

CHAPTER I

INTRODUCTION

1.1 Background of the Study

As we know there are four skills in English such as speaking, writing, listening and reading. One of the most difficult skills in English is speaking. Speaking is a skill that conveys messages, feelings, ideas, and thoughts about certain things orally. So that the meaning of the conversation to be conveyed can be transferred by the speaker properly to the listener. Speaking is the main skill that must be mastered by students when learning a foreign language, conveying information using words or sentences. Speaking means using language to convey goals depending on the pronunciation. Speaking is a skill that is quite difficult for students to master in general because it requires spontaneous skills that students must learn from the start. Speaking requires skills because this activity is sometimes difficult and even feared by students.

Speaking is a productive skill that can be observed directly and empirically (Brown, 2004: 140). Speaking skills can be used to express ideas or thoughts, to speak by expressing the meaning you want to convey to other people. The ability to speak is the most important component in learning English because it is a source of communication to obtain information. It is very important for students to have good communication skills in education. Speaking skills are very important for students to improve so that they are successful. Richard (2008:19) argues that mastering English speaking skills is a priority for many second or foreign language learners because English is an international language that students must master.

Students' speaking ability is important, because speaking allows us to form connections, influence decisions, and motivate change. Speaking ability helps students in everyday English communication.

In addition, speaking skills require students to produce something. Students can respond to a topic, express their feelings, express ideas, and interact with each other in groups through speaking skills. Therefore, speaking skills are said to be the most important skills that must be mastered by all students. The purpose of learning a language is to communicate and use language fluently in everyday life.

Students experience difficulties in speaking. They struggle with meaning because they are nervous, shy, and afraid of making mistakes and not knowing how to pronounce the word. Students must be able to communicate in English to participate in group activities. As an effect to build their speaking skills, teaching speaking skills can be focused on making students actively speak when they are involved in speaking activities in class. Syafryadin (2021:5) states that most Indonesian students cannot speak English well for several reasons. For example, students experience difficulties in speaking because they lack mastery of English vocabulary and cannot pronounce English words correctly, which makes it difficult for students to learn English. Therefore, learning to speak in class must be dominated by students. Students will be considered to have English speaking skills if students can respond spontaneously/orally and communicate in English properly and fluently with grammar, pronunciation, fluency, vocabulary.

Learning English at SMPN 3 Abiansema can be improved by focusing on developing the four English skills. The teacher at SMPN 3 Abiansema uses the role

play technique. Roleplay technique is someone who takes or plays a certain role. The role play technique is a learning model that gives students the opportunity to play a character in an event or material presented in the form of a story. The teacher will explain a little about role play. In the role play technique, namely training students to speak, practicing pronunciation, grammar, and pronunciation by playing roles. The role play technique is carried out by the teacher asking students to find a partner and read the dialogue in the book to memorize. The teacher gave time to memorize. Students were required to focus on deepening the role in the dialogue. After that, students will present in front of the class.

However, the weakness of the teacher's technique makes students' speaking skills difficult to improve in learning. Because the technique is too difficult for eighth graders to apply and the teacher does not provide students with examples for proper conversation. Teachers also do not use media that will make students more bored. Some of the reasons students cannot master speaking skills are due to the weakness of the teacher's technique which is too monotonous. First, sometimes students are bored and not interested in learning English because they are required to memorize the roles of the dialogue. Second, students are often afraid to speak in class because they lack confidence in mastering English which makes students less proficient in pronunciation. Third, the teacher's strategy is monotonous in teaching without giving examples. These three reasons make them feel bored and afraid to speak. In addition, this strategy is also not implemented efficiently because it takes up a lot of time. Therefore, the learning objectives cannot be achieved properly for students.

According to Veronika (2021), speaking is a key to communicate as an interactive process of developing meaning that involves producing, receiving, and processing information. Learning speaking skills by using appropriate learning techniques, was be considered to have a positive influence on learning to speak. Creative techniques attract more students' attention to participate in learning so that students do not feel bored and afraid to express ideas speaking lessons. Learning techniques that is considered to be able to overcome the problems of students' speaking skills is by applying the RoundRobin learning technique.

From the technical weaknesses of teachers at SMPN 3 Abiansema. There are several strategies in teaching speaking. To overcome the problem of students who have difficulty speaking, the researcher found an interesting and effective teaching strategy to help students express their words. One such strategy is RoundRobin. According to Kagan, M. and Kagan, S (2009) RoundRobin is a cooperative learning strategy in which students take turns contributing answers in groups. The round table is usually equipped in the form of student expressions by responding with the group. In RoundRobin there is a stage where students form groups of 4-5 people in groups. Then, the researcher gives a topic about recount monologue to students. After that, students discussed with their groups. Students respond one by one in their groups and each response will be discussed again into a recount monologue. After that, students present the results of their discussion in front of the class. With RoundRobin students will not feel bored to respond in groups. In addition, students will be interested in implementing RoundRobin.

The power of RoundRobin is a good strategy for getting students to express themselves more succinctly to express ideas and generate them with one another.

The importance of speaking skills through RoundRobin is that students can share information with other friends. They can help other friends to solve problems well and students can understand the material better. From RoundRobin students are able to improve speaking skills easily. So that researchers can draw conclusions from these strategies that can make students happy and not bored because they get lessons and make them interested in expressing ideas in confident speech. Therefore, students generate more and more ideas with spontaneous responses. Thus, students were able to master speaking skills more quickly without being afraid to speak in public. Therefore, students at SMPN 3 Abiansema was easily learn to speak English.

Based on the background of this study, researchers tried to apply the RoundRobin in speaking skills. Researchers consider the Round Robin strategy as an appropriate teaching strategy to improve students' speaking skills in solving problems given in groups. This is because the RoundRobin has steps so that students can convey writing ideas that can answer questions given by the teacher in groups. When students understand the material, they can respond one by one in the group with the phrases to be spoken. Based on the statement above, the researcher is very interested in conducting research entitled "Improving Speaking Skill of the Eighth-grade Students of SMPN 3 Abiansema in the Academic Year 2023/2024 Through RoundRobin “

1.2 Research Problems

Based on the research background, speaking skills are skills that are difficult to learn because speaking requires confidence to speak words and pronounce sentences correctly. As explained in the research background, eighth-grade students

of SMPN 3 Abiansema for the academic year 2023/2024 experienced many difficulties in speaking skills. In this problem greatly affects students' speaking skills. Therefore, it needs to be improved by using effective teaching techniques and media. Responding by speaking is also not an easy task as you need to explore criteria such as pronunciation, vocabulary, ideas, spelling, word choice, and grammar, fluency, and comprehension. Therefore, the researcher formulates the research problem as follows: can speaking skill of the eighth-grade students of SMPN 3 Abiansema in the academic year 2023/2024 be improved through RoundRobin?

1.3 Objective of the Study

Research objectives are the goals that the researcher plans to do or achieve during the research. In order to provide the current study direction, it is necessary to state the goals to be achieved. This provides guidance in making any necessary decisions as well as a starting point for completing research. On the other hand, many strategies for teaching speaking comprehension are currently being implemented to improve student achievement, particularly in speaking skills. Based on the research questions, the speaking skills of eighth grade students at SMPN 3 Abiansema need to be improved. However, in this problem, RoundRobin is a good strategy, which is interesting for researchers to implement. In accordance with the research problem that has been formulated, the research is intended to find solutions or answer research problems. Based on the formulation of the problem, this present study is intended to know whether the speaking skill of the eighth-grade students of SMPN 3 Abiansema in the academic year 2023/2024 can be improved through

RoundRobin. This research was also conducted to stimulate students' minds in expressing ideas in response and to make them become critical thinkers.

1.4 Limitation of the Study

The term "speaking" actually has a broad and broad scope, so it is necessary to limit the study. There are many issues or content that can be adopted as a subject matter to be scrutinized by researchers who wish to participate in research in this field. This study focuses on improving students' speaking comprehension by using RoundRobin. To improve speaking skills, students must practice every day because practice makes speaking skills better. The limitations of this research are actually based on the complexity and breadth of the issues discussed. This research was limited to improving students' speaking skills by using RoundRobin which was made by eighth graders of SMPN 3 Abiansemai for the 2023/2024 academic year.

This research is limited to recount monolog the using of RoundRobin to improve the speaking skills of class VIII students of SMPN 3 Abiansemai for the 2023/2024 academic year. The curriculum used in this study is the Merdeka Curriculum. This study was focus on learning objectives. As a school where research is carried out using learning objectives 8.8 that is to produce a variety of simple written and spoken texts presented in a multimodal form within the scope of adolescent life. Students' speaking skills are limited to compiling and discussing recount monologue texts based on the topic of telling an incident using RoundRobin. In addition, they must meet the criteria of a grading rubric which primarily focuses on three aspects: fluency, comprehension, and grammar.

1.5 Significance of the Study

In this study, the results are expected to provide meaningful and significant results from research findings. The importance of this research is expected to provide several benefits for the process of teaching and learning English. In addition, this study focuses on using the RoundRobin in recount text to improve students' speaking skills. It is hoped that this significance provides some useful discussions for students at SMPN 3 Abiansemal, theoretically and practically explained as follows:

Theoretically, the findings of this study are expected to be able to discuss with the group about the topics given in the research findings similar to empirical and theoretical evidence about the use of the RoundRobin technique to improve speaking skills. Findings can be useful as theoretical evidence about the implementation of teaching techniques. This research is useful for students to improve their speaking skill. Apart from that, these results can be used by schools, especially English teachers at SMPN 3 Abiansemal in teaching English.

Practically, the findings and results of this study are useful for students, teachers and other researchers. For teachers, it is hoped that teachers can improve, know, master, and apply the RoundRobin which is used to teach speaking in an interesting and effective way so that students enjoy learning and improve the quality of teaching and learning processes. For students, it is hoped that students can improve their speaking skills and use them as a communication tool. Finally, this research can be used as a reference for other researchers who was conduct similar research using a class action research design and applying the RoundRobin.

1.6 Definition of Key Term

It is important to define key terms to provide a clear understanding of the topic. In this research, the researcher has several related key terms used in this study. The key terms are based on the research variables in this research process. In addition, the focus of this research is the use of the RoundRobin to improve the speaking skills of eighth-grade students of SMPN 3 Abiansema for the 2023/2024 academic year. Thus, the key word in this study is to improve speaking skills. Avoid misunderstanding and confusion on the part of the reader regarding key terms that are significantly used in the context of speaking skills. In addition, the key terms used by the researcher in this study are operationally and clearly defined as follows:

1. Speaking Skills

In this study, speaking skills refer to the ability of tenth grade students of SMPN 3 Abiansema for the academic year 2023/2024. Operational speaking skills are defined as the ability of eighth graders of SMPN 3 Abiansema in the 2023/2024 academic year in composing and conducting recount monologues, which contain elements of recount, namely: orientation, event, and reorientation. In addition, it will be assessed based on speaking criteria: fluency, comprehension, and grammar.

2. RoundRobin

RoundRobin is defined as a teaching technique that would be used to improve the speaking skill of the eighth-grade students of SMPN 3 Abiansema where the students were divided into several small groups of 3-4 students, then teacher poses a topic about recount monolog and provides think time. Students take turn stating about the topic, then each students take turns explained a scene from

the procedure steps until the procedure is complete. Finally, the group shares the results of their RoundRobin discussions.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The theoretical review used in a specific study, and it should be based on some theoretical backgrounds and empirical evidence. Some prominent points written by the researcher in this chapter consisted of being firmer and more based on the fact. The present study needs to be supported by theories that the experts have already gives. Some sources from several pieces of literature are related to and support this study. The researcher would like to correlate some theories related to this study. Some important points to be explained and discussed based on the researcher's relevant theoretical reviews from many related kinds of literature are presented in this research. This study is based on a discussion of the following theoretical framework: (1) Speaking Skills, (2) RoundRobin and (3) Speaking Skills Assessment. Several new theoretical points as well as empirical evidence are reviewed for the purpose of this study. Here are some of these viewpoints.

2.1.1 Speaking Skills

Richard (2008: 19) argues that many second language or foreign language learners prioritize mastery of English speaking skills because English is an international language that students must learn. The most important skill in learning English is the ability to communicate in a foreign language or a second language. Speaking is considered as the most important component in improving speaking skills in learning a foreign language or a second language out of the four components in learning English main language skills. Despite its importance, the

teaching of speaking skills is underestimated, and teachers continue to teach it as rote dialogue or practice repetition. However, in the current era of globalization world, demanding communication skills for English learners are required, and teachers must teach the skills they need to improve their speaking skills and work well in real life situations. Oral skills are completely neglected in today's teaching environment, despite the fact that employability depends more on communication than technology. After realizing the importance of oral speaking skills, now more emphasis is placed on developing students' speaking skills so that they can complete their education and excel in their fields. In addition, English is the language for obtaining job opportunities and achieving success in life.

Burns (2003: 6) states that speaking is an interactive process containing meaning that involves the production and reception and processing of information. The context in which it occurs, including the participants themselves, their collective experience, the physical environment, and the purpose of speaking, determines its form and meaning. It is often unplanned, open, evolving, and unpredictable. Speaking is another useful language skill. It is a mental process and mental processes are referred to as "thought processes" people use words, phrases and sentences to convey messages to listeners. Speaking consists of producing systematic verbal utterances to give meaning.

According to Brown (2004: 140) speaking is a productive skill that can be observed directly and empirically; This observation is always collared by the accuracy and effectiveness of the test takers' speaking skills, which of course jeopardizes the reliability and validity of the oral production test. In addition, Brown divides speaking skills into two, namely micro and macro speaking skills.

The production of smaller language pieces such as phonemes, morphemes, words, assemblages, and phraseological units is referred to as micro skills. Macro skills refer to a speaker's ability to focus on larger elements: Fluency, discourse, function, style, nonverbal communication, and strategic choices are all important factors to consider.

According to Richard (2008: 21) states that teaching speaking does not only teach students to speak in good spelling and pronunciation in the target language, but also means teaching students to express their ideas in a good organization. This is not surprising when one considers everything involved when speaking; ideas, what to say, language, how to use grammar and vocabulary structure, pronunciation as well as listen and react to the other person. Speaking skills are considered as the most important and difficult to improve the four English skills. Even after years of practice, students find it difficult to speak in real-time situations when prompted. There are many reasons to overcome this. First and foremost, they must recognize the value of communication skills and strive to acquire them when they are required to compete in today's competitive world. In addition, good, correct and polite communication can make it easier to find a job.

Speaking delivers a word and must contain a meaning that other people can accept. This case is comparable with the function of language as the mean of communication to convey a message orally. Thus, people must know the norms of how to speak right. Besides grammar, people should also know how to use the word in the proper place. Additionally, according to Bailey in Nunan (2003:02) speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information. Speaking is a productive skill. It

could not be separated from listening. When we speak, we produce the text, and it should be meaningful. Like communication, we can find the speaker, the listener, the message, and the feedback. Speaking is part of the shared social activity of talking and is also described as an important part of the curriculum in language teaching by Luoma (2004:1).

Alderson & Bachman (2009: 1) states that speaking skills are an important part of the curriculum in teaching language in schools, and it becomes an important object of assessment for students. All students will learn to speak English from elementary school to high school. It is unavoidable, students still find it difficult to convey every thought, opinion, and also their feelings in English lessons because of anxiety, fear that they will pronounce the wrong pronunciation, lack of vocabulary, and speaking habits. Thus, students with less learning experience may become nervous in speaking. In this statement, it can be concluded that speaking can develop students' skills in building vocabulary and grammar, improving their skills. Students can express ideas, emotions, stories, talk, discuss, and demonstrate their various ideas. Outside the classroom and in the classroom, speaking skills are very important, especially for students. This statement is supported by Baker and Westrup (2003), who say that students who speak English well can have greater opportunities to get a better education, get a good job, and get a promotion.

Speaking is a two-way process between producing and receiving language. Speaking is a two-way process involving the actual communication of ideas, information or feelings (Dilnoza & Kizi, 2021). According to this definition, speaking skills and receptive comprehension skills cannot be separated in this component and must be combined. Speaking is a two-way process involving

productive skills of language and receptive skills of understanding. While saying refers to the productive aspect of speaking. Speaking has a very productive role when one of the participants in the interaction participates actively as a speaker. The product of speaking activity is verbal utterances, which are usually produced for communicative purposes by adjusting facts.

Speaking is the active use of language that makes language learners in terms of sharing meaning. In other words, speaking is the active use of language to express meaning so that other people can understand to interact with each other (Cameron, 2001: 40). So, to communicate effectively, one must pay attention to the relationship between speaker and listener. Because language is used to interact, foreign language learners must also understand the communication aspects of interaction. They are concerned with using appropriate voice and language structures, as well as negotiation skills and the management of meaningful interactions. Interaction management requires knowing when and how to start a conversation, when and how to let a conversation flow, and when and how to end a conversation. Refers to the ability to ensure that speakers and listeners have correctly understood what they are discussing. Language learners can use speaking routines in developing speaking skills to develop these aspects. However, speaking routines will make listeners and speakers speak and listen more fluently. As is known, conversing properly, correctly, and politely requires a lot of practice.

2.1.2 RoundRobin

Cooperative learning type of RoundRobin is a method of studying students in groups, discussing and exchanging ideas with the aim of increasing understanding of the material and can improve learning achievement. In this lesson

the teacher asks questions or assignments that have several alternative answers. A student begins to contribute his thoughts, and his turn to express opinions is passed on to the next student, doing the same thing.

According to Richards & Rodgers (2001), the round robin technique can significantly improve students' speaking skills since it allows them to speak during the discussion. RoundRobin is an activity that teaches students how to wait their turn when working in groups. It can also be interpreted that RoundRobin technique is the learning that brainstorms in small groups, then the students form a circle and share ideas with other group members by walking around. One person in the group is assigned to record ideas submitted by all students related to open questions posed by the teacher.

The teacher must know the methods and techniques used to teach speaking so that students enjoy learning. According to Harmer (2001:348-352) there are six speaking activities in class. They act from scripts, communication games, discussions, prepared talks, questionnaires, simulations, and role plays. At the end of the lesson, students were be able to use spoken English in communicating. In speaking class, the teacher must organize activities so that the class runs smoothly. The main activity in speaking class is how students can produce sound or vice versa students have to speak. The RoundRobin can provide students with activities to talk about because students were given topics from the recount monologue students was allowed to think and discuss with their groups before presenting them in the future.

Kagan & Kagan (2009) stated that RoundRobin is cooperative learning that is useful for improving student team building, social skills, speaking skills, building

knowledge, thinking skills, and processing information by applying all procedures. Therefore, the researcher concluded that the round robin technique is a group sharing activity. In this case, the round robin technique plays an important role in speaking skill-based assessment. This technique is good for improving students' speaking skills, as well as preparing students to be confident in expressing ideas with real-life utterances such as responding, and getting information. Actually, this technique helps students in processing ideas and information, from ideas or a collection of statements in recount monologues as a means to follow the flow of learning developments in everyday life. According to Richards & Rodgers (2001), the round robin technique can significantly improve students' speaking skills since it allows them to speak during the discussion. RoundRobin is an activity that teaches students how to wait their turn when working in groups. It can also be interpreted that round robin technique is the learning that brainstorms in small groups, then the students form a circle and share ideas with other group members by walking around. One person in the group is assigned to record ideas submitted by all students related to open questions posed by the teacher.

According to Kagan & Kagan (2009), there is a method in which students take turns participating in oral discussions in team groups. This approach aims to reduce grammatical errors in speaking, because the teacher provides feedback after each meeting. In addition, each group addresses the same topic over and over again to help listeners remember and pronounce the words better. As a result, this approach can encourage the participation of all students in discussions. The "round robin" method also brings other benefits to speech skills. First, with a small grouping system and giving each student the opportunity to speak individually, they

can actively participate in learning and share ideas with their team members. This allows their ideas to develop together. Second, by not interrupting or debating ideas while speaking, students were learning to develop their ideas better in the future and reduce the fear of making mistakes. This makes them more courageous and open in conveying their ideas, so as to improve students' speaking skills as a whole.

In addition, Kagan & Kagan (2009:12), With cooperative structures, turn allocation is easy. In a RoundRobin, the teacher can ask one question, and each student on the team of four takes their turn to share their thoughts with teammates. Or with each new question, the next student on the team shares. RoundRobin refers to a cooperative learning strategy that makes students work in groups. Students must complete a topic given by the teacher and take turns giving their opinion with the group. This technique works by building on the successive contributions of each student. Kagan & Kagan (2009:6) state that Students take turns responding orally. In RoundRobin, students take turns in their teams. The procedural steps of the RoundRobin in the teaching and learning process in the classroom are as follows:

1. Teacher poses a problem to which there are multiple possible responses or solutions, and provides think time.
2. Students take turns stating responses or solutions.
3. They wrap up their discussion into a recount monologue and present it in front of the class.

Kagan & Kagan (2009:10), RoundRobin is one of the simplest, yet most flexible, teambuilding structures. In a Timed RoundRobin, each teammate takes a turn sharing for a preset amount of time. Students were divided into several small

groups consisting of 4-5 students. Then the researcher gives a topic regarding recount monologue and gives time to think. Each student takes turns to give opinions and was put together by friends to be presented by expressing it in front of the class. When focusing on simultaneous interaction, we focus on overt interaction. For example, while students are doing a RoundRobin, all the students in each team are interacting. But at any one moment in a team of four, only one is overtly engaged (talking), while the others are covertly engaged (listening).

2.1.3 Assessing Speaking Skill

The most common purpose of assessing speaking was associated with the positive effect on foreign language learning. According to Brown (2004:141-142), there are five basic types of speaking, they are imitative, intensive, responsive, interactive, and extensive. Six categories were used to score an overall speaking performance: grammar, vocabulary, comprehension, fluency, pronunciation, and task (Brown, 2004:157). Teachers usually assess the students' speaking skills by using a rubric. A rating rubric of a test is scoring that consists of specific basic features. According to McCulloch (2007:4), assessment can provide feedback, promote learning, diagnose (at commencement, during or at the end, readiness to proceed, strengths and weakness), motivate, and provide a profile of what has been learned. The researcher considered the students' tests and their needs, the type of information they wanted to know about their speaking skills, and the appropriate way to acquire and assess these skills so that the test assessed was accurate.

Nunan and Carter (2001:137) state that the term assessment refers to various ways of collecting information about the learner's language skills. There are assessments to inform teachers about student progress as well as students about

their own progress. Assessing speaking is difficult because so many factors influence a teacher's perception of how well a student can master a language. When a teacher evaluates speaking, it means the teacher's listening ability determines the reliability and validity of the oral production test. Assigning a score from one to five, for example, is difficult. The line of difference between levels is very difficult to determine. Teachers can spend a great deal of time reviewing students' performance of speaking records to make accurate assessments. Furthermore, speaking is the most difficult language skill to be assessed during the learning process. A person's ability to communicate is usually assessed during face-to-face interactions.

Thornbury (2005: 127) clarifies that speaking can be evaluated in two ways. They are holistic evaluation and analytical evaluation. Holistic scores base the overall impression of the scores on a single score, while analytic scores use separate scores for different aspects of the task. This holistic approach has the advantage of being fast and precise, and may be suitable for informal progress evaluations. Analytical assessments, on the other hand, take longer because they require the teacher to consider a variety of factors, but may be fairer and more reliable. It also includes information about each student's unique strengths and weaknesses. A person's ability to communicate is usually assessed during face-to-face interactions. In addition, the drawback of analytic scores is that scores can be distorted by all categories and forget the overall situation created by students. Therefore, four or five categories of students seems to be the maximum that can be achieved at one time.

Thus, Thornbury (2005: 128) emphasized that based on the Cambridge Certificate in English Language Speaking Skills (CELS), five categories must be considered: grammar, vocabulary, discourse management, pronunciation, and interactive communication. When dealing with language structures and vocabulary, students need to use appropriate syntactic forms and vocabulary to fulfil the task requirements at each level. Discourse management refers to students' ability to express ideas and the meaning of opinions in a coherent and clear manner. Pronunciation refers to the ability to use the proper stress and intonation to convey the intended meaning. Finally, interactive communication describes the test taker's ability to respond appropriately to the interlocutor at the speed and rhythm necessary to fulfil the requirements of the task and find out the intended meaning. The four elements are similar to the aspects of speaking assessment: grammar, vocabulary, comprehension, fluency, pronunciation, and assignments.

In addition, Richards (2008:39) states that the problem of planning speaking activities is to determine the expected level of performance on tasks and the criteria that was used to assess student performance. For each activity used in class, whether it is chosen to develop skills in using speech as interaction, transaction, or student performance. In addition, teachers need to consider the successful completion of what activities are included in the teaching and learning process which can help students in the learning process, especially in speaking activities. Luoma (2004:5) states that two interactive processes are needed to conduct a speaking assessment. The first is the process of test administration/test performance, where participants interact with each other and/or with examiners to show examples of their speaking skills. This is often recorded in the form of audio or videotape, because it is quite

difficult to assess students' speaking abilities directly. If the amount is large enough, it can reduce the objectivity of the assessment. The second process is scoring or evaluation, in which the rater applies scoring criteria to test performance. The scoring criteria used to evaluate student performance were adapted from experts to make appropriate scoring criteria. This results in a score that must meet the needs identified when test development first started.

In this study, researchers focused on three criteria. There is understanding, fluency, and grammar. Next, the researcher tested the students' speaking skill directly related to the topic. The researcher hopes that the students' speaking skills improve significantly after the session is held and the test provides objective feedback or both students and researchers. Offering feedback is an integral part of the assessment process and should follow as soon as possible after the assessment has taken place. The achievement of students' speaking skills were assessed using an assessment rubric adapted from Brown (2004:172).

Brown (2004:157) explains that if the teacher would like to assess the student's speaking skill, there are some components that must be considered such as grammar, vocabulary, comprehension, fluency, and pronunciation, all of the speaking components explained as follows:

1. Grammar

Grammar is a very important aspect of speaking which should be measured and assessed in language. Grammar rules should be studied in order to certainly help students to speak more accurately by paying attention to grammar.

2. Vocabulary

Vocabulary means the appropriate diction of the most important thing in a

language especially speaking which should be measured and assessed in language to know how far the subjects have mastered English.

3. Comprehension

It refers to the students' wellness expression and understanding of the conversation and the content is clear. The scope is very limited language experience; speakers can understand simple questions and statements if they are delivered slowly. In addition, the students comprehend the whole conversation without any repetition.

4. Fluency

It refers to the speaker's ability to speak the conversation without too much hesitation and there are no mistakes. Moreover, fluency shouldn't be disturbed by language problems that the students have. It is also not expected if the students to speak in the comprehensive language and often stop speaking while the conversation because of limited language.

5. Pronunciation

It refers to the way students pronounce the word in English. The students are expected to pronounce every word correctly without any hesitation and much mistake.

2.2 Empirical Review

An empirical review is needed to provide empirical evidence to support the research. The empirical evidence needed for this research is the results of previous research related to teaching speaking skills through the Round Robin Strategy. In

addition, knowledge of empirical evidence helps researchers avoid unintentional replication of the results of previous studies. This puts the researcher in a better position to interpret the significance of the results. There are two reviews of studies that have been conducted in the area of the RoundRobin technique, Nurita (2011) and Gea et al. (2019).

The first this research was conducted by Nurita (2011) which is entitled: “Improving Students’ Speaking Skill Using RoundRobin Technique (A Classroom Action Research Conducted in the Second Grade of SMP N 1 Gondang for Academic Year of 2010/2011)”. This thesis aims to find out whether the use of the RoundRobin technique can improve the speaking skills of second grade students of SMP Negeri 1 Gondang in the 2010/2011 academic year and to find out the class situation when applying the RoundRobin technique in learning. The results of early research show that the use of the RoundRobin technique is the right strategy to improve students' speaking skills and is an interesting and easy-to-understand strategy for second grade students at SMP Negeri 1 Gondang

The second research was done Gea et al. (2019), entitled “Improving Students’ Speaking Skill by Using Round Robin Brainstorming Technique to the Eleventh MIA Grade Students of SMA Deli Murni Bandar Baru.” The purpose of this research is to find out whether applying the RoundRobin Brainstorming technique to class XI students can improve students' speaking skills and make students understand the material. After eight meetings, the results showed that the students' speaking ability increased significantly. This research has proven the effectiveness of applying the RoundRobin Brainstorming technique. It can be seen

from the table shown that the students' scores from the pre-test, formative test, and post-test have increased.

Therefore, the strength of the two studies above is that previous researchers are able to improve students' speaking skills and were strategies that were interesting and easy to understand for students. It can be seen from the results of the two researchers that the students' speaking ability increased significantly. This research has proven the effectiveness of applying the RoundRobin technique. In addition, the weaknesses of the two previous studies that is the researcher did not fully explain the steps and did not explain the RoundRobin method used in class and did not explain it in detail. Therefore, it making students confused about RoundRobin and students not known significantly the steps and explanations of RoundRobin correctly. Of course, that make students wonder what the explanation and steps of RoundRobin are correct. In this study, the researcher explained in detail the implementation and teaching methods of RoundRobin before giving the test. The researcher's explanation has referred to several expert theories that support this research. Based on the theory of Kagan & Kagan (2009), RoundRobin is recognized as a cooperative learning method that is useful for improving student team building, social skills, communication skills, increased knowledge, thinking skills, and the process of understanding information by applying all appropriate procedures. The steps of the RoundRobin technique used by researchers are the RoundRobin where students are made into groups of 4-5 people. After that, students given a recount monologue topic by the researcher. Then, each student is responding in the group. After that, students discuss with their respective groups. After the discussion, students present in front of the class. That help create an atmosphere of mindset that

bring up ideas for students and ensure student learning flows. So, students more confident in improving their English-speaking skill.

