

## ABSTRACT

**Khayati, Iftitah.** 2016. The use of Round Robin Structure to improve *students'* speaking skill (Classroom Action Research). Advisor: Ahmad Nadhif, M.Pd.

**Key Words: Speaking skill, Round Robin Structure**

This study aims at examining how the implementation of Round Robin Structure to improve the speaking skill of the seventh grade students of Islamic Junior High School of Al-Mawaddah 2015/2016 in Academic Year. Round Robin Structure is one of cooperative learning structures created by Spencer Kagan. In Round Robin Structure, students in the group respond in turn to a question or problem orally. Team members are encouraged not to skip turns, but if they cannot answer the question, they are allowed to say "pass". Thus, there is almost universal participation in Round Robin structure. There is 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 the student achievement and to know that the treatment could improve the students' speaking skill. The researcher used Kemmis and MC Taggart's models of CAR. The data are collected through test, questionnaire and interview. In analyzing the data, the researcher used direct test that was measured by five speaking components they are pronunciation, grammar, vocabulary, fluency, and comprehension. This research was conducted in MTS Al- Mawaddah, Jetis, Ponorogo. The researcher took VII E class as the subject of research, which consist of 24 students.

After conducting the research, the researcher find significance improvement the average score of students' speaking skill, from 59.65 in the preliminary study, to 68.90 and Cycle I test, and 72.90 in cycle two test. It is proved that the criteria of success had been fulfilled. The researcher also found that the students' responses has been fulfilled the criteria success in questionnaire. From highly the students' percentage questionnaire form 1 is 73.91% to 78.26% in questionnaire form 2.

From the finding above, the researcher concludes that the use of Round Robin Structure can improve students' speaking skill in Junior High School Al-Mawaddah in academic year of 2015/2016 and the students' motivation in the implementation of Round Robin Structure.

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Speaking is a productive skill which is very important in language learning. Richards states that “the mastery of speaking skill in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they improved in their spoken language proficiency”.<sup>1</sup>

Speaking has always been major focus of language teaching however both the natures of speaking skills as well as approaches to teaching them have undergone a major shift in thinking in the last 30 years.<sup>2</sup>

Speaking skill is the first skill that learners want to master than 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 is measured in terms of the ability to carry out a conversation in the language”.<sup>3</sup>In addition Nunan argues:

Speaking is a fundamental human behavior that people don't stop to analyze it unless there is something noticeable about it. For example, if a person is experiencing a speech pathology, people may realize that the speech is

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<sup>1</sup> Jack C. Richard, Teaching Listening and Speaking From Theory to Practice, Cambridge University Press 2008, 19.

<sup>2</sup> Jack C. Richard, 30 Years of TEFL/TESL A Personal Reflection, 16.

<sup>3</sup> David Nunan, Language Teaching Methodology A textbook for teachers, Prentice Hall (New York: London), 39.

typical. Likewise, if someone particularly effective or lucid speaker, people may notice that her speech is atypical in a noteworthy sense. What we fail to notice on a daily basis, however, are the myriad physical, mental, psychological, social, and cultural factors that must all work together when people speak. It is even a more impressive feat when we hear someone speaking effectively in a second or foreign language.

However, based on the researcher preliminary observation in the class VII E of MTS Al- MAWADDAH speaking remains as one of the least-mastered skills for the students, the students are still not confident in their ability to speak, afraid of making mistakes, and being laughed at by their friends. As a contribution to solve the problems, the researcher proposes the implementation of Round Robin Structure.

Round Robin Structure is instructional techniques used in cooperative learning. A structure is an instructional strategy that describes how the teacher and students interact with curriculum. Kagan states:

In Round Robin structure, students in the group respond in turn to a question or problem orally. Team members are encouraged not to skip turns, but if they cannot answer the question, they are allowed to say “pass”. Thus, there is almost universal participation in Round Robin structure. There is high degree of interaction among learners at all times.<sup>4</sup>

Richard argues that “Round Robin is a technique useful for brainstorming, reviewing, or practicing a skill.” By using Round Robin structure, each student is supposed to speak about the lesson or answer the

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<sup>4</sup> Spencer Kagan.Cooperative Learning, San Juan Capistrano, (CA: Kagan Cooperative Learning 1994), 10.

questions related to the lesson”.<sup>5</sup> Having lots of time in speaking, the students are expected to improve their speaking skills in terms of the: pronunciation, grammar, vocabulary, fluency, comprehension, and content.<sup>6</sup>

Therefore, from the background stated above the researcher is interested to implement this technique on the seventh grade students of Islamic Junior High School Al-MAWADDAH PONOROGO in the academic year of 2015/2016.

## **B. Identification and Limitation of The Problem**

This study is limited to the implementation of Round Robin Structure as an effort to improve the speaking skills of the seventh grade students of MTS Al-Mawaddah in the academic year of 2015/2016. The components of speaking skills emphasized in this study are composed of six aspects namely: pronunciation, grammar, vocabulary, fluency, comprehension, and performances.

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<sup>5</sup> Jack C. Richard, Theodore S. Rodger, *Approach and Methods in Language Teaching*, (Cambridge University Press: 1986), 47.

<sup>6</sup> Oral proficiency scoring categories (Brown, 2001, pp. 406-407)  
Brown H.D, *Language assessment Principles and Classroom Practices*, (Pearson), 172.



### **C. Statement of The Problem**

In line with the background of the study, the problem at this research is formulated as follows:

How can Round Robin structure improve student's speaking skill in the seventh grade students of Islamic Junior High School Al-MAWADDAH PONOROGO in the academic year of 2015/ 2016?

### **D. Objective of The Classroom Action Research**

Concerning with the statement of the problem, the objective of this study is to examine how the use of Round Robin Structure can improve speaking skill of the seventh grade students of Islamic Junior High School Al-MAWADDAH in the academic year of 2015/2016

### **E. Significance of the Study**

The results of this research are expected to give useful information and contributions for educational environment, theoretically and practically.

#### **1. Theoretically**

- a. The results of this study will be useful to scientific knowledge in the field of education.
- b. People who want to conduct a research in English teaching learning process can use the results of the research as a reference.

## 2. Practically

- a. The teacher will get knowledge about the implementation of Round Robin structure in teaching speaking.
- b. Round Robin is expected to help students in increasing students' speaking skill that consist of pronunciation, grammar, vocabulary, fluency, comprehension, task or content.

## F. Organization of the Thesis

This research report is organized as follows:

### CHAPTER I : Introduction

In this chapter the researcher writes the aspects related to starting points. It is composed of background study, identification and limitation of the problem, statement of the problem and problem solving, objectives of the study, significances of the study

### CHAPTER II : Review of Related Literature

This chapter presents reviews on related literature to provide information concerned theoretical background that consist of general concept of speaking, teaching speaking, general concept of Round Robin Structure and previous research finding.

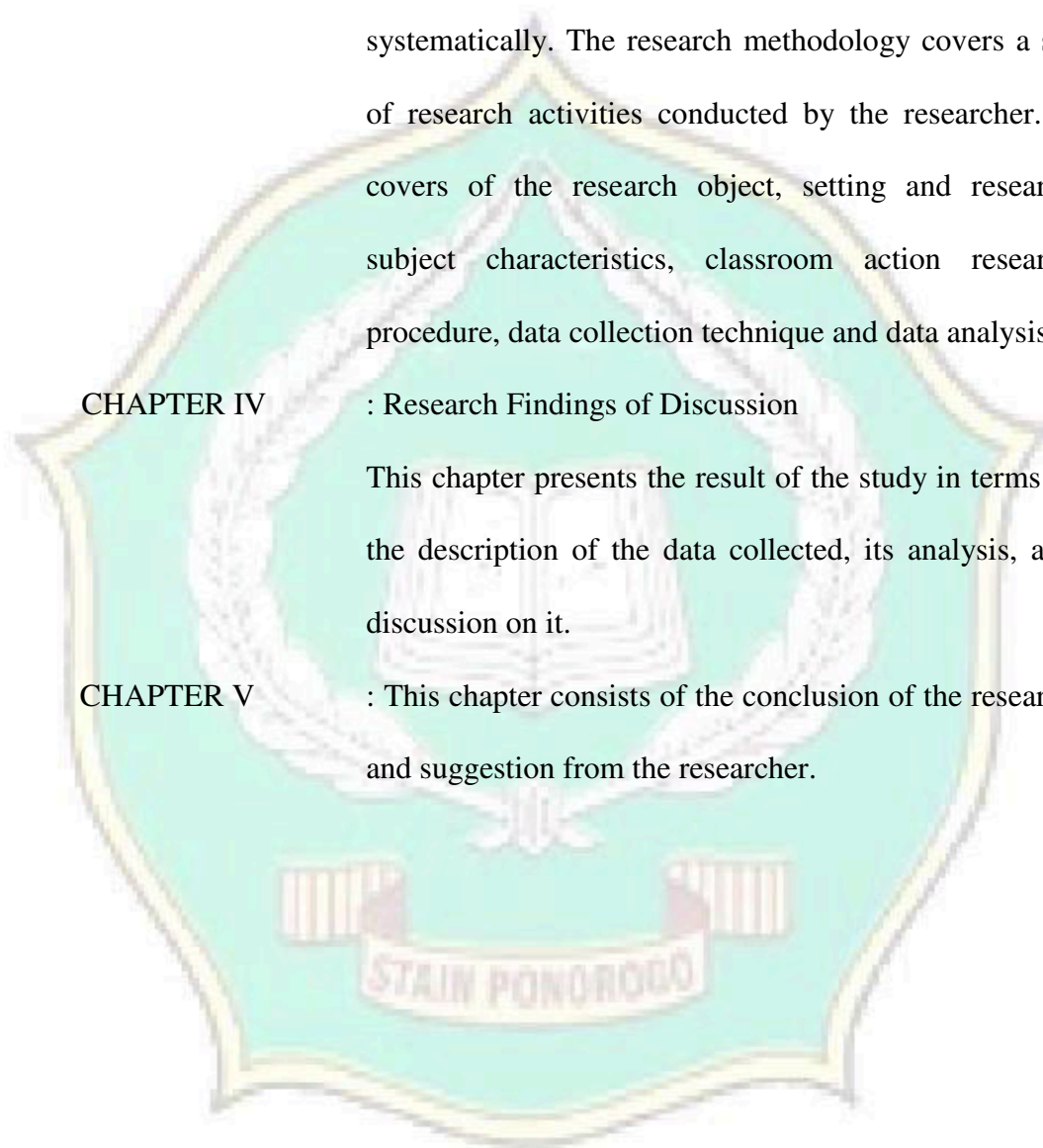
**CHAPTER III : Research Methodology**

This chapter presents the research methodology which has a goal of guiding the research in order to work systematically. The research methodology covers a set of research activities conducted by the researcher. It covers of the research object, setting and research subject characteristics, classroom action research procedure, data collection technique and data analysis.

**CHAPTER IV : Research Findings of Discussion**

This chapter presents the result of the study in terms of the description of the data collected, its analysis, and discussion on it.

**CHAPTER V : This chapter consists of the conclusion of the research and suggestion from the researcher.**



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents reviews of related literatures used in this study. They are the general concept of teaching speaking, the nature of speaking, the concept of Round Robin Structure, and previous study.

#### **A. Theoretical Background**

##### **1. General concept of speaking**

###### **a. Definition of speaking**

Speaking is very crucial part in people's daily life. We communicate and relate with others through speaking. Speaking is one of the skills that have to be mastered by students in language classes. In learning English the mastery of speaking skill is priority, especially for foreign language learners. However, it is not easy for the students to communicate in English. They have to think more often and deeply, when speaking in English. Many experts define speaking in many ways, represented as follows:

- (1) "Speaking is the ability that presupposes not only of languages features, but also the ability to process information and language"<sup>7</sup>

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<sup>7</sup>Jeremy Harmer, *How to Teach English, An Introduction To The Practice of English Language Teaching* (England: Longman Pearson Education Limited, 2003), 269.



(2) “Speaking is creating communication that has meaning that you choose and interpret language, a speaker must know the sound system of the language the arbitrary symbols of the language with agreed upon meanings”<sup>8</sup>

(3) “Speaking is the first form of communication between human beings, the most important way to communicating ideas and information”<sup>9</sup>

(4) “Speaking is produced utterance, in respond to the word by word and utterance by utterance production of the person we are talking to”<sup>10</sup>

(5) “Speaking consciously and unconsciously makes a speech to create an image of themselves to other using speed and pausing, and variation in pitch, volume and intonation, creating than supports and enhances the meaning of speech”<sup>11</sup>

From some definitions above, it could be concluded that speaking is the process of producing utterances by using words or sounds loudly in order to make a communication, communicating the ideas and conveys the information between human being.

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<sup>8</sup> Elizabeth Grugeon, et al, Teaching Speaking and Listening in the Primary School, (David Pulton Publishers: 2003), 60.

<sup>9</sup> Christopher Turk, Effective Speaking Communicating in Speech, (Spon Press: 2003), 58.

<sup>10</sup> Scott Thornbury, How to Teach Speaking, (San Fransisco: Longman, 2004), 7.

<sup>11</sup> Friederike Klippel, Keep Talking- Communicative Fluency Activities For Language Teaching, (Cambridge University Press, 1998), 10.

Speaking is tool of communication. It is important that everything we want to say is conveyed in an effective way, because speaking is not only producing sounds but also process a transferring messages between speaker and listener. People do communication for some reasons. Harmer states the reason as follows:

1. They want to say something. When people want to say something whether it is important or not, they would look for the way to convey it. Speaking is the best way to communicate others.
2. They have communicative purpose. Speakers say thing because they want something result of what they say. In these cases, speaker is interested in how the influence of the message they conveyed and the effect of messages to listeners.
3. They select from their language store. Speakers have ability to create new sentences. In order to achieve this communication purposes they would select they language they think is appropriate from this purposes.

#### **b. Speaking Skill**

Speaking is the productive skill in the oral communication. It like the other skill, speaking skill is more complicated than it seems at first and involves more than just pronouncing words. The purpose of language is to communicate and one form of communication is the interaction between speakers. Speaking is a skill which deserves attention every bit as much as

literary skills, in both first and second language. According to Brown, there are some of the micro skills involved in speaking. The speaker has to:

- a. produce chunks of language of different lengths.
- b. produces differences among English phonemes and allophonic variants.
- c. produce English stress patterns, words in stressed and unstressed positions, patterns, rules rhythmic structure, and intonation contours.
- d. produce reduced forms of words and phrases.
- e. use an adequate number of lexical units (words) to accomplish pragmatic purposes.
- f. produce fluent speech at different rates of delivery.
- g. monitor one's own oral production and use various strategic devices- pauses, fillers, self corrections, backtracking-to enhance the clarity of the message.
- h. use grammatical word classes (noun, verbs, etc), systems (e.g. tense, agreement, plural), word order, patterns, rules, and elliptical forms.
- i. produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.
- j. express a particular meaning in different grammatical forms.
- k. use cohesive devices in spoken discourse.

There are at least five aspects to be considered in improving speaking skill. They are issues of grammar, vocabulary, pronunciation, fluency, task or content.<sup>12</sup>

### 1. Grammar

Grammar is sometimes defined as the way words are put together to make a correct sentence. A specific instance of grammar is usually called structure. Grammar does not only affect how units of language are combined in order to look right, it also affected their meaning.<sup>13</sup>

### 2. Vocabulary

In a course in language teaching book, penny said that vocabulary can be defined, roughly, as the words we teach in the foreign language.<sup>14</sup> Vocabulary is very important in speaking become people who have many vocabularies in their mind will be able to convey information in the different words.

### 3. Pronunciation

Pronunciation usually deals with the speech sound that is produced by speakers.

A concept of pronunciation may be said to include:

- ✓ The sounds of the language, or phonology.

<sup>12</sup> Brown H D, Language Assessment Principles and Classroom Practices, (Pearson), 172.

<sup>13</sup> Penny Ur, A Course in Language Teaching (practice and theory): Speaking.47.

<sup>14</sup> Ibid,60



✓ Stress and rhythm

✓ Intonation<sup>15</sup>

Pronunciation can be said as the way to read of the symbols in the language in certain sounds. For example the letter c in English is pronounced /k/ or /s/. To read the symbols, people also understand about their stress, rhythm and intonation.

#### 4. Fluency

Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc.<sup>16</sup>

#### 5. Accuracy

Accuracy in this context refers to the ability to speak properly that is selecting the correct words and expressions to convey the intended meaning, as well as using the grammatical pattern of English.<sup>17</sup>

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<sup>15</sup> Ibid 47

<sup>16</sup> David Nunan, *Practical English Language Teaching*, (New York: The MC Graw Hill Companies, 2003), 55.

<sup>17</sup> Kathleen M Bailey, *Practical English Language Testing (Speaking)*.5.

## **2. General concept of teaching speaking.**

### **a. The nature of Teaching Speaking**

Today in learning speaking, students not only must be able to speak English well but also they should improve students' communicative skills. Nunan argues:

Teaching speaking is to teach English language learners to produce the English speech sounds and sounds patterns, use words and sentence stress, intonation patterns and the rhythm of the second language, select appropriate words and sentences according to the proper social setting.

From the argument above it can be concluded that in teaching speaking, teachers are demanded to teach the students how to produce English speech sounds and sounds pattern correctly, how to use words, phrase and sentence appropriately according the context, and also how to manage the meaningful ideas, logic sentences and use appropriate language to convey and express their ideas about something. According to Harmer there are three basic phases for teaching speaking as follows:

1. Rehearsal: allowing students to have free discussion with their friends in order to gives them a chance to practice because everything that students do in class would be rehearsed in real life activity.
2. Feedback; when the students are trying to speak language, it also gives feedback for both teacher and students.

3. Engagement; Teacher must create a good atmosphere in teaching learning process and make the students enjoy the lesson. It would be gives the students satisfaction that would encourage them to speak fluently.

According to Brown “teaching is showing or helping someone to earn how to do something, giving instruction, guiding in his study of something providing with knowledge, causing to know or understand”<sup>18</sup> the teacher of English, should be able to create interesting and enjoyable teaching learning activities. The purpose is to give students an active and joyful learning, so they will have a motivation so stay focus on the lesson.

#### **b. The role of teacher in teaching speaking**

Teacher used many metaphors to describe what they do. Sometimes they say they are like actors because “we always on the stage” others think they are like orchestral conductors because “we direct a conversation and set the pace and tone”. Yet others feel like gardener because “we plant the seeds and then watch them grow”. The range of images-those and others- teacher use about themselves indicate the range

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<sup>18</sup> Brown, H. Douglas, Teaching By Principles: an interactive approach to language pedagogy, ( USA: Prentice–Hall, 1994), 7

views that they have about their profession.<sup>19</sup> Those facts assumed that teacher has important role to:

- a) identify the needs of their students and to plan the teaching so as to fulfill those needs as far as possible.
- b) evaluate in constructive way their own methods and materials where necessary.
- c) use a wider range of teaching techniques in order to promote meaningful language practice, thus encouraging and motivating students to speak and use their English language.
- d) plan and stage their lesson, organize their classroom and manage their students in such a way as to promote maximum language learning and active communication among their students.
- e) cope with problems like ever large classes or lack of equipment<sup>20</sup>

### **c. Speaking assessment**

Speaking is important part in language teaching, so that it is also an important object of assessment. Brown states “How could such speaking be evaluated is to on representing one of several traits involve

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<sup>19</sup> Ibid

<sup>20</sup> Jane Willis, Teaching English Through English, (Longman), 84.



pronunciation, vocabulary use, grammar, comprehensibility”<sup>21</sup> For instant, assessing speaking is challenging because there are so many aspects that influence of how someone could speak a language well. The aspects involve pronunciation, fluency, vocabulary use, grammar, comprehensibility. According to Brown, there are five basic type of speaking assessment:

#### 1. Imitative Speaking

The types of speaking performance concern to the ability of imitating word, phrase, and sentence. The main focus of this performance is pronunciation, lexical and grammatical properties. Examples of imitative speaking are phone pass test and word repetition task.

#### 2. Intensive Speaking

Intensive speaking performance is the production of short stretches of oral language that design to demonstrate the competence in grammatical, phrasal, lexical, or phonological. Example of intensive assessment tasks are: reading aloud, sentence and dialogue completion, picture-cued task etc.

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<sup>21</sup> Douglas Brown, Language Assessment Principles and classroom Practices, (Pearson: 2004), 210.

### 3. Responsive speaking

Responsive task assessment involves interaction in limited level.

Examples of responsive speaking are very short conversation, standard greeting and small tasks, simple request and comment.

### 4. Interactive speaking

Interactive speaking as the same as responsive speaking. The difference between interactive and responsive is in the length and complexity of interaction. Examples of interactive speaking are interview, role play, discussion and games

### 5. Extensive Speaking

Extensive speaking is usually called monologue. Extensive oral production tasks include speeches, oral presentation, and story retelling.

## 3. General Concept of Round Robin structure

### a. Definition of Round Robin structure

Round Robin is one of cooperative learning structures. Kagan states:

In Round Robin structure, students in the group respond in turn to a question or problem orally. Team members are encouraged not to skip turns, but if they cannot answer the question, they are allowed to say “pass”. Thus, there is almost universal participation in Round Robin structure. There is a high degree of interaction among learners at all times. <sup>22</sup>

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<sup>22</sup> Spencer Kagan, Cooperative Learning, (CA: Kagan Cooperative Learning, 1994), 10.

We could conclude that in Round Robin structure students are supposed to work in group consisting of four to six persons and give respond in form of answering question or giving comment to the problem in turn. The entire member of the group has the same opportunity to speak up and convey their opinion. The basic principle of Round Robin structure is everybody in team group must speak up. Therefore, there is no one who dominates the group activity.

In Round Robin structure, there are interactions between teacher-students and also students and students. In conducting Round Robin structure, teacher divides the students into some groups. Teacher also gives understanding about what Round Robin is, so the students understand what to do. Teacher also controls the process. There are many interactions happen among students. In the group, students discuss the problem and try to solve the problem together. They also have to help each other when team member get difficulties. Kagan argues:

Round Robin is very versatile structure that could be used in any curriculum area. It is a simple way of bringing two pairs together to create a larger group with a common aim and purpose. Establishing prior knowledge of a subject at the beginning of a lesson is always useful as is having a definite starting point for a plenary.<sup>23</sup>

Round Robin structure is multifunctional and could be applied in any situation of learning and levels. This structure is very simple and could be conducted inside classroom or outside classroom. We could use this structure

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<sup>23</sup> Ibid

in any learning situation because the structure is very easy to be done and useful for both students and teacher.

Richard argues that “Round Robin is a technique useful for brainstorming, reviewing, or practicing a skill.” In applying Round Robin structure, students respond to question or problem by stating their ideas aloud in turn. This activity could encourage students to brainstorm the lesson and increase students’ understanding about lesson.<sup>24</sup>

**b. Procedure of conducting Round Robin structure.**

Round Robin is an excellent way to get students into a group to share information, develop ideas and encourage individuals to work independently. The approach of this structure is grouping students to work together until each team member could work individually. Felder (2007:46) states the steps in conducting Round Robin structure as follows:

1. Teacher gives explanation about what Round Robin is.
2. Teacher groups the students consisting of four to six each group.
3. Teacher gives the topic of the lesson and explains the point of the lesson.
4. Teacher gives the student a question with multiple answers or a topic with multiple parts, for example: describe this picture!
5. Students are given time to discuss the topic with their group.

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<sup>24</sup> Jack C. Richard, Theodore S. Rodger, *Approach and Methods in Language Teaching*, (Cambridge University Press: 1986), 47.



6. Each student orally provides an answer or part of the topic, taking about the same amount of time for each student.
7. Teachers and students discuss together about the answer and the mistake of the students during answering the question process.<sup>25</sup>

Generally, in conducting Round Robin structure, teacher explains what small groups consisting of four to six students. Teacher provides a topic of the lesson to the students. For example, the lesson that would be discussed is about expression of apologizing. Teacher explains the main point of the lesson to the students. Then, teacher provides some questions with several possible answers related to the topic of the lesson. Teacher gives several minutes for students to discuss with their group. After discussing, teacher asked each group to perform in front of class, and chooses which groups that will be perform first. Each student in the group takes turn answer the question loudly. According to Johnson, the things teacher should do in Round Robin structure are:

1. Provides questions with multiple answers.
2. Set an amount of time for each person to share.
3. Display amount of time in some way (wall clock, teach timer, etc.).
4. Model correct forms of coaching and constructive feedback.
5. Model the difference between coaching and giving the answer.

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<sup>25</sup> Felder, Richard, Brent, Cooperative Learning, (New York: N.C. State University, 2003),46.

6. Place students in heterogeneous groups<sup>26</sup>

**c. Purpose and Advantages of Round Robin Structure**

According to Elizabeth states that brainstorming session is to finding list ideas which students will train to speak English more and can solve in every group. Beside that the teacher also will be easy to teach English in class.<sup>27</sup>

Round Robin has some benefits, such as:

- a) Can be made as first phrase evaluation or called pre evaluation about students' ability or knowledge.
- b) As one way to develop ideas or new opinion about problem.
- c) Increasing memory in order trained to think something quantity beside daily problems
- d) Follow up the solving if the conventional way is not solved.
- e) Developing creative thinking.
- f) Increasing self confidence on students involved their opinion.

**d. Round Robin structure in improving Students' speaking skill**

In Round Robin structure, each student is supposed to speak about the lesson or answering the question related to the lesson. Having lots of time of speaking, students are expected to improve their speaking skills consist of

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<sup>26</sup> Johnson. D.W, R.T and Stanne, M.B, Cooperative Learning Methods: Meta- Analysis. (Paper Presented at university Minnesota: Unpublished, 2000), 88.

<sup>27</sup> Elizabeth G Cohen, Teaching Speaking and Listening in the Primary School. (New York: David Pulyon Publishers, 2003) 163.

some aspects such as grammar, vocabulary, fluency, comprehension, pronunciation, and content. Round Robin is simple structure in teaching learning process, which could improve speaking aspects as follows:

### 1. Grammar

By conducting Round Robin structure, students also could learn more about grammar. By drilling students with Round Robin structure, students would be accustomed to use correct grammar to convey their opinion. In the end of Round Robin structure, teacher and students also check the students' mistake during the lesson. By checking the student mistake and give the correction, students would know their mistake and they would pay attention to the next lesson. By round Robin, they know how to construct sentences or utterances in the accepted forms.

### 2. Vocabulary

Round Robin is the best way in improving students' vocabulary. In Round Robin structure, students are supposed to answer question or giving comment about a topic whether it is in form of word, phrases or sentences. Teacher could ask students to give comment about something for example about the lesson today in one sentence. By Round Robin structure, students would discuss with their friend about the possible answer and speak their sentences loudly. By Round Robin structure, students could find new word from their

friends' answer and would hear new vocabulary they never heard before and it would improve students' vocabulary.

### 3. Comprehension

Comprehension is the understanding of the sentences arrangement. In Round Robin structure, students discuss with their friend first to make and arrange the sentences. By working together, students could make better sentence. As a result, the listener will understand the sentences and gets the point of information related to the topic discussed.

### 4. Fluency

Fluency means being able to communicate the idea without thinking too much about what you are saying. In Round Robin structure, students practice to convey their ideas and opinion anytime they are called. It would make the students always be ready to speak anytime and make them accustomed to speak fluently.

### 5. Pronunciation

Pronunciation deals with the speech sound that is produced by speakers. In Round Robin Structure, teacher becomes the model of learning. Teacher gives an example of how to pronounce a word correctly, and with Round Robin structure, student pronounce the word they heard. Teacher also could order students to pronounce familiar and unfamiliar word with Round Robin again and again so

they are accustomed to pronounce the difficult word. By doing pronunciation drill with Round Robin anytime in class, it would encourage students to improve their pronunciation.

#### 6. Task or Content.

People would understand what others said in communication if the content of their utterances is clear and easy to be understood. In Round Robin structure, students are supposed to speak in front of their friends so that they would try to speak clearly in order to make their friends and teachers understand the utterance. In Round Robin structure, students do not only practice to speak but also listen to other students' opinion. By listening to them, they would learn how to speak better than their friends.

#### **B. Previous Research Finding**

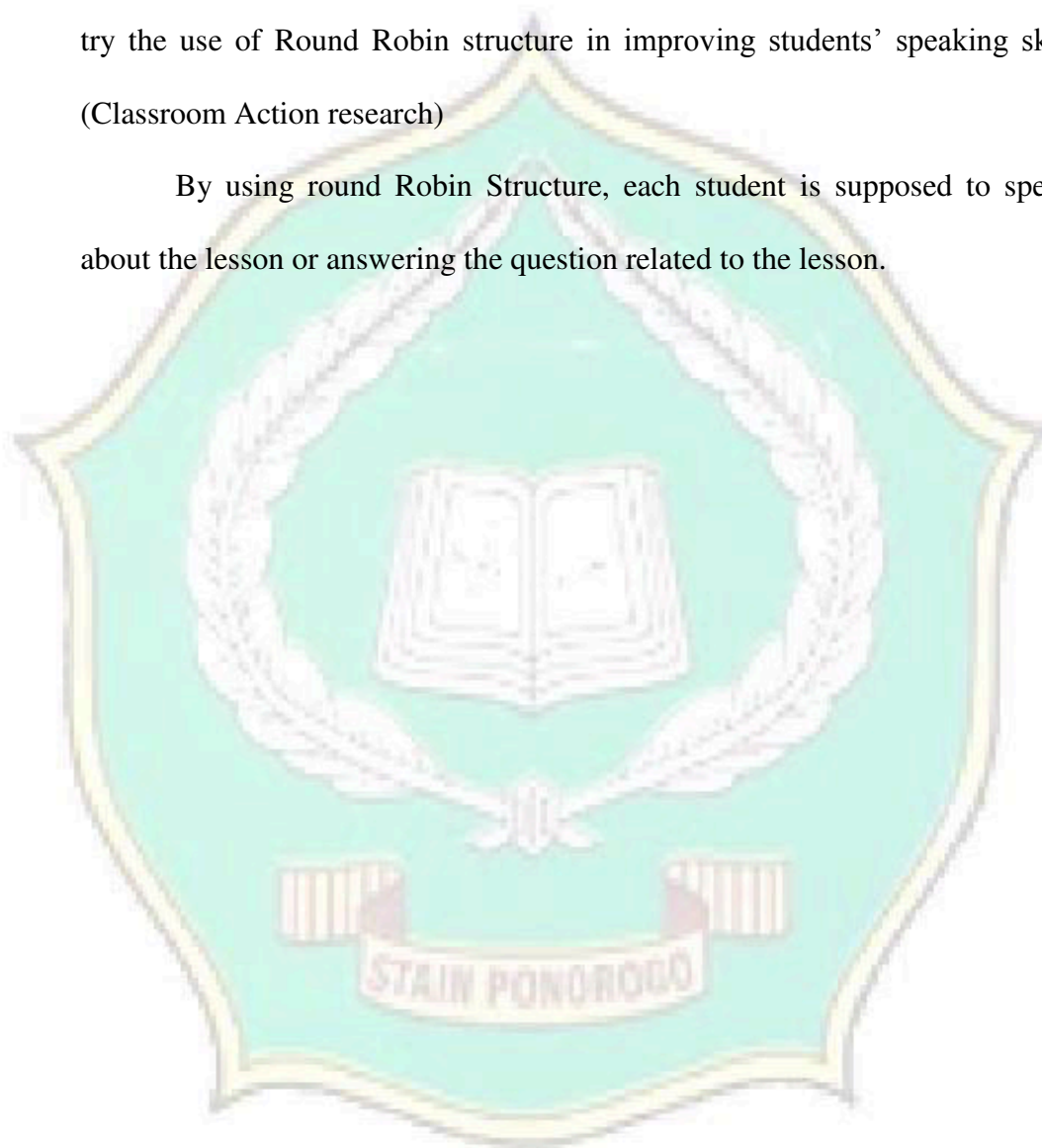
The researcher takes the previous research finding to compare and show that there are many ways or technique used in teaching speaking. One of them is the research by Rega Detapradiwi, Department of English, Faculty Language and Arts, Semarang State University, Indonesia entitled *The impact of Round Robin Structure on Students' Ability in Writing Descriptiv Text*. She concluded that Round Robin structure is prove effective to be implemented in



teaching writing descriptive text for seventh grade students at secondary school.<sup>28</sup>

Based on the previous research finding above, the researcher want to try the use of Round Robin structure in improving students' speaking skill (Classroom Action research)

By using round Robin Structure, each student is supposed to speak about the lesson or answering the question related to the lesson.



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<sup>28</sup> 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.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents the research methodology which has a goal of guiding the research in order to work systematically. The research methodology covers a set of research activities conducted by researcher. It covers of classroom action research object, setting and research subject characteristic, classroom action research procedure, research schedule, data collection technique and data analysis.

#### **A. Classroom Action Research Object**

The object of the research is examining how the use of Round Robin structure in improving students' speaking skill to seventh grade students of Islamic Junior High School Al-Mawaddah in academic year of 2015/2016

#### **B. Setting and Research Subject Characteristic**

In this chapter, the researcher describes the research design applied in the seventh grade of Junior High School Al-Mawaddah, Coper, Jetis, Ponorogo in academic year 2015/2016. The researcher chooses Junior High School Al-Mawaddah as a research setting. The researcher found that the students' speaking skill is low. Therefore, the researcher is interested to do this research to use Round Robin structure to improve the students' speaking skill. The subjects of this study are students of VII E consist of 24 students and all of them are female.

### C. Classroom Action Research Procedure

This research uses Classroom Action Research (CAR). CAR is a research conducted by 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.<sup>29</sup>

Action research is an effective learning device for teaching the process of scientific investigation and systematic problem solving.<sup>30</sup> The word action refers to taking practical action to resolve classroom problems.<sup>31</sup> So action research takes in the teacher's own classroom and involves a cycle activities centering in identify a problem or issue, collecting information about the issue, devising strategy to address the issue, trying out the strategy and observing in the effects.

From Kemmis & McTaggart Classroom Action Research activities involve repeated cycles, each consist of a planning, acting, observing, and reflecting. The result of one cycle is used to determine the need for the following cycle, until the problems get solved by the strategy.<sup>32</sup>

The fourth components will be described at the following scheme:

Reconnaissance

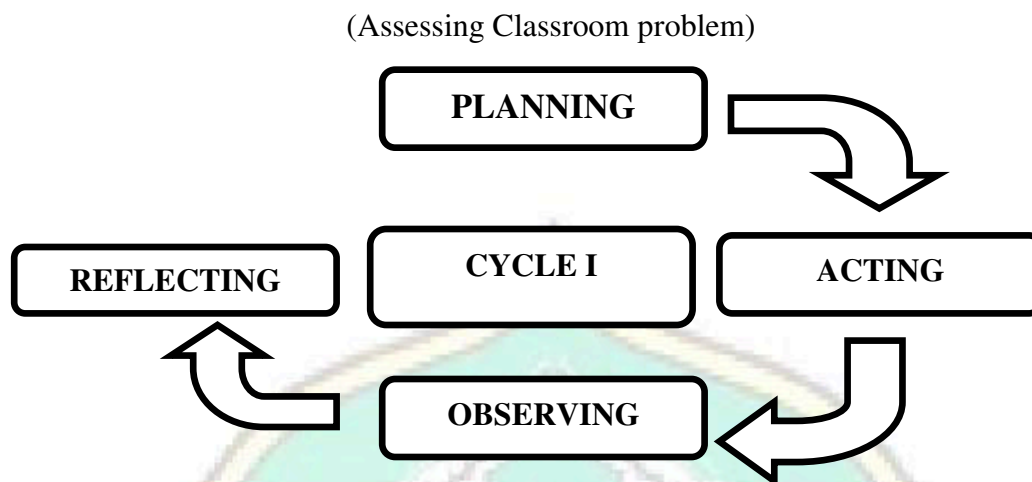
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<sup>29</sup> Suharismi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktis* (Jakarta: PT. Rineka Cipta, 2006),96.

<sup>30</sup> Ronald L. Partin, *Classroom Teachers' Survival Guide*, Jossey-Bass A Wiley Imprint,169.

<sup>31</sup> Jack. C. Richards, et. Al, *Professional Development of Language Teachers*, (New York: Cambridge Language Education, 2005), 171.

<sup>32</sup> Adnan Latif, *Research Method on Language Learning an Introduction*, 145.



**Figure1.1 Kemmis & Mc Taggart's model**

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

### **1. Preliminary Study**

A preliminary study was carried out to get information about the models of teaching and learning English at Junior High School Al-Mawaddah especially on teaching and learning of speaking. The researcher attempted to get information about the students' problems in teaching learning process, especially in teaching speaking.

Based on the preliminary test on the students class VII E Junior High School Al-Mawaddah in Academic year 2015/2016, the researcher found some problems for example: the student did not understand about the meaning of word, the students pronunciation are low, and low motivation of speak (refer to an appendix).

## 2. Planning

Planning is a step to prepare the classroom instructional strategy to be developed in the study to solve the instructional problem.<sup>33</sup>

For the first cycle, the activities that would be done in planning are:

### a) Making lesson plan

Lesson plan is an important part of teaching learning process. The researcher designs lesson plan in order to make easy the process of teaching learning process. It means that a teacher plans to teach on given day. A lesson plan traditionally includes the name of the lesson, the date of lesson, the objective the lesson focuses on, the materials that will be used, and summary of all the activities that will be used. Lesson plans are a terrific set of guidelines for substitute teacher.

### b) The Teaching Procedure using Round Robin structure

Teacher gives explanation about what are suppose teacher and students what to do. They are:

- a) Teacher groups the students consist of five groups, each group there are four or five students.
- b) Teacher gives every group four or five pictures Indonesian's Heroes. They are: (See Appendix)
- c) Teacher gives each group 5 questions about the description of pictures Indonesian's Heroes.

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<sup>33</sup>Ibid., 148



- d) Students are given time to discuss the pictures with their group.
- e) Each students decided in the group who are described the pictures based on the question.
- f) Each student orally provides an answer of the pictures, taking about the same amount of time for each student five minutes.
- g) Teacher and students discuss together about the answer and the mistake of the students during answering the question process.

**c) Determining the criteria of success.**

In this study, the researcher would determine the criteria of successful lesson, as follows:

- 1) The students are highly motivated during the implementation of Round Robin structure. The students' responses in questionnaire sheet are highly if the students' percentage  $> 75\%$  and it was low if the students' percentage  $< 75\%$ .
- 2) The students were able to improve their skill in answering the question. Minimum average is 70.

**3. Acting**

Acting is the second step after planning. This step is implementing instructional strategy that has been planned.<sup>34</sup>

Teaching and learning speaking activities would presented by applying by Round Robin structure. Students will be divided into some

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<sup>34</sup>Ibid., 149

groups. Students make round shape with their group member and describe the picture that the teacher given. They discussed with their group. Each group member must speak up in turn to describe the picture in front of the class. They can share some information and ideas they got from the picture. So the students can speak up and confident to express opinion in the picture. In this activity hoped the students would active and more interest in speaking skill.

#### **4. Observing**

Observing is the process of collecting data indicating the success of the strategy in solving the classroom problem <sup>35</sup>

The researcher would be observe by giving questionnaire in the teaching learning process and record the students' activities, progress, and the situation in the classroom during teaching speaking by implementing Round Robin Structure.

#### **5. Reflecting**

Reflecting is the process of the analyzing data to determine how far the data collected have shown the success of the strategy in solving the problem. Reflecting also shows what factors support the success of the strategy or what other problem may occur during the implementation

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<sup>35</sup>Ibid.,

process.<sup>36</sup> Reflecting is phrases to analyzed data reflect the action result. The result of it has three possible such as: stop action or modify the action and continue to the next cycle.

## **CYCLE II**

In this cycle, the researcher would make improvement as same as in the first cycle that would be done in this cycle. The researcher would make some steps they are:

### **1. Planning**

Same as in the first cycle, in this cycle the researcher done some steps as follows:

- a) Making Lesson plan
- b) The teaching Procedure of Round Robin structure
- c) Determining the criteria success.

### **2. Acting**

Teaching and learning speaking activities would presented by applying by Round Robin structure. Students will be divided into some groups. Students make round shape with their group member and describe the picture that the teacher given. They discussed with their group. Each group member must speak up in turn to describe the picture in front of the class. They can share some information and ideas they got from the picture. So the students can speak up and confident to

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<sup>36</sup> Ibid., 152

express opinion in the picture. In this activity hoped the students would active and more interest in speaking skill.

### 3. Observing

The researcher would be observe by giving questionnaire in the teaching learning process and record the students' activities, progress, and the situation in the classroom during teaching speaking by implementing Round Robin structure.

### 4. Reflecting

The researcher makes the evaluation about action from the teaching learning process. If the result is unsuccessfully, the researcher will do the third cycle to get some improvement in the research until the researcher gets successfully result.

### D. Research Schedule

The research implemented on May 2016. It will be held on 23<sup>rd</sup> up to 31<sup>st</sup> May 2016. The tables bellow shows the schedule of research is as follows:

Table 3.1 The schedule of CAR

No	PLANS	DATE and YEAR
1	Pre-test	23 <sup>rd</sup> May 2016
2	1 <sup>st</sup> Cycle	24 <sup>th</sup> May 2016
3	2 <sup>nd</sup> Cycle	30 <sup>th</sup> May 2016
4	Questionnaire	31 <sup>st</sup> May 2016

## **E. Technique of Collecting Data**

The researcher used three instruments to collect the data such as information. Which deal with theme of research, these instruments were interview, questionnaire, and test.

### **1. Interview**

The researcher interviews the students of class VII E to gain real information especially about student' feel, attitude, and opinion about teaching and learning speaking before and after using Round Robin structure.

### **2. Questionnaire**

The researcher gives many questions to the students. To know that Round Robin structure helps the students to solve the problem in speaking, to know the students' interest in Round Robin structure, to know that the students like the use of Round Robin structure, to know that studying Round Robin structure interesting than studying individually, to know that the students enjoy in the class by using Round Robin structure, and to know that the use of Round Robin structure improve the students' speaking skill.

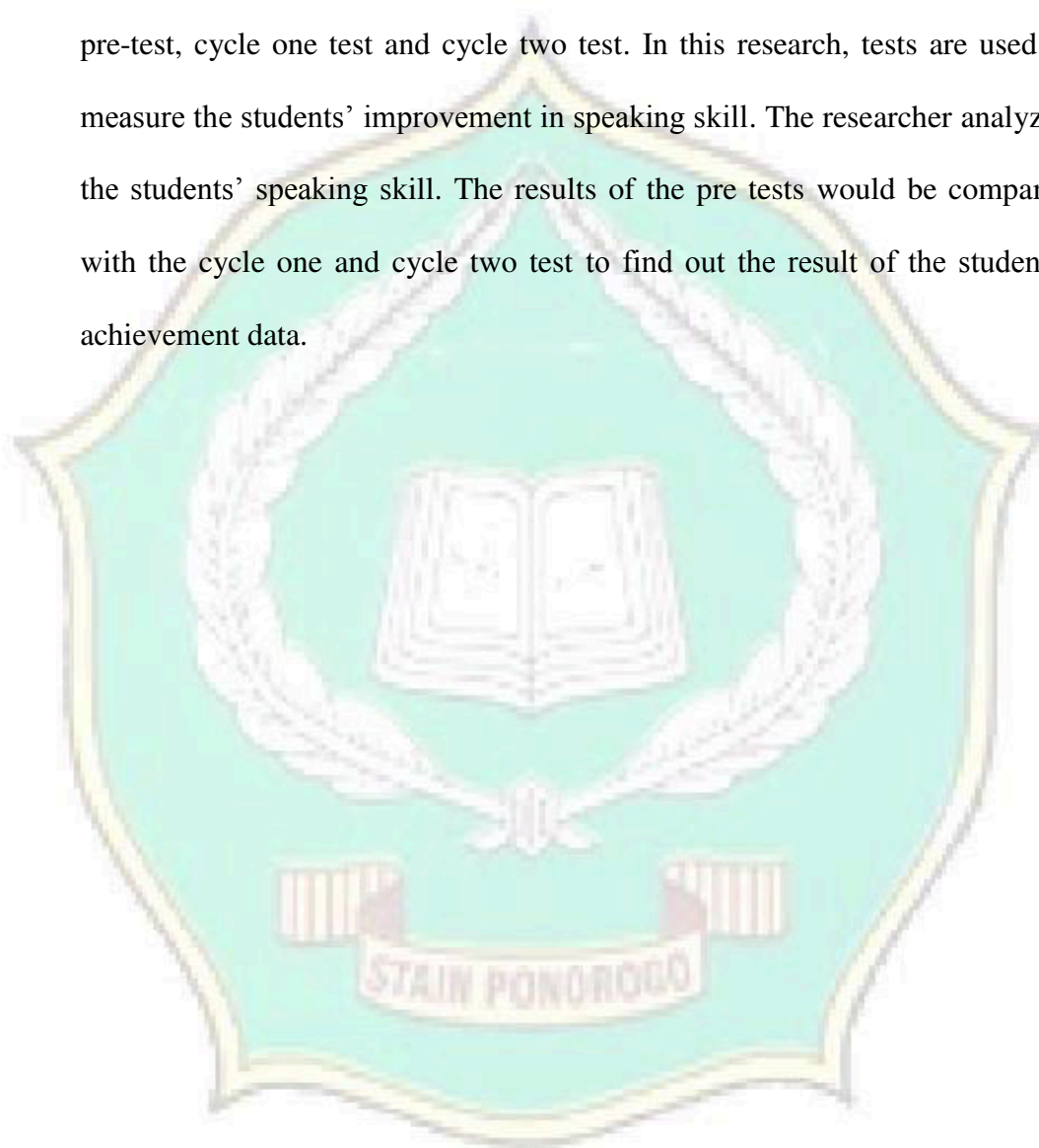
### **3. Test**

Tests are valuable measuring instruments for educational research. A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. This score, based on a



representative sample of the individual's behavior, is an indicator of the extent to which the subject has the characteristic being measured.<sup>37</sup>

There were three tests that the researcher do in this research, they are pre-test, cycle one test and cycle two test. In this research, tests are used to measure the students' improvement in speaking skill. The researcher analyzed the students' speaking skill. The results of the pre tests would be compared with the cycle one and cycle two test to find out the result of the students' achievement data.



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<sup>37</sup>Donald Ary, et al., *Instruction to Research in Education* 8<sup>th</sup> edition (USA: Wadsworth, Chengang Learning: 2010), 201.

## CHAPTER V

### CLOSING

#### A. Conclusion

Round Robin Structure is one of the cooperative learning structures which implemented to make the students' speaking skill improved. The students make a group consisting of four or five persons and give respond in turn to a question. The entire member of the group has the same opportunity to speak up and convey their opinion. The basic principles of Round Robin structure is everybody in team group must speak up. Therefore, there is no one dominates the group activity. From those activities, it could prove that Round Robin structure able to improve the students' speaking skill. The result of the study showed that the speaking achievement of the students at VII E Junior High School Al – Mawaddah in academic year 2015/2016 improved. The average score of preliminary study was 59.65 and the average score cycle I was 68.90 and the average score of cycle II was 72.90. The improvement from preliminary study to cycle I was 9.25. The improvement cycle I to cycle II was 4. The result in cycle was 72.90 it was higher than the criteria success.

## **B. Suggestions**

Round Robin Structure is a method in teaching speaking. Actually, there are still a lot of methods that can be used. However, using Round Robin structure help teacher to teach speaking attractively and give opportunities to students to produce sentences for performing their speaking. Then, I would give some suggestions as follows:

1. For the teacher, Round Robin structure is an appropriate method in teaching speaking. That is teacher should use it as one of the methods to make the students motivated in speaking because students need enjoyable and effective media and learning experiences.
2. For the English learner. Round Robin structure is simple way to learn speaking English. However, the success of the method depends to the learner itself. Make yourself enjoy with English, then practice to speak English every day to make your speaking skill better.
3. For the next researcher, researcher suggests for the next researcher to explore many methods in teaching speaking. This research also could be the one of references for the next researcher.

Finally, the researcher hopes that the result of this research would be useful for the reader. It is hoped that the readers would have more information about the use of Round Robin structure in teaching speaking.

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