

**IMPROVING SPEAKING ACHIEVEMENT OF THE EIGHTH GRADERS
OF SMPN 2 PALEMBANG THROUGH ROUND ROBIN TECHNIQUE**

A Thesis

By

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English Education Study Program



**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
PALEMBANG
2018**

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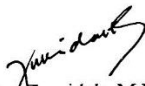
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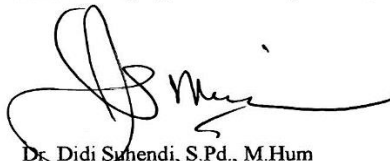

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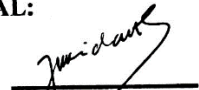
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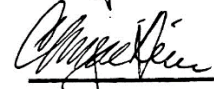
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This thesis is dedicated for:

My family

MOTTOS

**“My biggest mistake is when I think I
have enough time”**

-Unknown Sources

**“I am a beacon of knowledge blazing
across a black sea of ignorance” – Kael the**

Invoker

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I really hope that my study will help other researchers that will conduct the same strategy as mine. I hope it can be useful for the next young researchers. Nevertheless some of the readers might have the different ideas and perceptions on whether or not my thesis is good. Therefore I want to be appreciative and open to any critics that any suggestions and critics will be highly appreciative.

IMPROVING SPEAKING ACHIEVEMENT OF THE EIGHTH GRADERS OF SMPN 2 PALEMBANG THROUGH ROUND ROBIN TECHNIQUE

ABSTRACT

The objectives of this study were to find out the significant difference between those who were taught and those who were not taught by using Round Robin Technique, and also to find out the significant improvement in speaking achievement of the eighth graders of SMPN 2 Palembang after they are taught by using Round Robin technique. The sample of this study were the 8.1 class as the experimental group and 8.2 class as the control group. Both of the classes have 40 students. The total of the sample was 80 students. The writer used purposive sampling in selecting the sample. The result of this study were analyzed by using paired sample t-test and independent sample t-test in SPSS Version 22. The result of the paired sample t-tests showed that the p-value was lower than significance level 0.05 ($0.00 < 0.05$) and the result of independent sample t-test also shared the same result. Based on independent sample t-test the p-value was lower than significance level 0.05 ($0.015 < 0.05$). Therefore these two results indicated that there was significant difference in speaking achievement between the students who were taught by using Round Robin technique and those who were not.

Keywords: Speaking, Round Robin Technique, paired sample t-test, independent sample t-test, eighth graders

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Improving Speaking Achievement of the Eighth Graders of SMPN 2 Palembang through Round Robin Technique.

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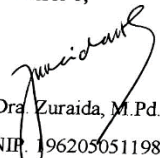
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CHAPTER I

INTRODUCTION

This chapter presents (1) background (2) problems of the study (3) objectives of the study (4) significance of the study

1.1 Background

English is widely known as the international language. It is regarded as a foreign language used by at least twenty four countries in the Asia continent, including Indonesia (One World Nation Online, n.d., para 3). For Indonesian students, being able to use English is very necessary, since it is the language of science, of aviation, computers, diplomacy, and tourism. Moreover, for Indonesian students, knowing English can increase their chances of getting a study abroad or getting a job in a foreign company within their home country. Therefore, there is no way English can be neglected for Indonesian students, if they want to make a career at international scale.

As the Universe contains four fundamental forces; gravity, electromagnetism (light), the strong nuclear force, and the weak nuclear force (Kaku, 1987, p. 6), English has something in common with it. English has also four skills which are listening, speaking, reading, and writing. Speaking seems to be the most important skill of all the four skills (listening, speaking, reading and writing) because people who know a language are usually referred to as speakers of that language (Ur, 1996). Speaking skill is important aspect which determines the success of English language teaching, since the major goal of all English language teaching should be to give learners the ability to use English effectively, accurately in communication (Davies & Pearse, 1998). The teaching of speaking skill is important for EFL learners in Indonesia, it is because the large number of students who want to study English in order to be able to use English for communicative purposes. In response to the global challenge, many schools in Indonesia are aware of the importance of students' capability to speak English well.

Therefore considering the importance of students' ability in speaking skill, the writer of this study has decided to focus only on speaking skill.

Speaking is an interactive process in which the speaker and receiver are exchanging their information each other (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are condition to the circumstances in which it occurs, including participants themselves, their collective experiences, the environment, and the purposes for speaking. Speech has its own skills, structures, and conventions which is different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995). Speaking requires the learners not only to know how to produce specific points of language such as grammar, pronunciation, or vocabulary (*linguistic competence*), that they can understand when, why, and in what ways to produce language (*sociolinguistic competence*).

Speaking skill is indeed very important, but however there are many problems often faced by students when they speak English. As Ur (1996) states, there are some speaking problems that teachers can come across in getting students to talk in the classroom. These are: inhibition, lack of topical knowledge, low or uneven participation and mother-tongue use. Moreover, based on the view of two studies; Scarcella and Oxford (1994, p. 165) and Florez (1998) on speaking's problems, it can be concluded that psychological, social, and linguistic are decided to be the prominent problems in speaking skill. As it is in psychological problems, the conflict between fluency and accuracy is the factor. For example the students may gain confidence in using the language by being let uncorrected, their language will continue to be inaccurate. In social problem, the students often find themselves uncomfortable in their first hesitant attempts at speech in the second language. Another case is linguistic aspect. In this case, the most prominent problems are: phonetic confusion, interference from the written form, interference from the mother language and failure to use the weak forms. Thus, speaking is always scarified. Yet, helping learners develop their oral communication skills is important and, it is not something that can be ignored just because it is difficult (Miller, 2001, p. 25).

Based on the writer experiences during his teaching practice at SMPN 2 Palembang, the eighth graders of SMPN 2 Palembang did not have good performance in English, especially their speaking skill. As previously mentioned by Ur (1996), Scarcella and Oxford (1994, p. 165), and Florez (1998) in terms of the problems in speaking, the problems found in the eighth graders of SMPN 2 Palembang are almost the same. The problem are inhibition, vocabulary mastery, pronunciation, and grammar. There were also something wrong with the teachers' approach in teaching speaking. The teachers were really monotonous. Most of the teacher were bound to the book, they were not creative and innovative. Moreover based on the interview, the students seemed to be so bored and felt so rigid every time the teacher taught speaking skill. They needed new atmosphere.

The school adopted two standard competences of curriculum 2013 for the eighth graders in Indonesia for teaching speaking: the students should be capable of expressing the meaning of transactional and interpersonal conversation of very simple spoken language accurately, fluently and thankful to interact with the nearest environment that involves speech: giving and asking an opinion, and agreement and disagreement. Therefore, considering these two standard competences the students should achieve, the problems above really needed to overcome in order for their speaking achievement improved.

Based on the study conducted by Nuha (2014), concerning about transactional and interpersonal conversation, it can be concluded that transactional conversation is made for the purpose of information exchange, such as information-gathering interviews, role plays, and debates. Therefore, it is an interaction which has an outcome, for example, buying something in a shop, and enrolling in a school. In another case, interpersonal conversation is made to establish or to maintain social relationships, such as personal interviews or casual conversation role plays. Therefore, in order to improve their speaking skill performance, especially in transactional and interpersonal text, the writer applied Round Robin technique.

Round Robin, a technique invented by Kagan Publishing (1994), is a cooperative learning strategy which focuses on students' teamwork which is one of instructional strategies useful for brainstorming, reviewing, or practicing a skill. This technique is effective to overcome the student who typically remain silent during teaching and learning process, since it stresses on bringing equality in classroom that every student in the class can express their thought simultaneously, one after another without any suppression, since every student has their own turn to speak out. Moreover, this technique has been observed by many researchers from Indonesia, and the results are promising.

Based on the previous study conducted by Tyas (2013), the implementation of Round Robin technique for the eighth grade students of SMPN7 Cirebon was effective. It is proven by the score results which showed that the class, the experimental class, which was taught using Round Robin technique gained better score than the control class. Based on another previous study conducted by Agustiningrum (2011), it is also found that the implementation of Round Robin can improve students' speaking skill. The study conducted by Asari, Ma'rifah and Arifani (2017) also proves that this kind of technique is worth doing. Therefore, since those three studies show that Round Robin can improve students' speaking skill, the writer of this study used the same technique to improve the speaking achievement of the eighth graders of SMPN 2 Palembang.

In conclusion, the writer conducted an experimental study entitled **“Improving Students' Speaking Achievement of Eighth Graders of SMPN 2 Palembang through Round Robin Technique”** in which the writer was applying Round Robin technique to improve the speaking achievement of the eighth graders of SMPN 2 Palembang especially in transactional and interpersonal text.

1.2 The Problems of the Study

The problems of this study are:

1. Is there any significant improvement in speaking achievement of the eighth graders of SMPN 2 Palembang after they are taught by using Round Robin technique

2. Is there any significant difference in speaking achievement between the students who are taught using Round Robin technique and those who are not?

1.3 The Objectives of this Study

The Objectives of this Study are:

1. To find out the significant improvement in speaking achievement of the eighth graders of SMPN 2 Palembang after they are taught by using Round Robin technique.
2. To find out the significant difference in speaking achievement between the students who are taught by using Round Robin technique and those who are not.

1.4 The Significance of the Study

The writer expects this study can provide the information concerning Round Robin technique, and hopes this study can be beneficial to the English teachers of SMPN 2 Palembang. The writer also expects that there was an improvement in speaking skill of the eighth graders of SMPN 2 Palembang after they are taught by using Round Robin. Moreover the writer also wants the result of this study can be a reference for further studies to come.

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