

## **EXTENDING STUDENTS' SPEAKING SKILLS IN THE ELEVENTH-GRADE BY USING ROUND ROBIN TECHNIQUE (R2T)**

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### **ABSTRACT**

Speaking is an important skill in language development, as are listening, writing, and reading. To stay up with technological developments, students must be competent in English. This study 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. There were 60 students of eleventh-grade students of SMA Negeri 7 Prabumulih involved in this study as the sample. They were divided into two groups, experimental and control groups, both groups consisted of 30 students. This study used quasi non-equivalent group design. The experimental group were taught by using Round Robin technique meanwhile the control group were taught by using lecturing method. The result showed that the mean score of experimental groups increased from 70,88 in pre-test to 78,67 in post-test. Furthermore, the result of independent t-test from experimental group and control group shown that the t-obtained was 2,625 and it was higher than t-table 1,9977. It means that there was any significant difference between experimental and control groups which was caused by Round Robin technique given to the experimental group. It can be concluded that there was significant difference between students who were taught using Round Robin technique and students who were not.

### **Introduction**

Speaking, as well as listening, writing, and reading, is a crucial ability in language development. In terms of education, students are required to speak English fluently to keep up with technological innovations. Students must learn to speak as one of their productive abilities. Brown (2015) states that speaking as an interactive process of constructing meaning that involves producing, receiving, and processing speech of sounds as main instruments. Meanwhile, Brown (2015) assumed that the interactional nature of spoken language requires the speaker's ability to use motor-perceptive skills, which deals with correctly using the sounds and structures of the language, and interactional skills, such as body language, gesture, physical distance, eye contact and other nonverbal messages. As a result, EFL students should learn how native speakers use language in the context of structured interpersonal encounters in which numerous variables interact.

As a result, it was critical for teachers to encourage and urge students to learn English, particularly in speaking. However, speaking remains the most difficult ability for the majority of English learners to master, and many remain unable of conversing orally in English (Zhang, 2009 & Amoah & Yeboah, 2021). In addition, Dalem (2017) and Putri et al. (2020) 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 writers' interviews with specific students and the teacher of SMA Negeri 7 Prabumulih, it was revealed that the students' speaking abilities, particularly their ability to convey an opinion, remained insufficient. Although the children performed well in other areas such as writing, reading, and listening, they struggled to communicate in English. It most likely happened because they were uninterested in talking and rarely used their English. It is the teacher's obligation to help students improve their speaking skills.

Regarding the aforementioned issues, the teacher discovered a suitable strategy for teaching speaking. The teacher was critical in making the teaching and learning process engaging. The writers employed the Round Robin strategy to overcome the difficulty of speaking in this study. The Round Robin technique was used to generate small groups of four or six people. Then everyone formed a circle. Each participant spoke about a topic assigned by the teacher. Thus, the goal of this strategy was to provide kids the opportunity to speak up. It stated that each group member expressed his or her viewpoint on the subject. Furthermore, the author stated that the Round Robin technique may improve students' knowledge because they would share their information with their friends about the topic.

The Round Robin technique was multipurpose and could be used in any learning level circumstance. This strategy was quite simple and could be used both inside and outside of the classroom. Teachers could utilize this strategy in any learning scenario because it was simple to implement and beneficial to both students and teachers.

Previous research conducted by Sahardin et al. (2019) found that using Round Robin technique could improve the students' speaking achievement. The result of the study on the evaluation of each cycle showed that each cycle indicated the improvement of the students' speaking achievement from cycle one to cycle two. Furthermore, in the first cycle students got some problems but in the second cycle after a good interaction between the teacher and students the problems could be solved well.

In this study, the concept of Round Robin technique (R2P) allowed students to speak accurately and fluently like native speakers, to speak fluently and accurately they must have enough vocabularies, expressions and be able to share opinions. Round Robin technique was used because this kind of technique has been done by previous researchers Desnita et al. (2022) and Asari et al. (2018) both studies revealed that Round Robin technique was effective to improve students' speaking skill.

The writers focus on implementing the Round Robin technique (R2P) to improve the speaking skills of eleventh grade students at SMA Negeri 7 Prabumulih in the current investigation. "Was there any significant difference in speaking skill between the students' who were taught using the Round Robin technique and those who were not to the eleventh - grade students of SMA Negeri 7 Prabumulih?".

## **The Concept of Speaking Skill**

According to Kasanah et al. (2020), speaking skill is a process of interaction where speakers intend to build meaning through producing, receiving and processing information. According to Shahini and Shahamirian (2021) speaking is defined as productive and verbal skill. Speaking is a cognitive skill, is the idea that knowledge becomes increases automatically through successive practice. In other words, speaking is the verbal language used to communicate with others.

Moreover, Merani (2019) and Newton and Nation (2020) states that speaking as an interactive step of forming meaning that involves producing, receiving and processing information. Furthermore, Paranduk and Karisi (2020) defines speaking is the steps of developing and giving meaning through the use of verbal and non-verbal signs, in a variety of contexts.

Based on the previous definitions, the writers concluded that speaking is the ability to deliver sequence in ideas fluently, the productive and verbal skill, verbal and nonverbal signs, and an interactive process of constructing meaning.

## **The Concept of Round Robin Technique (R2P)**

Round Robin Technique is one of cooperative learning that was conducted by (Kagan, 2021). According to Matawal and Abimaje (2022) 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. Cox (2020) 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 the round-robin technique, students are intended to work in groups of between four and six participants and respond in the form of answering a question or making a comment on the topic in turn. Everyone in the group had the same opportunity to stand up and express their thoughts. The essential idea of the round-robin technique was that everyone in the team group had to speak up. As a result, no student will dominate the group activity.

In Round Robin technique there is interaction between teacher – students and also students each other. In conducting Round Robin technique, the teacher divides the students into some groups. Teacher also gives understanding about what Round Robin is, so the students understand what to do. The teacher also controls the process of learning in the class. There are many interactions happen among students. In the group, students discuss the problem and try to solve the problem together. The students also have to help each other when team member get difficulties.

From those theories, it can be concluded that Round Robin Technique is one of cooperative learning where the teacher divides students into groups and each student must share opinions according to the topic specified by the teacher in group discussions (Delina & Refelita, 2021).

## Teaching Speaking by Using Round Robin Technique (R2P)

Speaking is the key to communication and interaction with other people. So, in speaking some students still have a problem like error grammar, error pronunciations, etc. They had lack vocabulary and not confidence in front of their friend even though in their self. Round Robin technique was able to generate ideas and speak in order moving from one student to the next. So, Round Robin was able to improve students speaking skill by using small group discussion. Barkley (2012, p. 163) show the procedures of Round Robin technique in teaching speaking are as follows:

- a. The students are divided in some groups, consist of four or six students.
- b. The teacher explains that the purpose of brainstorming is to generate many ideas. Groups' members will take turns, moving clockwise and respond to the question. Inform students that to prevent interrupting or inhibiting the flow ideas, they must refrain from evaluating, questioning, or discussing the ideas.
- c. If it would be beneficial for students to assume a role (such as recorder or rule enforces), allow a few moments for role assignment.
- d. Tell students whether or not they will go around the group once or multiple times, announce a time limit, and pose the prompt.
- e. Ask one student to begin the activity by stating ideas or answer aloud. The next student continues the brainstorming session by stating a new idea. The activity continues, moving from member to member in sequence until all students have participated.

### The formulated the following hypotheses:

Ho: There was no significant difference in speaking skill between the students' who were taught through Round Robin technique and those who were not to the eleventh-grade students of SMA N 7 Prabumulih.

Ha: 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 eleventh-grade students of SMA Negeri 7 Prabumulih.

### Method

In this study, the writers used a quasi-experimental design that was Non-Equivalent group design. According to Creswell (2012), a quasi-experimental design had both pre-test and post-tests. The design involved an experimental and control group. Both groups were given pre-test and post-test. A pre-test was administered before the treatment and the post-test was administered after the treatment. In this study, the population was all the eleventh-grade student of SMA Negeri 7 Prabumulih in the academic year 2022/2023. It consisted of 130 students for 4 classes and the writers used purposive sampling technique in choosing the sample class.

The writers chose purposive sampling to adjust the condition of the population and sample of the study. In choosing the sample, the writers took two classes as samples which taken based on the discussion with the English school teacher. In this study, the writers gave a test of using a speaking test in pre-test and post-test in two groups. The writers used

descriptive text with the theme “Describing Historical Place” in pre-test and post-tests. In scoring the speaking skill, the writers were helped by two ratters. The first ratter was an English teacher at SMA Negeri 7 Prabumulih who was chosen as the ratter because she understands her students' abilities and also to help writers coordinate about student grades. The second ratter was an English teacher at SMA Negeri 1 Muaradua Kisam who was chosen as the ratter because she has good TOEFL scores and is fluent in English. The normality test, homogeneity test, paired sample t-test, and independent sample t-test were used to analyse the data.

## Results and Discussion

### Results

Before administering inferential analysis, the writers examined the normality of pre-test and post-tests both control and experimental group using Kolmogorov-Smirnov, to know whether the data were normally distributed or not. According to Kim (2013) If the K-S test is significant then the scores are significantly different from a normal distribution. Table 1 below shown the result of normality pre-test.

TABLE 1  
 The Result of Normality Pre-Test  
 One-Sample Kolmogorov-Smirnov Test

		Pre_Co	Pre_Ex
N		33	33
Normal Parameters <sup>a,b</sup>	Mean	70,8788	69,03
	Std. Deviation	2,15432	3,423
Most Extreme Differences	Absolute	,144	,109
	Positive	,144	,073
	Negative	-,101	-,109
Test Statistic		,144	,109
Asymp. Sig. (2-tailed)		,080 <sup>c</sup>	,200 <sup>c,d</sup>

The result of normality test in pretest from both groups indicated that the significant coefficient (Sig.2-tailed) of Kolmogorov-Smirnov test of pretest control group was 0.080, and for experimental group was 0.200. As long as the significant coefficient was higher than 0.05, it can be concluded that the data of pretest in both groups were normally distributed. Table 2 below shown the result of normality post-tests both control and experimental group.

TABLE 2  
 The Result of Normality Post Test  
 One-Sample Kolmogorov-Smirnov Test

		Post_Co	Post_Ex
N		33	33
Normal Parameters <sup>a,b</sup>	Mean	78,6667	76,09
	Std. Deviation	2,83854	5,269
Most Extreme Differences	Absolute	,141	,117
	Positive	,141	,105
	Negative	-,098	-,117
Test Statistic		,141	,117
Asymp. Sig. (2-tailed)		,094 <sup>c</sup>	,200 <sup>c,d</sup>

The result of normality test in posttest from both groups indicated that the significant coefficient (Sig.2-tailed) of Kolmogorov-Smirnov test of pretest control group was 0.094, and for experimental group was 0.200. As long as the significant coefficient was higher than 0.05, it can be concluded that the data of pretest in both groups were normally distributed. The writers measured the homogeneity of pretest and posttest for both control and experimental group. If the probability is higher than 0.05 then the variances are significantly different in different groups. (Field, 2009, p.152). Table 3 and 4 showed the homogeneity of pretest and posttest.

TABLE 3  
Homogeneity of Pre-Test Result  
Test of Homogeneity of Variances

Pretest_Co_Exp			
Levene Statistic	df1	df2	Sig.
2.140	8	64	.080

Based on the data above, it showed that the significance was 0.080 and  $> 0.05$ . It can be concluded that the data had same variances.

TABLE 4  
Homogeneity of Post Test Result  
Test of Homogeneity of Variances

PostTest_Co_Exp			
Levene Statistic	df1	df2	Sig.
1.602	6	64	.190

Based on the data above, it showed that the significance was 0.190 and  $> 0.05$ . It can be concluded that the data had same variances.

### The Result of Paired Sample T-test of Experimental Group

The result of paired sample statistic of experiment group showed in table 5 It was used to find out whether Round Robin Technique could improve students' speaking skill or not.

TABLE 5  
The Result of Paired Sample Test in Experimental Group

		Paired Differences		95% Confidence Interval			t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Mean	Lower	Upper			
Pair 1	Pre Ex Post Ex	7.81818	3.02804	.52711	8.89188	6.74449	14.832	32	.000

The table showed that the mean different between pretest and posttest in experimental group was 7.81818, the standard deviation was 3.02804 and standard error mean was 0.52711, than the degree of freedom 32 and t-obtained was 14.832 higher than t-table was 2,0369 and the last significance (2-tailed) was 0.000.

Since significant 2 tailed 0.000 was lower than alpha value 0.05, it was inferred that Round Robin technique in experimental group was effective to improve students' speaking skill.

### The Result of Paired Sample T-test of Control Group

The result of paired sample statistic of control group showed in table 6. It was used to find out whether conventional method could improve students' speaking skill.

TABLE 6  
The Result of Paired Sample Test in Control Group

		Paired Differences		Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation		Lower	Upper			
Pair 1	Pre-Con Post-Con	7.04545	4.37565	.76170	8.59699	5.49392	9.250	32	.000

The table showed that the mean different between pretest and posttest in control group was 7.04545, the standard deviation was 4.37565 and standard error mean was 0.76170, than the degree of freedom 32 and t-obtained was 9.250 higher than t-table was 2,0369 and the last significance (2-tailed) was 0.000.

Since significant 2 tailed 0.000 was lower than alpha value 0.05, it was inferred that students in control group also gained speaking skill significantly.

### The Result of Independent Sample T-test

After the data were collected from both control and experimental group, the writers used independent sample t-test to compare the result of posttest from both control and experimental group. Table 7 below shows the result of independent sample t-test.

TABLE 7  
The Result of Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means		Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
	F	Sig.	t	df				Lower	Upper
Post_Test_Con	4,307	,011	2,625	64	,011	1,84848	,70408	,44193	3,25504
Post_Test_Ex			2,625	53,911	,011	1,84848	,70408	,43684	3,26013

The table showed the result of independent sample t-test, 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 can be concluded that the null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted.

### Discussions

After calculating all the data, the writers came to the interpretations. 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 eleventh-grade students of SMA Negeri 7 Prabumulih. The results of this study were the same as previous studies by Sahardin et al. (2019). 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 Desnita et al. (2022) 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 Matawal & Abimaje (2022), they said that Round Robin technique can increase students self-confidence.

### Conclusion

Round Robin Technique was effective to improve students' speaking skill in describing descriptive text and to be implemented in teaching learning process. It was proven by significance different between pre-test and post test score in experimental group. Other evidence shown that before the students got treatment they are lack of knowledge in grammar, lack of vocabulary mastery and they are ashamed to speak English in front of the class but after the treatment they can do it well. So, the writers could conclude that it significantly increased.

The result of this study also emphasizes that Round Robin technique was consider to be able to accommodate that 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 friend and audience and it made their confidence increased.

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. 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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