

**IMPROVING STUDENTS' SPEAKING SKILL BY USING ROUND
ROBIN TECHNIQUE TO THE TENTH GRADE STUDENTS OF SMK
PERTANIAN PEMBANGUNAN NEGERI SEMBAWA.**

A Thesis by:

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UNIVERSITY OF TRIDINANTI PALEMBANG

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PERNYATAAN

Saya menyatakan dengan sebenar-benarnya bahwa seluruh data, informasi, interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya merupakan hasil pengamatan, penelitian, pengelolaan serta pemikiran saya dengan pengarahan dari pembimbing yang telah ditetapkan.

Apabila ternyata didalam naskah skripsi ini dapat dibuktikan terdapat unsur-unsur jiplakan. Saya bersedia skripsi ini digugurkan dan gelar akademik yang saya peroleh (S-1) dibatalkan, serta diproses sesuai dengan peraturan perundang-undangan yang berlaku (UU) No. 20 Tahun 2003, Pasal 25 ayat 2 dan pasal 70.

Palembang, 23 Maret 2020
Yang menyatakan,



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TABLE OF CONTENTS

APPROVAL SHEET	i
RATIFICATION SHEET	ii
SURAT PERNYATAAN	iii
MOTTO AND DEDICATION.....	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENT.....	vi
LIST OF TABLE	
LIST OF FIGURE	
LIST OF APPENDICE.....	vii
ABSTRACT	x
 CHAPTER 1: INTRODUCTION	
1.1 Background of the Study	1
1.2 The Problems of the Study.....	5
1.2.1 Limitation of the Problem	5
1.2.2 Formulation of the Study	5
1.3 The Objective of the Study	5
1.4 Significances of the Study	6

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CHAPTER 2: LITERATURE REVIEW

2.1 The Concept of Speaking	8
2.2 The Characteristics of Communicative Speaking	9
2.3 The Concept of Round Robin Technique	10
2.3.1 Spectrum of Social Skills Required to be a Good Team	12
2.3.2 The Advantages of Round Robin Technique	13
2.3.3 The Disadvantages of Round Robin Technique	14
2.3.4 Teaching Speaking by Using Round Robin Technique.....	15
2.4 Previous Related Study	16
2.5 Hypotheses of the Study	17

CHAPTER 3: RESEARCH METHODE AND PROCEDURE

3.1 Method of Research	19
3.2 Variable of the Study	20
3.3 Operational Definition	21
3.4 Population and Sample	21
3.4.1 Population of the Study	21
3.4.2 Sample of the Study.....	22
3.5 Technique for Collecting the Data	23
3.5.1 Test	23
3.5.2 Validity of the Test	27
3.5.3 Reliability of the Test	28
3.6 Procedure in Conducting the Research	30

3.6.1 Teaching Procedure for Experimental Group.....	30
3.7 Technique for Analyzing the Data	31
3.7.1 Normality Test	31
3.7.2 Homogeneity Test	31
3.7.3 Paired Sample T-Test	31
3.7.4 Independent Sample T-Test.....	32

CHAPTER 4: FINDINGS AND INTERPRETATIONS

4.1 Findings of the Study	
4.1.1 The Result of Pre Test and Post Test in Experimental Group.....	33
4.1.2 The Result of Pre Test and Post Test in Control Group	34
4.1.3 The Analysis of Frequency	34
4.1.4 Normality Test	37
4.1.4.1 Normality of Pre test	37
4.1.4.2 Normality of Post test.....	38
4.1.5 Homogeneity Test	39
4.1.6 Statistical Analysis	40
4.1.6.1 The Result of Paired Sample Test in Experimental Group	
4.1.6.2 The Result of Paired Sample Test in Control Group.....	41
4.1.6.3 The Result of Independent Sample T-Test.....	42
4.2 Interpretation of the Study	43

CHAPTER 5: CONCLUTION AND SUGGESTION

5.1 Conclusion	45
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5.2 Suggestion.....	46
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REFERENCES

APPENDICES

LIST OF TABLE

Table 1. Non Equivalent Group Design	19
Table 2. Pupulation of the Research	22
Table 3. The Sample of the Study	23
Table 4. Topics for the Experimental Group	24
Table 5. Speaking Rubric	25
Table 6. The Speaking Scoring Scale	26
Table 7. Validity Score	27
Table 8. Test Specification for Speaking	28
Table 9. Result of Reliability	29
Table 10. Descriptive Statistics in Experimental Group	33
Table 11. Descriptive Statistics in Control Group	34
Table 12. The Score Distribution for Experimental group	35
Table 13. The Score Distribution for Control Group	36
Table 14. The Result of Normality Pre Test	38
Table 15. The Result of Normality Post Test	39
Table 16. Homogeneity of Pre Test Result	40

Table 17. Homogeneity of Post Test Result.....	40
Table 18. The Result of Paired Sample Test in Experimental Group	41
Table 19. The Result of Paired Sample Test in Control Group	42
Table 20. The Result of Independent Samples Test.....	43

LIST OF FIGURES

- Figure 1. Diagram Score of Pre Test and Post Test in Control Group 36
- Figure 2. Diagram Score of Pre Test and Post Test in Experimen Group ... 37

LIST OF APPENDICES

- Appendix A : The Result of Pearson Correlation
- Appendix B : Descriptive Analysis
- Appendix C : Distribution Frequency
- Appendix D : Normality Test
- Appendix E : Homogeneity of Variance
- Appendix F : The Result of Independent Sample T-Test
- Appendix G : The Result of Paired Sample T-Test
- Appendix H : T-Table
- Appendix I : The Validity of Instrument
- Appendix J : The Pre Test and Post Test Result Rater 1
- Appendix K : The Pre Test and Post Test Result Rater 2
- Appendix L : The Result Score of Pre Test and Post Test of Experimental Group
- Appendix M : The Result Score of Pre Test and Post Test of Control Group
- Appendix N : Lesson Plan
- Appendix O : Attendance List
- Appendix P : Thesis Consultation Card

Appendix Q : Surat Izin Penelitian

Appendix R : Surat Keterangan

Appendix S..... : Lain-Lain

ABSTRACT

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 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, both groups consisted of 33 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 group 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.

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

CHAPTER I

INTRODUCTION

This chapter discusses about (1) background of the study, (2) problem of the study, (3) objective of the study, and (4) significances of the study.

1.1 Background of the Study

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.

Meanwhile, Brown (2001) 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. Therefore, EFL students should acquire the knowledge of how native speakers use language in the context of structured interpersonal exchanges in which many factors interact.

According to the English Proficiency Index (2018), 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.

Related to the importance of speaking, it is not easy for the teacher to teach speaking in the classroom. In fact, most of the students are reluctant to speak up in the classroom and they have low motivation. In addition, Harmer

(2007) states that some of the students are reluctant to speak because they feel nervous about expressing themselves in front of other people. Furthermore, Febrianti (2011) stated that speaking is considered as a difficult skill to develop because of the students' lack of exposures, lack of confidence, and lack of motivation.

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. It is a big duty for the teacher to improve their speaking ability.

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 formed a small group and each group consists of four or six members. Then, all groups made around. Each member shared about a topic which had determined by the teacher. Thus, the purpose of this technique was to make students have a chance to speak out. It indicated that each member proposed his or her opinion about the topic in their own group. Furthermore, the writer assured that Round Robin technique could enhance the knowledge of students because they would share their knowledge among friends related to the topic.

According to Sulaiman (2016), Round Robin technique encourages students' interaction. Furthermore, this technique minimized the grammatical mistakes in speaking because there was a teacher's feedback at the end of the meeting. In addition, the speaker of each group talked about the same topic several times so that it made them easy to remember the words and pronounce the words. Therefore, this strategy could involve all students to be active.

Previous research conducted by Syafryadin, Rahmawati and Widiastuti (2013) 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 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 Agustuningrum (2011) and Hasanah (2017), both studies revealed that Round Robin technique was effective to improve students' speaking skill.

Therefore, the writer was interested in conducting research entitled "Improving Students' Speaking Skill by Using Round Robin Technique to the Tenth Grade Students of SMK Pertanian Pembangunan Negeri Sembawa".

1.2 The Problems of the Study

From the background of the study, there were some problems concerning with the speaking skills. Those problems could be stated as follows: (1) the lack motivation in learning a speaking skill (2) the lack of vocabulary mastery (3) the lack of knowledge in grammar (4) the use of a conventional method that made students bored toward teaching and learning process and (5) the limited time for students to speak English.

1.2.1 Limitation of the Problem

In this study, the writer focused on the use of Round Robin technique to improve the tenth-grade students speaking skill at SMK Pertanian Pembangunan Sembawa. On the bases of Curriculum 2013 for the tenth grade students by teaching descriptive text material.

1.2.2 Formulation of the Problem

The writer formulated the problem as follow: “was there any significant difference in speaking skill between the students’ who were taught by using Round Robin technique and those who were not to the tenth-grade students of SMK Pertanian Pembangunan Negeri Sembawa?

1.3 The Objective of the Study

Dealing with the formulation of the problem, the objective of the study was 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.

1.4 Significances of the Study

Hopefully, this study gave some benefits for school, teacher, students and writer herself to develop English teaching and learning activity.

(1) For school

The result of this study could give a good contribution to the development of teaching speaking, especially to SMK Pertanian Pembangunan Negeri Sembawa.

(2) For teachers

The result of this study was useful for the teachers of English. The teachers could try a new method for teaching speaking as well as help them to apply a different technique. Teachers could be more creative and it could give a good impact to make students more attracted and interested in learning English.

(3) For students

The process of the research was useful for the students, as the aim of this study was to improve students' speaking skill.

(4) For writer herself

The process of the research was very useful for the writer to improve the writer's teaching performance in the class. The writer was involved in the students' problems as well as aware of their problems in learning English and try to solve the problems. The result of this study also could develop and improve the writer's ability in teaching speaking.

(5) For the other Researchers

The result of this study was useful for other researchers because this study can become a reference for other researchers to make the same research with better results.

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