USING ROUND ROBIN TECHNIQUE TO IMPROVE TENTH GRADE STUDENTS' SPEAKING SKILL OF SMK PERTANIAN PEMBANGUNAN NEGERI SEMBAWA

Nita Ria[1], Yuni Hartati[2]
University of Tridinanti Palembang
(rnita656@gmail.com, yuniehrt@gmail.com)

Abstract: This research was aimed to find out whether or not there was any significant difference in speaking skill between the students' who were taught by using Round Robin technique and those who were not. The population was all the tenth-grade student of SMK Pertanian Pembangunan Negeri Sembawa in the academic year 2019/2020 consisting of 130 students. The writers used purposive sampling technique in choosing the sample. There were 66 students of tenth grade students of SMK-PPN Sembawa involved in this study as the sample. They were divided into two groups, experimental and control groups, consisting of 33 students for each group. The method used quasi non-equivalent group design. Spoken test was used to collect the data. Furthermore, the result of the data was analysed using independent sample t-test. The result showed that the mean score of experimental group increased from 70.88 in pre-test to 78.67 in post-test. The result of data analysis showed that the t-obtained was 2.625 and it was higher than t-table 1.9977. It meant that there was a significant difference between experimental and control group in speaking skill. The students who were taught using Round Robin technique could perform better in speaking skill than the students who were not taught using this technique.

Keywords: *Round Robin technique, speaking skill, descriptive text*

MENGGUNAKAN TEKNIK ROUND ROBIN UNTUK MENINGKATKAN KEMAMPUAN BERBICARA SISWA KELAS SEPULUH DI SMK PEMBANGUNAN NEGERI SEMBAWA

Abstrak: Penelitian ini bertujuan untuk menemukan ada atau tidak perbedaan yang signifikan dalam kemampuan berbicara antara siswa yang diajarkan dengan teknik Round Robin dan siswa yang tidak diajarkan dengan teknik tersebut. Populasi dari penelitian ini adalah semua siswa kelas sepuluh SMK Pertanian Pembangunan Negeri Sembawa tahun akademik 2019/2020 yang terdiri atas 130 siswa. Teknik sampling purposive digunakan untuk memilih sample. 66 siswa dilibatkan sebagai sampel yang dibagi menjadi dua kelompok yang masing-masing kelompok terdiri dari 33 siswa. Metode penelitian yang digunakan adalah kuasi non ekuivalen desain group. Tes lisan digunakan untuk mengumpulkan data sehubungan dengan kemampuan siswa berbicara. Hasil t-test independent menunjukan hasil t-obtained 2.625 dan hasil tersebut lebih tinggi dari t-table 1.9977. Itu berarti ada perbedaan signifikan antara kelompok eksperimen dan control yang disebabkan teknik round robin diberikan pada kelompok eksperimen. Dari hal tersebut dapat disimpulkan ada perbedaan signifikan antara siswa yang diajar menggunakan teknik round robin dan siswa yang tidak diajar dengan menggunakan teknik tersebut.

Kata kunci: *teknik round robin, keterampilan berbicara, teks deskriptif*

INTRODUCTION

　　Speaking is one of the productive skills that must be learned by students. Brown (2001) states that speaking as an interactive process of constructing meaning that involves producing, receiving, and processing speech of sounds as main instruments. Additionally, Brown (2001) clarifies that somebody who is able to speak a language it means that s/he is able to bring out on a reasonable conversation competently. In addition, Cameron (2005) states that speaking is used to express meaning so that other people can make sense of them. In other words, speaking is an important skill that is used to communicate with other people. Speaking is one of the four language skills (reading, writing, listening and speaking). It means that learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. Moreover, if one is able to communicate well s/he will be able to interact with many people, go to many places without having any obstacles, work in any job field because speaking is a key to pass the interview test. Speaking is one of the important skills in language learning besides listening, writing and reading. In the education aspect, students are expected to speak English fluently in order to follow technological developments.

　　Indonesia is in the 51st rank among 88 countries in the world. The results showed English proficiency of Indonesian is still low. Therefore, it was important for the teachers to encourage and motivate the students to learn English especially in speaking. However, speaking remains the most difficult skill to master for the majority of English learners and they are still incompetent in communicating orally in English (Zhang, 2009). In addition, Rabab'ah (2005) points out there are many factors that cause difficulties in speaking English. Some of these factors were related to the learners themselves, the teaching strategies, the curriculum, and the environment. For example, many learners lack the necessary vocabulary to convey their meaning across, as a consequence, they could not keep the interaction going.

　　Based on the writer's interview with some students and the teacher of SMK-PPN Sembawa, it was found that the students' speaking skill was still low particularly in giving an opinion. Although the students had a good score in other skills such as writing, reading and listening but students still had difficulties in speaking English. It probably happened because they had a lack of motivation to speak and seldom practiced their English.

　　Regarding to the problems above, the teacher found the appropriate technique of teaching speaking. The teacher played an important role to create interesting teaching and learning process. In this research, the writer used Round Robin technique to solve the problem of speaking. Round Robin Technique is one of cooperative learning that was conducted by Spancer Kagan According to Frangenheim (2008), Round Robin is one of the most effective strategies for cooperative learning. It is a valuable strategy at the start of any unit since it allows the teacher to discover the general level of knowledge of the class and can also be used for revision purposes, as well as being used for specific purposes. Kagan and Kagan (2009) stated that Round Robin Brainstorming is an activity in which each student should share opinions in turn in group discussion based on the topic given. Round Robin was like discussion, which could be used for brainstorming, reviewing, practicing, and serving as a team builder. In Round Robin technique, students are supposed to work in a group consisting of four to six persons and give respond in the form of answering the question or giving a comment to the

problem in turn. The entire membership of the group had the same opportunity to speak up and convey their opinion. The basic principle of Round Robin technique was everybody in the team group must speak up. Therefore, no student will dominate the group activity.

This research focused on the descriptive text which is refers to the syllabus of the school-based curriculum 2013. This kind of the text is taught at the tenth grade students of SMK-PPN Sembawa. On the basis of the discussion above, this study investigated whether or not there was any significant difference in speaking skill between the students' who were taught through Round Robin technique and those who were not to the tenth-grade students of SMK Pertanian Pembangunan Negeri Sembawa.

The research objectives were to find out whether or not there was any significant difference in speaking skill between the students' who were taught through Round Robin technique and those who were not to the tenth-grade students of SMK Pertanian Pembangunan Negeri Sembawa.

METHODOLOGY

In this research, the writers used a quasi-experimental design that was non-equivalent group design. There were two groups in this research, experimental and control group. The writer gave pre-test and post-test for those groups. In the beginning of the study, all students were given pretest, after that the writer applied Round Robin technique in teaching speaking as treatments for eight meetings in experimental group, while, in the control group the writer did not use some treatment because they got conventional treatment for eight meetings by their teacher. Control group students sit quietly while the teacher explained the lesson. They learned and memorized assignment. At the end of the study, all students were given post-test.

Population and Sample

The population was all the tenth-grade student of SMK Pertanian Pembangunan Negeri Sembawa in the academic year 2019/2020. It consisted of 130 students for 4 classes, X ATP, X ATPH, X ATU and X ATPH. In this research, the writer used purposive sampling technique in choosing the sample class. The sample of this research consisted of 66 students. Each of the class had 33 students for experimental group that was treated by Round Robin technique and 33 students for control group was treated by conventional method. X ATP was as an experimental group and X ATU was as a control group.

Data Collection

The instrument for collecting the data for testing the hypothesis consisted of speaking skill test, scoring speaking skill, content validity and reliability of the test. The test used in this study was speaking test in descriptive text, the test consisted of 10 topics. For scoring the test the writer was helped by two raters, the two raters used speaking rubric in assessing the test.

The test was considered reliable. After calculating the data, the writer found that the value scores in pre-test for control group was 0.501 with Sig. (2-tailed) 0.003, value scores in post-test for control group was 0.550 with Sig. (2-tailed) 0.001, value scores

in pretest for experimental group was 0.626 with Sig. (2-tailed) 0.000, value scores in posttest for experimental group was 0.653 with Sig. (2-tailed) 0.001. According to Sugiono (2010) correlation coefficient 0.40 – 0.599 is average reliable and 0.60 – 0.799 is strong reliable. It can be concluded that the value score in pretest and posttest for control group was average reliable. Meanwhile, the value score in pretest and posttest for experimental group was strong reliable. Moreover, the significant all coefficients of (sig.2-tailed) were less than 0.05 it can be concluded that the data of pretest and posttest in both groups were reliable.

After that, the normality test was done to know whether or not the data obtained were normally distributed. In achieving that objective, the Kolmogorov-Smirnov statistic was used to investigate the normally of the data. The data could be categorized as normally distributed when the significance value exceeds the value of 0.05. Based on the result of the normality testing the data of the group in this research were higher than 0.05. It can be concluded that the data in both group were normally distributed.

In investigating whether the variance of the data was homogeneous or not, Leven's Test was applied in this research. If the significance value was higher than 0.05, it could be assumed that the variances of the groups are equal. After the sample was determined, the test of homogeneity of the class was done prior to the research. It was needed to ensure that all of the groups in the sample were homogeneous to each other. Thus, the sample in both groups were suitable for the research. The result of the analysis showed that both groups were, in general, homogeneous.the significance was higher than 0.05. It can be concluded that the data had same variances. After the data are proven to be normal and homogeneous, then the writer analyzed independent sample t-test and paired sample t-test for both control and experimental group. Independent sample t-test was done to found out whether or not there was significant difference in speaking skill between the students' who were taught through Round Robin technique and those who were not. The result shows thatthe significance (2-tailed) was lower than 0.05 and in two tailed testing with df = 64, the t-obtained was higher than critical value of t-table, it can be concluded that there was a significant difference in speaking skill between the students' who were taught through Round Robin technique and those who were not to the tenth-grade students of SMK Pertanian Pembangunan Negeri Sembawa. Paired sample t-test was done to find out whether Round Robin technique was effective to improve students' speaking skill or not. The result shows that significant 2 tailed 0.000 was lower than alpha value 0.05, it was inferred that Round Robin technique was effective to improve students' speaking skill.

The Procedures of Teaching Speaking Skill by Using Round Robin Technique

The steps were taken in teaching speaking skill by using Round Robin technique cover pre-activities, whilst-activities and post activities.

1) Pre-Activities
   - Students were greeted by the teacher
   - Students checked the attendance list
   - Students got some question from the teacher (How do you give your opinions? what do you know about Round Robin?
2) Whilst-Activities
   - Students got some explanations about Round Robin
   - Students asked about the explanation to the teacher
   - Students got an explanation about how to give opinions from the teacher

- Students were divided into some groups
- Students got the topic (Motion Part)
- Students got ten minutes to collect the information about the topic as much as possible (Definition and Theme Line part)
- Each group or speaker told their own opinions in return (Argument Part and Closing Part)

3) Post Activities
   - Students discussed the strengths and the weaknesses of Round Robin technique
   - Students asked a question about the result of the discussion
   - The teacher told about the next material (topic) for the next meeting
   - The teacher closed the class.

FINDING AND DISCUSSION

Descriptive Statistical Analysis

The data of speaking achievement recapitulation of mean, median, modus and standard deviation can be seen in the Table 1.

Table 1. Speaking Achievement Recapitulation

Variable Data Statistics	Experimental Group		Control Group	
	Pre test	Post test	Pre test	Post test
Mean	70.879	78.667	69.030	76.09
Std. Deviation	2.154	2.839	3.423	5.269
Min. Score	66.00	75.00	59.00	66.00
Max. Score	75.00	85.00	74.00	84.00

The data of posttest in experimental group show minimum score was 75, the maximum score was 85, with the standard deviation 2,839, and the mean score was 78.667. Meanwhile in post test in control group show the minimum score was 66, the maximum score was 84, with the standard deviation 5.269, and the mean score was 76.09.

Data analyses were run by using SPSS 24. However, before analyzing the data, there were some requirements needed to be fulfilled. There were normality of the data and the homogeneity of the variance data. The normality testing aims to find out whether or not the data normally distributed. Based on the result of the normality testing by using the Kolmogorov-Smirnov test, the data of both groups in this research was higher than 0.05. In this case, it can be concluded that all of the group data in this research were normally distributed.

Homogeneity testing was administrated to make sure that the samples of this research have homogeneous. Based on the result of Levene's Test analysis of the data shows that the significance level was higher than 0.05, then it could be concluded that the variances data of the group were entirely homogeneous. After completing the requirements of the homogeneity testing and the normality testing, Paired sample statistical analysis was administrated to answer the hypotheses. The result of paired sample t-test can be seen in the Table 2.

Table 2. The Result of Paired Sample T-Test

Variable	Experimental Group		Control Group	
	Pre test	Post test	Pre test	Post test
Mean	7.81818		7.04545	
Std. Deviation	3.02804		4.37565	
t-obtained	14.832		9.250	
df	32		32	
Sig (2-tailed)	0.000		0.000	

The table showed that the mean difference between pretest and posttest in experimental group was 7.81818, the standard deviation was 3.02804, the degree of freedom 32, and t-obtained was 14.832. It was higher than t-table (2.0369) and the significance (2-tailed) was 0.000. Since the coefficient of significant 2 tailed was 0.000 and it was lower than alpha value 0.05, it was inferred that Round Robin technique in experimental group was effective to improve students' speaking skill. Furthermore, the above table showed that the mean difference between pretest and posttest in the control group was 7.04545, the standard deviation was 4.37565 than the degree of freedom 32, the value of the t-obtained was 9.250. It was higher than t-table (2.0369), and the significance value of (2-tailed) was 0.000. Since it was lower than alpha value 0.05, it was inferred that students' in the control group also gained speaking skill significantly.

In order to find out whether or not there was a significant difference in achievement between the experimental group and control group, independent sample t-test was applied to compare the results of the posttest in the experimental group with those in the control group. It can be seen on the Table 3.

Table 3. The Result of Paired Sample T-Test

Variable	Mean different	t-obtained	df	Sig- (2-tailed)
Posttest (Exp. Control)	1.84848	2.625	64	0.011

The result of independent sample t-test showed the significance (2-tailed) was 0.011, this coefficient was lower than 0.05, in two tailed testing with df = 64, the t-obtained 2.625 was higher that critical value of t-table 1.9977. It confirmed that there was a significant difference in speaking skill between the students' who were taught through Round Robin technique and those who were not.

Discussion

Based on the data, the writers could interpret that there was a significant difference in speaking skill between the students' who were taught through Round Robin technique and those who were not to the tenth-grade students of SMK Pertanian Pembangunan Negeri Sembawa. The results of this study were the same as previous studies by Syafryadin, Rahmawati and Widiastuti (2013). Meanwhile, students' who were taught by using Round Robin technique showed their progress and improvement in describing a text. Before being given the treatment, they did not know how to describe a text well. Beside, after the treatment they understand well how to describe the text and expressed the idea in their minds. This is supported by Cameron (2005) that states speaking is used to express meaning so that other people can make sense of them.

Furthermore, Round Robin gives new learning speaking style. Most of the students were interested in practicing their speaking skill. Round Robin technique brought them into attractive way in learning speaking. It made students speak more confident in front of many people. Round Robin technique could bring students into learning speaking easily and fun and they are very motivated to learning speaking. Therefore, they got new experience in learning different with other ways of learning. These results prove one of the advantages of the round robin technique revealed by Mandel (2009), he said that Round Robin technique can increase the students' self-confidence.

CONCLUSION

Based on the data analysis, there were some conclusions could be drawn. First, Round Robin Technique was effective to improve students' speaking skill of descriptive text and to be implemented in teaching learning process. It was proven by the significance different between pre-test and post test score in experimental group. Second, the result of this study also emphasizes that Round Robin technique was considered to be able to accommodate the students' style, especially for students who were shy and difficult to express their opinion. By practicing Round Robin technique, students had to speak in front of their friends and audiences and it made their confidence increased. Third, Round Robin technique could improve the students' interaction both between the students and the teacher and among them. It allowed the interaction among the students by holding the discussion group. It also allowed the interaction between the teacher and the students by holding a class discussion. Finally, every step in round robin has important role and it could form good impacts for students' speaking skill. So, if teacher could run every step in round robin technique well, the students' speaking skill could improve.

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