

# THE EFFECTIVENESS OF RRB (ROUND ROBIN BRAINSTORMING) COOPERATIVE LEARNING METHOD TO IMPROVE STUDENTS' READING COMPREHENSION OF TENTH GRADE AT SMK NEGERI 1 NGANJUK

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**Abstract**— Reading comprehension is one of the important skills in English language learning. However, there are still many students who experience difficulties in reading comprehension. Students have difficulty answering questions related to reading such as lack of interest in reading, difficulty in interpreting context and making conclusions in the text. The aims of this research are :To find out there any significant different before and after being taught by using RRB (Round Robin Brainstorming) Cooperative Learning method in the teaching reading. The research is Quasi Experimental research with a quantitative approach . The design used in this research is pre-test and post-test (One Group Pre-Test and Post-Test). This research was conducted at SMKN 1 Nganjuk in the 2023/2024 school year, using a population of all tenth grade classes, the sample used by researchers was class X Geomatic 2 consisting of 35 students. The sampling technique used convenience sampling. Data collection in this research using tests. The data analysis technique used in this study used the t-test. The results of this research showed that students obtained an average pre-test score of 53.42 and an average post-test score of 83.71. Based on the results of the analysis obtained the value of  $t\text{-count} = 15.60$  and  $t\text{-table} = 1.691$ ,  $t\text{-count} > t\text{-table}$  which means there is  $H_a$  accepted and  $H_0$  rejected. So “There is significant different before and after being taught by using RRB (Round Robin Brainstorming) Cooperative Learning method effectiveness to improve students' reading comprehension of tenth grade at SMK Negeri 1 Nganjuk in the academic year of 2023- 2024”.

**Keywords :** Reading Comprehension,RRB,Cooperative Learning Method

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## INTRODUCTION

Language is an important communication tool for life. Language is used to convey ideas, thoughts, and feelings to others. Without language, humans would not be able to express their thoughts, feelings, ideas, and so on. Language also allows humans to understand and interact with each other. Through language, humans can build social relationships, exchange information, and solve problems together. Language also plays an important role in education, culture, and economy.

English is a very important language in the era of globalization. As an international language, English opens up various opportunities and conveniences in various aspects of life, such as communication, education, business, and technology. English is a very complex language, with a large vocabulary and complicated grammar. This complexity is not a drawback, but rather a richness that opens up endless opportunities for exploration and learning. Rita (2022:101) stated that “English as a communication tool cannot be separated from various aspects of skills. This is important for a person to be able to communicate effectively.” Mastering English can significantly improve one's ability to communicate effectively. In learning English, reading comprehension is the key to success in learning English.

English as a foreign language (EFL) refers to the use of English by speakers whose first language is not English. The term is therefore used to distinguish it from English as a second language (ESL), which is used by speakers living in English-speaking countries. Teaching EFL opens up a wide range of opportunities for students' communication, access to information, personal development and careers. Meanwhile, EFL has witnessed a tremendous surge in popularity over the past few decades. English proficiency is increasingly seen as the key to education, employment opportunities, and international communication. So students' skills to understand and speak English are needed to improve access to education, employment opportunities and international travel.

Reading comprehension is one of the important skills in English language learning. One of the key competencies in learning English is reading comprehension. Purnomo (2022: 47) says that “Reading comprehension is an important skill to understand the meaning of a reading or even a theory so that readers can interpret the meaning of a reading accurately using different approaches”. This ability allows students to understand the information contained in English texts, both written and spoken texts. Antoni (2021:3-14) states that “Reading comprehension is a process that requires organizing pre-reading knowledge about the world and language. This includes determining, questioning, arguing, determining the meaning of the underlying vocabulary context, maintaining self-understanding, and reflecting”. Reading comprehension skills are essential for success in school and in life. These skills allow you to learn new information, understand complex ideas, and communicate effectively.

Skills in reading comprehension enable students to understand and interpret information contained in written texts. Dahlia (2018:71) explains that “Reading ability is important in determining

the success and success of students in learning English". This skill is not only limited to reading word for word, but also involves complex cognitive processes, namely: (1) Vocabulary: Knowing the meaning of words is essential to understanding the text; (2) Decoding: Being able to sound out words and recognize them in printed form; (3) Fluency: Reading fluently and accurately; (4) Grammar: Understanding grammar rules helps you understand how sentences are organized and how words relate to each other; (5) Background knowledge: The more you know about a topic, the easier it is to understand texts related to that topic; and (6) Critical thinking: Being able to analyze, evaluate, and draw conclusions. Strong reading comprehension skills are essential for success in school and in life. These skills allow you to learn new information, understand complex ideas, and communicate effectively.

Many students have difficulty in reading comprehension. They have difficulty in answering questions related to reading. Based on observations made by the researcher, it is evident that in English language learning in class X Geomatika2 of SMK Negeri 1 Nganjuk, their reading comprehension is still less than optimal in answering questions related to reading comprehension. Most of them find it difficult to interpret the context and make inferences from a text. Problems in reading comprehension are often faced by students, both in Indonesia and in other countries. This can be caused by various factors, which can be categorized into two, namely internal factors and external factors. Lack of reading comprehension makes it difficult for students to compare or contrast ideas or make inferences beyond the text. So improving reading comprehension skills is a complex and challenging process.

Based on the above problems, the researcher wants to apply the RRB (Round Robin Brainstorming) cooperative learning method on narrative text material. The researcher wants to know if using this learning method can make students more excited to learn, actively involved in the teaching and learning process and better understand the subject matter so that it can improve students' reading comprehension.

RRB (Round Robin Brainstorming) method is a method to encourage participation and cooperation among group members in expressing opinions. Kagan (2009:246) states that "Round Robin Brainstorming is a simple and flexible teamwork learning method where each group member generates ideas by elaborating and commenting on ideas within a predetermined period of time". Each member in the group gets an equal opportunity to contribute ideas and ideas in rotation, without criticism or judgment. Maftuhah & Lathifah (2023: 20) say that "Round Robin Brainstorming is a teaching method that involves brainstorming in small groups, after which students engage in critical thinking to generate ideas and share them with other group members by going around". RRB (Round Robin Brainstorming) is a collaborative technique used to generate ideas where everyone in the group gets the opportunity to contribute equally.

The reason why the researcher used the RRB (Round Robin Brainstorming) type cooperative

learning method is because this learning method is an interesting and new method to increase students' participation and involvement in learning. A student-centered learning method that has been proven to improve reading comprehension. Dahlina & Wahyuni (2021:75) stated that, "One method to improve reading comprehension is by using the round robin method. This can help students to understand the text better because they can exchange ideas with their friends". The RRB (Round Robin Brainstorming) method can improve students' reading comprehension by activating knowledge, increasing engagement, developing critical thinking, improving comprehension and collaborative learning. Therefore, Round Robin Brainstorming cooperative learning method is an effective method to improve students' reading comprehension.

The advantages of the RRB (Round Robin Brainstorming) cooperative learning method are: (1) Increasing Student Involvement and Participation; (2) Developing Critical and Creative Thinking Skills; (3) Improving Communication and Collaboration Skills; (4) Improving Understanding and Retention of Information; (5) Developing Communication and Presentation Skills; and (6) Fostering Motivation and Learning Spirit. Therefore, the Round Robin Brainstorming cooperative learning method is an effective method to improve students' reading comprehension.

Dahlina & Wahyuni (2021) in a study entitled "Using Round Robin Technique to Improve Reading Comprehension". The purpose of this study was to improve the reading comprehension of XC class students of SMA 1 Waringinkurung in the 2020/2021 school year through the use of the round robin technique. The results of this study show that the Round Robin method has useful implications in the learning process, especially in reading comprehension.

Usniati, Hastuti & Yanuartri (2023) entitled their research "Application of the Round Robin Brainstorming Type Cooperative Learning Model to Improve the Learning Outcomes of Grade 3 Students at Tunas Daud Christian Elementary School". The results of this research indicate that the use of the Cooperative Learning Round Robin Brainstorming method can improve student learning outcomes in thematic learning with mathematics content in class 3 of SDK Tunas Daud in the academic year of 2022/2023.

Wahyuni, Febianti & Margaretha (2023) their research with the title "The Effect Of Round Robin Brainstorming Strategy In Solving Speaking Anxiety Of Tenth Grade Students Of SMK Muhammadiyah Pagaralam". This research used a pre-experimental one group pretest and post-test design without a control or comparison group. The results showed that the Round Robin Brainstorming method could reduces students' speaking anxiety levels and there is a significant improvement in students' speaking abilities.

The aims of this research are :To find out there any significant different before and after being taught by using RRB (Round Robin Brainstorming) Cooperative Learning method in the teaching reading.

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## RESEARCH METHODOLOGY

This research uses a quantitative approach method. The data collected is in the form of numerical data obtained from measuring attachment variables, both before and after treatment. This research uses an experimental research design. Sugiyono (2020:111) states that "The experimental method is a research method carried out experimentally to determine the effect of the independent variable on the dependent variable". The type of research is Quasi Experimental Research. The design used in this research is One Group Pre-Test and Post-Test.

The research was conducted on one group in a class with a pre-test and post-test to show how the difference before and after learning using the RRB (Round Robin Brainstorming) cooperative learning method. The first step in this study is that students as subjects will be given a pre-test question. The second step is the provision of treatment, where students will be taught reading comprehension using the (RRB) Round Robin Brainstorming method. Finally, students will be given post-test questions to show how students' reading comprehension after using the (RRB) Round Robin Brainstorming method.

The research used a quasi-experimental research design without a control class and this research aims to determine the effectiveness of the learning process using the RRB (Round Robin Brainstorming) method to improve students' Reading Comprehension in English language learning.

The population of this research is all class X students of SMK Negeri 1 Nganjuk for the 2023/2024 academic year. The sample used in this research was class X GEOMATIKA 2 students. Researchers used convenience sampling techniques. The researcher use tests and documentation in collecting data.

The statistical technique used in this study uses the test formula to calculate the comparison data of students' pre-test and post-test results. The analytical techniques used to analyze this research data are descriptive statistics to find out the mean score of the students' test, inferential analysis use determining standard of deviation score and T-test statistical analysis to determine statistically significant differences.

The following is the determination of the hypothesis:  $H_a$ : accepted if  $t_{count} > t_{table}$ , there is a significant difference between the average results of the pre-test and post-test of students' reading comprehension before and after being taught by using the RRB (Round Robin Brainstorming) Method to improve the reading comprehension of tenth grade Geomatics2 students at SMK Negeri 1 Nganjuk in the Academic Year Of 2023-2024.  $H_0$ : rejected If  $t_{count} < t_{table}$ , there is no significant difference between the average results of the pre-test and post-test of students' reading comprehension before and after being taught by using the RRB (Round Robin Brainstorming) method to improve the reading comprehension of tenth grade Geomatics2 students at SMK Negeri 1 Nganjuk in the Academic Year Of 2023-2024.

## RESEARCH FINDINGS AND DISCUSSION

The researcher showed research findings from the experimental class and analyzed statistical

data obtained from the pre-test and post-test results using the T-test. The average score results from the Pre-Test and Post-Test can be seen as follows:

Table 1 The Analysis of Students' improvement result

Characteristic	Mean	Category
Pre – Test	53,42	Very Low
Post – Test	83,71	Good

From this table, the difference in the average score of students' reading comprehension skills can be determined using the determining mean formula which was obtained at 30.28 and determining standard deviation which was obtained at 32.33.

Meanwhile, to find the T-score, based on the data shown, the t-count result was 15.60. To know the significant difference between the students' result before and after being by using RRB (Round Robin Brainstorming), the result of  $t_{count}$  must be consulted to  $t_{table}$ .

From the T distribution it is found that  $t_{table}$  for  $t_{0,05} = 1,691$

$$t_{count} > t_{table} = 15,60 > 1,691.$$

To find out the different is significant or not from the result of the pre-test and post-test that have been described, it must be returned to the hypothesis. The researcher already has the intended hypothesis.

From the data obtained during the research before and after using the RRB method, the t test obtained  $t_{count} = 15,60 > t_{table} = 1,691$ . So  $H_a$  accepted. The alternative hypothesis ( $H_a$ ) states that "there is a significant difference between the average results of the pre-test and post-test of students' reading comprehension before and after being taught by using the RRB (Round Robin Brainstorming) method to improve reading comprehension of tenth grade Geomatics2 students at SMK Negeri 1 Nganjuk in the academic year of 2023-2024".

The students' reading comprehension before using the RRB method (Pre-Test ): Based on the results of the Pre-Test scores of students in class X GEOMATIKA2 SMK Negeri 1 Nganjuk, it shows that students' reading comprehension is still in the low category. The calculation results show that the average value of students' reading comprehension in narrative text is 53.42. So that researcher make indicators to see students' reading comprehension in narrative text. In making indicators, there are five indicators, namely inferring facts in the text, guessing meaning from the context, drawing logical conclusions, identifying the meaning of vocabulary/idioms/phrases and identifying the underlying cause and effect. From the data on the average score of students obtained 53,42 taken from 35 students of class X GEOMATICS 2 SMK Negeri 1 Nganjuk. Based on the data, the researcher concluded that their reading comprehension was still lacking and needed to be improved. So the researcher used the RRB method to increase student participation and involvement. That way, students will be more active in learning reading comprehension. So that the RRB method becomes one of the methods to improve

students' reading comprehension.

The students' reading comprehension after using the RRB method ( Post-Test ): Based on the results of the Post-Test scores, students of class X GEOMATICS 2 SMK Negeri 1 Nganjuk have a good category. The calculation results show that the average value of students' reading comprehension on narrative text is 83,71. In students' reading comprehension in narrative text, there are five indicators, namely inferring facts in the text, guessing meaning from context, drawing logical conclusions, identifying the meaning of vocabulary/idioms/phrases and identifying the underlying cause and effect. From the score data on the Post-Test, the average student score was 83,71 which was taken from 35 students of class X GEOMATICS 2 SMK Negeri 1 Nganjuk. Based on the data, the researcher concluded that their reading comprehension was good. Students are able to understand narrative text reading well using the RRB (Round Robin Brainstorming) method. So, the researcher concluded that the RRB (Round Robin Brainstorming) method can improve the reading comprehension of students in class X GEOMATICS2 SMK Negeri 1 Nganjuk.

The effectiveness of RRB method in students' reading comprehension: This research data shows that there is a significant difference in students' reading comprehension between before and after being taught using the RRB method. The Round Robin Brainstorming method is an effective learning strategy to improve students' reading comprehension. By encouraging active participation, in-depth discussion, and the development of critical thinking skills, RRB helps students achieve a deeper and more meaningful understanding of the reading material. Thus, the RRB method is proven to be one of the alternative methods in learning reading comprehension.

From the discussion above, it can be concluded that tenth grade students at SMKN 1 Nganjuk have good reading comprehension after being taught using the RRB method, especially in understanding narrative text.

## **CONCLUSION AND RECOMENDATIONS**

The students Reading Comprehension before being taught by using the RRB (Round Robin Brainstorming) method of tenth grade at SMK Negeri 1 Nganjuk in the academic year 2023/2024 was low category. From the acquisition of students' post-test results, the average score was 53,42 with a low category.

The students Reading Comprehension after being taught by using the RRB (Round Robin Brainstorming) method of tenth grade at SMK Negeri 1 Nganjuk in the academic year 2023/2024 was good category. From the acquisition of students' post-test results, the average score was 83,71 with a good category.

The RRB (Round Robin Brainstorming) method is effectiveness to improve students' reading comprehension of tenth grade at SMK Negeri 1 Nganjuk in the academic year of 2023- 2024. Based

on research data obtained  $t_{count} = 15,60$  and  $t_{table} = 1,691$  with a significant level of 5%. Then the two are compared and It can be seen that the  $t_{count} > t_{table}$  ( $15,60 > 1,691$ ) so that the null hypothesis ( $H_0$ ) is “rejected” and the alternative hypothesis ( $H_a$ ) is “accepted”. This means that the hypothesis proposed by the researcher is “accepted”. The hypothesis in question reads: “there is a significant difference between the average results of the pre-test and post-test of students' reading comprehension before and after being taught by using the RRB (Round Robin Brainstorming) method to improve reading comprehension of tenth grade Geomatics2 students at SMK Negeri 1 Nganjuk in the Academic year of 2023-2024”.

The researchers recommend the follows, for teacher: It is suggested to apply the RRB method as an alternative to learning reading comprehension to help students better understand reading material. For students : Students to use the RRB method when reading reading texts to improve their reading comprehension and students to express ideas and opinions, as well as be active in learning. For the next researcher : to be able to use this research as a reference in conducting research in the future, so that it can be carried out and developed and to conduct research on the effectiveness of the RRB method on other skills.

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