

THE USE OF ROUND ROBIN STRUCTURE TO IMPROVE STUDENTS' SPEAKING SKILLS (CLASSROOM ACTION RESEARCH)**Iftitah Khayati**

Boyolali University, Central Java-Indonesia

ABSTRACT

This study examines the implementation of Round Robin Structure improves speaking skills. Round Robin Structure is one of the cooperative learning structures created by Spencer Kagan. In Round Robin Structure, students in the group respond to a question or problem orally. Team members are encouraged not to skip turns, but if they cannot answer the question, they say pass. Thus, there is almost universal participation in the Round Robin structure. There is a high degree of interaction among learners at all times. This study was CAR (Classroom Action Research) and ended in two cycles. The researcher applied the strategy directly in the class to measure student achievement and to know that the treatment could improve the students' speaking skills. The researcher used Kemmis and MC Taggart's models of CAR. The data was through tests, questionnaires, and interviews. In analyzing the data, the researcher used a direct test that measured five components of speaking pronunciation, grammar, vocabulary, fluency, and comprehension. The researcher finds significant improvement in the average student's speaking skills, from 59.65 in the preliminary to 68.90 in cycle I and 72.90 in the next. The researcher also found that the student's responses fulfilled the success criteria. From highly the students' percentage in questionnaire form 1 is 73.91% to 78.26% in questionnaire form 2.

Keywords: *Speaking Skill, Round Robin Structure, Classroom Action Research*

INTRODUCTION

Speaking is a productive skill that is very important in language learning. Richards states that mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as the effectiveness of their English course based on how much they feel they improved in their spoken language proficiency". Speaking has always been a focus of language teaching both the natures of speaking skills as approaches to teaching them have undergone a shift in thinking in the last 30 years.

Speaking skill is the first skill that learners want to master other skill. According to Nunan: "To most people, mastering the art of speaking is the single most important aspect of learning a second language, and success measured in terms of the ability to carry out a conversation in the language" In addition, Nunan argues: Speaking is a fundamental human behavior that people don't stop to analyze unless there is something noticeable about it. For example, if a person is experiencing a speech pathology, people may realize that the speech is typical. Likewise, if someone or a lucid speaker, people may notice that she speaks typically in a note-worthy sense. What we fail daily, however, are the myriad physical, mental, psychological, social, and cultural factors that must all work together when people speak. It is an even more impressive feat when we hear someone say effectively in a second or foreign language.

However, based on the researcher's preliminary observation, speaking remains one of the least– mastered skills for students. They are still not confident in their ability to speak. They are afraid of making some mistakes. They embraced being laughed at by their friends. As a

contribution to solving the problems, the researcher proposes the implementation of the Round Robin Structure.

Round Robin Structure is an instructional technique used in cooperative learning. A structure is an instructional strategy for teacher and students' interaction with the curriculum. Kagan states: In the Round Robin structure, students in the group respond to a question or problem orally. Team members are encouraged not to skip turns, but if they cannot answer the question, they say pass. Thus, there is almost universal participation in the Round Robin structure. There is a high degree of interaction among learners at all times.

Richard argues that "Round Robin is a technique for brainstorming, reviewing, or practicing a skill. In the Round Robin structure, each student is supposed to speak about the lesson or answer the questions. Having lots of time, the students improve their speaking skills in terms of pronunciation, grammar, vocabulary, fluency, comprehension, and content.

METHOD

This research used Classroom Action Research (CAR). CAR is research conducted by a teacher in class. It is the research conducted by the teacher in the classroom or at school where he taught with an emphasis on perfecting or improving learning processes and practices. Action research is an effective learning device for teaching the process of scientific investigation and systematic problem-solving. The word action refers to taking practical action to resolve classroom problems. So action research takes in the teacher's classroom and involves cycle activities centering on identifying a problem or issue, collecting information about the issues, devising a strategy, trying out it, and observing the effects.

From Kemmis & McTaggart Classroom Action Research activities involve repeated cycles, each consisting of planning, acting, observing, and reflecting. The fourth component in the following scheme:

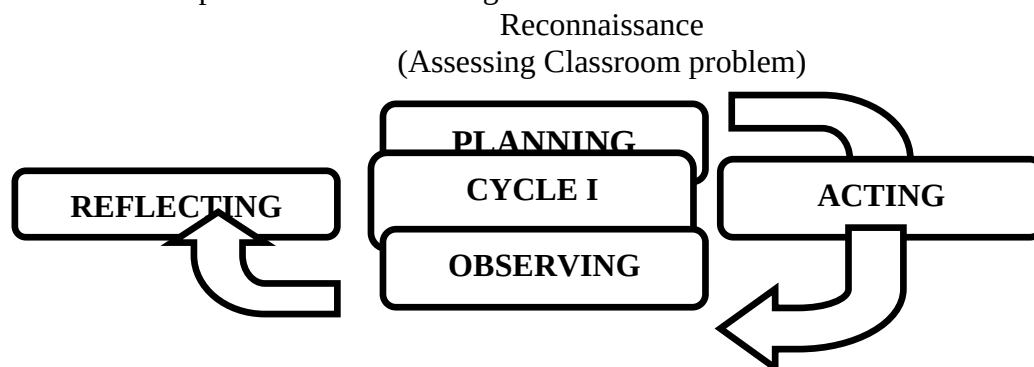


Figure1.1 Kemmis & Mc Taggart's model

The study examines the following procedure, preliminary study, planning, acting, observing, and reflecting.

RESULT AND DISCUSSIONS

The results show in two cycles. And after using the Round Robin structure to improve students' speaking skills, the researcher concludes that this structure could improve the students' speaking skills. It is on the criteria of success that reach.

The researcher found some advantages to using the Round Robin structure. Some benefits are students can develop ideas or new opinions about problems, develop creative thinking, and increase self-confidence. They could improve their cooperation and also their knowledge cause

Round Robin's structure is a brainstorming session to find a list of ideas which students will train to speak English more and can solve the problem in every group. Based on the research, it concluded that the use of the Round Robin structure improves students' speaking skills. The data analysis includes a preliminary study done in the pre-test, cycle I, and cycle II below.

1. Preliminary study

A preliminary study conducted a pre-test. The pre-test in class VII E of Junior High School. It was the beginning session of the research. The purpose of conducting a pre-test was to know how well the students spoke in the spoken descriptive text. The result of the pre-test is in Appendix. The following table displays the summary of the pre-test report:

Grade	Category	Score	Frequency	Percentage
1	Poor	0 – 49	3	15%
2	Poor to fair	50 – 59	10	48%
3	Fair to good	60 – 79	7	32%
4	Good to excellent	80 -100	1	5%
The lowest score				33,3
The highest score				83,3

In addition to that, here is the average of the student's scores in the pre-test.

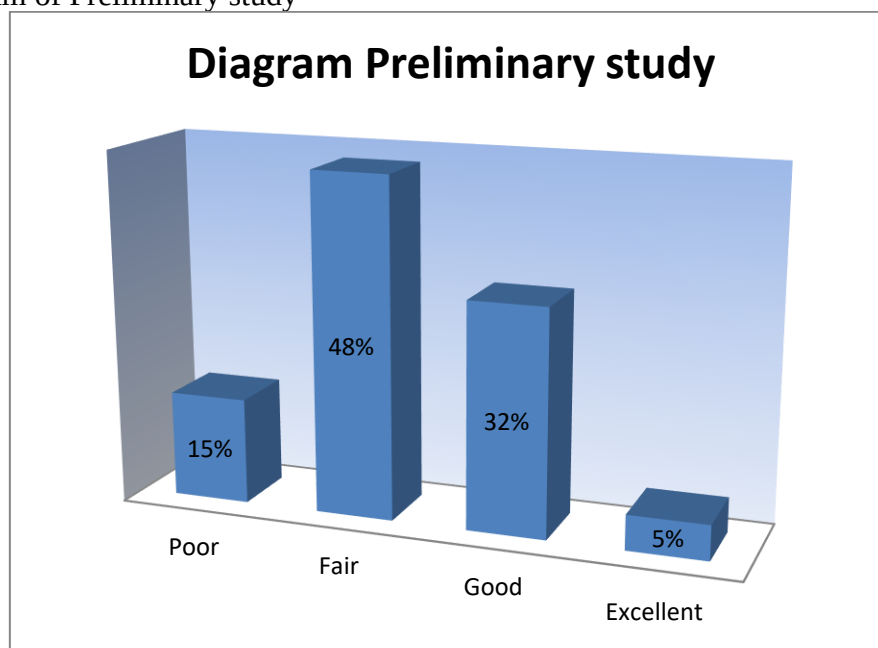
$$M = \frac{\text{Total score of students}}{\text{number of students}}$$

$$M = \frac{1252,7}{21}$$

$$M = 59.65$$

The result is as follows:

Diagram of Preliminary study



Based on the table and figure above, there were three students, or 15% were poor, ten students, or 48% were fair and seven students, or 32%, one student, or 5% good and excellent in describing people. The result of the pre-test was still poor because there were

still many students who got the poor and fair category. There were also seven students and one student got a score of excellent. Furthermore, the mean of students' pre-test was 59.65. This result was low if compared with the criteria success of learning in Round Robin structure which the minimum average is 70.00.

2. Analysis Cycle I Test

The research conducts at the end of the cycle one activity. The purpose of this was to measure the ability of students in speaking skills in describing people after being taught by using the Round Robin structure. In this test, students were to describe Indonesian Heroes. This would show the improvement of students' mastery of speaking skills the whole aspect of speaking mentioned before. Here is the table showing the result.

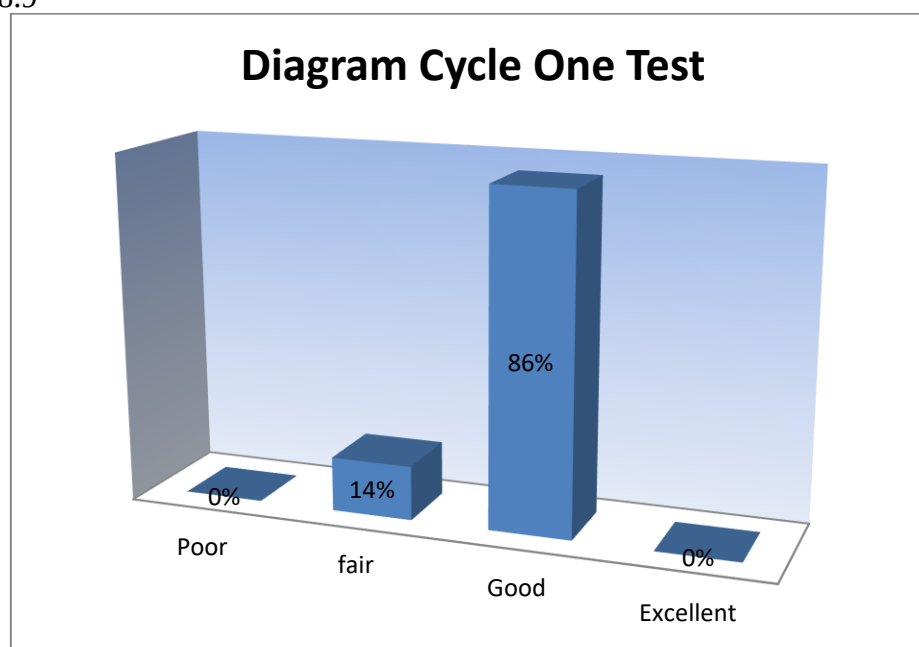
Grade	Category	Score	Frequency	Percentage
1	Poor	0-49	-	0%
2	Poor to fair	50-59	1	14%
3	Fair to Good	60-79	21	86%
4	Good to Excellent	80-100	-	0%
The Lowest Score				56.6
The Highest Score				76.6

While the average student's score is

$$M = \frac{\text{Total score of students}}{\text{number of students}}$$

$$M = \frac{1516}{22}$$

$$M = 68.9$$



From the table and figure above, it can be concluded that students' scores increased after being taught by using the Round Robin structure in cycle one. There was 1 student or 14% who got the fair category and 21 students or 86% who were good category. The mean of the cycle one test was 68.9. It was higher than the mean of the pre-test. However, it is still under the criteria for success in English subject which is 70.00.

3. Analysis Cycle II Test

The cycle II test was held, and there were 23 students in the class with 1 person who had gone out of school. In this test, students were asked to describe many other pictures of Indonesian Heroes. The following table and figure display the cycle 2 test:

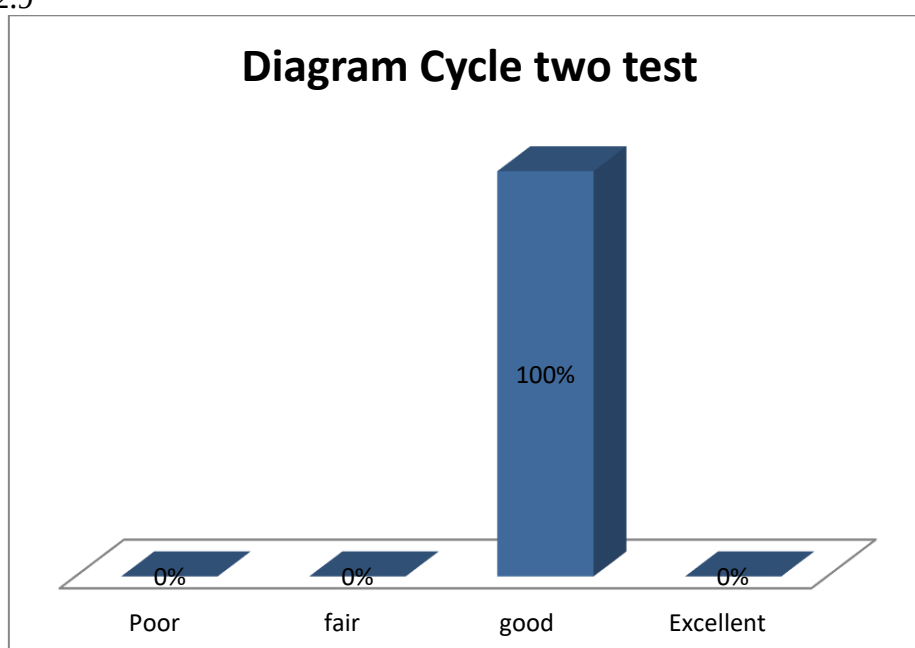
Grade	Category	Score	Frequency	Percentage
1	Poor	0-49	-	0%
2	Poor to fair	50-59	-	0%
3	Fair to Good	60-79	23	100%
4	Good to Excellent	80-100	-	0%
The Lowest Score				60
The Highest Score				76.6

While the average student's score is:

$$M = \frac{\text{Total score of students}}{\text{number of students}}$$

$$M = \frac{1678,9}{23}$$

$$M = 72.9$$



The table and the figure above show that the students' speaking skill was better than the result of cycle one. After conducting cycle two, no students in the pair and poor category. 23 students were in a good. In general, students' spoken descriptive text improved after the students did the activities in cycle two. The significant improvements in grammar, vocabulary, comprehension, fluency, pronunciation, and content. Based on the cycle 2 test, I decided not to conduct the next cycle of this classroom action research. Moreover, the mean was 72.9, higher than 7.00 as the criteria for successful learning.

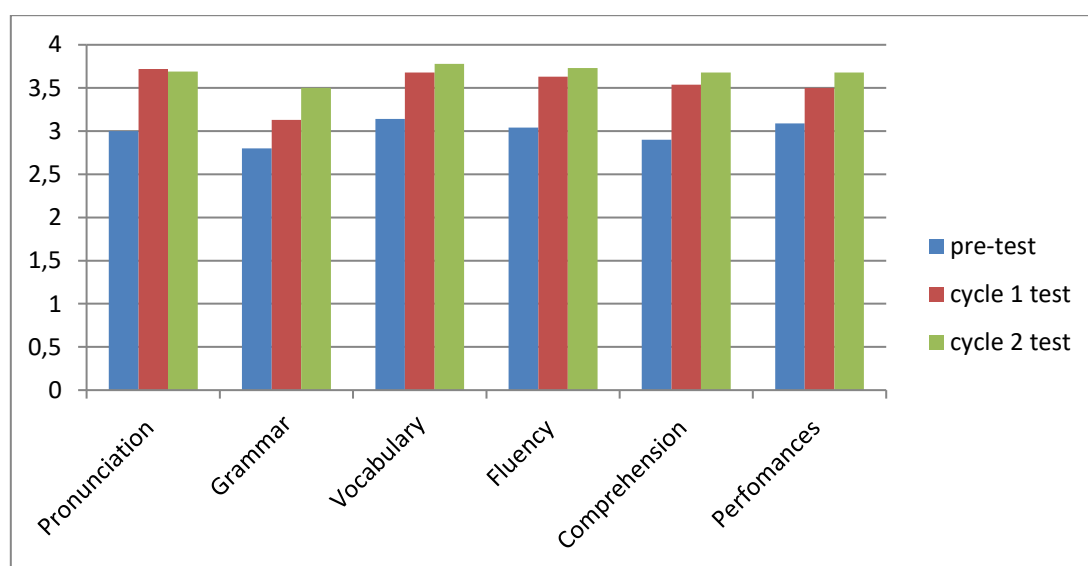
4. Improvement of Students' speaking skill

The researcher conducted classroom action research using the Round Robin structure as a method of teaching speaking. The result of every cycle showed an improvement in students' speaking skills. The criteria used in the assessment are

pronunciation, grammar, vocabulary, fluency, comprehension, and performance. The result of the research can be in the following table:

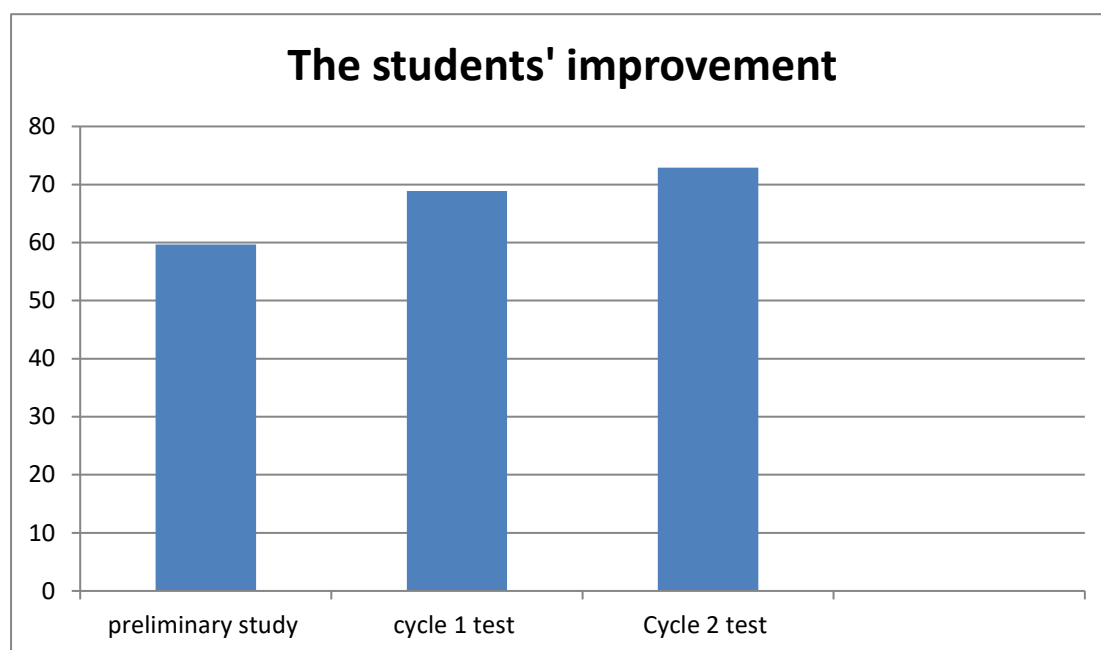
The final result

Speaking Aspect	Score			Improvement (Pre-test-cycle 2 test)
	Pre-test	Cycle 1 test	Cycle 2 test	
Pronunciation	3	3.72	3.69	0,69
Grammar	2.80	3.13	3.50	0,7
Vocabulary	3.14	3.68	3.78	0,64
Fluency	3.04	3.63	3.73	0,69
Comprehension	2.90	3.54	3.68	0,78
Performances	3.09	3.50	3.68	0.59



The result of students' improvement each cycle:

CYCLE	TOTAL SCORE	AVERAGE
Preliminary study	1252.5	59.65
Cycle I Test	1516	68.90
Cycle II Test	1678.9	72.9



CONCLUSION

The implementation Round Robin Structure is one cooperative learning structure that improves students' speaking skills. The students make a group of four or five persons and respond in turn to a question. The entire group has the same opportunity to speak up and convey their opinion. The basic principle of the Round Robin structure is everybody in the team group must speak up. Therefore, there is no one dominates the group activity. The activities prove that Round Robin can improve the students' speaking skills. The result of the study showed the speaking achievement of the students at VII E Junior High School. The average score of the preliminary was 59.65 the average score of the cycle I was 68.9 score of cycle II was 72.90. The improvement from the preliminary study to cycle I was 9.25. The improvement from cycle I to cycle II was 4. The result in the cycle was 72.90 was higher than the criteria success.

REFERENCES

- Ann Burns and Joyce, H. 1997, *Focus on Speaking*.
- Arikunto, Suharsimi. 2006, *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT. Rineka Cipta.
- Basuki. *Cara Mudah Melaksanakan PTK Dalam Kegiatan Pembelajaran*. 2010, Yogyakarta: Pustaka Felicha.
- Brown D H, *Language Assessment Principles and classroom practices* (Pearson: Longman)
- Brown, H. Douglas. (1994). *Teaching By Principles: an interactive approach to language pedagogy*. The USA. Prentice-Hall, Inc. 7
- Harmer, Jeremy. 2001. *The Practice of English Language Teaching*. London: Pearson Education Limited

- Hormah Hidayatun Isnaini. Teaching speaking using Round Robin structure at the first-grade student junior high school Semarang, (thesis UNNES Semarang)
- Spencer, Kagan. 1994. Cooperative Learning. San Clemente: Kagan Publishing.
- Richards, Jack C, 30 Years of TEFL/TESL A Personal Reflection. SEAMEO Regional Language Centre, Singapore.
- Jack C. Richards and Theodore. 1986, *Approaches and Methods in Language Teaching*. Cambridge Language Teaching Library.
- Jack. C. Richards, et. Al.2005, *Professional Development of Language Teachers*, (New York: Cambridge Language Education
- Nunan, David. 2003. Practical English Language Teaching. (New York: The MC Graw Hill Companies)
- O'Malley, J.N., & Pierce, L. V. 1996. *Authentic Assessment for English Language Learners: Practical Approaches for teachers*. (Virginia: Addison-Wesley Publishing Company.
- Penny Ur. 1996, *A Course in Language Teaching*. (Practice and theory): Speaking.
- Ronald L. Partin, *Classroom Teachers' Survival Guide*, Jossey-Bass A Wiley Imprint,169.
- Rega Detapriatiwi, The impact of Round Robin structure on students' ability in writing descriptive text, Department of English, Faculty Language and Arts, Semarang State University, Indonesia. ELT forum 2.
- Thornbury, Scott.2004. How To Teach Speaking. San Fransisco : Longman
- Turk, Christopher. 2003. *Effective Speaking Communicating In Speech*. New York: E& FN Spon, an Imprint of Chapman & Hall.