CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is one of the most important languages in this world since it is an international language and also learned practically by people all over the world (Crystal, 2003; Gani, et al., 2015; Masuram & Sripada, 2020). It can be seen obviously in many books such as literature, economics, politics, science and technology, and other information sources which are written or translated into English. English as a foreign language has become an obligation for students to learn in Indonesia. This align with the latest policy form the Minister of Education, Culture, Research, and Technology, as stated in Permendikbudristek 12/2024, that English will be a compulsory subject for students starting from grade 3 in elementary school (Minister of Education, Culture, Research, and Technology, 2024). Moreover, some parents have introduced English to their children from an early age (Wang & Vasques, 2012; Jenkins, 2015; Sepyanda, 2017; Setyarini et al., 2021). It highlights the significance of English for Indonesian to learn.

To master English, there are four skills that must be mastered, namely reading, listening, speaking and writing (Ur, 1996; Sadiku, 2015). These four skills are classified into two categories, namely receptive or passive skills and productive or active skills. Listening and reading are classified as receptive skills because to achieve these skills, learners do not need to produce language, instead, they receive and understand it. Meanwhile, speaking and writing are considered as productive skills because language used to convey a message through speech or written text (Brown, 2001; Harmer, 2007). Within the language educational environment, the activities of speaking and writing provide more opportunities and experiences for students with the target language (Astawa et al., 2017).

Speaking, in particular, is an interactive process of constructing meaning that encompasses producing, receiving, and processing information (Brown, 1994; Richards, 2001). Speaking is an activity when people communicate with each other to convey their ideas through structure verbal expression (Nunan, 2004; Kafryawan et al., 2018). People interact with one another through their ability to communicate (Musfirah et al., 2023). In this modern era, communication skills play a fundamental role and become one of the skills that need to be master. Students need to learn communication skill in order to fulfill their ambitions and goals (Rao, 2019). Therefore, it seems that speaking is the most important skill among all the four language skills in order to allow people to communicate and express their ideas and emotions orally.

Despite its importance, speaking is often considered to be the most challenging several aspects to be mastered (Brown, 2004; Gani et al., 2015; 17; Navidinia et al., 2019). Thus, many people struggle to improve especially those who learn English as a second language or even hards, 2008). Fluency, pronunciation, grammar, and vocabulary are speaking to be learned (Brown, 2003; Elhamdi & Hezam, 2020). fficult for many people, particularly non-native English speakers to

grasp. This challenge may also experience by Indonesians who study English, as English classified as a foreign language in this country.

To improve students' speaking skill, it is important to focus on their participation by encouraging them to participate actively in the learning process. Therefore, teachers should pay attention to the methods or strategies they implement. Effective strategies can significantly enhance students' speaking abilities (Gani et al., 2015; Ahmad, 2021). Methods used by teacher that make the students engage actively and involve in the learning process are particularly beneficial. For instance, incorporating speaking activities such as group discussions, role-plays, and presentations can improve students' skill (Richards, 2008; Li & Suwanthep, 2017). The variety in second language learning through different types of interaction can boost students' self-confidence and motivation as they become more actively involved (Clement et al., 1994).

Teachers play a crucial role in the language learning process in secondary school (Tamala & Wulandari, 2021). In teaching speaking, English teachers must be creative in designing a learning environment, selecting appropriate teaching methodologies, and provide guidance to achieve their learning goals (Richards & Rodgers, 2014). The learning objectives of speaking classes include providing more opportunities for students to practice their abilities, either to practice language items (vocabulary and grammar) or their language practice aims (fluency and accuracy). English teachers must utilize creative teaching methods to encourage students play an active role in the learning process. Furthermore, the teaching method used should be encourages all students to participate not just some students. By implementing the appropriate methods, teachers may significantly enhance their students' skill and abilities.

One of the effective teaching methods is Cooperative Language Learning (CLL), which focuses on students working in groups in order to make they actively involved in the learning process (Johnson et al., 1994; Freeman & Anderson, 2011). John Dewey was an educator from the United States who introduced this method by introducing the idea of building cooperation in learning process (Rodgers, 1988). Students in cooperative language learning class is working together in groups and must learn how to collaborate effectively with their teammates. They are taught to plan, involve, and evaluate what they are doing during the learning process (Richard: 2014). By implementing this strategy, teachers can create more comfortable environment for students, allowing them to discuss, exchange information, and teach each other in their own language. Apart from that, these speaking activities might reduce students' anxiety because they can ask their friends directly (Ghufron, 2018). Cooperative language learning has several activities that may enhance students' engagement in the learning process, such as round robin, jigsaw, think-pair share, and numbered head together (Kagan, 1992; Richards & Rodgers, 2014).

The Round robin technique is one of the speaking activities that is part of _____ learning methodology. This method ensures that all students are _____ing process, as each of them has a turn to speak in the group, _____ contribute (Kagan, 1994). By implementing this strategy, students _____ ngage actively because they get more opportunities to speak. This _____ mprove their speaking abilities in aspects of speaking, such as their _____, and confidence. Furthermore, the use of round robin may reduce _____ addition, this activity encourages students to participate since they

can give and receive feedback from their teammates, enhancing their collaborative and social skill (Richards & Rodgers, 2014).

The researcher conducted an observation at SMPN 20 Bulukumba and identified that there were many students facing several challenges in speaking English. Common challenges include difficulties with pronunciation, limited vocabulary, grammar issues, lack of confidence, lack of motivation, fear of making mistakes, and inadequate speaking practice in class. Teachers rarely use teaching methods that encourage students to play an active role, such as pair and group work, the majority of the assignments given are in the form of individual assignments. Consequently, students have fewer opportunities to improve their speaking skills through creative and interactive activities.

The observation further revealed that the majority of teaching methods remain traditional with an emphasis on the teacher-centered learning. These methods possibly fail to offer students opportunities to enhance their speaking skills. Furthermore, classroom activities are typically individual-based, with cooperative learning strategies rarely implemented. Moreover, based on the interview sessions with several students, it indicated that they have a marked enthusiasm to practice their speaking skill, as they recognize the importance of English in the global context. Nevertheless, their opportunities to practice their speaking were limited, particularly, after the learning process is completed, English is seldom used outside of the class. In addition, one of the reasons for their lack of active participation in speaking activities is their lack of confidence, driven by the fear of making mistakes during English lesson.

In response to these challenges, the implementation of cooperative language learning, particularly round robin technique could be an effective strategy to meet the needs of students at SMPN 20 Bulukumba in improving their speaking skills. This method allows students more opportunities to be actively involved in the learning process. Moreover, the supportive learning environment among them can help them improve their skills (Harmer, 2007). By creating a learning atmosphere that encourages active and cooperative participation of students, they can practice their skills frequently, this technique can even increase their confidence and reduce their anxiety (Kagan, 1994). The round robin technique ensures that each student has an equal opportunity to speak, with each of them has their own turn.

1.2 Scope of the Problem

To ensure this research remains focused and not too broad, it is crucial to define the scope and limitation. Therefore, the researcher would like to limit the scope of the problem. First, this study aims to determine the influence of the round robin technique, a method within cooperative language learning strategies, on improving students' speaking skill. Second, this study will specifically examine the impact of assigning group tasks on students' speaking abilities and to investigate the reason behind any changes. The ____ t in this study will cover pronunciation, grammar, vocabulary, ____ ension.

1.3 Research Questions
1. To what extent does Round Robin Technique improve students' speaking skill at SMPN 20 Bulukumba?
2. How does Round Robin Technique improve students' speaking skill at SMPN 20 Bulukumba?
3. How do students perceive about the utilization of Round Robin Technique in improving their speaking skill?

1.4 Objectives of the Study
1. To measure the improvement in students' speaking skill after the implementation of Round Robin Technique at SMPN 20 Bulukumba.
2. To analyze the effectiveness of Round Robin Technique in improving students' speaking skill at SMPN 20 Bulukumba.
3. To analyze students' perception about the utilization of Round Robin Technique in improving their speaking skill.

1.5 Significance of the Research

This study has several significances both theoretically and practically. First, it is useful for the reader as a reference and provide an alternative method for teaching and learning speaking. Second, it provides valuable information for future researchers who interested in applying round robin technique to improve students' speaking skill. Third, it is useful for students to develop their speaking skill in English. Finally, this study is beneficial for teachers, guiding them in implementing round robin strategy in classroom, particularly for teaching speaking skill.

CHAPTER II

LITERATURE REVIEW

2.1 Previous Studies

A number of studies have been conducted related to teaching methodology especially round robin technique in improving students' speaking skill. These following studies might support the analysis of this research and as a comparison to this writing. The followings are some previous researches related to this research.

Sahardin, Heriansyah, and Authari conducted a research entitled "The Use of Round Robin Technique to Improve Students' Speaking Skill" in 2019. The purpose of this study is to determine the effectiveness of round robin technique to enhance students' speaking skills at junior high school. This research was conducted in a single class and applied pre-experimental design, specifically a one-group pretest and post-test design. There are thirty-two students, seventeen males and fifteen females as participants in this study. Pretest and post-test used as the instruments. The data were analyzed using t-tests. The findings revealed that the use of round robin technique improved students' speaking skills. This technique provided students with more opportunities to share their ideas and opinions with their friends. It allowed every student in a classroom to have an opportunity to speak by assigning each of them a sequential number.

The research examined the use of the round robin technique to enhance students' speaking skills. The findings demonstrated that the round robin technique significantly improved students' grammar, vocabulary, pronunciation, fluency, and comprehension. Students' scores increased notably after the intervention. This can be seen from the pretest and post-test results, which showed an average increase of 35.49 points, from 43.71 in the pretest to 79.2 in the post-test. These scores surpassed the school's standard score of 70.00. The highest pretest score was 62, and the lowest was 27, indicating that their speaking skills were initially low before the round robin technique was implemented. Nevertheless, after the technique was applied, the highest post-test score reached 95.

Sripradith (2019) conducted a research entitled "An Investigation of the Round Robin Brainstorming in Improving English Speaking Ability Among Nakhonphanom University's Second Year Students in Thailand." This study aimed to examine the round robin brainstorming technique to help Thai students enhance their speaking abilities, particularly during discussions and oral presentations. The participants in this research were second-year English students at Nakhonphanom University. The methods of this study combined both quantitative and qualitative approaches. This research used a pretest and post-test design along with questionnaires as research instruments for data

tative data were analyzed using SPSS program. The results of this ement in students' speaking skills. The average scores of students retest to the post-test after the implementation of the round robin abilities in terms of accuracy, language appropriateness, grammar, ificantly higher after using this technique.

The study above discussed the utilization of the round robin brainstorming technique to enhance students' speaking skills. The findings showed positive outcomes after this technique was introduced to students. Unlike traditional teacher-centered learning, which is more competitive and individualistic, this technique allows students to work in groups to complete their tasks or projects. In this research, students were divided into groups of eight, each group consisting of students with varying levels of English proficiency. The findings indicated that students improved their speaking capabilities, particularly during oral presentations and discussions. Furthermore, the results from the questionnaires revealed that students were extremely excited about this technique as it made them feel more comfortable and reduced their anxiety during the learning process.

Mayuni and Hidayat (2020) conducted a research titled "The Implementation of the Round Robin Technique with Peer Feedback to Improve Grade 11 Science-Track Students' Speaking Skills." The objective of this study was to enhance students' speaking skill through the use of the round robin technique with peer feedback. This research implemented classroom action research of Pelton's and it was carried out at Sekolah Palembang Harapan in Palembang. There were seven students who struggled with expressing their opinions and ideas in class. The data were analyzed quantitatively. The findings revealed that the round robin technique significantly improved students' speaking skills. The students showed progress in various aspects of speaking, including vocabulary, grammar, pronunciation, fluency, and comprehension. Furthermore, following the implementation of this method, students began to gain confidence in expressing their ideas in the learning process.

The research discussed about the utilization of the round robin technique with peer feedback to enhance students' speaking skills. Classroom action research was applied using various instruments, including mentor feedback, questionnaires, speaking rubrics, mentor observation sheets, and mentor checklists. During the intervention, the researcher encouraged students to focus on their performance, require them to practice self-correction, and provide feedback to their peers. The findings revealed that students' speaking skill improved significantly, it can be seen from their scores before and after the implementation of the round robin technique with peer feedback. Notably, students showed marked improvement in pronunciation, fluency, and interactive communication.

Ria and Hartati (2021) conducted a study entitled "Using Round Robin Technique to Improve Tenth Grade Students' Speaking Skills at SMK Pertanian Pembangunan Negeri Sembawa." This research aimed to determine the effectiveness of the round robin technique in enhancing students' speaking abilities. The study employed a quasi-experimental design with non-equivalent groups. The participants were sixty-six tenth grade students from SMK-PPN Sembawa, divided into an experimental group and a control group. Each group comprising thirty-three students. The researchers collected ... test, which was quantitatively analyzed using an independent ... sults showed a significant increase in the mean scores of students ... oup, rising from 70.88 in the pre-test to 78.67 in the post-test. This ... strates that the round robin technique effectively enhances students' ... ared to the control group.

The research focuses on the implementation of cooperative language learning, specifically round robin technique, to improve students' speaking skills. Prior to conducting the study, the researcher carried out interviews which revealed that students faced difficulties in expressing their ideas orally. This issue probably happened due to the lack of motivation and insufficient opportunities to practice speaking both inside and outside the classroom. The results revealed a significant increase in students' post-test scores compared to their pre-test scores. Students in the experimental group have more opportunities to practice their speaking, as the round robin technique ensured that every student had a chance to speak and share their opinions. In brief, the utilization of cooperative language learning through the round robin technique effectively improves students' speaking skills.

Desnita, Irwandi, Eliza, and Safitri (2022) conducted a research entitled "The Effect of Round Robin Technique Toward Students' Speaking Performance at MTS. Muhammadiyah Pulau Punjung." The objective of this study was to examine the effect of round robin technique on improving students' speaking skill, specifically their fluency and accuracy in practicing dialogue. This research was an experimental research. To collect data, the researchers used pretest and post-test control design. Forty-six students participated in the research, with the experimental group represented by class VIII A and the control group represented by class VIII B. The data were analyzed quantitatively. The findings indicated that round robin technique could help students to improve their speaking skill, particularly their fluency and accuracy. This can be seen from the post-test result, which showed that the average scores of students in the experimental class were higher compared to those in the control group.

The research discussed the influence of the round robin technique on improving students' speaking performance, particularly their fluency and accuracy. The instrument used in this research was a speaking test that conducted twice, during the pretest and post-test. The findings demonstrated that the utilization of the round robin technique significantly affected students' speaking performance. This can be seen from the results of the statistical analysis using an independent sample test, which showed that the average score of students in the experimental class was 78, whereas the average score of students in the control group was lower, at 61. This result was achieved because all students in the experimental group were given the opportunity to speak during the learning process, whereas those in the control group did not implement this technique.

Liunokas (2022) conducted a research entitled "The Efficacy of Using the Round Robin Technique in Teaching Speaking to Indonesian English as Foreign Language (EFL) Students." This study aims to analyze the effectiveness of the round robin technique in English language classrooms to enhance EFL students' speaking skills. A pre-experimental design with pretest and post-test assessments was applied. The _____ consisted of twenty-four students in the first semester of the English _____ Cendana University, Kupang. The data were analyzed using the _____ specifically the paired sample t-test. The findings revealed a _____ in the students' speaking skills, as indicated by a post-test _____ 0.00. This indicates that the round robin technique effectively _____ students' speaking abilities. This improvement might occur because when

this technique is applied, all the students in the class have equal opportunities to practice their speaking without any hesitation.

The research investigates the efficacy of the round robin technique in teaching speaking skills to English as a Foreign Language (EFL) students in Indonesia. The study utilized a pre-experimental design with both pre-test and post-test assessments to collect data. A speaking test was administered to evaluate the students' speaking abilities. The data were analyzed quantitatively using the SPSS paired sample t-test. The results revealed a significant difference in scores between the pre-test and post-test. Specifically, the mean pre-test score was 45, while the mean post-test score increased to 75. This significant improvement indicates that the round robin technique is effective in enhancing students' speaking skills. The equal participation opportunities provided by this technique likely contribute to reduced anxiety and increased practice, leading to better speaking performance among students.

Based on the previous studies above, most of the researchers only focused on improvement of students' scores from pre-test to post-test following the implementation of the round robin technique, while this research takes a broader approach. While previous studies analyzed data from speaking tests quantitatively, this study goes further by employing both quantitative and qualitative analysis. Quantitative data from speaking tests were assessed using Brown's speaking scoring rubric and analyzed using SPSS to measure the improvement in students' speaking skill following the intervention. Furthermore, this study also explored students' perceptions, opinions, and motivation toward the round robin technique. To achieve this, qualitative data was gathered through questionnaires and interviews to capture students' perspectives on the effectiveness of this technique in improving their speaking skill. By combining both quantitative and qualitative methods, this research offers a comprehensive analysis of the impact of the round robin technique on students' speaking skill.

2. 2 Theoretical Background

2.2.1 Cooperative Language Learning

2.2.1.1 The Definition of Cooperative Language Learning

Cooperative language learning is a one of teaching methodologies aims to make students participate actively in the learning process. The majority of active learning strategies are constructed upon the principles of cooperative learning (Johnson & Johnson, 2019). The students require to do the task collaboratively to achieve a common goal (Fathman & Kessler, 1992). According to Cheng (2021), cooperative language learning is a teaching and learning strategy that maximize the use of collaborative activities in the classroom to facilitate learners to acquire a language. Cooperative

an approach that provide more opportunities for students to engage
y emphasizes the process of negotiation (Zhang, 2010). In
ive language learning is a language teaching method that can
g activities.

anguage Learning (CLL) is a teaching method that focuses on
er in pairs or in groups in order to make students actively involved

in the process of learning. One of the characteristics of cooperative language learning is its focus on collaborative processes. Cooperative language learning emphasizes the significance of student independence and supportive learning environment (Alhebaishi, 2019). When students collaborate, they support and listen one another, embrace diversity, and cooperate to solve the problems and achieve their objectives. By implementing this method, it can train students to learn collaboratively and to develop their social skills as well. The pioneer of this method is an educator from United States named John Dewey (Rodgers, 1988). Dewey develop this method by introducing the idea of building cooperation in learning process. This method not only improve students' speaking skills, but also develop their social skills through collaborative learning experiences where they assist one another in the educational process.

2.2.1.2 The Principles of Cooperative Language Learning

According to Kagan (2011), cooperative Language Learning (CLL) is characterized by four fundamental principles, namely: positive interdependence, individual accountability, equal participation, and simultaneous interaction.

  a. Positive Interdependence

Positive interdependence is the key element of cooperative language learning that define collaboration of a group to achieve the common goals (Laal, 2013). Positive interdependence is a principle where students recognize that they need each other to achieve group goals. Cooperative Language Learning prioritizes cooperation over competition. This principle ensures that students feel on the same side as the assignment requires collaboration. When their outcomes are linked, they will support the success of others, as each of them realize they cannot do a task individually, they need to work with others. By utilizing this method with focus on this principle, students can collaborate to accomplish their assignments.

  b. Individual Accountability

The learning process takes place in pairs or groups, nevertheless each individual is responsible for their own learning. It will encourage students to participate more actively and ensure that all students contribute. Astuti and Lammers (2017) argued that, compared to the utilization of conventional group work in the examined of EFL classrooms, the implementation of individual accountability in cooperative language learning class provided students with more opportunities to use English. In order to enhance individual accountability, it is essential to evaluate the performance of every member within the group (Renandya & Jacobs, 2017).

Kagan (2011) analyzed that cooperative learning studies and found that the improvements of students' achievement were linked to both positive interdependence and individual accountability. Specifically, when individual accountability was combined
...pendence, cooperative learning consistently led to improved
...ess, when individual accountability was absent, the results were
...owing no positive effects towards students' learning process.

...on

...amental principle proposed by Kagan in his theory of cooperative
...equal participation. In unstructured group or pair interactions,

participation tends to be quite unequal, with those who might most benefit from expressing their ideas being the least inclined to speak. Relying on students to balance participation on their own is unrealistic almost always leads to unequal participation. Therefore, the implementation of cooperative learning strategies, for instance, round robin technique guarantee that each student has an equal opportunity to speak thoroughly the same amount of time.

It is recognized that participation in cooperative learning will never be completely equal because students have unequal gifts, resulting in varying contributions. For instance, by designing activities that require everyone to take turns or contribute to specific tasks, teachers can provide more equal opportunities for each student to participate and engage meaningfully in the learning process. This principle ensures that all students, regardless of their skill level, have an opportunity to contribute.

d. Simultaneous Interaction

Kagan (2011) stated that the principle of simultaneous interaction emphasizes the importance of maximizing the number of students actively engages in learning activities within the same timeframe. According to this theory, the level of interaction within a classroom can be quantified by measuring the proportion of students who are participating in the assignment. Furthermore, this principle also highlights the effects of group dynamics on students' engagement. It reveals that without a structured approach to measure students' participation, teachers might incorrectly assume that larger groups or different types of grouping are equally effective in promoting simultaneous interaction.

2.2.1.3 Teachers' Roles at Cooperative Language Learning Class

The role of the teacher in cooperative language learning as a facilitator. They must have planning skills, clear goals, the ability to plan and structure tasks, to divide students, to choose materials and how to manage time (Johnson et al., 1994). Despite of the primary focus of this strategy based on students centered-learning, the role of teacher remains crucial for achieving the learning objectives. There are several roles of the teacher in cooperative language learning class as stated by Alheibaishi (2019). These roles are as follows:

a. Introducing the Concept of Cooperative Language Learning

Teachers require to describe to their students with clear and comprehensive explanation about cooperative language learning before implementing it. They must provide details on variety of aspects, such as team formation, fostering effective collaboration among group members, assigning roles and responsibility to each student, and outlining assessment methods.

b. Providing Instruction and Guidance

re to give clear instructions and directions to their students, such as are expected to do, the skills they are expected to develop, es to use when responding to their teachers, and expected uring the learning process. Moreover, setting classroom rules and to encourage student participation, cooperation, interaction, and

c. Creating Supportive Environment

To effectively implement cooperative language learning, teachers require to provide a supportive and relaxed environment where students may collaborate and learn pleasantly. According to Cornell (2002), the classroom seating arrangement and physical surroundings significantly influence communication, social interaction, and student behavior in cooperative language learning class. To encourage collaboration among students, teachers should avoid seating arrangements for lecture-based classroom which might hinder communication and interaction among them.

d. Creating Groups

Grouping students in learning through cooperative language learning play a significant role. It is due to the fact that one of the basic principles of this strategy is that students work both in pairs or groups to complete assignments or projects that are assigned by the teacher. Therefore, the teacher must be able to organize group formation aligned with the learning objectives.

e. Assigning Roles

One way to lessen conflict and misbehavior in a group is to assign roles. By assigning roles, a teacher gives each participant a task to complete so that students are aware of what is expected of them. Various roles, such as data recorder, timekeeper, monitor, observer, facilitator, reflector, investigator, and checker, can be undertaken by students. Making sure that the roles are appropriate for each activity and the students are rotate regularly to allow them to take on new responsibilities is another crucial part of assigning roles.

f. Designing Task

Design and select tasks that are suitable for cooperative language learning class is one of the teachers' responsibilities. Tasks should be organized well to encourage students to interact and collaborate with each other to achieved common goal. Students can engage in group activities like discussing, sharing ideas, creating products, preparing presentations, designing projects, and solving problems. When assigning a task, teachers should introduce it with provide adequate information, give students with clear objectives, and required skills. Furthermore, the teacher should explain the key concepts and strategies for task completion.

g. Managing Time

Time management is one of the factors to consider while implementing cooperative language learning in the classroom. It is because the design of the tasks and projects assigned might be time-consuming. Therefore, the teacher must be able to manage the time in accordance with the agenda or lesson plan that has been prepared. In brief, time limitation can assist students improve their time management skills.

dback

language learning class, the teachers should consistently walk the group activities. During this step, the teacher can respond to olve uncertainties, foster communication, correct mistakes, manage d passive students, and reduce noise. Furthermore, at the end of er should give feedback about the learning process and give ents as well for the next meeting.

2.2.1.4 The Advantages of Cooperative Language Learning

Cooperative language learning emphasizes cooperation over competition, encouraging students' ability to think more critically, as well as improving their social skills through activities that require a lot of interaction among themselves (Richard, 2014). There are some advantages of this method for students. First, it can increase students' self-confidence and motivation since they are more actively involved in the learning process because most of their assignments are completed in pairs or groups. Next, it can also make students feel more comfortable because they can discuss, exchange information, and teach each other using their own language. Third, this method also encourages students to feel more responsible for completing their assignments since it is not an individual task. Apart from that, Ghufron (2018) stated that this method can minimize students' anxiety because they can ask their friends directly if there is something they don't understand.

2.2.1.5 Challenges of Cooperative Language Learning

Cooperative language learning in its application in the learning process certainly has several challenges. Alheibaishi (2019) mentioned that there are some challenges faced by teachers and students during the implementation of cooperative language learning in the classroom.

a. Reluctance to Work

Group work is a fundamental principle of cooperative language learning. This principle requires all members to be actively involved in the learning process. Nevertheless, it frequently occurs that some of the members in the group who do not actively participate in the process of discussion. Therefore, the active students will continue to dominate the discussion, while the others will remain passive students.

b. Unequal Participation

Group division usually comprises of heterogeneous or randomized groups which consist of several students with different levels of proficiency. Each group's outcomes will be different due to their varying proficiency levels. Low-level students will take longer to comprehend a material. Therefore, they may lose their confidence and less participate in the learning process due to their anxiety. Besides, not all students who have a higher level of understanding are willing to explain the material to their group mates (Alfares, 2017).

c. Unfair Assessment

Working in groups might lead to unfair assessments among group members. It is due to the fact that passive students in a group are frequently valued equally as active 2014). Consequently, a teacher must apply the appropriate method sessment is conducted fairly.

al teacher-centered classroom, the dominant speaker is frequently nly one person speaks, the classroom tends to be relatively quiet. operative language learning might lead to creates a noisy learning

environment. It is because this strategy requires all students to communicate, exchange ideas, and negotiate with their group members.

e. Discuss Unrelated Topics

When students are divided into pairs or groups and then asked to discuss and work on the assigned tasks, it can be challenging for the teacher to manage and control the class. In the process of discussing, they may bring up things that are unrelated to the problem being discussed, leading to increased noise and potential distractions.

2.2.1.6 Cooperative Language Learning Activities

Cooperative language learning has several activities that can enhance students' engagement in the learning process. Moreover, this method can help students to develop their communication skills. Alrayah (2018) mentioned various activities in cooperative language learning activities as follows:

a. Round Robin

Round robin is a strategy that encourage all students to participate in the learning process. Kagan (2019) argued that round robin is highly significant in cooperative language learning method. In its application, students are required to provide responses and engage in discussions. This strategy ensures that every student has the opportunity to contribute to the discussion as they have a turn to share their thoughts.

b. Jigsaw

One of the learning activities based on cooperative language learning is the jigsaw strategy. Jigsaw is a group discussion method where students are organized into groups comprising individuals with varying levels of proficiency. Each student is assigned a specific sub-topic to master, with the expectation of becoming an expert in that topic. Subsequently, members who have attained mastery in their respective topics gather to form an "expert group". Furthermore, after discussing the topic, they return to their groups to explain the parts they have mastered to fellow group members (Alamri, 2018).

c. Think-Pair Share

Think pair share is a cooperative language learning strategy that can provide more opportunities to improve students' abilities in the learning process. In line with that, Kusrini (2012) also stated that this strategy can increase students' participation through activities such as brainstorming and discussion. This strategy entails students working in pairs or groups. Following the teacher explanation and instruction, students are asked to discuss a topic with their group mates. Each group member is encouraged to share their own opinion about the topic. Finally, they are asked to explain the results of their discussion to the class.

s Together

ds Together (NHT) is a cooperative learning strategy designed to ountability for mastering the material. In this technique, each student d a number and given specific tasks. The group collectively works the best and most appropriate answer considering each answer of group. Originally developed by Spencer Kagan in 1993, numbered enhance students' participation in the learning process, facilitating

a comprehensive understanding of the lesson while assessing each student's knowledge (Ratnawati et al., 2018).

e. Three Steps Interview

Three-Step Interview is one of the cooperative language learning strategies that was developed by Spencer Kagan in 1989 (Ratnawati et al., 2018). This strategy provides more opportunities for students as they are requested to share their ideas sequentially and in turns. It means that all students have the opportunity to express their thoughts in a discussion based on the material that has been given by the teacher. In this case, students engage in interviewing each other about articles they have read and subsequently share their insights with the team. Students must attentively listen to the responses provided by their group mates during these interviews. This technique enables students to discover diverse perspectives and gain new insights.

2.2.2 Round Robin Technique
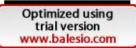
2.2.2.1 The Definition of Round Robin Technique

Round robin is one of cooperative language learning activities where the students take turn speaking in sequence, enable everyone has an opportunity to contribute (Kagan, 1992). Round robin is a technique that allows teachers to facilitate students' interactions within a team, where each student has a turn to speak (Richards & Rodgers, 2014). According to Tran (2014), this technique involves organizing students into small groups to collaborate on learning academic subject. Richards and Renandya (2002) emphasized that effective group work involves more than simply placing students in groups and assigning tasks. Teachers must use principles and techniques to promote mutual assistance and ensure active participation from all group members (Flora et al., 2020). This technique requires teachers to plan strategies that engage all students and encourage them to share their ideas throughout the learning process.

Wyman (2018) emphasizes that effective cooperative learning groups are heterogeneous, consisting of four members. In line with this, Jacobs (2006), highlighting the benefits of grouping students in fours. He argues that larger groups, especially those with more than two members, are advantageous for complex tasks because they offer a broader range of skills and knowledge, thereby enhancing the cooperative learning experience. Kagan & Kagan (2009) stated that employing the round robin technique enhances students' social skills. The member of the group should be ready to offer assistance when their teammates needed their assist. Furthermore, effective team members also need the ability to motivate their friends during challenging times, actively listen to different viewpoints, gracefully accept rejection of their ideas, take turns, respectfully handle disagreements, manage conflicts, and achieve consensus (Dahlina _____ _____ _____ _____ hese skills are crucial not only for successful teamwork, but also to _____ _____ al.

_____ ntation of Round Robin

_____ one of cooperative learning activities where students participate in _____ rns to share their answer. This method ensures that each group _____ l opportunity to contribute. The class is divided into small groups of

about 4 to 6 students, with one member as the recorder of the group. A question or topic is presented, allowing students a moment to consider their responses. Following this "think time," group members share their answers sequentially.

The process of round robin technique begins with the person next to the recorder, and each member of the group contributes their answer within a set timeframe. Round robin can serve various purposes such as warming up for a lesson, assessing comprehension, sharing learned information, or expressing different viewpoints. After completing the activity, each group presents their collective answers to the entire class, facilitating students with discussion and learning from multiple perspectives.

2.2.2.3 The Advantages of Round Robin Technique

Kagan (1992) stated that the round robin technique offers several benefits in the teaching and learning process. First, it ensures that all students actively contribute to assignments. Therefore, it is preventing anyone from being left out or passive. Next, by allowing each student to share their understanding of a concept before its formal introduction, teacher can assess prior knowledge and facilitate the building of ideas among group members. Furthermore, engaging in round robin discussions promotes positive interaction, as students learn to respect and consider their teammates' thoughts and opinions. Lastly, this technique is effective for reviewing previously taught material or practicing new skills, encouraging students to learn not only from the teacher but also from their classmates. This approach enables students to develop both linguistic and academic skills simultaneously.

2.2.3 Speaking

2.2.3.1 The Definition of Speaking

Speaking skill plays a significant role in learning and understanding languages, it is used to express ideas in words (Lingga et al., 2021). According to Cameron (2001) speaking is an activity to express meaning which aims to make others understand. Speaking is a very important skill because it is a means of communication. Speaking allows people to communicate and exchange ideas with each other. People can convey their ideas, opinions and thoughts orally. One of the factors that must be considered when speaking is that the interlocutor can understand what is conveyed by the speaker so that the purpose of communication can be achieved. If someone does not have good enough skills in speaking, the message conveyed may not be well received by the interlocutor (Suadi, 2019).

Process information is one of the important things that must be considered in speaking apart from fluency and linguistic features (Harmer, 2007). Speaking is one of the two productive skills, along with writing. According to Nunan (2003), speaking is a ____ r also called as an oral skill. Speaking is known as the productive ____ involve producing word, phrases, and sentences. In brief, it is ____.

____ speaking is a very important skill to master because speaking is a ____ with others. When people talk, they can exchange thoughts and ____ cluded in productive skills because it requires involvement in the

process of producing the language itself. Good speaking skills will be very useful, particularly if the interlocutors can easily understand what is being conveyed.

2.2.3.2 Aspects of Speaking

There are several aspects of speaking that must be considered if someone wants to be good at speaking. Brown (2001) suggests that there are four aspects that need to be mastered, namely fluency, accuracy, pronunciation, and vocabulary. Good speakers are those who fulfill these four aspects.

  a. Fluency

Fluency refers to the efficiency when someone expresses their ideas when speaking. According to Mardiyani & Kusumawardani (2018) fluency is the ability to speak spontaneously without pausing too often. Someone must convey the messages well so that the interlocutor can easily understand what the speaker is saying in order that the purpose of communication can be achieved. Academically, this aspect of speaking is very important. For example, when students deliver an oral presentation, they must pay attention to how they explain the material well without making many meaningless pauses or even hesitating in speaking. A fluent speaker is someone who able to convey what they want to say confidently, without necessary meaningless pauses, and hesitate to speak (Nunan, 2003).

  b. Accuracy

According to Nunan (2003), accuracy can be achieved when students' speech aligns with what others actually say in the target language. Accuracy refers to someone's ability to use vocabulary, grammar, and punctuation correctly. This aspect is very crucial especially in academic field where people need to speak while also focus to grammar and the use of good vocabulary. In addition, punctuation is also very important as it relates to intonation when someone speaks which can change the meaning.

  c. Pronunciation

Pronunciation is the way someone produces sounds which include pitch, stress, and intonation with the purpose of express someone ideas and feelings (Harmer, 2007). Pronunciation is a way of produce sound and it is also a part that cannot be separated from speaking. According to Gilakjani (2016), pronunciation is one of the important aspects of a language since it is a means that someone can use in order the listener can understand the message that they want to convey. In speaking English, good and correct pronunciation are required to avoid misunderstanding. Understandable pronunciation is one of the basic requirements of learners' competence. Pronunciation is extremely crucial in oral communication and is also an important issue in learning foreign language. Therefore, in order to master English well, the second language learners should pay _____ tance of pronunciation.

_____ery crucial in communicating (Khan et al. 2018). Alqahtani (2015) _____ y is a collection of words that are required to convey ideas from the _____ er. Many people find it difficult to learn speak in a target language _____ ulary. Vocabulary and speaking skills are strongly associated since

vocabulary is a part of speaking. Most students are afraid to speak since their vocabulary is limited. They tend to remain silent when asked to speak during the learning process.

2.2.3.3 Problem in Speaking

Most of people think that speaking is a difficult skill to master. In Indonesia, English is a foreign language learned since elementary school. In addition, English is widely used in the professional field. For example, when applying for a job, being able to speak English is one of the requirements. Nonetheless, it does not mean that many Indonesian people are good in speaking.

Wahyuningsih & Afandi (2020) stated that there are six problems in speaking that are commonly carried out by students. The six problems are as follows:

a. Lack of Vocabulary

Lack of vocabulary was considered to be a main barrier to engage in communication. Lack of proper English vocabulary also might be a problem in speaking class. Consequently, students tend to be more passive when speaking English. Whereas, students who have more vocabularies tend to be active to speak.

b. Lack of Grammar

Mastering grammar plays an important role in improving students' speaking skills. Many students struggle with using correct grammar. In this context, lack of grammatical ability is often considered as one of the most common obstacles to achieve proficiency in English speaking. Students' limited knowledge about grammar prevent them from speaking confidently.

c. Lack of Correct Pronunciation

Pronunciation is one of the important factors for speaking fluency. Furthermore, it is one of the academic skills required for speaking in most educational settings. Most students are afraid to speak due to fear of pronounce words incorrectly. They have problem in pronouncing certain vowels and consonants.

d. Lack of English Input outside the class

It is known that English is not widely used and spoken in Indonesia. In this context, English is not spoken as a tool of instruction in schools. Regarding this, Indonesian students have difficulties in understanding and speaking the language. The lack of input outside the class may not improve students' English skill since they seldom to hear sounds and words of others speaking English outside of class.

e. Lack of Confidence

Since English is not a mother tongue for Indonesians, most students do not have the courage and confident to speak in English. It is because they are afraid if their pronunciation is wrong. Therefore, they avoid to try to speak. It is also hinder the development of English learning, especially speaking.

age Development in the Curriculum

rs a significant role in successful education (Wahyuningsih & Afandi, in English courses typically focus on literature, linguistic theory, , and second language acquisition. It is focusing on developing the system of the language instead of using the theories and rld interaction.

2.2.4 Teaching Speaking

2.2.4.1 Principles for Teaching Speaking

Teaching is a scientific process that has three primary components, namely content, communication, and feedback (Rajagopalan, 2019). According to Nunan (2003) there are five principles of teaching speaking.

a. Understand the Distinction between Second Language and Foreign Language Teaching

When learning a language, someone need to distinguish between second language and foreign language since these two things are different. Foreign language is commonly spoken non-native language outside of the environment and it is not used in the society (Moeller & Catalano, 2015). Whereas, second language is a language that is used to communicate in the society (Nunan, 2003). The way to acquire and learn these two languages is definitely different. Learning a foreign language is quite more challenging rather than second language because the language is not used in the society. The use of language is limited only to the classroom. In other activities outside the classroom, the mother tongue is still mostly used, therefore the exposure to this language is limited as well. The lack of opportunities for students to use the language will certainly affect their ability to use it.

b. Allow Students Practice with Both Fluency and Accuracy

Accuracy refers to someone's ability to use vocabulary, grammar, and punctuation correctly. Meanwhile, fluency refers to the efficiency when someone expresses their ideas when speaking with less hesitation and unnatural pauses. In language learning, students are required to achieve both of these aspects, especially for beginners who are just learning a language. Students should be given many tasks that allow them to improve their accuracy and fluency. Teachers should provide positive feedback during learning so that students realize that making mistakes in learning especially learning a new language is a common thing and is part or the learning process itself.

c. Encourage Students' Participation Through Group or Pair Work, and Minimizing Teachers' Talk

Teacher-centered learning methods are no longer relevant today. Similar to language learning, especially learn speaking skill, if teaching-centered method is still used, it will provide students fewer opportunities to participate more actively in the learning process. Therefore, teachers can implement student-centered learning by assigning numerous tasks in the form of pairs or groups to enhance students' speaking skill, encouraging active engagement in the learning process. By utilizing this method, there will be more opportunities for students to use the target language

ts to Negotiate through Speaking Assignments

an activity that cannot be separated during language learning. ary because it allows us to communicate with others to start using being learned. During this process, students can find out whether d something that is conveyed by someone, clarify about their onfirm whether the interlocutor knows what they mean. By asking ents can find out their level in speaking skill.

e. Design Classroom Activities that Include Teaching and Practice of Both Transaction and Interaction of Speaking

Transaction speech refers to communicating to do something done, such as exchange goods or service. Whereas, interaction speech aims to achieve social purposes by communicating with someone (Nunan, 2003). In the classroom, students require to actualize both transaction and interaction speech, since students will have to speak the target language in both transaction and interaction outside the classroom as well.

2.2.4.2 Teacher's Roles in Speaking Class

Teachers play a very important role in the learning process. Learning will not take place without the guidance provided by the teacher. Harmer (2007) stated that there are three roles of the teacher. The roles of the teacher in speaking class as follows.

a. Prompter

Teachers help students by providing words and phrases that help them improve their critical thinking skills. If this process run well, all students can actively participate in the discussion. They can perform their tasks and roles as good as possible. Furthermore, this process also minimized students' anxiety when they experience difficulties to express their idea.

b. Participants

During the process of discussion, role-play and dialogue, the teacher acts as a participant. Therefore, the teacher observes the students' activities after giving instruction to them about the assigned tasks. As a participant, the teacher should not dominate the class. Therefore, the teacher's role here is to observe and listen as students practice the task.

c. Feedback provider

The last role as a teacher in speaking class is as the feedback provider. Therefore, apart from being a prompter and participant, the teacher also acts as a feed back provider. This feedback can be done by the teacher according to the situation in the classroom. The teacher can give comments on the content of the exercise and the language used immediately after the students have completed the activity or later at the end of the meeting.

2.2.4.3 Teaching Speaking at Junior High School

Students at junior high school in Indonesia have age range between twelve and fifteen. They will face transitional changes from childen to teenager, process of growing physically and psychologically as well (Rahmi & Diem, 2014). In this phase, they have been able to be called as teenagers. Sarwono (2006) discovered that students in junior seek their identities within society by interacting more with other similar characteristics. They sometimes experience uncertainty s and desires. Hence, the students require supportive classroom to goals. Moreover, students spend a significant amount of their time g with their friends as well as their teachers. Therefore, majority of chosol has a significant effect on students' development.

2.3 Conceptual Framework

      Round robin technique as one of the cooperative language learning activities is used as a teaching method to improve students' speaking skill. Round robin is a technique where the students speak in turn, enable everyone has an opportunity to contribute. This technique was implemented in class IX.B at SMPN 20 Bulukumba as the experimental group. Round robin technique focused on increasing student participation and engagement throughout the learning process. This method is expected to improve students' speaking skills by maximizing their involvement through various classroom activities. The conceptual framework of this study is illustrated in the diagram below.

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│     ROUND ROBIN TECHNIQUE            │
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     ┌──────────────────────────┐
     │  STUDENTS AT SMPN 20      │
     │  BULUKUMBA                │
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     │      EXPERIMENT           │
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     │  THE IMPROVEMENT OF       │
     │  STUDENTS' SPEAKING SKILL │
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