# THE EFFECTIVENESS OF ROUND ROBIN (Collaborative Learning Techniques) TO TEACH SPEAKING VIEWED FROM STUDENTS MOTIVATION

(An Experimental Research at the first semester Student of UNUGHA Cilacap in the Academic year 2023/2024)

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## Abstract

The objectives of the research are: (1) to identify whether Round Robin is more effective than Classroom technique in teaching speaking for the first *semester Student of UNUGHA CILACAP in the Academic Year of 2023/2024*; (2) to identify whether the students having high motivation have better achievement score than those having low motivation to the first *semester Student of UNUGHA CILACAP in the Academic Year of 2023/2024* and (3) to identify whether there is an interaction between the teaching techniques and students' motivation to teach English.

The research methodology was experimental. The research was conducted at UNUGHA CILACAP from September 2023 to October 2023. The population of this research was the first semester students of English 1 and the first semester students of English 2. Each of them consists of 40 students. The first semester students of English 1 were as experimental class who were taught using Round robin and the first semester students of English 2 were as control class who were taught using classroom technique. The data were in the form of quantitative data and they were taken from a test. They were the scores of students' speaking test after having eight times treatment for each class. The researcher analyzed the data using ANOVA or analysis of variance and Tukey test.

The data analysis shows the following findings; (1) Round Robin is more effective than classroom method to teach speaking in speaking for the first *semester Student of UNUGHA CILACAP in the Academic Year of 2023/2024*; (2) The Achievement Score of the students having high motivation is better than that of those having low motivation; and (3) These is an interaction between teaching techniques and students' motivation. It means that the effectiveness of the teaching technique depends on the level of the students' motivation while in this case based on the turkey test the students with lower motivation will end up to be taught by using round robin or classroom technique to the first *semester Student of UNUGHA Cilacap in the Academic Year of 2023/2024.*

**Keyword**: Round Robin, Speaking, UNUGHA Cilacap, Motivation

## Introduction

In Indonesia, English is a foreign language subject that must be taught and studied from junior high school to university level. It is intended to enrich and prepare themselves in science and technology development as a means as of international communication. English encompasses language skill and language elements. The language skills are listening, speaking, reading, and writing, while the language elements are pronunciation, vocabulary, grammar, structure, and fluency.

Of all the four skills (listening, speaking, reading, and writing), speaking seems institutively to be the most important. People who know the language are refered to as "speakers' of that language, as if speaking includes all ather kinds of knowing and many if not most foreign language leaners are primarilly interested in learning to speak. Therefore, this study is concerned with one of the skills, that is speaking.

Speaking is an active language action from the language user that demands the real initiation in language employing to express self orally. Speaking skill is very important for university students to develop themself as the thinking human being. However, there are many students of university who have low ability in speaking English. In Indonesia English ia a foreign language. When the students could not speak english well, they will think english is difficult. The students do not like English lesson, they feel lazy to find English lesson at class, that is the reason why students sometimes have low motivation. At the first semester of UNUGHA CILACAP, speaking is taught integreatedly with the other skills for two semesters. The purpose of giving that subject is in order that the students are able to communicate in their daily lives. It is inevitable that at a certain moment, a second or foreign language learner is disrupted in communicating what they want to convey. This occurs because the learner lacks the requisite knowledge of his or her linguistic properties: he or she does not know the suitable way to express an idea. The usual occasion is when he or she misses a required lexical item, he or she must make reference to some subjects, cocepts and events.

Teachers may use an interesting technique to help the them in teaching speaking to university students to present their teaching materials and help them in creating an effective class. Two of the alternative techniques are round robin and static drill on audio-lingual which are suggested to be applied in teaching speaking. Round robin technique is primarily a brainstorming technique in which students generate ideas but do not elaborate, explain, evaluate, or question the ideas. Group members take turns responding to a question with a word, phrase, or short statement.

Meanwhile, static drill on audio-lingual is defined as a technique which emphazises on repetition of the words to help the students to be able to use the target language communicatively. The purpose of the repetitive drills is to breakdown some sentences into smaller parts.

In language teaching, students are unique; they have their own competences or capacities of the mind, beside they have some other differences among them. Those differences are yielded according to various parameters.

According to Ur (1996: 273) those differences are:

> ". . . whether they are beginners, intermediate, or advanced; whether they are young. children, adolescent or adult; their objectives in learning the language, and how they are motivated, whether their environtment outside the classroom is target language or mother tongue; the size of the group and many more".

Based on the statement above, it can be inferred that the important learners' differences are learner's motivation, learner's different ages, and heterogeneous classes. Motivation has a strong relationship to language learning. It is needed to exploit the capacity of the mind to make a sense of the environment. Ur states that motivation is very strongly related to achievement in language learning (1996: 274).

The importance of learner's motivation is learner makes choices to find out the goals of teaching-learning process. Harmer in accordance with Brown states that motivation is some kind of internal drive which pushes someone to do things in order to achieve something (2004: 51). He also defines that motivation stems from basic internal drives; it is a strong desire or energy in people to do things and to achieve something. Motivation includes some factors. According to Brown in Harmer (2004: 4):

> ". . . motivation includes factors such as the need for exploration, activity. Stimulation, new knowledge, and ego enhancement. Ego enhancement defined for the self to be known and to be accepted and approved of by others. For example, the students who start going to a learning a language may hope that they are able to use in a new language fluency and accuracy, perhaps it will aid ego enhancement and be stimulated by the active nature, of this, new undertaking".

Based on the statement above, it can be inferred that students' motivation is influenced by ego enhacement. In this case they will have a high motivation that the ego enhancement is facilitated. There is another way to improve students' motivation that is by giving opportunity to decide what to do and to think. Brown (2001: 75) states "motivation is highest when one can make one's own choices". However, to make the students' motivation highest they should be given a chance to make their own decision what to think, to feel, and to do.

In this case, this study wants to determine the effect of round robin in collaborative learning and static drill on audio-lingual technique to teach speaking. Which technique is suitable to teach speaking at the first semester students of UNUGHA CILACAP in 2023/2024 academic years viewed from their motivation, whether round robin in collaborative learning technique or static drills on audio lingual technique'?

The students have some differences in learning English; therefore, English language teaching should consider the students diffrences. The students who have low motivation and high motivation are different. Additionally learner proficiency is different.

**Review Of Related To Literature**

Collaborative learning has proved in promoting better teaching learning process. Presenting problem is one of the teaching strategies used in collaborative learning to improve students' speaking ability. There are many previous researches presenting it. Indrawati, Titik (2011) *Improving Students' Speaking Skill Through Problem Solving Activities at the Eleventh Year of MAN Kalibeber, Wonosobo in 2010/2011 Academic Year (A Classroom Action Research).* Universitas Muhammadiyah Surakarta. Her research in implementing problem solving activities, describes whether problem solving can increase the students' speaking skill. The research was done at the eleventh year of MAN Kalibeber, Wonosobo, using action research. She conducts a classroom action research (CAR). The data are taken from event, informant, and document. The methods of collecting data are observation, test, and interview with the teacher and the students. In analyzing the data, the researcher compared the result of pre-test and post-test. The result of the research through problem solving activities shows that by implementing problem solving activities in teaching speaking, the students become active and there is no boredom anymore. The students' motivation improves. It can be seen from the result of the students' activities during the action, and the students' speaking achievement of speaking. The mean of pre-test is 23, 08, and the post-test is 81, 24. The interval of improvement between of pre-test and post-test is 58, 16. It shows that problem solving activities can improve the students' speaking skill. Therefore, the implementation of problem solving in improving students' speaking skill was successful.

Combs and Bourne in Kennedy (2007) conducted a research entitled "In-Class Debates (Communicative Language Teaching): Fertile Ground for Active Learning and the Cultivation of Critical Thinking and Oral Communication Skills". In this research, they stated that students learn

in diverse ways; therefore, instructors must utilize a wide variety of instructional strategies. Students benefit when instructors use instructional strategies that promote active engagement. In-class debates cultivates the active engagement of students, yet participation in debates is often limited to students involved in debate teams. The benefits of using in-class debates as an instructional strategy also include mastery of the content and the development of critical thinking skill, emphaty, and oral communication skills. In debate the students learn more effectively by analyzing, discussing, and applying content in meaningful ways rather than by passively absorbing. Therefore, students when instructors utilize instructional strategies that promote active engagement. In addition to critical thinking skills, debates also demand the development of oral communication skills, which are vital for success in most carrers.

Coughlin (2006), in his reseach entitled " Communicative Group Activyty to teach Speaking" TESL Journal. Vol. 12, No. 4, April 2006 reveals that this activity is designed to focus on students' communication in a classroom environment. Meanwhile, the major objectives are to encourage students to communicate in a small group setting. This helps students studying English more practically.

Woodrow in 2009 did another reseach entitled "Anxiety and Speaking English as second language". On of the goals of his study is to find whether there is relationship between speaking performance and second language anxiety. He states that the anxiety in the second language speaking has a debilitating effect on the oral performance of speakers of Anglish as a second language speaking anxiety. He concludes that enxiety is clearly issue in language learning and has a debilitating effect on speaking English for some students. This support the writers' study. Communicative group activity is a kind of teaching technique which can be used by the teacher to minimize students anxiety. Because the students will often get turn to speak in front of their friends.

## Research Methodology

The research method that was used in this study is experimental research. Frankel and Wallen (1997: 97) state that the basic concept of' experimental research is something that is tried to determine its effect. It is one of' the most powerful research technique, because it is the best way to establish cause - and - effect relationship between variables. There are two variable in this research. They are independent and dependent variable. Independent variables are round robin in

collaborative learning, static drills on audio-lingual technique, and motivation. The dependent variable is speaking ability.

To conduct experimental research, the researcher used experimental design. Fraenkel and Wallen (1997: 97) state that an experimental design is a preconceived plan for conducting an experiment. In this case the research was used factorial design in which all levels of each independent variable are taken in combination with the levels of the other independent variable. Frankel and Wallen (1997: 112) state that the design of' this research requires a minimum of two independent, with at least two levels of each variable. The minimum design is called a two by two (2 X 2) factorial design. They are two simple effects and two main effects. The simple effects are high learning motivation and low motivation, where as the main effects are round robin in collaborative learning and static drills on audio-lingual technique.

**Discussion**

This research is one of the efforts to generate some improvement in teaching speaking to the first semester students of UNUGHA CILACAP. It has been discussed in the previous chapter that Round robin is one of the alternatives to obtain the intention. The following is the elaboration discussions of the research findings.

Round robin is not only about learning together with other friends but also having positive interdependence, having team formation. Round robin is a collaborative learning activity for sharing ideas within classroom. It is particulary useful for structuring brainstorming sessions and ensuring that all students participate. Here, not only can the teacher/lecturer speak and explain in front of students, but also the students have opportunities to speak and explain in front of their friends. The students are more active in the teaching learning process because before they perform individually, they have to discuss what they want to present and they are free to share their ideas with their friends who are having the same topic. Sharing in group makes them develop their motivation and thinking skill that can help them to get a good achievement. In the teaching learning process, the teacher is less active. He plays a role as a guide and motivator. Barkley (2005: 108) states that round robin is espesially effective for generating many ideas because it requires all students to participate, and because it discourages comments that interrupt or inhibit the flow of ideas.

On contrary, in drilling technique, the teacher's role is central and active, it is a teacher-dominated technique. The teacher models the target language, controls the direction and pace of

learning, and monitors and corrects the students performance. The teacher has to keep the students attentive by varying drills and tasks and choosing relevant situations to practice structure. Drilling means listening to a model, provided by the teacher, or a tape or another student and repeating what is heard. During the teaching learning process, the students are asked to repeat what the teacher said or they are asked to translate what the teacher. It makes the teaching learning process monotonous. Pat (1992: 101) states that drilling is boring for learners, audience is passive, learning is difficult to gauge, and communication in one way. So, it can be concluded that round robin technique is more effective than drilling to teach speaking to the first semester students of UNUGHA in 2023/2024 academic year.

The students having high motivation have better speaking skill than those having low one. Highly motivated students perform better learning than students having low motivation. Highly motivated students are usually active, curious, performing hard effort to gain the goal, enthusiastic, and courageous to take risk for their learning. Curiosity makes them challenged to find more learning resources to satisfy their needs. Courage makes them brave to express ideas and to practice which means more chance for them for learning. Naiman at al in Ur (1996: 275) states that the characteristics of highly motivated student is having high aspirasion. Students is ambitious, goes for demanding challenges, high profiency, top grades.

Low motivated students do not often perform hard effort to learn more. They are not actively involved in the learning activities. They do not have enough courage to take risk to enrich their knowledge. This makes them perform low learning activities. The characteristic of students who have low motivation are having a very short time to study, having no purpose to study, having no tough to fight difficulties, having no effort to be more accomplished in their studies, having low inspirations, having unsatisfied outcome from their studying, and also feeling aversion about learning activities. Lepper (1988 :52) states that the characterictic of low motivated students are having low perceived ability, dont like to take a risks and to explore freely. It can be concluded that students having high motivation is better than students having low motivation in speaking.

There is an interaction between teaching technique and motivation to teach speaking at the first year students of UNUGHA CILACAP in 2023/2024 academic year. Choosing technique of teaching precisely contributes positive impact to the students' achievement in the end teaching and learning process. It cannot be disclaimed that teaching tecnique which is used by the teacher in the class give big influence for the success of te teaching and learning process. The teacher's goal in

conducting the classroom is not only concerned with teaching academic content but also making students develop their motivation their life. When teacher teaches the speaking lesson using round robin technique, class is devided into small groups (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After the "think time" members of the team share responses with one another. The recorder writes down the answer of the group members. The person next to the recorder starts and each person in the group in order gives an answer until time is called. This technique stimulates the motivation of the students to express and create speaking skill. Barkley (2005: 110) states round robin technique is students centered, allow students' creativity, allow active learning and allow team study. Round robin as one model of collaborative learning, is suitable for highly motivated students as it increases students' motivation and it turn increases students' learning achievement. When highly motivated student are taught using good teaching technique, the result of learning speaking skill will be better. Highly motivativated students are suitable taught using round robin in collaboative learning because it provides some opportunities to the students to develop their own capacities of the mind. They can solve some problems themselves by discussing in group. They make positive interdependent to do it. They are more likely to be interested to join the round robin's class. Brown (2001: 72) states personalization of highly motivated students are more likely to be interested in task that have to do with themselves: their own or other's opinions, tastes, experiences, and suggestion.

The students having low motivation tend to be passive in joining the class. They are lazy, shy, and afraid to do something because they are afraid of making mistakes. The students who have low motivation will only sit tidily on their chair without talking anything when the teacher asks the students to do something. The low motivated students need guidance and support in speaking skill. They are passive in the class and just become the followers in the teaching and learning process. They dont have any expectancy to get the best result. They dont have self confidence. They have negative perception and difficulty perceived performance standard or goal. Victor H, Vroom (Vroom, 1964) states if either expectancy, valence or instrumentaly is low, motivation will be low. Because of thus reasons, the low motivated students have the same performance whether they are taught using round robin or drilling..

**Conclusion, Implication and Suggestion**

Based on the research findings, the conclusion is that the Round Robin is an effective teaching technique to teach speaking to the tenth grade students of UNUGHA CILACAP in academic year 2023/2024 since Round Robin is attractive, fun, and arousing students' efficacy in generating, organizing and developing their ideas. Therefore, students are getting to be active to learn English and improve their speaking skills. As a result, the students' speaking skill will improve optimally.

Round Robin is a teaching technique that gives chance to the students to get involved in an active engagement. The students have a chance to share their ideas in some real problem life they face. For the teacher, this technique can gauge the students' understanding of a particular concept of learning. Round Robin is an attractive teaching technique since the students have good atmosphere for practicing speaking through life discussion. Case can stimulate their ideas that enable them to speak because there is much information that the students can get. They can work in group to do the task. Moreover, this technique may build positive relationship. The students can help each other to finish the task given. One student can be a model for their friends and they also can learn from their friends.

There are some ways in teaching using Round Robin. The cases can be designed as attractively as possible by taking the update news from daily life. The activity in presenting the discussion can be varied depending on the teacher's goal of teaching. In this research, the researcher's goal in using Round Robin is to teach speaking. Therefore, the researcher designs the case to enable the students to have speaking practice through discussion and presentation. The steps are: theacher give the relevant motion, the students make a group, need time to brainstorming, ready to discuss the students opinion, all students get the same turn, the last the students make conclusion about the motion. When the students are having activity, the researcher observes and guides them and records the students' problem. At the end of the study, the researcher gives feedback by discussing the problem and asking the students about the new things they learn.

Based on the conclusions and implications written earlier, there are some suggestions proposed.

1. For lecturers

Correct choice of teaching technique can make the teaching and learning process not only run well but also interesting and enjoyable. Enjoyable teaching and learning activities will help

students receive the material more effectively and efficiently; it will also makes the teacher more focus on the necessary things needed for the class. Round Robin is a technique which will lead students to be more independent; thus it is good to be applied in small classes as well as the big ones. It is simple and attractive teaching technique to teach speaking. That's why, it is recommended for teacher to apply it in their class.

2. For Students

a. The students should be more active in teaching-learning process in order to improve their skill and get good achivement in English lesson.

b. For low students, they should encourage themselves to be more active in their involvement in teaching-learning process.

3. For Other Researchers

a. Other researchers can use this result of the study as the starting point to continue the research

b. They can also create better study after they know the weaknesses of this study.

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