CHAPTER I
INTRODUCTION

1.1 Background of The Study

Speaking, along with reading, writing, and listening, is one of the four fundamental language acquisition abilities. For many English second or foreign language learners, it is seen as a top priority. We can freely and spontaneously convey our thoughts, ideas, and feelings through speech. The capacity to hold a conversation in the target language is the primary indicator of success in learning, as most people view speaking as the most crucial component of the process. Speaking instruction has therefore been provided to pupils ever since they started primary school. By mastering speaking skills, it will be easier for someone to exchange information through communication. Speaking is also a way to express ideas and opinions, so speaking is important for obtaining information from other people. Sometimes without realizing it, someone can easily master their mother tongue, but it takes time to master the language. This of course cannot be separated from the environment in which a person lives, and the mother tongue he is taught.

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Brown (2004:140) states that speaking is a productive skill that can be observed directly and empirically.This means that we can see a student's speaking ability directly from the way he responds to a word or material that we provide spontaneously and without hesitation in his pronunciation. To increasing vocabulary learning, this can make it easier for students to put together sentences without having to think for a long time, and makes it easier for students to communicate ideas, feelings, and opinions with their friends. Apart from mastering vocabulary or sentences, various strategies are also included or applied to help

students become more proficient speakers. According to Pollard (2008:33), speaking is one of the aspects that is most difficult for students to implement. It has been proven that most students are more afraid of speaking English because they have a lot to consider, such as vocabulary and grammar. This makes the classroom atmosphere very quiet when the teacher explains and asks students to express their opinions. Most students make mistakes in fluency, comprehension and grammar because these skills are one of the most important for producing a language and must be mastered well by students in a foreign language.

Yet, in a real situation based on the observation in SMK Rekayasa Denpasar When teaching speaking, the teacher employed conventional methods such group discussions, in which the students were divided into groups and instructed to memorize a paragraph that is based on the teacher-prepared material or topic. Furthermore, the instructor did not allow the pupils to participate in the teaching and learning process instead, they were only focused on the theory. Following a brief presentation and explanation of the subject, the teacher assigned several activities to the class. Students became passive in the classroom because the teacher did not allow them practice speaking English in class.

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Furthermore, the weakness of the conventional method is the lecture method which is accompanied by explanations and distribution of tasks and exercises. In this conventional method, students listen more to the teacher's explanation in front of the class and carry out assignments if the teacher gives students practice questions. Teachers also do not use media that encourages students to learn to interact using English. This method makes students passive in speaking English and makes them bored during the lesson. In this learning process, it is very clear that

there is a lack of enthusiasm and this makes students prefer not to attend English classes and go to the school canteen. Based on the problems faced by students, researchers are interested in implementing the use of RoundRobin as a medium for teaching speaking skills in classroom teaching.

From the technical weaknesses of teachers at SMK Rekayasa Denpasar. this teaching technique can make the students difficult to understand the material whether that complex or abstract understanding. Without the opportunity to practice or actively apply knowledge, students may have limited or shallow understanding of the material.for example in which the students were divided into groups and instructed to memorize a paragraph that is based on the teacher-prepared material or topic. Furthermore, the instructor did not allow the pupils to participate in the teaching and learning process instead, they were only focused on the theory. To solve student problems who have difficulty speaking and to prevent students from getting bored during the learning process, researchers found an interesting and effective way teaching strategy to help students express their words. One of these strategies is RoundRobin. According to (Kagan & Kagan, 2009) RoundRobin is a Cooperative learning strategy where students take turns to suggest answers group. Roundrobin are usually equipped with forms of student expression for answer questions with a group. In RoundRobin there are stages where students are formed groups consisting of 4-5 people in groups. Then the researcher gave a topic about recount procedures to students. After that, students discuss with their groups. After that, students present the results of their discussion front of class. With RoundRobin students will not feel bored responding group. Additionally, students will be interested in implementing RoundRobin.

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RoundRobin is a strategy that helps students express themselves more freely and effectively in order to generate ideas. One of the most important benefits of using RoundRobin for collaborative learning is that students can share information and assist other students in solving problems effectively, as well as learning the material more thoroughly. Students from RoundRobin are able to increase their ability to communicate clearly and concisely. Thus, researchers can highlight the strategic elements that might make students feel angry and not afraid since they provide them with knowledge and make them eager to understand themselves and their ideas. Due to this, students produce more ideas when they use spontaneity. As a result, the students are able to improve their public speaking skills more quickly without feeling nervous. Because of this, students at SMK Rekayasa Denpasar find it easy to learn English language skills.

As stated above, the teaching methods teachers use may have an impact on how well students learn. Using this teaching strategy can increase their enthusiasm for learning. Researchers are very enthusiastic and interested in implementing RoundRobin with Class X students at SMK Rekayasa Denpasar in the 2024/2025 academic year. The aim of this study is to determine whether speaking ability could be improved. As stated above, the researcher decided to carry out research entitled "Improving the Speaking Skills of The Tenth- Grade Students of SMK Rekayasa Denpasar in the Academic Year 2024/2025 Through Roundrobin". Apart from that, it is hoped that it would be a more effective teaching technique during the learning process.

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1.2 Research Problem

Based on the conditions, there were some issues with the students' speaking skills of grade tenth students of SMK Rekayasa Denpasar in the academic Year

2024/2025. Students experience problems in an English subject, especially in the process of learning to speak. Students feel bored and lack interest in learning English, due to lack of practice memorizing vocabulary and speaking practice during learning. When learning is taking place, many students do not attend class, such as going to the school canteen and sleeping during class time. During the learning process, the lack of enthusiasm of the students is very clearly visible. Most of them are just silent when the teacher tries to give them the opportunity to ask questions and make sentences spontaneously in the classroom. This problem occurs due to a lack of understanding in English grammar, vocabulary and pronunciation. As a result, the researcher formulated the research problem as follows: can the speaking skills of tenth grade students at SMK Rekayasa Denpasar in the academic year 2024/2025 be improved by implementing Roundrobin?

1.3 Objective of the Study

Research objectives are the goals that researchers want to carry out or achieve during research. To give direction to the current study, it is necessary to state the objectives to be achieved. It provides guidance in doing everything necessary. In addition, there are many learning and teaching techniques that can be used and applied to improve students' speaking skills. Based on research problems, the speaking skills of tenth grade students at SMK Rekayasa Denpasar still need to be improved. Therefore, this research is conducted to find solutions to these problems and difficulties. The aim of this research is to find out whether the speaking skills of tenth grade students at SMK Rekayasa Denpasar in the academic year in 2024/2025 can be improved using the RoundRobin technique. This research

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is also conducted to stimulate students' minds in expressing ideas as a response and make them critical thinkers.

1.4 Limitation of the Study

The term "talking" actually has a broad scope. The limitations of this research are intended to simplify the discussion and perhaps prevent a broad discussion of the research problem more specifically and avoid a broad discussion. Speaking has a wide scope; Thus, researchers need to narrow the area of this research. This research focuses on improving students' speaking comprehension using RoundRobin. Moreover, the researcher focused on implementing the Roundrobin to improve the speaking ability of the Tenth- Grade of SMK Rekayasa Denpasar in the academic year 2024/2025. The school was applied Merdeka Curriculum, so that the learning process in the learning process was based on the curriculum.

The school implements the Independent Curriculum, so that the learning process is based on the curriculum. As a school where research is conducted using the Merdeka Curriculum, this research focused on learning objectives, namely producing a variety of simple written and spoken texts presented in multimodal form within the scope of adolescent life. Students' speaking skills are limited to composing and discussing monologue performances, especially in how to make something and how to do something using RoundRobin. Students' speaking skills are still limited in conveying their thoughts based on topics about how to make something. In addition, they must meet the criteria of an assessment rubric which mainly focuses on three aspects: fluency, comprehension, and grammar. Thus, this research focuses on the application of speaking skills of eighth-grade students at

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SMK Rekayasa Denpasar for the 2024/2025 academic year through RoundRobin, specifically in monologue procedures about how to make something.

1.5 Significance of the Study

The significance of this study is important to explain how the research is needed. It refers to the contribution and impact of this research in the field of research. This study focused on investigating the teaching of speaking to grade X students at SMK Rekayasa Denpasar in the 2024/2025 school year through RoundRobin. Furthermore, this research woud be focused on peaking teaching skills by applying Roundrobin to improve students' speaking skills, especially to express students' ideas or ideas in the learning process. The importance of this research is expected to provide several benefits for the teaching and learning process of English. In addition, the study focused on the use of RoundRobin in procedure texts to improve students' speaking skills. Researchers hope that the use of this new technique in the learning process in the classroom is useful and can provide solutions for students and teachers to improve students' speaking skills, as well as provide solutions for teachers to use this technique so that students are more active and talk more. in class. The results of this research are expected to be useful and relevant theoretically and practically.

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Theoretically, the current research findings are expected to strengthen and support the theories used, especially the Roundrobin theory to improve speaking skills. It can be used in the procedure or structuring of this research process to get better guidance and have better results in conducting research. In addition, the findings of this study are also expected to support existing empirical evidence for future researchers. Moreover, theory, working principles, and knowledge of English

teaching can be useful as a guideline in improving students to express ideas or ideas in the process of learning text procedures. Furthermore, several information theories are provided in this study that can be taken to enrich existing references. In addition, these findings are expected to provide evidence that Roundrobin is one of the effective techniques to improve students' speaking skills. These results can be used as a reference for future studies related to Roundrobin in improving speaking skills.

Practically, the results of the study are also expected to provide educational feedback for teachers, students and other researchers. For teachers, this research is carried out during teaching and learning activities in class. This is expected to be used as a reference for teachers to choose the most effective and useful techniques to improve students' speaking skills. In this study teachers can also obtain a description of the use of Roundrobin in teaching text procedures. For students, the results of the study are expected to increase their motivation and interest in learning to speak. This teaching strategy is expected to motivate students to express their ideas in speaking skills to gain experience interest in learning speaking skills. In addition, they can provide further information to teachers to contribute to better results in speaking performance because teachers can modify this technique with others that can be more creative to provide projects to students and to improve student learning achievement. Finally, for future researchers, it is hoped that it can be a reference and empirical review to conduct better studies in the future in the same field. Thus, the goal is to get better and more accurate results.

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1.6 Definition of Key Term

The title of this research is "improving the speaking skills of tenth grade students at SMK Rekayasa Denpasar for the 2024/2025 academic year through Roundrobin" using Roundrobin to improve the pronunciation, fluency, grammar and understanding of tenth grade students at SMK Rekayasa Denpasar regarding speaking abilities. The researcher used a number of specific phrases related to this topic during the investigation. The terminology used in scientific studies appears complex to readers because it is too general and the definitions do not provide a clear explanation. Readers may find it difficult to understand the definitions of scientific phrases because they are imprecise and too general. The words that would be used in the current exploration must have a certain operational meaning given by the researcher. Thus, the definitions of the key terms used in this research are operationally and clearly defined as follows :

1. Speaking Skill

   Speaking skill refers to the ability of the Tenth-grade students of SMK Rekayasa Denpasar in describing short procedure monologues 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 tenth grade speaking skills at SMK Rekayasa Denpasar where students are divided into small groups consisting of 3-4 students, then the teacher gives topics about monologue procedures to students randomly. Students take turns stating about the topic, then each student takes turns explaining the scene of the procedure steps until the procedure is completed in front of the class.

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CHAPTER II
THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

A scientific research should be based on some theoretical background and empirical evidence. Some of the key points written by the researcher in this chapter are more fact-based. It is intended to make scientific research have the necessary theoretical background. As important, the theoretical background should be included, existing research needs to be supported by theories put forward by experts. For the purpose of this study, several new theoretical points and empirical evidence were reviewed. Reviewing related theories is necessary for the study to obtain information and allow the researcher to clarify and define the concept of the study. This research is based on the following theoretical frameworks: (1) Speaking Skills, (2) Round Robin and (3) Speaking Skills Assessment. Several new theoretical points as well as empirical evidence were reviewed for the purpose of this study. Below are some of these points of view.

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2.1.1 Speaking Skill

Speaking is one of the most important forms of communication in everyday life. Speaking is also one of the skills that students must master in learning a language. Developing strong speaking skills is essential for students, speaking skills are an important component in the acquisition and teaching of foreign languages, as they not only help their grades but also prepare them for a professional future. Speaking is a way to demonstrate, convey and transfer information orally about the ideas and thoughts of the speaker to the listener. In addition, speaking is a very

important basic skill because it is the key to communication. Speaking is the most difficult skill to master (Luoma, 2004). The difficulty of speaking is not only how we do the correct pronunciation but how we integrate the structure of the language so that it becomes a sentence that is correct and easy to understand by the listener when we carry out the process of communication with the listener.

According to Harmer (2001:271), most speaking involves the interaction of more than one person. This means that effective speaking also involves many listeners. Speaking is an important skill that students must master to be able to communicate with each other. Speaking is also referred to as the act of reporting through spoken words with the ability to speak. Speaking in English is related to what is seen, felt, heard and expressed in the form of words. However, there are some problems in speaking skills faced by students, such as some students cannot express their ideas in English, are afraid of making mistakes and have difficulty memorizing many formulas and grammar. Therefore, teachers must be able to change students' way of thinking that learning English is fun, by learning to speak and make sentences from objects around the learner, it would make the learner not find it difficult to make sentences and have the courage to express his ideas. and can develop mental confidence to speak without paying attention to the structure of the language first. Forming mental confidence when speaking English is very necessary in this case.

Cameron (2001:40) states that speaking is the active use of language that makes the speaker share meaning in every sentence spoken. In other words, speaking is the active use of language and expressing meaning so that the listener can understand to interact with each other. Students should do more speaking

practice when learning English because learning English without speaking practice is useless. This process can deepen students' critical thinking and knowledge. In addition, students are able to explore and convey their ideas in oral form. Bailey in Nunan (2003: 02) states that speaking is a process of interaction in which speakers intend to build meaning through the production, reception and processing of information. In addition, speaking skills are one of the difficult skills when compared to other skills because in this case the learner must produce a clear pronunciation sentence structure.

Nunan (2004) states that speaking is a productive oral skill. This means that speaking is able to produce certain utterances and ideas to convey a feeling or thought. When students can communicate using English fluently, it can help them communicate and explore ideas easily. The four English skills such as speaking, listening, writing, reading are a supporting component that is interconnected with each other in the process of communicating. Meanwhile According to Richard (2008:21) states that teaching speaking not only teaches students to speak with good spelling and pronunciation. Speaking skills are considered the most important and difficult to improve to four English skills. Even for many years students have studied English at school, they still find it difficult to speak English in real time situations when requested. So, in this case it is very important to educate students to understand that learning English is very important in everyday life and makes it easier for them to get information quickly in the era of rapid development of digital communication.

Meanwhile, Thornbury (2005:1) states that speaking is a production of speech that is part of daily activities. Speaking activities mostly take the form of

face-to-face dialogue with one or more than two people. therefore, speaking involves interaction. However, in practice, both teachers and students often encounter difficulties in the teaching and learning process. Speaking skills are oral utterances that are considered difficult to acquire. This like other skills is more complicated than it seems at first and involves more than just saying the words. Consequently, speech acts must play a controlling role in the speech production process where the speaker initiates with the intention of influencing the listener in a certain way. Mental formation to interact and increase English vocabulary is very necessary in the process of dialogue with people.

In addition, Richards (2008:20) states that speaking is an activity that people use to communicate with each other. In addition, speaking skills seem to be very important because they affect daily life. Meanwhile, speaking is a way of interacting, expressing ideas, giving suggestions and comments, and sharing information. Therefore, teachers should provide and provide more opportunities and speaking time for students in class, such as getting students used to interacting with basic English when doing things such as borrowing books and so on. create the best environment for them, and motivate them to encourage them to be brave and confident to express their ideas and opinions in communication when they need it. Students need to know when they can start or end a conversation and when to interrupt a conversation.

According to Turk (2005:1), speaking is a productive skill in communication. Talking is a direct path from one thought to another, and is a commonly chosen way to ask questions, or provide explanations. Speaking is also one of the four basic skills in learning English besides listening, reading and writing.

Through speaking, students can easily convey their ideas to others. To speak a foreign language, students must mostly master the English grammar system and vocabulary to expand the sentences to be spoken. They must also understand what is being said and be able to respond to the topic of conversation appropriately to achieve communicative goals, especially in everyday life and face-to-face interactions. Speaking in English is related to what is seen, heard and expressed in the form of words. If more than one person speaks, a conversation or interaction would arise.

According to Broughton et al. (2003), students who are skilled at listening and understanding are not necessarily good at speaking. Speaking is an important skill that instructors must teach in English classes. Most students only listen and understand the teacher's explanation without practicing speaking. Even though teachers ask students to discuss a particular topic in English, students prefer to use their mother tongue. This is not effective because their speaking ability cannot be improved. In addition, students often assess their progress in language learning as well as the efficiency of English courses based on how much they believe that their oral language competence has improved. Learning English cannot just be done by listening and writing. Learners must continue to practice speaking and strengthen their mental abilities by how to learn to interact with yourself in front of the mirror to hone your speaking skills and remember the vocabulary you have been taught.

From all the statements above, it can be concluded that speaking skills are necessary and important elements of communication facilities as far as possible used as a medium for social interaction skills in learning a foreign or second language. In addition, speaking is a productive skill used to communicate with other

people, and speaking skills not only produce words and sounds, but also Students have a goal in carrying out activities that want to convey meaning or ideas the listeners. In addition, teachers must pay attention to all aspects that help students achieve success in speaking skills. The tasks used must be appropriate level for students in communicating to express and convey ideas, meaning, information, and thoughts in spoken language. Lastly, speaking ability.

2.1.2 RoundRobin

RoundRobin type cooperative learning is a student learning method in groups, discuss and exchange ideas with the aim of improving understanding the material and can improve learning achievement. In this lesson the teacher asks questions or tasks that have several alternative answers. One student began to contribute his thoughts, and partnered to express any opinions he had missed to the next student, doing the same thing. According to (Richards & Rodgers 2001), the roundrobin technique can improve students' speaking skills because it allows them to talk while discussing. RoundRobin is an activity that teaches students how to wait their turn when working in groups, then students form a circle and share ideas with other group members. One person in the group is tasked with recording the ideas expressed by all students regarding open questions asked by the teacher.

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Teachers 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 on scripts, communicative games, discussions, prepared talks, questionnaires, simulations and role plays. In the end, during learning, students are able to use spoken English in communication. The main

activity in speaking classes is how students can produce sounds or vice versa students have to speak. RoundRobin can provide students with speaking activities because students are given topics from monologue procedures, students are allowed to think and discuss with their group before presenting in the future. It is expected that students can express the ideas they see, feel and hear with a clear and confident intonation. Because here the teacher would see the students' speaking ability from their courage to express a sentence without hesitation and ignore the structure of the language first.

Kagan and Kagan (2009) state that RoundRobin is cooperative learning to improve students' team building, social skills, speaking skills, building knowledge, thinking skills, and processing information by applying all procedure. Therefore, the researchers concluded that the roundrobin technique is a group sharing activity. In this case, the roundrobin technique plays an important role in assessing speaking skills. This technique is good for improving students' speaking skills, as well as preparing students to be confident in expressing ideas with real life speech such as responding and getting information. In fact, this technique helps students process ideas and information, from ideas or a collection of statements in a monologue procedure as a means of following the flow of learning developments in everyday life.

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According to Richards and Rodgers (2001), the round robin technique can significantly improve students' speaking skills because it allows them to speak during discussions. RoundRobin is an activity that teaches students how to wait their turn when working in groups. It can also be interpreted that the round robin technique is learning that involves brainstorming in small groups, then students

form a circle and share ideas with other group members by going around. One person in the group is assigned to record the ideas expressed by all students regarding open questions submitted by the teacher. This technique gives students the opportunity to talk and makes the class atmosphere less boring. The teacher would give random students the opportunity to explain the text procedure briefly in English according to their understanding to train students to dare to speak without fear of making mistakes in their voice.

According to Kagan and Kagan (2009), there is a method where 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. This approach can encourage participation of all students in discussions. The "round robin" method also brings other benefits to speaking 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. Second, by not interrupting or debating ideas while speaking, students are learning to develop their ideas better in the future and reduce their fear of making mistakes. This makes them more courageous and open to convey their ideas, thereby improving students' overall speaking skills.

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Moreover, according to Kagan and Kagan (2009), application of round robin techniques to improve their social skills. They do to explain that there is a spectrum of social skills required to be a good team member. That members must know how to help when help is available requested. They need to know how to be a good leader. They should not be too embarrassed to participate, they must know how to accept graceful rejection when their ideas are not selected. resolve conflicts,

and reach out consensus. These are just a few of many skills necessary to be a good teammate. In general, this is also an important life skill for success at work, for family life, and for positive social relationships. In this technique would not make students feel embarrassed if they cannot express their ideas because teammates would try to help to string together a sentence that would be expressed clearly.

Apart from that, Kagan and Kagan (2009:12), With a cooperative structure, allocation is easy. In RoundRobin, teachers can ask one question, and with each question Students in teams of four take a turn to share their thoughts with teammates. 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 opinions to the group. This technique works by building on successive contributions from each student's side. Kagan & Kagan (2009:6) state that students take turns responding orally. In RoundRobin, students take turns on their teams. RoundRobin's procedural steps in the teaching and learning process in the classroom are as follows:

1. The teacher poses a problem that has several possible responses or solutions, and give yourself time to think.
2. Students take turns stating their responses or solutions.
3. They conclude their discussion into a re-discussion monologue and present it front class.

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Kagan and Kagan (2009:10), RoundRobin is a flexible teambuilding structure. In Timed RoundRobin, each teammate takes a share turn for a predetermined period of time Students are divided into small groups consisting of 4-5 students. Then the researcher gave a topic regarding the monologue procedure

and gave time to think. Each student takes turns giving an opinion and it is collected by friends to present it in front of the class. When focusing on simultaneous interactions, we focus on open interactions. For example, when students do RoundRobin, all students on each team interact. This technique is one of the most effective techniques in the process of learning speaking in class because students have the opportunity to interact and think spontaneously without having to memorize first. The material given by the teacher is not far from the activities that are often done at home would make it easy for students to express their ideas without the need to think for a long time.

2.1.3 Assessing Speaking

Language learning was inseparable from evaluation. It was necessary to know about the student even his comprehension and ability in using the language. Language tests that seek to figure out what candidates can do with language provide a focus for purposeful day-to-day communication activities. Assessment was also distinguished from evaluation related to the overall language program, especially in the English Language Education Study Program. Furthermore, Brown (2004:4) states that assessment was an ongoing process that covers a much broader domain. Every time a student responds to a question, offers a comment, or tries a new word or structure, the teacher subconsciously makes an assessment of the student's performance. Tests are part of assessment; they are certainly not the only form of assessment teachers can do. Louma (2004:1) states that speaking skills are a more important part of the curriculum in language teaching. And this makes them an

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important object of assessment as well. Assessing speaking challenging However, there are so many factors that affect how well students can speak the language.

Brown (2004) defines five categories of speaking performance assessment imitative, interactive, extensive and responsive. Imitative speaking was a capacity to simply repeat (imitate) a word, phrase, or possibly a sentence. Intensive speaking is a short-spoken language pronunciation designed for demonstrate skills in limited grammatical, phrasal, lexical, or phonological groups link. Extensive speaking assessment tasks (monologues) need to be complex and turbulent speech length. Speeches, oral presentations and narration are part of it little or no vocal involvement. Responsive assessment activities involve interaction and understanding of text, although to a somewhat limited level in very short conversations, Conventional greetings and pleasantries, just requests and comments.

Harmer (2000:100) states that teachers assess students on how well they have done, either during practice or often in longer language production exercises. Assessment is the way teachers assess students and the procedures for collecting student data. It includes a variety of activities and assignments that teachers use to evaluate student progress on a daily basis such as individual and group assignments. Teachers must provide evidence to educational authorities that the expected learning outcomes have been achieved. Therefore, speaking assessment developers must have a clear understanding of what speaking looks like and define the specific context, test and assessment criteria. From this assessment, teachers can self-evaluate what techniques need to be changed or improved for their students in order to achieve the targets that have been determined.

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As a result, according to Richards and Renandya (2002), there are specific performance requirements in speaking. First, pronunciation is a fundamental element of language acquisition which involves emphasis and intonation, so every intonation that comes out the speaker must pronounce it clearly without hesitation, this is an ability that students must master. Second, fluency, which is most likely best achieved by allowing one's speech to flow without having to memorize a sentence to say so that the speaker is not nervous when speaking in front of many people. Third, vocabulary refers to the collection of words that the speaker thinks. Fourth, grammar is widely understood as a collection of rules governing proper word order at the sentence level. Fifth, understanding is oral communication where students must understand what they want to convey to the student audience so that they can easily understand the speaker's goals. Thus, when assessing speaking, it is necessary to include the conditions that have been mentioned as criteria.

Instructors understand how far students have progressed in their skills and how well they understand the subjects the teacher teaches. One of the most important components of teaching is testing student understanding. Assessment becomes a technique of looking at the data available from learning activities that focuses on students' work as learners and researchers, rather than a series of discrete tasks. As a result, throughout the teaching and learning process, students must be more involved in doing what the instructor says. Apart from that, Brown (2004:157) explains that teachers want to assess students' speaking skills. Several components must be considered, such as grammar, comprehension, and fluency. The assessment rubric used is basically based on students' abilities, and assesses students' speaking

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performance based on the researcher's fluency, comprehension, and grammar. Briefly and succinctly, it can be explained as follows:

1. Fluency

   This refers to the speaker's ability to convey a conversation without too much hesitation. Additionally, fluency should not be compromised by language problems the student experiences. Fluency shows a student's speaking performance. It is very important for a foreign language such as English to have an appropriate level of fluency in the language. It is also true that students are not allowed to make breaks. Students are also asked to be confident, not hesitate and stop immediately when doing a monologue.

2. Comprehension

   It refers to the expression of the student's health and understanding of its content is clear. The scope of language experience is so limited that the speaker can understand simple questions and statements if delivered slowly. Furthermore, students can understand the entire speaker without any repetition.

3. Grammar

   Grammar is also a very important aspect of speaking, and should be measured and assessed in language. Grammar rules must be learned to of course help students to speak more accurately and be accepted by pay attention to grammar. Collecting information about students' language skills can be used to monitor or record student learning processes such as observation, stimulation, or project work.

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2.2 Empirical Review

The empirical review is a study of related research that examines earlier studies that are pertinent to the current research. Empirical evidence can assist the researcher in defining and clarifying the study's idea as well as preventing unintended duplication of results from earlier studies. It is utilized to determine the similarities and differences between this research and other studies of a similar nature. By Roundrobin technique, the researcher in this study aimed to help the students' speaking abilities. In order to perform the study, the researcher used the studies as a starting point. The findings of the empirical review were as follows:

The first this research is conducted by Meri Sulaiman (2015) which is entitled: "Improving Students' Speaking Skill Using RoundRobin Technique in the Second Grade of Madrasahy Tsanawiyah Muhammadiyah Gobah Kampar Regency for Academic Year of 2015/2016)". This thesis aims to find out whether the use of the RoundRobin technique can improve the speaking skills of second grade students of Madrasahy Tsanawiyah Muhammadiyah Gobah Kampar Regency for Academic Year of 2015/2016 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 ensy-to-understand strategy for second grade students at Madrasahy Tsanawiyah Muhammadiyah Gobah Kampar Regency for Academic Year of 2015/2016.

The second research is done Gayatri (2024), entitled "Improving Speaking Skill of the Eight-grade Student of SMPN 3 Abiansemal in the Academic Year 2023/2024 Through Roundrobin " The purpose of this research is to find out whether applying the RoundRobin Brainstorming technique to class XI students

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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.

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 monologue procedure 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.

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Based on the synthesis above from previous research and in the theories by Kagan & Kagan (2009) about hypothesis stated that RoundRobin can Improving Speaking Skills for Tenth Grade Students of SMK Rekayasa Denpasar in the Academic Year 2024/2025 was declared successful.