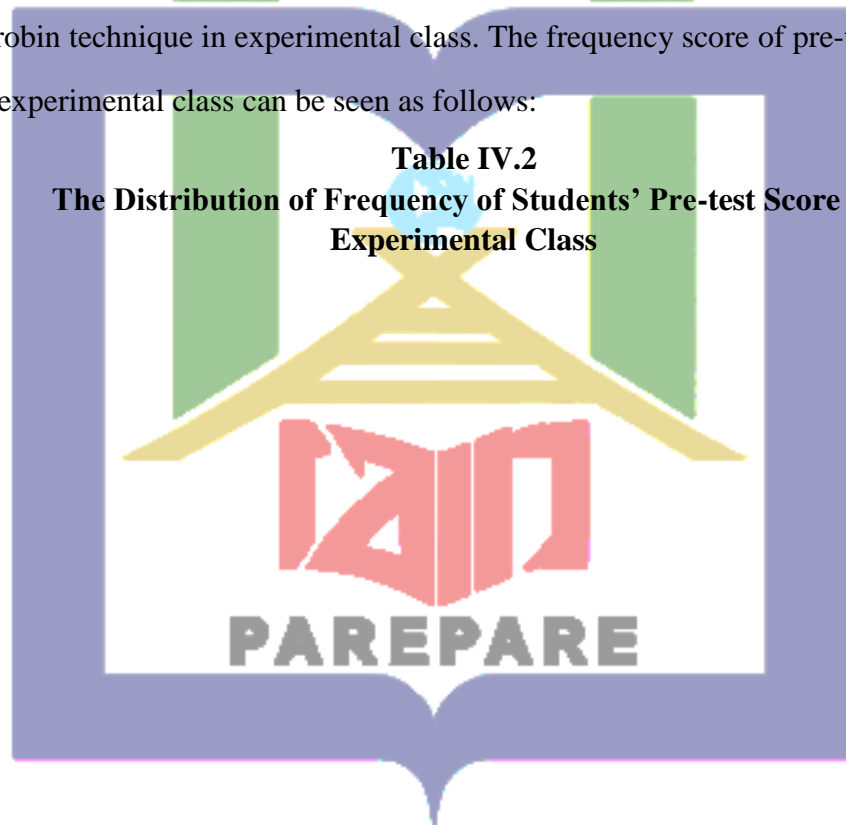
Table IV.1 The Students' Score pre-test and post-test in reading comprehension by using round robin technique

Students	Experiment Class	
	Pre-test	Post-test
Student 1	50	80
Student 2	70	80
Student 3	20	20
Student 4	77	80
Student 5	50	60
Student 6	45	90
Student 7	80	100
Student 8	58	60
Student 9	65	70
Student 10	50	60
Student 11	58	30
Student 12	68	40
Student 13	85	90
Student 14	65	100
Student 15	50	60
Student 16	80	100
Student 17	70	70
Student 18	80	100
Student 19	65	70
Student 20	80	90

Student 21	75	80
Student 22	70	70
Student 23	60	60
Total	1471	1660

From table IV.1, the writer found out that the total score of pre-test in experimental class was 1471 which the highest score was 85 and the lowest was 20. It's mean that the students' reading comprehension skills in pre-test was lack. and the total score of post-test was 1660 while the highest score was 100 and the lowest was 20. It means that there is improvement on students' reading comprehension by using round robin technique in experimental class. The frequency score of pre-test and post-test of experimental class can be seen as follows:

Table IV.2
The Distribution of Frequency of Students' Pre-test Score in
Experimental Class



		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	1	2.2	4.3	4.3
	45	1	2.2	4.3	8.7
	50	4	8.7	17.4	26.1
	58	2	4.3	8.7	34.8
	60	1	2.2	4.3	39.1
	65	3	6.5	13.0	52.2
	68	1	2.2	4.3	56.5
	70	3	6.5	13.0	69.6
	75	1	2.2	4.3	73.9
	77	1	2.2	4.3	78.3
	80	4	8.7	17.4	95.7
	85	1	2.2	4.3	100.0
	Total	23	50.0	100.0	
Missing	System	23	50.0		
Total		46	100.0		

Based on the table above, in the pre-test it can be seen that there was 1 student who got score 20 (2.2%), 1 student got score 45 (2.2%), 4 students got score 50 (8.7%), 2 students got score 58 (4.3%), 1 student got score 60 (2.2%), 3 students got score 65 (6.5%), 1 student got score 68 (2.2%), 3 students got score 70 (6.5%), 1 student got score 75 (2.2%), 1 student got score 77 (2.2%), 4 students got score 80 (8.7%), 1 student got score 85 (2.2%). The highest frequency was 4 at the score 50 and 80, and the total frequency was 23.

Table IV.3
The Distribution of Frequency of Students' Post-test Score in

Experimental Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 20	1	2.2	4.3	4.3
30	1	2.2	4.3	8.7
40	1	2.2	4.3	13.0
60	5	10.9	21.7	34.8
70	4	8.7	17.4	52.2
80	4	8.7	17.4	69.6
90	3	6.5	13.0	82.6
100	4	8.7	17.4	100.0
Total	23	50.0	100.0	
Missing System	23	50.0		
Total	46	100.0		

Based on the table above, it also can be seen that in the post-test there were 1 student got score 20 (2.2%), 1 student got score 30 (2.2%), 1 student got score 40 (2.2%), 5 students got score 60 (10.9%), 4 students got score 70 (8.7%), 4 students got score 80 (8.7%), 3 students got score 90 (6.5%), 4 students got score 100 (8.7%). The highest frequency was 5 at the score 60, and the total frequency was 23.

4.1.1.2. The effect of Students' reading comprehension by using round robin technique of SMP Negeri 1 Suppa Kab.Pinrang.

The data of students' reading comprehension by using round robin technique here were taken from the score of students' pre-test and post-test in experimental class with 23 respondents in the class. Based on the result of the pre-test, the data showed that the total score of the pre-test is 1471 and the score of post test is 1660 so it can be

seen that the improvement of the total reading comprehension score of post-test for the students in experimental class, which was given the treatment by using Round Robin technique, was relatively higher than the total reading comprehension score of pre-test for the students in experimental class which was not given the treatment by the writer.

4.1.1.2.1. The Data Analysis

The data analysis was presented based on the statistical result followed by using Round Robin Technique on the Students' Reading Comprehension of the eight year students at SMP Negeri 1 Suppa Kab.Pinrang. It was obtained by using SPSS 17 as follows:

Table IV.4 Mean and Standard Deviation of Students' Pre-Test Score in Experimental Class

Mean	63.9565
Standard Deviation	1.51522

From the table above, the distance between Mean (M_x) and Standard Deviation (δ) was too far. In other words, the scores obtained were normal.

Table IV.5 Mean and Standard Deviation of Students' Post-Test Score in Experimental Class

Mean	72.1739
Standard Deviation	2.19414

From the table above, the distance between mean and standard deviation was too far. It can be concluded that the scores obtained were normal.

From the table of students' reading comprehension score by using round robin technique in data above, it can be seen that the calculation of total score of pre-test in the experimental class was 1471 and the total score of posttest was 1660.

In order to find out the data analysis of the improvement students' reading comprehension by using Round Robin technique, the writer then used t-test by using SPSS 17. The data were taken from students' score of post-test in reading comprehension score by using round robin technique experimental class. The data of t-test can be seen from the table as follows:

Table IV.6 Group Statistics

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

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

4.1.1.2.2. Hypothesis Testing

In here the writer using SPSS 17. The data of can be seen from the table as follows :

Table IV.7 Paired Sample Test

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

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

Ket. H_0 is rejected if :

- $-t_0 < -t$ table or
- $t_0 > t$ table

From the table of Paired Sample Test above, it shows that the df is 22, mean difference is 8.21739, standard error difference is 3.43716, the lower difference interval is 1.08916 the upper difference interval is 15.34562, t_0 is 2.391 while t_{table} is 2.074 ($t_0 > t_{\text{table}}$) and sig. 0.26 So it can be concluded that the students' reading comprehension by using round robin technique is significant better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

4.1.1.3. The students' response toward the implementation of the round robin technique in reading comprehension

The students' response by using round robin technique in reading comprehension measure by using questionnaire. This result of percentage as follows:

Table IV.8. The score of the Questionnaire in response of Learning English through Round Robin Technique.

No	Item																				Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	5	1	5	1	1	4	2	2	3	3	3	4	2	2	3	3	3	4	4	2	57
2	5	4	5	4	4	5	5	4	5	4	4	2	2	4	1	5	5	5	4	4	81
3	4	4	4	4	4	5	4	2	5	4	2	5	4	4	5	5	5	5	5	4	84
4	5	4	4	4	5	5	4	5	4	4	2	4	4	2	3	5	4	4	4	4	80
5	5	4	5	5	5	5	4	4	4	4	4	5	5	5	4	4	4	4	5	5	91
6	5	4	4	5	4	5	4	4	4	4	4	4	2	4	4	5	5	5	5	5	68
7	5	1	5	4	4	5	4	4	4	4	1	2	4	5	5	4	4	5	4	5	79
8	5	5	5	1	1	4	4	4	4	4	4	4	4	5	5	5	5	4	3	5	81
9	1	4	3	4	3	5	5	5	3	5	3	2	3	3	2	3	2	3	2	1	62
10	5	2	5	4	5	5	5	5	5	5	5	5	5	1	5	5	5	5	5	5	92
11	5	4	5	4	4	5	4	4	3	5	5	5	5	5	5	5	5	5	5	5	93
12	5	4	5	4	4	5	5	1	5	5	5	5	5	5	5	5	5	4	4	5	91
13	5	4	5	5	5	5	5	1	4	5	5	5	5	5	5	5	5	4	4	5	92
14	5	4	5	5	5	5	5	5	5	5	5	5	1	5	5	5	5	5	5	5	95
15	5	4	5	4	1	5	4	4	5	5	4	5	5	5	5	5	5	5	5	5	91
16	5	3	2	3	3	1	4	3	4	1	2	3	4	5	2	2	2	1	2	4	56
17	4	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	78

18	5	4	5	4	4	5	4	1	5	4	4	5	4	4	5	5	5	5	5	4	87
19	4	4	5	2	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	94
20	5	5	4	4	4	5	5	5	2	5	1	1	4	1	4	5	4	5	5	5	79
21	5	4	5	4	1	4	1	2	3	4	3	3	4	3	3	3	2	3	3	4	64
22	5	4	5	4	4	5	4	4	5	4	4	5	4	4	5	5	5	5	5	5	91
23	5	4	5	4	5	5	5	4	2	3	2	4	4	4	4	4	4	4	4	5	82
Total																				1868	

The table above show that the cumulative score that they got through the questionnaire was 1868.

$$\begin{aligned}
 X &= \frac{\sum x}{N} \times 100\% \\
 &= \frac{1868}{23} \times 100\% \\
 &= 81,21\%
 \end{aligned}$$

This result was categorized positive response.

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

The result of the first statement in questionnaire showed that there were 19 or 82,60 % students chose SA and 3 or 13,04% students chose A and 1 or 4,34% chose SD. It mean that, most of the students very agreed that the round robin technique were benefit in studying the reading comprehension.

The result of the second statement showed that there were 2 or 8,69% students chose SA, 2 or 8,69% students chose A, 1 or 4,34% students chose N, 16 or 69,56% students chose D, and 2 or 8,69% students chose SD. It meant that, most of students were disagree with the second statement which said that the round robin technique was bored in studying the reading comprehension.

The result of the third statement were 16 or 69,50% students chose SA, 5 or 21,73% students chose A, 1 or 4,34% students chose N, and 1 or 4,34% students chose SD. It meant that, most of students very agreed that the round robin technique can make English lesson especially reading to be easy.

The result of the fourth statement were 2 or 8,69% students chose SA, 1 or 4,34% students chose A, 1 or 4,34% students chose N, 15 or 65,21% students chose D, and 4 or 17,39 students chose SD. It meant that, most of students were disagree with the fourth statement which said that the round robin technique make them were not interested.

The result of the fifth statement were 4 or 17,39% students chose SA, 2 or 8,69% students chose N, 11 or 47,82% students chose D and 6 or 26,08 students chose SD. It mean that, most of students were disagree with the fifth statement which said that the round robin technique can be difficult in studying reading comprehension.

The result of the sixth statement were 17 or 73,91% students chose SA, 4 or 17,391% students chose A, and 1 or 4,34% students chose SD. It meant that, most of students very agree that the round robin technique can help them to found new idea.

The result of the seventh statement was 1 or 4,34% students chose SA, 1 or 4,34% students chose A, 12 or 52,17% students chose D, and 9 or 39,13% students

chose SD. It meant that, most of students were disagree that round robin technique make suppressed to them.

The result of the eighth statement were 3 or 13,04 % students chose SA, 3 or 13,04 % students chose A, 1 or 4,34% students chose N, 10 or 43,47% students chose D, and 6 or 26,08 students chose SD. It meant that, most of students were disagree that with the use round robin technique make them didn't understand in studying English.

The result of the ninth statement were 9 or 39,13% students chose SA, 8 or 34,78 students chose A, 4 or 17,39% students chose N, and 2 or 8,69% students chose D. It meant that, most of the students very agree that the round robin technique make them to be understand.

The result of the tenth statement were 1 or 4,34% students chose SA, 2 or 8,69% students chose N, 11 or 47,82% students chose D and 9 or 39,13 students chose SD. It meant that, most of students disagree that the round robin technique weren't benefit in studying reading comprehension.

The result of the eleventh statement were 2 or 8,69% students chose SA, 5 or 21,73% students chose A, 3 or 13,04 % students chose N, 7 or 30,43% students chose D, and 7 or 30,43% students chose SD. It meant that, most of students disagree that the use of round robin technique make them be sleepy when was studied.

The result of the twelfth statement were 11 or 47,82% students chose SA, 6 or 26,08 students chose A, 2 or 8,69% students chose N, 3 or 13,04 % students chose D, and 1 or 4,34% students chose SD. It meant that, most of students were very motivated in studying reading by using round robin technique.

The result of the thirteenth statement were 1 or 4,34% students chose SA, 3 or 13,04 % students chose A, 1 or 4,34% students chose N, 11 or 47,82% students chose D, and 7 or 30,43% students chose SD. It meant that, most of students were disagree with the statement that they can't gave contribution in studying reading when used round robin technique.

The result of the fourteenth statement were 2 or 8,69% students chose SA, 2 or 8,69% students chose A, 2 or 8,69% students chose N, 7 or 30,43% students chose D, and 10 or 43,47% students chose SD. It meant that, most of students very disagree with the statement which said that learn English by using round robin technique waste of their time.

The result of the fifteenth statement were 12 or 52,17% students chose SA, 5 or 21,73% students chose A, 3 or 13,04 % students chose N, 2 or 8,69% students chose D, and 1 or 4,34% students chose SD. It meant that, most of students very agree that the use of round robin technique can exploration to them.

The result of the sixteenth statement were 15 or 65,21% students chose SA, 4 or 17,39% students chose A, 3 or 13,04 % students chose N and 2 or 8,69% students chose D. It meant that, most of students very agree that with the implementing of round robin technique train to them for had a notion.

The result of the seventeenth statement were 13 or 56,52% students chose SA, 6 or 26,08 students chose A, 1 or 4,34% students chose N, and 3 or 13,04 % students chose D. It meant that, most of students very agree that with the use of round robin technique make them more active in studied.

The result of the eighteenth statement were 12 or 52,17% students chose SA, 8 or 34,78 students chose A, 2 or 8,69% students chose N, 1 or 4,34% students chose D. It meant that, most of students very agree that the use of round robin technique make the lessons was easy to be remember.

The result of the nineteenth statement were 11 or 47,82% students chose SA, 8 or 34,78 students chose A, 2 or 8,69% students chose N, and 2 or 8,69% students chose D. It meant that, most of students very agree that studying reading with the use of round robin technique was interested.

The result of the twentieth statement were 1 or 4,34% students chose SA, 1 or 4,34% students A, 7 or 30,43% students chose D, and 14 or 60,86% students chose SD. It meant that, most of students feel not suffer in studying English by using of round robin technique.

Table IV.9 Mean Score of Questionnaire by SPSS 17.0

PAREPARE

N	Valid	23
	Missing	0
Mean		81.2174
Std. Error of Mean		2.52807
Median		82.0000
Mode		91.00
Std. Deviation		1.21242E
		1
Variance		146.996
Range		39.00
Minimum		56.00
Maximum		95.00
Sum		1868.00
Percentiles	25	78.0000
	50	82.0000
	75	91.0000

Based on the result of questionnaire above, the total percentage of the all items showed that 81,21% of the students had a positive response in studying reading comprehension by using round robin technique.

4.2. Discussion

4.2.1. The Improvement of Students' Reading Comprehension Through Round Robin Technique

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

To know what was the hypothesis received between null hypothesis (H_0) and alternative hypothesis (H_a), the researcher used t-test to calculating result showed that on the t-obtained value 2.391 was greater than t-table value 2.074 table ($2.391 \geq 2.074$) with degree of freedom (df) 22. It means alternative hypothesis (H_a) was concluded that the Round Robin Technique was able to improve the students' reading comprehension of the eight year in Second semester in academic year 2018 of students at SMPN 1 SUPPA. This hypothesis was accepted while the null hypothesis (H_0) was rejected.

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

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

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

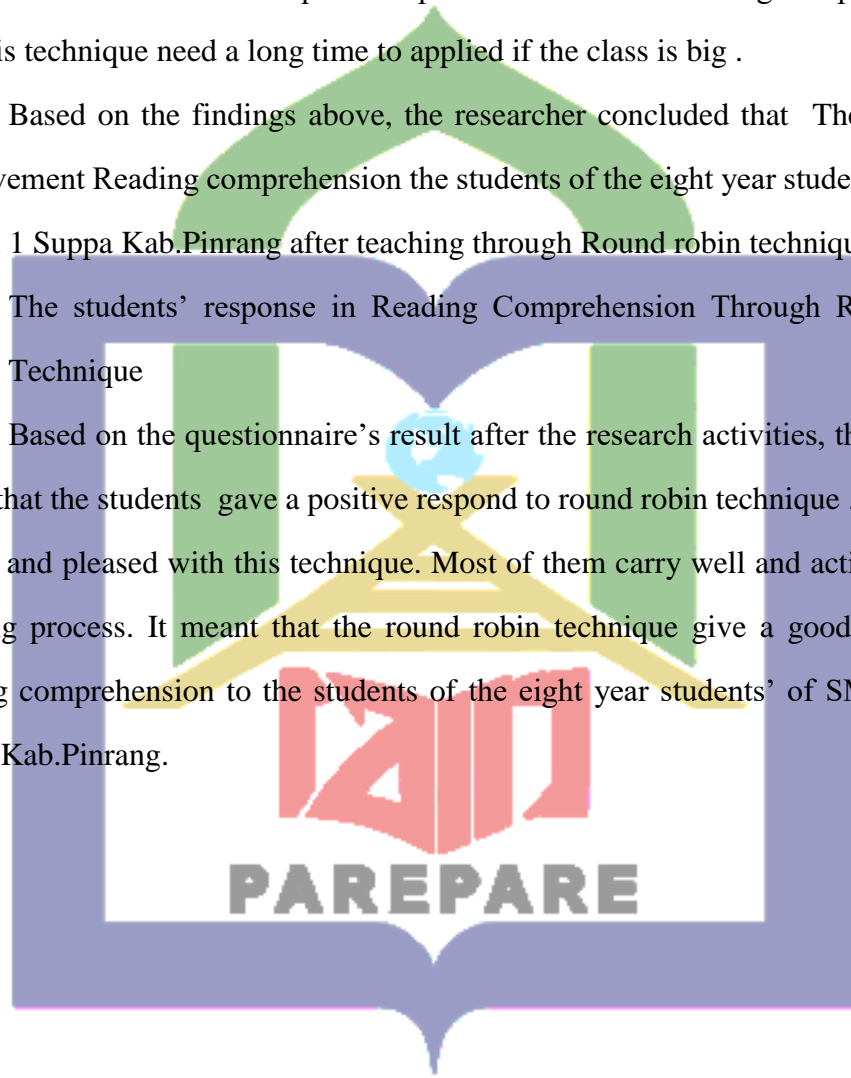
understanding about the reading text. Because to answer the question of the text, the students' must be understanding the text for the first.

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

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

4.2.2. The students' response in Reading Comprehension Through Round Robin Technique

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



CHAPTER V CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research about improving reading comprehension of the students' through round robin technique.

5.1 Conclusions

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

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

Based on the description of the result above, it can be proved by looking at the mean score of the students' reading comprehension in pre-test and post-test. The mean score of pre-test (63.9565) is lower than the mean score of post-test (72.1739). Then, the t-obtained (2.391) was greater than t-table (2.074). it means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. So the researcher concludes that the round robin technique be able to improve the students' reading comprehension of the eight year students' at SMPN 1 Suppa Kab.Pinrang.

5.1.2. The students responds in studying reading by using round robin technique was good because their students agreed and pleased with this technique. Most of them carry well and active when the learning process. It meant that the students had positive response toward the round robin technique in reading comprehension.

5.2 Suggestion

Based on the research, the researcher gives some suggestions as follow:

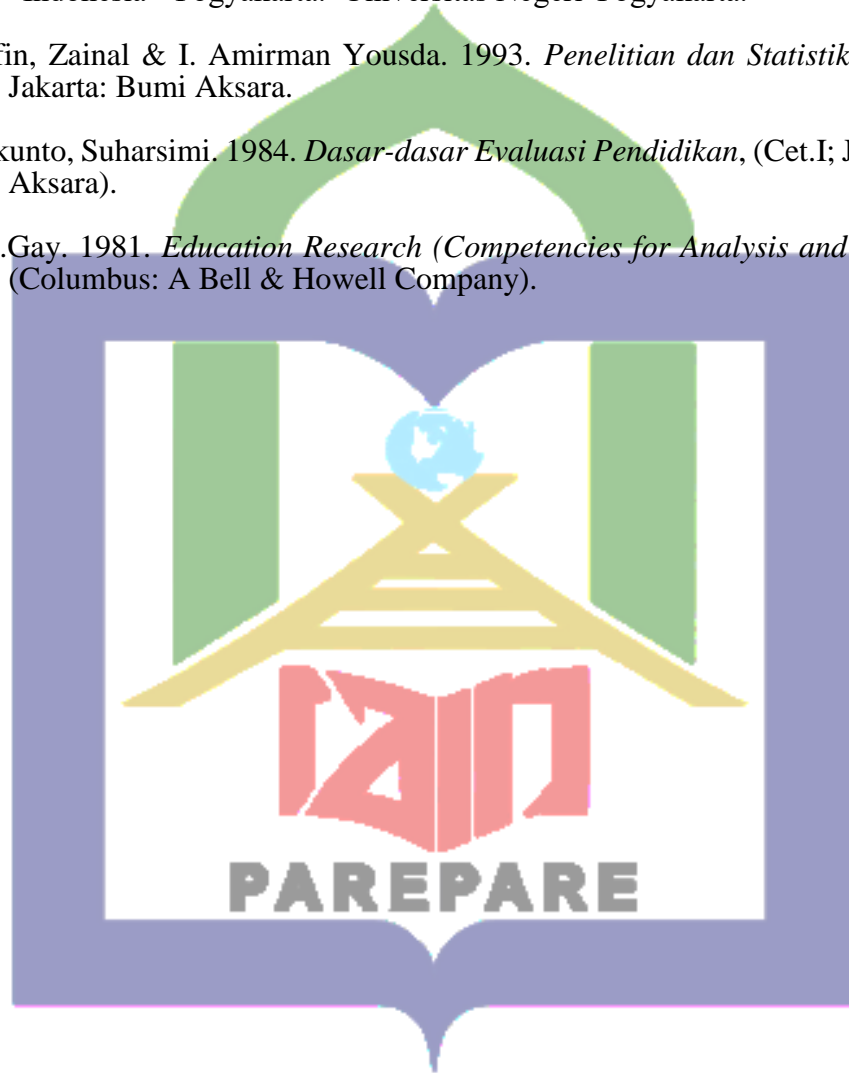
- 5.2.1 In teaching reading, the teacher is hoped more creative and has a good feedback in teaching her students in order to maximize teaching learning process and does not make the students to be bored.
- 5.2.2 The teacher should be active in giving the feedback to involve the students in teaching learning process.
- 5.2.3 The students should be more active and not afraid of making mistakes during teaching learning process.
- 5.2.4 The students should practice and measure their reading in English, discussing with their friends if they have difficulty in reading and enjoy the reading class.
- 5.2.5 Round robin technique can be applied in English teaching learning process, particularly the attempt of improving the students' reading comprehension.

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Appendix 1. Students Score of Pre-Test and post-test

	Experiment Class
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Students	Pre-test	Post-test
Student 1	50	80
Student 2	70	80
Student 3	20	20
Student 4	77	80
Student 5	50	60
Student 6	45	90
Student 7	80	100
Student 8	58	60
Student 9	65	70
Student 10	50	60
Student 11	58	30
Student 12	68	40
Student 13	85	90
Student 14	65	100
Student 15	50	60
Student 16	80	100
Student 17	70	70
Student 18	80	100
Student 19	65	70
Student 20	80	90
Student 21	75	80
Student 22	70	70
Student 23	60	60
Total	1471	1660

Appendix 2. The Distribution of Frequency of Students' Pre-test Score in Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	1	2.2	4.3	4.3
	45	1	2.2	4.3	8.7
	50	4	8.7	17.4	26.1
	58	2	4.3	8.7	34.8
	60	1	2.2	4.3	39.1
	65	3	6.5	13.0	52.2
	68	1	2.2	4.3	56.5
	70	3	6.5	13.0	69.6
	75	1	2.2	4.3	73.9
	77	1	2.2	4.3	78.3
	80	4	8.7	17.4	95.7
	85	1	2.2	4.3	100.0
	Total		23	50.0	100.0
Missing	System	23	50.0		
Total		46	100.0		



Appendix 3. The Distribution of Frequency of Students' Post-test Score in

Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	1	2.2	4.3	4.3
	30	1	2.2	4.3	8.7
	40	1	2.2	4.3	13.0
	60	5	10.9	21.7	34.8
	70	4	8.7	17.4	52.2
	80	4	8.7	17.4	69.6
	90	3	6.5	13.0	82.6
	100	4	8.7	17.4	100.0
	Total	23	50.0	100.0	
Missing	System	23	50.0		
Total		46	100.0		



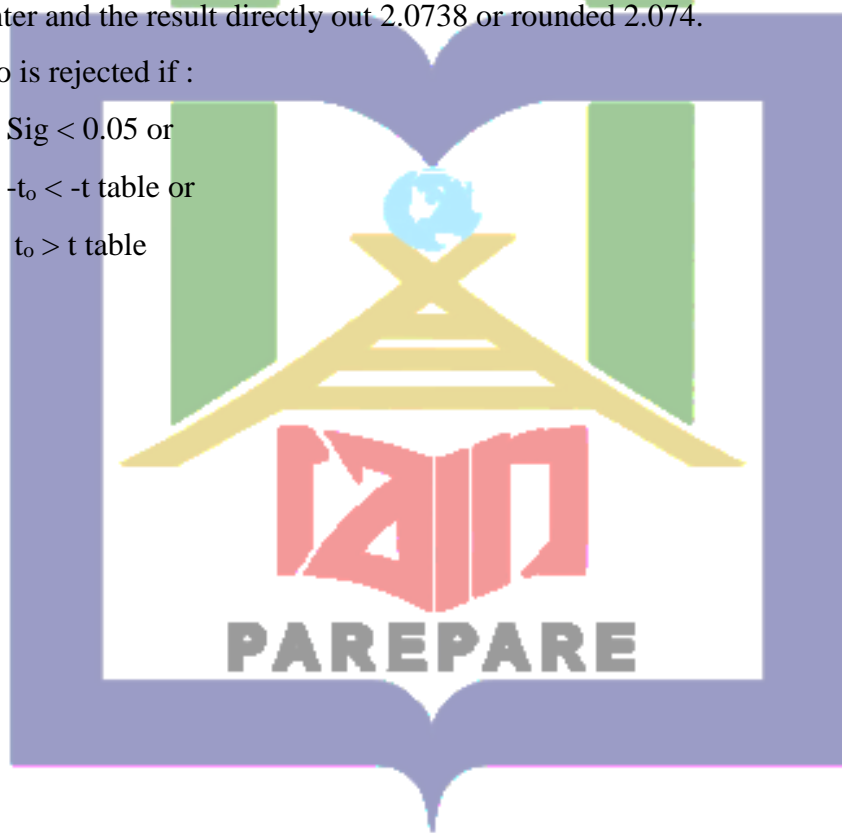
Appendix 4. Paired Sample Test

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

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

Ket. H_0 is rejected if :

- $\text{Sig} < 0.05$ or
- $-t_0 < -t$ table or
- $t_0 > t$ table



Appendix 5. Instrument of Pre-test

Pre-Test

Name :

Class :

Read and answer the questions below !

The Hobbit

The Hobbit is a film series consisting of three epic fantasy adventure films directed by Peter Jackson. They are based on the 1937 novel *The Hobbit* by J. R. R. Tolkien, with large portions of the trilogy inspired by the appendices to *The Return of the King*, which expand on the story told in *The Hobbit*, as well as new material and characters written especially for the films. The films are subtitled *An Unexpected Journey* (2012), *The Desolation of Smaug* (2013), and *The Battle of the Five Armies* (2014).

The screenplay was written by Fran Walsh, Philippa Boyens, Jackson, and Guillermo del Toro, who was originally chosen to direct before his departure from the project. The films take place in the fictional world of Middle-earth sixty years before the beginning of *The Lord of the Rings*, and follow hobbit Bilbo Baggins (Martin Freeman), who is convinced by the wizard Gandalf the Grey (Ian McKellen) to accompany thirteen dwarves, led by Thorin Oakenshield (Richard Armitage), on a quest to reclaim the Lonely Mountain from the dragon Smaug (Benedict Cumberbatch). The films also expand upon certain elements from the novel and other

source material, such as Gandalf's investigation at Dol Guldur, and the pursuit of Azog and Bolg, who seek vengeance against Thorin and his ancestors.

The first film in the series premiered at the Embassy Theatre in Wellington, New Zealand on 28 November 2012. One hundred thousand people lined the red carpet on Courtenay Place, and the entire event was broadcast live on television in New Zealand and streamed over the Internet. The second film of the series premiered at the Dolby Theatre in Los Angeles, California on 2 December 2013. The third and final film premiered at Leicester Square in London on 1 December 2014.

Answer the question below !

1. The Hobbit is a movie which is based on a book whose author is?.....
2. They are based on the... (*Paragraph 1*). The word "they" in the sentence refers to?
3. The films take place in the fictional world... (*Paragraph 2*). The antonym of "fictional" is.....
4. If *The Lord of The Ring* takes place on 1150, when will probably *The Hobbit* film takes place?.....
5. What did the Wizard want Bilbo to do in the movie?.....

Choose the correct answer by crossing (X) for a, b, c, or d!

6. The role of the dwarves' leader is played by?
 - a. Thorin Oakenshield
 - b. Bilbo Baggins
 - c. Richard Armitage
 - d. Ian McKellen
7.who seek vengeance against Thorin and his ancestors. (*Paragraph 2*). The synonym of vengeance.

- a. Kindness
 - b. Revenge
 - c. Reconciliation
 - d. Anger
8. Who seek vengeance against Thorin and his ancestors. (*Paragraph 2*). The word “his” in the sentence refers to...
- a. Azoh
 - b. Bolg
 - c. Thorin and ancestors
 - d. Thorin
9. How many people that lined in the red carpet on the first premiered The Hobbit film?
- a. 1000000
 - b. 100000
 - c. 10000
 - d. 1000
10. Which of the following statement is false according to the text?
- a. The premiers of the hobbit movies were held in the different places of the same country
 - b. The Hobbit movies consists of three epic adventurous film that were released on different years
 - c. The first series of The Hobbit wasn't premiered in Europe
 - d. The Third series of the Hobbit was premiered in a country of an European continent

Appendix 6. Lesson Plan

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP 1)**

MATA PELAJARAN	: Bahasa Inggris
KELAS/SEMESTER	: VIII / 2
PERTEMUAN KE -	: 1
ALOKASI WAKTU	: 2 x 40 menit
STANDAR KOMPETENSI	: 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar
KOMPETENSI DASAR	: 5.2. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount
INDIKATOR	: 1. Merespon makna dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive 2. Merespon langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive
MATERI POKOK	: Teks tulis berbentuk descriptive.
TUJUAN PEMBELAJARAN	: Pada akhir pembelajaran, siswa dapat: <ol style="list-style-type: none"> 1. Merespon makna dalam teks berbentuk descriptive 2. Merespon langkah retorika dalam teks berbentuk descriptive
METODE PEMBELAJARAN	: Round Robin Technique

MEDIA PEMBELAJARAN : Teks descriptive tulis(gambaran tentang keluarga), whiteboard, students, marker board.

KEGIATAN PEMBELAJARAN

Kegiatan Awal(5 Menit)

- a) Guru memberi salam kepada siswanya
- b) Guru mengabsen dan menanyakan keadaan siswanya.
- c) Guru memberikan penjelasan tentang tujuan pembelajaran yang ingin dicapai.

Kegiatan Inti

1. Sebelum Membaca (Pre-reading)

- a) Guru menjelaskan struktur teks, fungsi sosial, dan unsur kebahasaan yang ada pada teks.
- b) Guru membagi siswa menjadi kelompok yang terdiri atas empat orang tiap kelompoknya.
- c) Guru membagikan teks deskriptif berjudul “My family”

2. Kegiatan Membaca (While-reading)

- a) Guru meminta siswa untuk membaca teks secara individu secara bergantian.
- b) Guru membagikan soal yang berkaitan dengan teks yang masih dibahas untuk dijawab oleh setiap anggota kelompok secara bergantian.
- c) Secara bergantian siswa menjawab soal yang sudah dibagikan.
- d) Guru meminta siswa untuk secara bergantian memberikan tanggapan terhadap jawaban yang disampaikan oleh anggota kelompok.

3. Setelah Membaca (Post-reading)

- a) Setiap kelompok mempresentasikan hasil diskusi mereka.
- b) Kelompok yang lain memberikan tanggapan terhadap hasil jawaban kelompok lainnya.

Kegiatan Akhir (5 menit)

- Guru memberikan kesimpulan pembelajaran.
- Guru memberikan tugas mandiri kepada siswa untuk mempelajari kembali materi yang telah dipelajari sebelumnya.
- Guru menutup pembelajaran

PENILAIAN

Teknik : Tes Tulis
Bentuk : Performance

My Family

My family has four members: those are I, my sister, and parents of course. My mother is 47 years old. Her name's Anisa. She's thin-faced and she's got long, blond hair and beautiful green eyes. She is still slim because she always tries to stay in shape. She is very good-looking, always well-dressed and elegant.

My father, Lukman, is 5 years older than my mother. In spite of his age he's still black-haired, with several grey hairs. He has bright blue eyes. He is quite tall, but a bit shorter than me. He's very hard-working. Besides that he is working in a travel company. He can even make a dinner when my mother is outside. His cooking and his meals are always very tasty as well as my mothers'.

Finally is my sister, Nadina. She is 22. She is also red-haired and green-eyed. She has long wavy hair and freckles. She is definitely shorter than me. She is rather introverted. But she is very sensible, smart and co-operative. Right now she is studying English and also knows Arabic and Mandarin. I want to be as smart as she is.

They all, except me, speak Sundanese very well, because we were living in Bandung for 5 years. My sister has been going to primary school there. Unfortunately I was only 3 when we were leaving to Jakarta, so I can't speak Sundanese. Now we are happily living in Jakarta.

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP 2)**

MATA PELAJARAN	: Bahasa Inggris
KELAS/SEMESTER	: VIII / 2
PERTEMUAN KE -	: 2
ALOKASI WAKTU	: 2 x 40 menit
STANDAR KOMPETENSI	: 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar
KOMPETENSI DASAR	: 5.2. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount
INDIKATOR	: 1. Merespon makna dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive 2. Merespon langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive
MATERI POKOK	: Teks tulis berbentuk descriptive.
TUJUAN PEMBELAJARAN	: Pada akhir pembelajaran, siswa dapat: 3. Merespon makna dalam teks berbentuk descriptive 4. Merespon langkah retorika dalam teks berbentuk descriptive
METODE PEMBELAJARAN	: Round Robin Technique

MEDIA PEMBELAJARAN : Teks descriptive tulis(gambaran tentang keluarga), whiteboard, students, marker board.

KEGIATAN PEMBELAJARAN

Kegiatan Awal(5 Menit)

- d) Guru memberi salam kepada siswanya
- e) Guru mengabsen dan menanyakan keadaan siswanya.
- f) Guru memberikan penjelasan tentang tujuan pembelajaran yang ingin dicapai.

Kegiatan Inti

6. Sebelum Membaca (Pre-reading)

- d) Guru menjelaskan struktur teks, fungsi sosial, dan unsur kebahasaan yang ada pada teks.
- e) Guru membagi siswa menjadi kelompok yang terdiri atas empat orang tiap kelompoknya.
- f) Guru membagikan teks deskriptif berjudul “My friend”

7. Kegiatan Membaca (While-reading)

- e) Guru meminta siswa untuk membaca teks secara individu secara bergantian.
- f) Guru membagikan soal yang berkaitan dengan teks yang masih dibahas untuk dijawab oleh setiap anggota kelompok secara bergantian.
- g) Secara bergantian siswa menjawab soal yang sudah dibagikan.
- h) Guru meminta siswa untuk secara bergantian memberikan tanggapan terhadap jawaban yang disampaikan oleh anggota kelompok.

8. Setelah Membaca (Post-reading)

- c) Setiap kelompok mempresentasikan hasil diskusi mereka.
- d) Kelompok yang lain memberikan tanggapan terhadap hasil jawaban kelompok lainnya.

Kegiatan Akhir (5 menit)

- Guru memberikan kesimpulan pembelajaran.
- Guru memberikan tugas mandiri kepada siswa untuk mempelajari kembali materi yang telah dipelajari sebelumnya.
- Guru menutup pembelajaran

PENILAIAN

Teknik : Tes Tulis
Bentuk : Performance

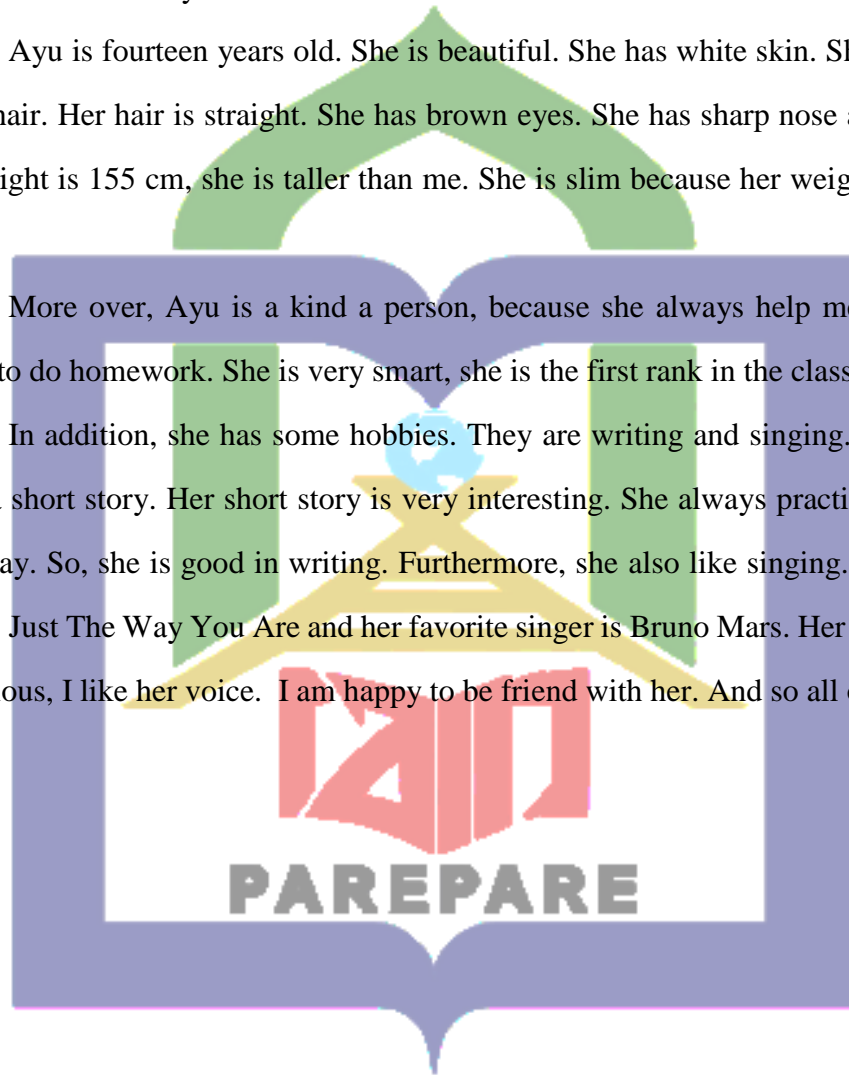
My friend

I have a friend, her name is Ayu. She is my classmate. She lives in Panumbangan. She has a happy family, her parents and a sister. She is the second daughter in her family.

Ayu is fourteen years old. She is beautiful. She has white skin. She has a long black hair. Her hair is straight. She has brown eyes. She has sharp nose and thin lips. Her height is 155 cm, she is taller than me. She is slim because her weight is only 40 kg.

More over, Ayu is a kind a person, because she always help me and all her friend to do homework. She is very smart, she is the first rank in the classroom.

In addition, she has some hobbies. They are writing and singing. She likes to write a short story. Her short story is very interesting. She always practice in writing everyday. So, she is good in writing. Furthermore, she also like singing. Her favorite song is Just The Way You Are and her favorite singer is Bruno Mars. Her voice is very melodious, I like her voice. I am happy to be friend with her. And so all of my friend.



RENCANA PELAKSANAAN PEMBELAJARAN (RPP 3)

MATA PELAJARAN	: Bahasa Inggris
KELAS/SEMESTER	: VIII / 2
PERTEMUAN KE -	: 3
ALOKASI WAKTU	: 2 x 40 menit
STANDAR KOMPETENSI	: 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar
KOMPETENSI DASAR	: 5.2. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount
INDIKATOR	: <ol style="list-style-type: none"> 1. Merespon makna dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive 2. Merespon langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive
MATERI POKOK	: Teks tulis berbentuk descriptive.
TUJUAN PEMBELAJARAN	: <p>Pada akhir pembelajaran, siswa dapat:</p> <ol style="list-style-type: none"> 3. Merespon makna dalam teks berbentuk descriptive 4. Merespon langkah retorika dalam teks berbentuk descriptive
METODE PEMBELAJARAN	: Round Robin Technique
MEDIA PEMBELAJARAN	: Teks descriptive tulis(gambaran tentang keluarga), whiteboard, students, marker board.

KEGIATAN PEMBELAJARAN

Kegiatan Awal(5 Menit)

- g) Guru memberi salam kepada siswanya
- h) Guru mengabsen dan menanyakan keadaan siswanya.
- i) Guru memberikan penjelasan tentang tujuan pembelajaran yang ingin dicapai.

Kegiatan Inti

4. Sebelum Membaca (Pre-reading)
 - g) Guru menjelaskan struktur teks, fungsi sosial, dan unsur kebahasaan yang ada pada teks.
 - h) Guru membagi siswa menjadi kelompok yang terdiri atas empat orang tiap kelompoknya.
 - i) Guru membagikan teks deskriptif berjudul “My School”
5. Kegiatan Membaca (While-reading)
 - i) Guru meminta siswa untuk membaca teks secara individu secara bergantian.
 - j) Guru membagikan soal yang berkaitan dengan teks yang masih dibahas untuk dijawab oleh setiap anggota kelompok secara bergantian.
 - k) Secara bergantian siswa menjawab soal yang sudah dibagikan.
 - l) Guru meminta siswa untuk secara bergantian memberikan tanggapan terhadap jawaban yang disampaikan oleh anggota kelompok.
6. Setelah Membaca (Post-reading)
 - e) Setiap kelompok mempresentasikan hasil diskusi mereka.
 - f) Kelompok yang lain memberikan tanggapan terhadap hasil jawaban kelompok lainnya.

Kegiatan Akhir (5 menit)

- Guru memberikan kesimpulan pembelajaran.
- Guru memberikan tugas mandiri kepada siswa untuk mempelajari kembali materi yang telah dipelajari sebelumnya.
- Guru menutup pembelajaran

PENILAIAN

- Teknik : Tes Tulis
Bentuk : Performance

My school

My school is in SMP Nusa Bangsa. It is located in Jl. Bromo. It is near from the market. It is one of the best schools in this regency. Uhm... My school is not too big. The yard is in front of the school building. Oh, I almost forget, it has a canteen at the back of class VII.A, VII.B, and VII.C. There are 21 large classrooms to study. There is a large basketball field in the middle. There are 10 toilets, five for males and the other five for females. And of course, it has 3 laboratories for Chemistry, Biology, and Physics. The canteen is the students' most favourite place. My school is very green since it becomes Adiwiyata School. It is because every day all the students clean the school environment together. They realize to put the rubbish in right place. The students also plant many trees, flowers, and herbal medicine and make small garden in front of their class. Every morning, they always water the plant and give some fertilizer. So the plant grows well. It makes the air around the school fresh and clean. That's all about my school.

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP 4)**

MATA PELAJARAN	:	Bahasa Inggris
KELAS/SEMESTER	:	VIII / 2
PERTEMUAN KE -	:	4
ALOKASI WAKTU	:	2 x 40 menit
STANDAR KOMPETENSI	:	5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar
KOMPETENSI DASAR	:	5.2. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount
INDIKATOR	:	<ol style="list-style-type: none"> 1. Merespon makna dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive 2. Merespon langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive
MATERI POKOK	:	Teks tulis berbentuk descriptive.
TUJUAN PEMBELAJARAN	:	<p>Pada akhir pembelajaran, siswa dapat:</p> <ol style="list-style-type: none"> 6. Merespon makna dalam teks berbentuk descriptive 7. Merespon langkah retorika dalam teks berbentuk descriptive
METODE PEMBELAJARAN	:	Round Robin Technique
MEDIA PEMBELAJARAN	:	Teks descriptive tulis(gambaran tentang keluarga), whiteboard, students, marker board.

KEGIATAN PEMBELAJARAN

Kegiatan Awal(5 Menit)

- j)* Guru memberi salam kepada siswanya
- k)* Guru mengabsen dan menanyakan keadaan siswanya.
- l)* Guru memberikan penjelasan tentang tujuan pembelajaran yang ingin dicapai.

Kegiatan Inti

7. Sebelum Membaca (Pre-reading)

- j)* Guru menjelaskan struktur teks, fungsi sosial, dan unsur kebahasaan yang ada pada teks.
- k)* Guru membagi siswa menjadi kelompok yang terdiri atas empat orang tiap kelompoknya.
- l)* Guru membagikan teks deskriptif berjudul “My School Environment”

8. Kegiatan Membaca (While-reading)

- m)* Guru meminta siswa untuk membaca teks secara individu secara bergantian.
- n)* Guru membagikan soal yang berkaitan dengan teks yang masih dibahas untuk dijawab oleh setiap anggota kelompok secara bergantian.
- o)* Secara bergantian siswa menjawab soal yang sudah dibagikan.
- p)* Guru meminta siswa untuk secara bergantian memberikan tanggapan terhadap jawaban yang disampaikan oleh anggota kelompok.

9. Setelah Membaca (Post-reading)

- g)* Setiap kelompok mempresentasikan hasil diskusi mereka.
- h)* Kelompok yang lain memberikan tanggapan terhadap hasil jawaban kelompok lainnya.

Kegiatan Akhir (5 menit)

- Guru memberikan kesimpulan pembelajaran.
- Guru memberikan tugas mandiri kepada siswa untuk mempelajari kembali materi yang telah dipelajari sebelumnya.
- Guru menutup pembelajaran

PENILAIAN

Teknik : Tes Tulis
Bentuk : Performance

My school environment

SMPN 1 Pelita is my school. It is the place where I get much knowledge about language, math science, social, art and technology. SMPN 1 Pelita is located in Jl. Melati.

My school is not big, but it is very clean and beautiful. The color is light green. My school has two floors. The first floor consists of 14 classrooms. They are for the first grade and the second grade. The second floor consists of 13 classrooms. They are for the second grade and the third grade. The others room are a headmaster room, a staff room, a teacher room, a library, a laboratory, a computer room, a mosque, 4 canteens, a guidance counseling room, basketball court and 4 toilets.

SMPN 1 Pelita is green. There are many kinds of plants around the school. So the air is free from pollution. And there are many kinds of flowers, like jasmine, rose, and orchid. It makes my school beautiful.

Now, my school has a program about clean environment, that the students must responsible to throw away the rubbish in a certain place, that school has prepared the removal place at the back of school. Not only the students, but also the teachers and the others must responsible too.

I am proud to study in SMPN 1 Pelita. The facilities and the school environment can make me comfortable to study. So I am very glad to study here.

Appendix 7. Instrument of the post-test

Name :

Class :

Read and answer the question below!

My school

My school is in SMP Nusa Bangsa. It is located in Jl. Bromo. It is near from the market. It is one of the best schools in this regency. Uhm... My school is not too big. The yard is in front of the school building. Oh, I almost forget, it has a canteen at the back of class VII.A, VII.B, and VII.C. There are 21 large classrooms to study. There is a large basketball field in the middle. There are 10 toilets, five for males and the other five for females. And of course, it has 3 laboratories for Chemistry, Biology, and Physics. The canteen is the students' most favourite place. My school is very green since it becomes Adiwiyata School. It is because every day all the students clean the school environment together. They realize to put the rubbish in right place. The students also plant many trees, flowers, and herbal medicine and make small garden in front of their class. Every morning, they always water the plant and give some fertilizer. So the plant grows well. It makes the air around the school fresh and clean. That's all about my school.

Choose the correct answer by crossing (X) for a, b, c, or, d!

1. What is the purpose of the text?

a. To entertain the readers	c. To tell the event to the readers
b. To describe something to the readers	d. To report something to the readers

2. Where the location of the writer's school?

a. Near from the market	c. Near from the police station
b. Near from the post office	d. Near from the store

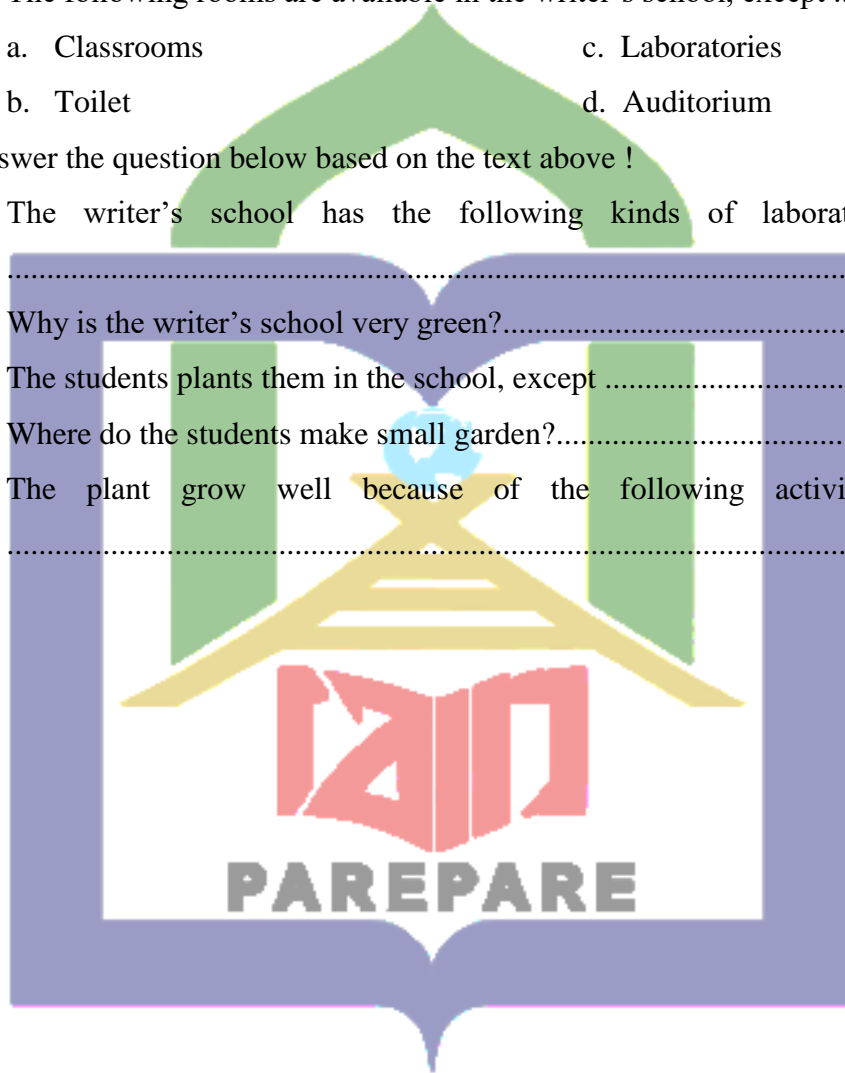
3. "It is located in Jl. Bromo" (line 1). The word "it" refers to ...

a. Market	c. Hospital
-----------	-------------

- b. Bookstore
- d. School
- 4. How many classrooms are in front of the canteen?
 - a. 2
 - c. 4
 - b. 3
 - d. 5
- 5. The following rooms are available in the writer's school, except ...
 - a. Classrooms
 - c. Laboratories
 - b. Toilet
 - d. Auditorium

Answer the question below based on the text above !

- 6. The writer's school has the following kinds of laboratory, except
.....
- 7. Why is the writer's school very green?.....
- 8. The students plants them in the school, except
- 9. Where do the students make small garden?.....
- 10. The plant grow well because of the following activities, except
.....



Appendix 8. Students' reading comprehension of pre-test



Pre-Test

Name : AfPAL

Class : VIII B

Read and answer the questions below !

The Hobbit

The Hobbit is a film series consisting of three epic fantasy adventure films directed by Peter Jackson. They are based on the 1937 novel *The Hobbit* by J. R. R. Tolkien, with large portions of the trilogy inspired by the appendices to *The Return of the King*, which expand on the story told in *The Hobbit*, as well as new material and characters written especially for the films. The films are subtitled *An Unexpected Journey* (2012), *The Desolation of Smaug* (2013), and *The Battle of the Five Armies* (2014).

The screenplay was written by Fran Walsh, Philippa Boyens, Jackson, and Guillermo del Toro, who was originally chosen to direct before his departure from the project. The films take place in the fictional world of Middle-earth sixty years before the beginning of *The Lord of the Rings*, and follow hobbit Bilbo Baggins (Martin Freeman), who is convinced by the wizard Gandalf the Grey (Ian McKellen) to accompany thirteen dwarves, led by Thorin Oakenshield (Richard Armitage), on a quest to reclaim the Lonely Mountain from the dragon Smaug (Benedict Cumberbatch). The films also expand upon certain elements from the novel and other source material, such as Gandalf's investigation at Dol Guldur, and the pursuit of Azog and Bolg, who seek vengeance against Thorin and his ancestors.

The first film in the series premiered at the Embassy Theatre in Wellington, New Zealand on 28 November 2012. One hundred thousand people lined the red carpet on Courtenay Place, and the entire event was broadcast live on television in New Zealand and streamed over the Internet. The second film of the series premiered at the Dolby Theatre in Los Angeles, California on 2 December 2013. The third and final film premiered at Leicester Square in London on 1 December 2014.

Answer the question below !

1. The Hobbit is a movie which is based on a book whose author is? Jackson..... X
2. They are based on the... (Paragraph 1). The word "they" in the sentence refers to?
3. The films take place in the fictional world... (Paragraph 2). The antonym of "fictional" is... True..... X
4. If *The Lord of the Rings* takes place on 1150, when will probably *The Hobbit* film takes place?..... X

$$\frac{50}{100} \times 100$$

50

5. What did the Wizard want Bilbo to do in the movie? ... Join the dwarf's journey. 10

Choose the correct answer by crossing (X) for a, b, c, or d!

6. The role of the dwarves' leader is played by?
- a. Thorin Oakenshield
 - b. Bilbo Baggins ✓ 10
 - ~~c~~ Richard Armitage
 - d. Ian McKellen
7.who seek vengeance against Thorin and his ancestors. (Paragraph 2). The synonym of vengeance.
- a. Kindness
 - ~~b~~ Revenge ✓ 10
 - c. Reconciliation
 - d. Anger
8. who seek vengeance against Thorin and his ancestors. (Paragraph 2). The word "his" in the sentence refers to...
- a. Azoh
 - b. Bolg ✓ 10
 - c. Thorin and ancestors
 - ~~d~~ Thorin
9. How many people that lined in the red carpet on the first premiered The Hobbit film?
- a. 1000000
 - b. 100000
 - c. 10000 X
 - ~~d~~ 1000
10. Which of the following statement is false according to the text?
- a. The premiers of the hobbit movies were held in the different places of the same country
 - b. The Hobbit movies consists of three epic adventurous film that were released on different years X
 - ~~c~~ The first series of The Hobbit wasn't premiered in Europe
 - d. The Third series of the Hobbit was premiered in a country of an European continent

Pre-Test

$$\frac{70 \times 100}{100}$$

70

Name : AHMAD SUBARQAH

Class : VIII B

Read and answer the questions below !

The Hobbit

The Hobbit is a film series consisting of three epic fantasy adventure films directed by Peter Jackson. They are based on the 1937 novel *The Hobbit* by J. R. R. Tolkien, with large portions of the trilogy inspired by the appendices to *The Return of the King*, which expand on the story told in *The Hobbit*, as well as new material and characters written especially for the films. The films are subtitled *An Unexpected Journey* (2012), *The Desolation of Smaug* (2013), and *The Battle of the Five Armies* (2014).

The screenplay was written by Fran Walsh, Philippa Boyens, Jackson, and Guillermo del Toro, who was originally chosen to direct before his departure from the project. The films take place in the fictional world of Middle-earth sixty years before the beginning of *The Lord of the Rings*, and follow hobbit Bilbo Baggins (Martin Freeman), who is convinced by the wizard Gandalf the Grey (Ian McKellen) to accompany thirteen dwarves, led by Thorin Oakenshield (Richard Armitage), on a quest to reclaim the Lonely Mountain from the dragon Smaug (Benedict Cumberbatch). The films also expand upon certain elements from the novel and other source material, such as Gandalf's investigation at Dol Guldur, and the pursuit of Azog and Bolg, who seek vengeance against Thorin and his ancestors.

The first film in the series premiered at the Embassy Theatre in Wellington, New Zealand on 28 November 2012. One hundred thousand people lined the red carpet on Courtenay Place, and the entire event was broadcast live on television in New Zealand and streamed over the Internet. The second film of the series premiered at the Dolby Theatre in Los Angeles, California on 2 December 2013. The third and final film premiered at Leicester Square in London on 1 December 2014.

Answer the question below !

- The *Hobbit* is a movie which is based on a book whose author is? ...TOLKIEN... ✓ 10
- They are based on the... (Paragraph 1). The word "they" in the sentence refers to? ...JACKSON... X
- The films take place in the fictional world... (Paragraph 2). The antonym of "fictional" is... TRUE... ✓ 10
- If *The Lord of The Ring* takes place on 1150, when will probably *The Hobbit* film takes place? ...1990... ✓ 10

5. What did the Wizard want Bilbo to do in the movie?.....10/10.....~~X~~.....

Choose the correct answer by crossing (X) for a, b, c, or d!

6. The role of the dwarves' leader is played by?
- a. Thorin Oakenshield
 - b. Bilbo Baggins ✓ 10
 - ~~X~~ c. Richard Armitage
 - d. Ian McKellen
7.who seek vengeance against Thorin and his ancestors. (Paragraph 2). The synonym of vengeance.
- a. Kindness ✓ 10
 - ~~X~~ b. Revenge
 - c. Reconciliation
 - d. Anger
8. who seek vengeance against Thorin and his ancestors. (Paragraph 2). The word "his" in the sentence refers to...
- a. Azoh
 - b. Bolg ✓ 10
 - c. Thorin and ancestors
 - ~~X~~ d. Thorin
9. How many people that lined in the red carpet on the first premiered The Hobbit film?
- a. 1000000
 - ~~X~~ b. 100000 ✓ 10
 - c. 10000
 - d. 1000
10. Which of the following statement is false according to the text?
- ~~X~~ a. The premiers of the hobbit movies were held in the different places of the same country
 - b. The Hobbit movies consists of three epic adventurous film that were released on different years
 - ~~X~~ c. The first series of The Hobbit wasn't premiered in Europe
 - d. The Third series of the Hobbit was premiered in a country of an European continent

Pre-Test



$$\frac{80 \times 100}{100}$$

Name : M INDRA

Class : VIII B

Read and answer the questions below !

The Hobbit

The Hobbit is a film series consisting of three epic fantasy adventure films directed by Peter Jackson. They are based on the 1937 novel *The Hobbit* by J. R. R. Tolkien, with large portions of the trilogy inspired by the appendices to *The Return of the King*, which expand on the story told in *The Hobbit*, as well as new material and characters written especially for the films. The films are subtitled *An Unexpected Journey* (2012), *The Desolation of Smaug* (2013), and *The Battle of the Five Armies* (2014).

The screenplay was written by Fran Walsh, Philippa Boyens, Jackson, and Guillermo del Toro, who was originally chosen to direct before his departure from the project. The films take place in the fictional world of Middle-earth sixty years before the beginning of *The Lord of the Rings*, and follow hobbit Bilbo Baggins (Martin Freeman), who is convinced by the wizard Gandalf the Grey (Ian McKellen) to accompany thirteen dwarves, led by Thorin Oakenshield (Richard Armitage), on a quest to reclaim the Lonely Mountain from the dragon Smaug (Benedict Cumberbatch). The films also expand upon certain elements from the novel and other source material, such as Gandalf's investigation at Dol Guldur, and the pursuit of Azog and Bolg, who seek vengeance against Thorin and his ancestors.

The first film in the series premiered at the Embassy Theatre in Wellington, New Zealand on 28 November 2012. One hundred thousand people lined the red carpet on Courtenay Place, and the entire event was broadcast live on television in New Zealand and streamed over the Internet. The second film of the series premiered at the Dolby Theatre in Los Angeles, California on 2 December 2013. The third and final film premiered at Leicester Square in London on 1 December 2014.

Answer the question below !

1. The *Hobbit* is a movie which is based on a book whose author is? Tolkien ✓ 10
2. They are based on the... (Paragraph 1). The word "they" in the sentence refers to? The Hobbit Film Series ✓ 10
3. The films take place in the fictional world... (Paragraph 2). The antonym of "fictional" is True ✓ 10
4. If *The Lord of The Ring* takes place on 1150, when will probably *The Hobbit* film takes place? 1990 ✓ 10

5. What did the Wizard want Bilbo to do in the movie? ... Journey X

Choose the correct answer by crossing (X) for a, b, c, or d!

6. The role of the dwarves' leader is played by?
- Thorin Oakenshield
 - Bilbo Baggins
 - Richard Armitage ✓ 10
 - Ian McKellen
7.who seek vengeance against Thorin and his ancestors. (Paragraph 2). The synonym of vengeance.
- Kindness
 - Revenge ✓ 10
 - Reconciliation
 - Anger
8. who seek vengeance against Thorin and his ancestors. (Paragraph 2). The word "his" in the sentence refers to...
- Azoh
 - Bolg X
 - Thorin and ancestors
 - Thorin
9. How many people that lined in the red carpet on the first premiered The Hobbit film?
- 1000000
 - 100000 ✓ 10
 - 10000
 - 1000
10. Which of the following statement is false according to the text?
- The premiers of the hobbit movies were held in the different places of the same country
 - The Hobbit movies consists of three epic adventurous film that were released on different years ✓ 10
 - The first series of The Hobbit wasn't premiered in Europe
 - The Third series of the Hobbit was premiered in a country of an European continent

Pre-Test

$$\frac{80 \times 100}{100}$$

80

Name : Sharty Wafiro shari

Class : VIII B

Read and answer the questions below !

The Hobbit

The Hobbit is a film series consisting of three epic fantasy adventure films directed by Peter Jackson. They are based on the 1937 novel *The Hobbit* by J. R. R. Tolkien, with large portions of the trilogy inspired by the appendices to *The Return of the King*, which expand on the story told in *The Hobbit*, as well as new material and characters written especially for the films. The films are subtitled *An Unexpected Journey* (2012), *The Desolation of Smaug* (2013), and *The Battle of the Five Armies* (2014).

The screenplay was written by Fran Walsh, Philippa Boyens, Jackson, and Guillermo del Toro, who was originally chosen to direct before his departure from the project. The films take place in the fictional world of Middle-earth sixty years before the beginning of *The Lord of the Rings*, and follow hobbit Bilbo Baggins (Martin Freeman), who is convinced by the wizard Gandalf the Grey (Ian McKellen) to accompany thirteen dwarves, led by Thorin Oakenshield (Richard Armitage), on a quest to reclaim the Lonely Mountain from the dragon Smaug (Benedict Cumberbatch). The films also expand upon certain elements from the novel and other source material, such as Gandalf's investigation at Dol Guldur, and the pursuit of Azog and Bolg, who seek vengeance against Thorin and his ancestors.

The first film in the series premiered at the Embassy Theatre in Wellington, New Zealand on 28 November 2012. One hundred thousand people lined the red carpet on Courtenay Place, and the entire event was broadcast live on television in New Zealand and streamed over the Internet. The second film of the series premiered at the Dolby Theatre in Los Angeles, California on 2 December 2013. The third and final film premiered at Leicester Square in London on 1 December 2014.

Answer the question below !

- The Hobbit is a movie which is based on a book whose author is? ... Tolkien 10
- They are based on the... (Paragraph 1). The word "they" in the sentence refers to? ... the Hobbit film series 10
- The films take place in the fictional world... (Paragraph 2). The antonym of "fictional" is... true 10
- If *The Lord of The Ring* takes place on 1150, when will probably *The Hobbit* film takes place? ... 1090 10

5. What did the Wizard want Bilbo to do in the movie? to join the dwarves' journey ✓ 10

Choose the correct answer by crossing (X) for a, b, c, or d!

6. The role of the dwarves' leader is played by?
- Thorin Oakenshield
 - Bilbo Baggins
 - Richard Armitage ✓ 10
 - Ian McKellen
7.who seek vengeance against Thorin and his ancestors. (Paragraph 2). The synonym of vengeance.
- Kindness
 - Revenge ✓ 10
 - Reconciliation
 - Anger
8. who seek vengeance against Thorin and his ancestors. (Paragraph 2). The word "his" in the sentence refers to...
- Azoh
 - Bolg ✓ 10
 - Thorin and ancestors
 - Thorin
9. How many people that lined in the red carpet on the first premiered The Hobbit film?
- 1000000
 - 100000 ✗
 - 10000
 - 1000
10. Which of the following statement is false according to the text?
- The premiers of the hobbit movies were held in the different places of the same country
 - The Hobbit movies consists of three epic adventurous film that were released on different years ✗
 - The first series of The Hobbit wasn't premiered in Europe
 - The Third series of the Hobbit was premiered in a country of an European continent

Appendix 9. Students' reading comprehension of post-test

Post-test

Name : AyoniClass : VIII e

Read and answer the question below!

My school

My school is in SMP Nusa Bangsa. It is located in Jl. Bromo. It is near from the market. It is one of the best schools in this regency. Uhm... My school is not too big. The yard is in front of the school building. Oh, I almost forget, it has a canteen at the back of class VII.A, VII.B, and VII.C. There are 21 large classrooms to study. There is a large basketball field in the middle. There are 10 toilets, five for males and the other five for females. And of course, it has 3 laboratories for Chemistry, Biology, and Physics. The canteen is the students' most favourite place. My school is very green since it becomes Adiwiyata School. It is because every day all the students clean the school environment together. They realize to put the rubbish in right place. The students also plant many trees, flowers, and herbal medicine and make small garden in front of their class. Every morning, they always water the plant and give some fertilizer. So the plant grows well. It makes the air around the school fresh and clean. That's all about my school.

Choose the correct answer by crossing (X) for a, b, c, or, d!

- What is the purpose of the text?

a. To entertain the readers	<input checked="" type="checkbox"/>	c. To tell the event to the readers
b. To describe something to the readers	<input checked="" type="checkbox"/>	d. To report something to the readers
- Where the location of the writer's school?

a. Near from the market	<input checked="" type="checkbox"/>	c. Near from the police station
b. Near from the post office	<input type="checkbox"/>	d. Near from the store
- "It is located in Jl. Bromo" (line 1). The word "it" refers to ...

a. Market	<input checked="" type="checkbox"/>	c. Hospital
b. Bookstore	<input type="checkbox"/>	d. School
- How many classrooms are in front of the canteen?

a. 2	<input checked="" type="checkbox"/>	c. 4
b. 3	<input type="checkbox"/>	d. 5
- The following rooms are available in the writer's school, except ...

$$\frac{80 \times 100}{100} = 80$$

a. Classrooms

c. Laboratories

b. Toilet

d. Auditorium

✓ 10

Answer the question below based on the text above !

6. The writer's school has the following kinds of laboratory, except
 computer. ✓ 10

7. Why is the writer's school very green? Because every day all the students clean the school environment together. ✓ 10

8. The students plants them in the school, except
 fruits. ✓ 10

9. Where do the students make small garden? X

10. The plant grow well because of the following activities, except
 X

Post-test

Name : Ahmad Subhan



a. Classrooms

 Laboratories

b. Toilet

d. Auditorium

Answer the question below based on the text above !

6. The writer's school has the following kinds of laboratory, except
 ..Computers. ✓ 10

7. Why is the writer's school very
 green? ✓

8. The students plants them in the school, except
 ..Fruits. ✓ 10

9. Where do the students make small garden? ..In front of class. ✓ 10

10. The plant grow well because of the following activities, except
 ..the students always study hard. ✓ 10

Post-test

Name : MUH.INDRA JR

Class : VIII B

Read and answer the question below!

My school

My school is in SMP Nusa Bangsa. It is located in Jl. Bromo. It is near from the market. It is one of the best schools in this regency. Uhm... My school is not too big. The yard is in front of the school building. Oh, I almost forget, it has a canteen at the back of class VII.A, VII.B, and VII.C. There are 21 large classrooms to study. There is a large basketball field in the middle. There are 10 toilets, five for males and the other five for females. And of course, it has 3 laboratories for Chemistry, Biology, and Physics. The canteen is the students' most favourite place. My school is very green since it becomes Adiwiyata School. It is because every day all the students clean the school environment together. They realize to put the rubbish in right place. The students also plant many trees, flowers, and herbal medicine and make small garden in front of their class. Every morning, they always water the plant and give some fertilizer. So the plant grows well. It makes the air around the school fresh and clean. That's all about my school.

Choose the correct answer by crossing (X) for a, b, c, or, d!

- What is the purpose of the text?

a. To entertain the readers	✓ 10	c. To tell the event to the readers
b. To describe something to the readers		d. To report something to the readers
- Where the location of the writer's school?

a. Near from the market	✓ 10	c. Near from the police station
b. Near from the post office		d. Near from the store
- "It is located in Jl. Bromo" (line 1). The word "it" refers to ...

a. Market	✓ 10	c. Hospital
b. Bookstore		d. School
- How many classrooms are in front of the canteen?

a. 2	✓ 10	c. 4
b. 3		d. 5
- The following rooms are available in the writer's school, except ...

00 x 100
 100
 100



a. Classrooms

c. Laboratories

b. Toilet

d. Auditorium ✓ 10

Answer the question below based on the text above !

6. The writer's school has the following kinds of laboratory, except
 Computer..... ✓ 10
7. Why is the writer's school very
 green? Because every day all the students clean the school environment ✓ 10
8. The students plants them in the school, except
 Fruits ✓ 10
9. Where do the students make small garden? In front of class ✓ 10
10. The plant grow well because of the following activities, except
 The students always study hard ✓ 10

Post-test

Name : Nurul

Class : VIII B

Read and answer the question below!

My school

My school is in SMP Nusa Bangsa. It is located in Jl. Bromo. It is near from the market. It is one of the best schools in this regency. Uhm... My school is not too big. The yard is in front of the school building. Oh, I almost forget, it has a canteen at the back of class VII.A, VII.B, and VII.C. There are 21 large classrooms to study. There is a large basketball field in the middle. There are 10 toilets, five for males and the other five for females. And of course, it has 3 laboratories for Chemistry, Biology, and Physics. The canteen is the students' most favourite place. My school is very green since it becomes Adiwiyata School. It is because every day all the students clean the school environment together. They realize to put the rubbish in right place. The students also plant many trees, flowers, and herbal medicine and make small garden in front of their class. Every morning, they always water the plant and give some fertilizer. So the plant grows well. It makes the air around the school fresh and clean. That's all about my school.

Choose the correct answer by crossing (X) for a, b, c, or, d!

- What is the purpose of the text?

a. To entertain the readers	10	✓	c. To tell the event to the readers
X b. To describe something to the readers			d. To report something to the readers
- Where the location of the writer's school?

X a. Near from the market	✓	10	c. Near from the police station
b. Near from the post office			d. Near from the store
- "It is located in Jl. Bromo" (line 1). The word "it" refers to ...

X a. Market	✓	10	c. Hospital
b. Bookstore			d. School
- How many classrooms are in front of the canteen?

a. 2	✓	10	c. 4
X b. 3			d. 5
- The following rooms are available in the writer's school, except ...

100x100
100

100



a. Classrooms

c. Laboratories

b. Toilet

Auditorium ✓ 10

Answer the question below based on the text above !

6. The writer's school has the following kinds of laboratory, except
 ..COMPUTER ✓ 10

7. Why is the writer's school very green?
 ..Because every day all the student clean the school environment together ✓ 10

8. The students plants them in the school, except
 ..FRUIT ✓ 10

9. Where do the students make small garden?
 ..In front of class ✓ 10

10. The plant grow well because of the following activities, except
 ..the student always study hard ✓ 10

Post-test

Name : SERLY WAFIPA SARI

Class : VIII B

Read and answer the question below!

My school

My school is in SMP Nusa Bangsa. It is located in Jl. Bromo. It is near from the market. It is one of the best schools in this regency. Uhm... My school is not too big. The yard is in front of the school building. Oh, I almost forget, it has a canteen at the back of class VII.A, VII.B, and VII.C. There are 21 large classrooms to study. There is a large basketball field in the middle. There are 10 toilets, five for males and the other five for females. And of course, it has 3 laboratories for Chemistry, Biology, and Physics. The canteen is the students' most favourite place. My school is very green since it becomes Adiwiyata School. It is because every day all the students clean the school environment together. They realize to put the rubbish in right place. The students also plant many trees, flowers, and herbal medicine and make small garden in front of their class. Every morning, they always water the plant and give some fertilizer. So the plant grows well. It makes the air around the school fresh and clean. That's all about my school.

Choose the correct answer by crossing (X) for a, b, c, or, d!

- What is the purpose of the text?

a. To entertain the readers	✓ 10	c. To tell the event to the readers
X b. To describe something to the readers		d. To report something to the readers
- Where the location of the writer's school?

X a. Near from the market	✓ 10	c. Near from the police station
b. Near from the post office		d. Near from the store
- "It is located in Jl. Bromo" (line 1). The word "it" refers to ...

X a. Market	✓ 10	c. Hospital
b. Bookstore		d. School
- How many classrooms are in front of the canteen?

a. 2	✓ 10	c. 4
X b. 3		d. 5
- The following rooms are available in the writer's school, except ...

Go

$\frac{90 \times 100}{100}$

~~XXXXXXXXXX~~

a. Classrooms

c. Laboratories

b. Toilet

~~X~~ Auditorium

✓ 10

Answer the question below based on the text above !

6. The writer's school has the following kinds of laboratory, except
computer ✓ 10
7. Why is the writer's school very
green? because X
8. The students plants them in the school, except
fruits ✓ 10
9. Where do the students make small garden? in front of class ✓ 10
10. The plant grow well because of the following activities, except
the students always study hard ✓ 10

Appendix 10. Students' response toward the implementation of round robin technique in reading comprehension

ANGKET RESPON SISWA

Responden Yth,

Angket ini diajukan oleh peneliti yang saat ini sedang melakukan penelitian mengenai respon siswa terhadap pembelajaran menggunakan teknik round robin. Demi tercapainya hasil yang diinginkan, dimohon kesediaan adik-adik untuk berpartisipasi dengan mengisi angket ini secara lengkap. Perlu saya informasikan bahwa tidak ada yang dinilai benar atau salah, pilih sesuai dengan apa yang anda ketahui atau rasakan. Akhir kata saya ucapkan banyak terima kasih atas perkenan adik-adik berpartisipasi dalam survey ini.

Nama : AFOAL

No. Absen : 01

Berikan tanda (√) pada kolom yang sesuai dengan jawaban anda !

Keterangan :

STS : Sangat Tidak setuju N : Netral S : Setuju

TS : Tidak Setuju SS : Sangat setuju

No	Pernyataan	STS	TS	N	S	SS
1	Teknik round robin sangat bermanfaat untuk belajar reading comprehension					✓
2	Menurut saya, model teknik round robin dalam pembelajaran reading menjemukan					✓
3	Belajar reading comprehension dengan menggunakan teknik round robin dapat membuat pembelajaran bahasa Inggris khususnya reading menjadi lebih mudah					✓
4	Teknik round robin membuat saya kurang tertarik					✓
5	Teknik round robin mempersulit saya dalam menyelesaikan persoalan dalam pelajaran reading comprehension					✓

No	Pernyataan	STS	TS	N	S	SS
6	Teknik round robin mendorong saya untuk menemukan ide-ide baru				✓	
7	Belajar reading menggunakan teknik round robin membuat saya merasa tertekan				✓	
8	Saya kurang mengerti materi, saat belajar Bahasa Inggris menggunakan teknik round robin				✓	
9	Belajar Bahasa Inggris menggunakan teknik round robin membuat saya lebih memahami materi			✓		
10	teknik round robin kurang bermanfaat untuk belajar reading comprehension			✓		
11	Pembelajaran Bahasa Inggris menggunakan teknik round robin membuat saya mengantuk			✓		
12	Belajar bahasa Inggris menggunakan teknik round robin membuat saya merasa lebih termotivasi				✓	
13	Saya tidak dapat mengemukakan pendapat, saat belajar Bahasa Inggris menggunakan teknik round robin				✓	
14	Belajar Bahasa Inggris menggunakan teknik round robin membuang-buang waktu belajar saya				✓	
15	Belajar bahasa Inggris dengan teknik round robin dapat mengeksplorasi diri saya sendiri			✓		
16	Belajar reading comprehension dengan menggunakan teknik round robin melatih saya untuk bisa mengemukakan pendapat			✓		
17	Belajar Bahasa Inggris menggunakan teknik round robin membuat saya lebih aktif dalam belajar			✓		
18	Belajar Bahasa Inggris menggunakan teknik round robin membuat materi mudah diingat				✓	
19	Teknik round robin membuat pelajaran reading lebih menarik untuk dipelajari				✓	
20	Saya merasa rugi belajar Bahasa Inggris menggunakan teknik round robin				✓	

ANGKET RESPON SISWA

Responden Yth,

Angket ini diajukan oleh peneliti yang saat ini sedang melakukan penelitian mengenai respon siswa terhadap pembelajaran menggunakan teknik round robin. Demi tercapainya hasil yang diinginkan, dimohon kesediaan adik-adik untuk berpartisipasi dengan mengisi angket ini secara lengkap. Perlu saya informasikan bahwa tidak ada yang dinilai benar atau salah, pilih sesuai dengan apa yang anda ketahui atau rasakan. Akhir kata saya ucapkan banyak terima kasih atas perkenan adik-adik berpartisipasi dalam survey ini.

Nama : Ahmad Subarrah
No. Absen : 2

Berikan tanda (√) pada kolom yang sesuai dengan jawaban anda !

Keterangan :

STS : Sangat Tidak setuju N : Netral S : Setuju
TS : Tidak Setuju SS : Sangat setuju

No	Pernyataan	STS	TS	N	S	SS
1	Teknik round robin sangat bermanfaat untuk belajar reading comprehension					✓
2	Menurut saya, model teknik round robin dalam pembelajaran reading menjemukan		✓			
3	Belajar reading comprehension dengan menggunakan teknik round robin dapat membuat pembelajaran bahasa Inggris khususnya reading menjadi lebih mudah					✓
4	Teknik round robin membuat saya kurang tertarik		✓			
5	Teknik round robin mempersulit saya dalam menyelesaikan persoalan dalam pelajaran reading comprehension		✓			

No	Pernyataan	STS	TS	N	S	SS	
6	Teknik round robin mendorong saya untuk menemukan ide-ide baru				✓	5	
7	Belajar reading menggunakan teknik round robin membuat saya merasa tertekan	✓			✗	5	
8	Saya kurang mengerti materi, saat belajar Bahasa Inggris menggunakan teknik round robin		✓			4	
9	Belajar Bahasa Inggris menggunakan teknik round robin membuat saya lebih memahami materi				✓	5	
10	teknik round robin kurang bermanfaat untuk belajar reading comprehension		✓		✗	4	
11	Pembelajaran Bahasa Inggris menggunakan teknik round robin membuat saya mengantuk		✓			4	
12	Belajar bahasa Inggris menggunakan teknik round robin membuat saya merasa lebih termotivasi		✓			2	
13	Saya tidak dapat mengemukakan pendapat, saat belajar Bahasa Inggris menggunakan teknik round robin				✓	3	
14	Belajar Bahasa Inggris menggunakan teknik round robin membuang-buang waktu belajar saya		✓			4	
15	Belajar bahasa Inggris dengan teknik round robin dapat mengeksplorasi diri saya sendiri	✓			✗	5	
16	Belajar reading comprehension dengan menggunakan teknik round robin melatih saya untuk bisa mengemukakan pendapat					✓	5
17	Belajar Bahasa Inggris menggunakan teknik round robin membuat saya lebih aktif dalam belajar					✓	5
18	Belajar Bahasa Inggris menggunakan teknik round robin membuat materi mudah diingat					✓	5
19	Teknik round robin membuat pelajaran reading lebih menarik untuk dipelajari				✓		4
20	Saya merasa rugi belajar Bahasa Inggris menggunakan teknik round robin		✓				4

ANGKET RESPON SISWA

Responden Yth,

Angket ini diajukan oleh peneliti yang saat ini sedang melakukan penelitian mengenai respon siswa terhadap pembelajaran menggunakan teknik round robin. Demi tercapainya hasil yang diinginkan, dimohon kesediaan adik-adik untuk berpartisipasi dengan mengisi angket ini secara lengkap. Perlu saya informasikan bahwa tidak ada yang dinilai benar atau salah, pilih sesuai dengan apa yang anda ketahui atau rasakan. Akhir kata saya ucapkan banyak terima kasih atas perkenan adik-adik berpartisipasi dalam survey ini.

Nama : MUH. INDRA

No. Absen : 7

Berikan tanda (√) pada kolom yang sesuai dengan jawaban anda !

Keterangan :

STS : Sangat Tidak setuju N : Netral S : Setuju

TS : Tidak Setuju SS : Sangat setuju

No	Pernyataan	STS	TS	N	S	SS
1	Teknik round robin sangat bermanfaat untuk belajar reading comprehension					✓
2	Menurut saya, model teknik round robin dalam pembelajaran reading menjemukan					✓
3	Belajar reading comprehension dengan menggunakan teknik round robin dapat membuat pembelajaran bahasa Inggris khususnya reading menjadi lebih mudah					✓
4	Teknik round robin membuat saya kurang tertarik		✓			
5	Teknik round robin mempersulit saya dalam menyelesaikan persoalan dalam pelajaran reading comprehension		✓			



No	Pernyataan	STS	TS	N	S	SS
6	Teknik round robin mendorong saya untuk menemukan ide-ide baru					✓
7	Belajar reading menggunakan teknik round robin membuat saya merasa tertekan		✓			
8	Saya kurang mengerti materi, saat belajar Bahasa Inggris menggunakan teknik round robin		✓			
9	Belajar Bahasa Inggris menggunakan teknik round robin membuat saya lebih memahami materi				✓	
10	teknik round robin kurang bermanfaat untuk belajar reading comprehension		✓			
11	Pembelajaran Bahasa Inggris menggunakan teknik round robin membuat saya mengantuk					✓
12	Belajar bahasa Inggris menggunakan teknik round robin membuat saya merasa lebih termotivasi		✓			
13	Saya tidak dapat mengemukakan pendapat, saat belajar Bahasa Inggris menggunakan teknik round robin		✓			
14	Belajar Bahasa Inggris menggunakan teknik round robin membuang-buang waktu belajar saya	✓				
15	Belajar bahasa Inggris dengan teknik round robin dapat mengeksplorasi diri saya sendiri					✓
16	Belajar reading comprehension dengan menggunakan teknik round robin melatih saya untuk bisa mengemukakan pendapat				✓	
17	Belajar Bahasa Inggris menggunakan teknik round robin membuat saya lebih aktif dalam belajar				✓	
18	Belajar Bahasa Inggris menggunakan teknik round robin membuat materi mudah diingat					✓
19	Teknik round robin membuat pelajaran reading lebih menarik untuk dipelajari				✓	
20	Saya merasa rugi belajar Bahasa Inggris menggunakan teknik round robin	✓				

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79

ANGKET RESPON SISWA

Responden Yth,

Angket ini diajukan oleh peneliti yang saat ini sedang melakukan penelitian mengenai respon siswa terhadap pembelajaran menggunakan teknik round robin. Demi tercapainya hasil yang diinginkan, dimohon kesediaan adik-adik untuk berpartisipasi dengan mengisi angket ini secara lengkap. Perlu saya informasikan bahwa tidak ada yang dinilai benar atau salah, pilih sesuai dengan apa yang anda ketahui atau rasakan. Akhir kata saya ucapkan banyak terima kasih atas perkenan adik-adik berpartisipasi dalam survey ini.

Nama : NURUL

No. Absen : 18

Berikan tanda (√) pada kolom yang sesuai dengan jawaban anda !

Keterangan :

STS : Sangat Tidak setuju N : Netral S : Setuju

TS : Tidak Setuju SS : Sangat setuju

No	Pernyataan	STS	TS	N	S	SS
1	Teknik round robin sangat bermanfaat untuk belajar reading comprehension					✓
2	Menurut saya, model teknik round robin dalam pembelajaran reading menjemukan		✓			
3	Belajar reading comprehension dengan menggunakan teknik round robin dapat membuat pembelajaran bahasa Inggris khususnya reading menjadi lebih mudah					✓
4	Teknik round robin membuat saya kurang tertarik		✓			
5	Teknik round robin mempersulit saya dalam menyelesaikan persoalan dalam pelajaran reading comprehension		✓			

No	Pernyataan	STS	TS	N	S	SS
6	Teknik round robin mendorong saya untuk menemukan ide-ide baru					✓
7	Belajar reading menggunakan teknik round robin membuat saya merasa tertekan		✓			
8	Saya kurang mengerti materi, saat belajar Bahasa Inggris menggunakan teknik round robin					✓
9	Belajar Bahasa Inggris menggunakan teknik round robin membuat saya lebih memahami materi					✓
10	teknik round robin kurang bermanfaat untuk belajar reading comprehension		✓			
11	Pembelajaran Bahasa Inggris menggunakan teknik round robin membuat saya mengantuk		✓			
12	Belajar bahasa Inggris menggunakan teknik round robin membuat saya merasa lebih termotivasi					✓
13	Saya tidak dapat mengemukakan pendapat, saat belajar Bahasa Inggris menggunakan teknik round robin		✓			
14	Belajar Bahasa Inggris menggunakan teknik round robin membuang-buang waktu belajar saya		✓			●
15	Belajar bahasa Inggris dengan teknik round robin dapat mengeksplorasi diri saya sendiri					✓
16	Belajar reading comprehension dengan menggunakan teknik round robin melatih saya untuk bisa mengemukakan pendapat					✓
17	Belajar Bahasa Inggris menggunakan teknik round robin membuat saya lebih aktif dalam belajar					✓
18	Belajar Bahasa Inggris menggunakan teknik round robin membuat materi mudah diingat					✓
19	Teknik round robin membuat pelajaran reading lebih menarik untuk dipelajari					✓
20	Saya merasa rugi belajar Bahasa Inggris menggunakan teknik round robin		✓			

ANGKET RESPON SISWA

Responden Yth,

Angket ini diajukan oleh peneliti yang saat ini sedang melakukan penelitian mengenai respon siswa terhadap pembelajaran menggunakan teknik round robin. Demi tercapainya hasil yang diinginkan, dimohon kesediaan adik-adik untuk berpartisipasi dengan mengisi angket ini secara lengkap. Perlu saya informasikan bahwa tidak ada yang dinilai benar atau salah, pilih sesuai dengan apa yang anda ketahui atau rasakan. Akhir kata saya ucapkan banyak terima kasih atas perkenan adik-adik berpartisipasi dalam survey ini.

Nama : SEPI WAJIPA SARI

No. Absen : 20

Berikan tanda (√) pada kolom yang sesuai dengan jawaban anda !

Keterangan :

STS : Sangat Tidak setuju N : Netral S : Setuju

TS : Tidak Setuju SS : Sangat setuju

No	Pernyataan	STS	TS	N	S	SS
1	Teknik round robin sangat bermanfaat untuk belajar reading comprehension					✓
2	Menurut saya, model teknik round robin dalam pembelajaran reading menjemukan	✓				
3	Belajar reading comprehension dengan menggunakan teknik round robin dapat membuat pembelajaran bahasa Inggris khususnya reading menjadi lebih mudah				✓	
4	Teknik round robin membuat saya kurang tertarik		✓			
5	Teknik round robin mempersulit saya dalam menyelesaikan persoalan dalam pelajaran reading comprehension		✓			

Appendix 11. Documentation











**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

Alamat : Jl. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21307 📠 (0421) 24404
Po Box : 909 Parepare 91100 Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

10000

Nomor : B-217 /In.39/PP.00.9/05/2018
Lampiran : -
Hal : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KAB. PINRANG
di
KAB. PINRANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama : SITI HASRINA
Tempat/Tgl. Lahir : BONGING PONGING , 25 Nopember 1996
NIM : 14.1300.117
Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : DESA LATANG SALO, GARASSI SUPPA

Bermaksud akan mengadakan penelitian di wilayah **KAB. PINRANG** dalam rangka penyusunan skripsi yang berjudul :

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

Pelaksanaan penelitian ini direncanakan pada bulan **Mei** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

14 Mei 2018

A.n Rektor

Plt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)



Muh. Djunaidi



**PEMERINTAH KABUPATEN PINRANG
SEKRETARIAT DAERAH**

Jln. Bintang No. 01 Telp (0421) 923 056 – 922 914 - 923 213
PINRANG

Pinrang, 16 Mei 2018

Kepada

Nomor : 070 / 273 / Kemasy.

Yth **Kepala SMP Negeri 1 Suppa**

Lamp. : -

di-

Perihal : **Rekomendasi Penelitian.**

Tempat.

Berdasarkan Surat Plt.Wakil Rektor Bidang Akademik dan Pengembangan Lembaga Institut Agama Islam Negeri (IAIN) Parepare Nomor : B-217/In.33/PP.00.9/05/2018 tanggal 14 Mei 2018 Perihal Izin Melaksanakan Penelitian, mahasiswa atau peneliti di bawah ini :

Nama : **SITTI HASRINA**
Nim : **14.1300.117**
Jenis Kelamin : **Perempuan**
Pekerjaan/Prog Study : **Mahasiswi/Pendidikan Bahasa Inggris**

Alamat : **Desa Latang Salo, Garassi Suppa**
Telephone : **082193654446.**

Bermaksud mengadakan Penelitian di Daerah / Instansi Saudara dalam rangka Penyusunan Skripsi dengan judul "**THE EFFECTIVENESS OF ROUND ROBIN TECHNIQUE TO IMPROVE THE READING COMPREHENSION AT THE EIGHT YEAR STUDENTS' OF SMP NEGERI 1 SUPPA KAB. PINRANG**" yang pelaksanaannya pada tanggal 21 Mei s/d 21 Juli 2018.

Sehubungan dengan hal tersebut di atas, pada prinsipnya kami menyetujui atau merekomendasikan kegiatan yang dimaksud dan dalam pelaksanaan kegiatan wajib memenuhi ketentuan yang tertera di belakang surat rekomendasi penelitian ini:

Demikian rekomendasi ini disampaikan kepada Saudara untuk diketahui dan pelaksanaan sebagaimana mestinya.

An. SEKRETARIS DAERAH
 Asisten Pemerintahan dan Kesra
Dr. ISMAN LAUPE
 Pangkat : Pembina Utama Muda
 Nip : 19590305 1990202 1 001

Tembusan:

1. Bupati Pinrang sebagai laporan di Pinrang;
2. Dandim 1404 Pinrang di Pinrang;
3. Kapolres Pinrang di Pinrang;
4. Kepala Kantor Kementerian Agama Kab.Pinrang di Pinrang;
5. Kepala Badan Kesbang dan Politik Kab.Pinrang di Pinrang;
6. Plt Wakil Rektor Bidang APL IAIN Parepare di Parepare;
7. Camat Suppa di Majennang;
8. Yang bersangkutan untuk diketahui;
9. Arsip.



PEMERINTAH KABUPATEN PINRANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 SUPPA

Jalan Ambo Siraje No. 1 (0421) 3313802 Suppa Kab. Pinrang 91272

SURAT KETERANGAN PENELITIAN

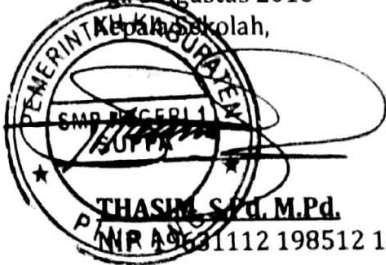
Nomor: 070/118/SMP.05/2018

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 1 Suppa Kabupaten Pinrang menerangkan bahwa:

Nama : **SITTI HASRINA**
Pekerjaan : Mahasiswi IAIN Parepare
NIM : 14.300.117
Program Studi : Pendidikan Bahasa Inggris
Alamat : Desa Lotang Salo, Garessi Suppa

benar telah melaksanakan penelitian di SMP Negeri 1 Suppa mulai tanggal 21 Mei s.d. 21 Juli 2018 berdasarkan Surat Sekretaris Daerah Kabupaten Pinrang Nomor 070/273/Kemasy tanggal 16 Mei 2018, yang merupakan salah satu syarat akademik dalam penyelesaian Skripsi dengan judul: ***"THE EFFECTIVENESS OF ROUND ROBIN TECHNIQUE TO IMPROVE THE READING COMPREHENSION AT THE EIGHT YEAR STUDENTS' OF SMP NEGERI 1 SUPPA KAB. PINRANG"***

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Tgl. 3 Agustus 2018
Kepala Sekolah,

THASIM, S.Pd., M.Pd.
NIP. 196311121985121005

CURRICULUM VITAE



The researcher was born on November 25th, 1996 in Bonging-ponging, Suppa, Pinrang. She is the first child in her family; she has three brothers and one sisters. Her father name is P.Abd.Hafid and her mother name is P.Sira. Her educational background began 2002 in SDN 101 Garessi, Kec. Suppa, Kab. Pinrang and graduated on 2008. She continued her study at MTSN 1 Lambuya, Kab. Konawe, Kendari and graduated on 2011. At the same year, she registered in (SMK) N 1 Bungoro Kab. Pangkep and graduated on 2014. She continued her education at State Islamic College (STAIN) Parepare and took English Program of Tarbiyah and Adab Department as her major but now it was changed become State Islamic Institute (IAIN) Parepare. Finally, she graduated her study at State Islamic Institute (IAIN) Parepare and has gotten S1 degree in English Program of Tarbiyah and Adab Department on 2018. With the tittle of her skripsi “The Effectiveness of Round Robin Technique to Improve The Reading Comprehension at The Eight Year Students of SMP Negeri 1 Suppa Kab. Pinrang ”

