

# The Effect of Round Robin Strategy Towards Students Reading Comprehension at Class X Darul Fatah Islamic Boarding School

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## A B S T R A C T

This study aims to investigate the effect of the Round Robin strategy on students' reading comprehension at Class X of Darul Fatah Islamic Boarding School. Reading comprehension is a fundamental skill in English learning, as it enables students to understand written texts, identify important information, and construct meaning from various sources. This research employed a quasi-experimental design involving two groups: an experimental class and a control class. The experimental class was taught using the Round Robin strategy as a cooperative learning model, while the control class was taught using a conventional reading aloud strategy. The participants consisted of 59 tenth-grade students selected through cluster sampling. Data were collected through pre-tests and post-tests in the form of multiple-choice questions covering five indicators of reading comprehension: identifying main ideas, identifying specific information, understanding word meaning, identifying references, and making inferences. The results of the study showed that the Round Robin strategy had a significant positive effect on students' reading comprehension. The mean post-test score of the experimental class (80.44) was higher than that of the control class (74.52). Furthermore, the independent sample t-test revealed a significance value of 0.017, which is lower than the significance level of 0.05, indicating a statistically significant difference between the two groups. These findings suggest that the Round Robin strategy effectively enhances students' reading comprehension by promoting active participation, cooperative learning, and critical thinking during the learning process

**Keyword :** *Round Robin Strategy, Reading Comprehension, Cooperative Learning, Quasi-Experimental Research*

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## INTRODUCTION

English as a worldwide dialect is exceptionally critical to the world. Nearly all communication in this world utilized English. In English there are four abilities that are known as dialect abilities. The abilities are exceptionally vital to back the dialect capacity. They are tuning in, talking, perusing and composing. Perusing is one of the foremost critical dialect abilities in expansion to three other dialect aptitudes. Typically since perusing may be a implies to memorize approximately the world and grow your information. Perusing ought to be aced well by the understudies, since perusing is a fundamental figure that impacts one's movement in communication (Hasanah, 2019).

Perusing could be a complex, intentional, intuitively, comprehending, adaptable movement that takes significant time and assets to create. Additionally, Perusing as a fast thing ought to keep up the flow of data at a adequate rate to form associations and inductions imperative to comprehension (Bojovic, 2014). There are moreover benefits gotten from perusing comprehension, namely being able to direct perusers to think basically. For understudies this is often very critical in making strides their learning prepare. (Bojovic, M.

2014). Perusing comprehension could be a troublesome for understudies Darul Fatah Islamic Boarding School.

It demonstrates by Ayu et al (2021) that numerous individuals discover issues in perusing English references such as troubles in understanding meaning of words, sentences or indeed writings that they perused. Concerning this, perusing aptitude is severely required in arrange to ease them in getting the data required. Sukma, et al. (2018) expressed that perusing exercises are very boring and require uncommon consideration to get it words to sentences and discover the meaning contained within the perusing. Concurring to Qolby & Agustin (2021) understudies tend not to be able to attain victory in perusing which is an imperative viewpoint of English. The troubles experienced are caused by different components, one of which is the need of exact learning media that's connected. The utilize of unseemly or ugly media can influence students' comprehension to process learning (Grabe, W. 2014).

Teaching reading comprehension is the process of helping students develop the skills necessary to understand and interpret written texts. Effective reading instruction goes beyond just teaching students how to read words; it involves helping them engage with and make meaning from the text. Teaching reading comprehension is crucial for academic success, as it forms the foundation for learning across all subjects. Wolf, M. (2021) emphasizes the neurological aspects of reading comprehension, focusing on how the brain processes and understands written language. She suggests that reading comprehension instruction should be designed to stimulate deeper cognitive engagement with the text. Wolf advocates for encouraging students to reflect on the meaning of what they read and make personal connections to the material, as this promotes stronger comprehension skills (Wolf, M. 2021).

Based on perceptions at MA PP Darul Fatah Discuss Tiris, instructors more frequently utilize a routine learning approach, a teacher-centered approach instead of a student-centered approach. Understudies need of opportunity to hone the information picked up, so understudies have trouble learning appropriately. The understudies have trouble to distinguish fundamental thought of the content, recognize expressed detail data, distinguish suggested data of the content, to figure the meaning of new word, to distinguish references and to recognize the reason of the content. In addition, what factors into students' difficulty reading in learning English is when teachers only prioritize students who can read in English compared to students who are not fluent in reading in English. Learning activities will influence learning outcomes. Reading comprehension can be achieved if the learning model used can encourage students to be active. One of model that can train students' reading comprehension is round robin cooperative type (Wulandari, R, 2021).

Slavin (2015) say the Round Robin strategy the cooperative learning model allows students to share ideas in turns, thereby improving critical thinking skills and reading comprehension. Round Robin also creates a collaborative learning environment that reduces student anxiety about participating. Kagan (2017) say that Round Robin is an effective strategy in developing oral communication skills and text comprehension. This model encourages students to be more active and involved in discussions, so that their understanding of the reading material increases (Johnson et. al, 2014).

Johnson and Johnson (2018) They argue that the Round Robin model provides opportunities for each student to speak and share thoughts, significantly improving reading comprehension through interaction and exchanging ideas in groups. They also emphasized the importance of mutual support between students in this learning process. McCafferty, Jacobs, and DaSilva Iddings (2019) say that Round Robin can improve students' ability to organize ideas and understand text. This method teaches students how to organize thoughts before expressing opinions, which is important in critical reading skills (Gillies, 2016).

Trentin and Repetto (2021) They observed that the Round Robin model can improve students' understanding of texts because students not only read, but also engage in active discussions. These group discussions encourage students to read more deeply and sharpen their analytical skills. Woolfolk (2020) say that cooperative learning with the Round Robin model can promote reading comprehension by encouraging students to collaborate, listen, and

respond. Every student gets the opportunity to lead and listen, so they learn from different perspectives (Webb et al. 2019).

## METHOD

A quasi-experimental design was chosen for this study to determine the effect of the Round Robin strategy on students' reading comprehension. According to (Elmasri 2017), quasi-experimental designs are a type of experimental design in which the researcher does not use random assignment subjects to group. The research utilizes a pre-test and post-test control group design, which involves measuring the reading comprehension levels of students before and after the intervention.

The sample in this study was divided into two groups, namely the experimental group and the control group. Experimental Group will be taught using the Cooperative Teaching Model with the Round Robin Strategy. And Control Group will continue with their regular reading instruction without the Round Robin Strategy. Both groups will undergo a pre-test to assess their initial reading comprehension levels. After the intervention, a post-test will be administered to determine any changes in reading comprehension resulting from the cooperative learning strategy (Elmasri 2017)

### Instruments

In this study, the research uses a reading comprehension test as a research instrument. Mufidah (2018) the test aims to determine a person ability by testing his quality and knowledge. In this study, test was given in the form of pre-test and post-test to the class group, namely the experimental group and the control group. The form of the test given is multiple choice (Mufidah et al., 2022).

The reading comprehension test is assessed based on the reading comprehension sheet.

### Procedures

This research was conducted through several systematic stages to ensure the validity and reliability of the results. The procedures are outlined as follows:

#### *Preparation Stage*

At this stage, the researcher conducted preliminary observations at Darul Fatah Islamic Boarding School to identify the problems faced by students in reading comprehension. After identifying the issue, the researcher determined the topic, title, and objectives of the research. Necessary permits and approvals from the school and academic supervisors were also obtained prior to the implementation of the study.

#### *Designing Instruments*

The researcher designed a reading comprehension test in the form of multiple-choice questions, which was then validated by expert lecturers. The test served as both the pre-test and post-test to assess students' comprehension before and after the treatment.

#### *Pre-Test Administration*

The pre-test was administered to both the experimental and control groups to determine their initial reading comprehension levels. This was done before any instructional intervention was given.

#### *Implementation of Treatment*

The experimental group was taught using the Round Robin strategy, a cooperative learning technique designed to improve reading comprehension through active participation and discussion. Meanwhile, the control group received conventional instruction without the use of the Round Robin method

#### *Post-Test Administration*

After the treatment period, a post-test was administered to both the experimental and control groups. The purpose of this test was to measure any improvement in students' reading comprehension as a result of the intervention.

### Data Analysis

The results of the pre-test and post-test were collected, scored, and statistically analyzed using descriptive and inferential statistics. The analysis included calculating the mean, standard deviation, and conducting an independent sample t-test to determine the significance of the results.

#### *Conclusion and Reporting*

Based on the analysis, conclusions were drawn to determine the effectiveness of the Round Robin strategy. The research findings were compiled into a thesis report and submitted as part of the academic requirements.

## FINDINGS AND DISCUSSION

### Data Description

The reason of the inquire about is to get the students' perusing comprehension instructed by utilizing Circular Robin procedure and understudies perusing comprehension instructed by utilizing perusing out loud technique, and to know the noteworthy impact between students' perusing comprehension instructed by utilizing Circular Robin methodology (Test Lesson) and understudies perusing comprehension instructed by utilizing perusing out loud technique (Control Course). The information was gotten from the understudies post test score of test and control course.

After giving the treatment to the exploratory lesson, the analyst managed a post-test utilizing the same arrange of multiple-choice questions with the past pre-test questions to assess the students' perusing comprehension. Moreover, the control course, which was not given the Circular Robin treatment, too gotten a post-test with the past pre-test questions. The result of the perusing comprehension test was assessed based on five key pointers, counting: (a) Students are able to identify the main idea in the descriptive text. (b) Students are able to identify specific information in the descriptive text. (c) Students are able to identify the meaning of words in the descriptive text. (d) Students are able to identify reference words in the descriptive text. (e) Students are able to make inferences based on the context in the descriptive text.

These criteria were used to evaluate students' comprehension ability through a test consisting of 25 multiple-choice questions. Each correct answer was awarded 4 points, resulting in a maximum possible score of 100. The data in this study were obtained from students' pre-test and post-test scores. All data were collected through the following procedures: (a) in both classes (experimental and control), students were asked to answer questions based on the given reading text; (b) the format of the test was multiple choice; and (c) the researcher, along with an observer, assessed students' reading comprehension based on their pre-test and post-test scores.

There were two information of students' perusing comprehension served by the author. They were: the information of understudies perusing comprehension instructed by utilizing circular robin procedure (Exploratory Lesson) and the information of the student' perusing comprehension instructed by utilizing perusing out loud procedure.

### The Data of Experimental Class

The information of students' perusing comprehension instructed by utilizing circular robin methodology were gotten from pre-test and post- test of X IPS as an exploratory course taken from the test of this lesson taken from the test of this lesson (27 understudy). The author instructed straightforwardly, and the English educator watched the author for four assembly within the test lesson.

Score of Experimental Class			
NO	Students	Pre-Test	Post-Test
1	Student 1	40	76
2	Student 2	52	88
3	Student 3	40	72
4	Student 4	56	72
5	Student 5	68	92
6	Student 6	60	72
7	Student 7	72	92
8	Student 8	32	68
9	Student 9	56	76
10	Student 10	52	72
11	Student 11	52	96
12	Student 12	56	76
13	Student 13	64	80
14	Student 14	60	84
15	Student 15	56	84
16	Student 16	52	76
17	Student 17	56	72
18	Student 18	64	88
19	Student 19	48	72
20	Student 20	52	80
21	Student 21	64	92
22	Student 22	60	88
23	Student 23	48	68
24	Student 24	52	80
25	Student 25	68	92
26	Student 26	60	84
27	Student 27	56	80
<b>SUM</b>		<b>1496</b>	<b>2172</b>
<b>AVERAGE</b>		<b>55.41</b>	<b>80.44</b>

Figure 1 Students Pre-Test and Post-Test Score of Experimental Class

The difference between the pre-test and post-test scores of the experimental class can be seen according to table 4.1 above. The sum score of the pre-test that achieved by X IPS or experimental class is 1496 and the mean score of pre-test is 55.41. It implies that there are still a parcel of understudies who have a destitute understanding of how to Perusing Clear Content. Whereas the entirety score for the post-test was 2172 and the cruel score was 80.44. The result of the post-test cruel score was made strides compared to the pre-test cruel score.

Pre-Test		
N	Valid	27
	Missing	0
Minimum		32
Maximum		72
Sum		1496
Mean		55.41
Std. Deviation		8.993
Range		40
Variance		80.866

Figure 2 The Descriptive Statistics of Pre-Test Score in Experimental Class

The entirety score of the pre-test that accomplished by X IPS or test lesson is 1496, the cruel score of pre-test is 55.41, for standard deviation of pre-test is 8.993, The fluctuation of pre-test is 80.866, the run of pre-test is 40, The most reduced score of the pre-test is 32, and the most noteworthy score is 72.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	32	1	3.7	3.7
	40	2	7.4	11.1
	48	2	7.4	18.5
	52	6	22.2	40.7
	56	6	22.2	63.0
	60	4	14.8	77.8
	64	3	11.1	88.9
	68	2	7.4	96.3
	72	1	3.7	100.0
Total	27	100.0	100.0	

Figure 3 The Frequency of Categories of Pre-Test Score in Experimental Class

Based on the table over, it seems see that I understudy get a scoring category of 32,72 with a introduction of 3.7%, there were 2 understudies get a scoring category of 40,48,68, with a introduction 7.4%, there's 3 understudy who gets a scoring category of 64 with a percentage of 11.1%. there's 4 understudy who gets a scoring category of 60 with introduction 14.8%, there's 6 understudy who gets a scoring category of 1 52,55 with a introduction 22.2%.

Post-Test		
N	Valid	27
	Missing	0
Minimum		68
Maximum		96
Sum		2172
Mean		80.44
Std. Deviation		8.327
Range		28
Variance		69.333

Figure 4 The Descriptive Statistics of Post-Test Score in Experimental Class

The entirety score of the post-test that accomplished by X IPS or exploratory course is 2172, the cruel score of post-test is 80.44, for 6 standard deviation of post-test is 8.327. The change of post-test is 69.333, the run of post-test is 28. The most reduced score of the post-test is 68 and the most elevated score is 96.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	68	2	7.4	7.4
	72	6	22.2	29.6
	76	4	14.8	44.4
	80	4	14.8	59.3
	84	3	11.1	70.4
	88	3	11.1	81.5
	92	4	14.8	96.3
	96	1	3.7	100.00
Total	27	100.0	100.0	

Figure 5 The Frequency of Categories of Post-Test Score in Experimental Class

Based on the table over, it might see that 1 understudies get a scoring category of 96 with a introduction of 3.7%, there were 2 understudies get a scoring category of 68 with a 7.4%, there's 3 understudy who gets a scoring category of 84,88 with a presentation of 1 11.1%, there's 4 understudy who gets a scoring category of 76,86,92 with a introduction 14.8%, there's 6 understudy who gets a scoring category of 72 with a introduction of 22.2.

### Hypothesis Testing

Based on the result of the autonomous test t-test conducted to analyze the post-test scores of the test and control classes, the noteworthiness esteem (Sig. 2-tailed) was 0.017. This esteem is lower than the standard level of centrality ( $\hat{\pm}$  0.05), which demonstrates that the contrast between the two bunches is factually noteworthy. Subsequently, the invalid speculation ( $H_0$ ), which states that there's no impact of utilizing the Circular Robin Procedure on students perusing comprehension, is rejected.

On the other hand, the elective theory ( $H_a$ ), which states that there's a noteworthy impact of utilizing the Circular Robin Methodology on students perusing comprehension, is acknowledged. This result demonstrates that the Round Robin Procedure incorporates a critical positive impact on progressing the perusing comprehension of understudies in class X at Darul Fatah Islamic Boarding School. The understudies within the exploratory course, who were instructed utilizing the Circular Robin Methodology, accomplished higher post-test

scores compared to those within the control lesson who were instructed utilizing the customary perusing out loud technique.

## Discussion

The discoveries of this inquire about uncovered that the utilize of the Circular Robin Procedure had a critical impact on students perusing comprehension at course X Darul Fatah Islamic Boarding School. The cruel score of the test course after being instructed utilizing the Circular Robin Procedure was 80.44, which was higher than the cruel score of the control lesson, which was 74.52. The autonomous test t-test affirmed a critical distinction between the post-test scores of the two bunches, with a noteworthiness esteem of 0.017, which is lower than 0.05. This result shows that the Circular Robin Methodology viably made strides students perusing comprehension.

These findings are in line with previous studies and theoretical perspectives that highlight the effectiveness of cooperative learning strategies in enhancing reading skills. Slavin (2015) stated that the Round Robin Strategy allows students to share ideas in turns, which helps improve their critical thinking and reading comprehension. Furthermore, Kagan (2017) emphasized that Round Robin encourages active student participation, which is essential for better understanding of texts. Johnson and Johnson (2018) also supported this view, stating that students benefit from group interactions where they can share thoughts and learn collaboratively.

The result of this study is also supported by Habib et al. (2023), who found that the Round Robin Strategy not only improved students' comprehension but also increased their motivation and engagement during reading activities. This supports the current finding that students in the experimental class showed better performance due to their active involvement in the learning process.

Moreover, Dahlina and Wahyuni (2021) concluded that the Round Robin Strategy helps students become more confident in expressing ideas and understanding text structure. This confidence and clarity could explain why the experimental class in this study outperformed the control class.

In conclusion, the Round Robin Strategy provides a positive impact on students' reading comprehension through structured group activities, turn-taking, and peer discussions. It creates a student-centered learning environment where students are more engaged, collaborative, and better able to understand reading materials. The findings of this research confirm that Round Robin is an effective and practical strategy to improve reading comprehension

## CONCLUSIONS

Based on the results of data analysis and discussion in the previous chapter, it can be concluded that the use of the Round Robin Strategy has a significant and positive effect on students' reading comprehension at Class X Darul Fatah Islamic Boarding School. This conclusion is supported by the post-test results of both the experimental and control classes. The students in the experimental class, who were taught using the Round Robin Strategy, achieved a higher mean score (80.44) compared to the students in the control class who were taught using the conventional reading aloud strategy (mean score 74.52). Furthermore, the result of the independent sample t-test showed that the significance value (0.017) was lower than 0.05, indicating that the difference between the two groups was statistically significant. Therefore, the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted. This confirms that the Round Robin Strategy effectively improves students' ability to comprehend reading texts, especially in identifying main ideas, specific information, word meanings, references, and making inferences. The Round Robin Strategy promotes cooperative learning, enhances student engagement, encourages discussion, and supports critical thinking. These aspects play an important role in helping students better understand the content of descriptive texts. Hence, this strategy is recommended as an effective method for English teachers in improving students' reading comprehension skills in the classroom.

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