

# Proceedings



## INTERNATIONAL CONFERENCE ICEL 2013

The First International Conference on  
Education and Language (ICEL)

28,29,30 January 2013

Bandar Lampung University (UBL)  
Indonesia



Faculty of Teacher Training and Education (FKIP)

English Education Study Program, Bandar Lampung University (UBL), Indonesia

# PROCEEDINGS

**THE FIRST INTERNATIONAL CONFERENCE  
ON EDUCATION AND LANGUAGE**

# ICEL 2013

28 -30 January 2013



**Organized by:**

**Faculty of Teacher Training and Education (FKIP), English Education Study Program  
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## **PREFACE**

The activities of the International Conference is in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the First International Conference of Education and Language (ICEL 2013) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: University of Wollongong, NSW Australia, International Islamic University Malaysia, Kyoto University (Temple University (Osaka), Japan - Jawaharlal Nehru University, New Delhi, India - West Visayas State University College of Agriculture and Forestry, Lambunao, Iloilo, Philippine - Bahcesehir University, Istanbul, Turkey - The Higher Institute of Modern Languages, Tunisia - University of Baku, Azerbaijan - Sarhad University, KPK, Pakistan - Medical Sciences English Language Teacher Foundation Program, Ministry of Health, Oman - Faculty School of Arts and Sciences, Banga, Aklan Philippines - Sultan Ageng Tirtayasa, Banten, - Pelita Harapan University, Jakarta - STIBA Saraswati Denpasar, Bali - University of Muhammadiyah Yogyakarta - Ahmad Dahlan University Yogyakarta - Sriwijaya University, Palembang - Islamic University of Malang - IAIN Raden Fatah Palembang - Universitas Diponegoro, Semarang, Indonesia - Universitas Haluoleo Kendari - State Islamic University of Sunan Gunung Djati, Bandung - Tadulako University, Central Sulawesi - Sanata Dharma University - Lampung University and Open University,

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 30 January 2013

**Mustofa Usman, Ph.D**  
**ICEL 2013 Chairman**

## **PROCEEDINGS**

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(ICEL 2013)

**BANDAR LAMPUNG UNIVERSITY**

Bandar Lampung, Indonesia

January 28, 29, 30, 2013

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## IMPROVING CLASS X. 2 STUDENTS' SPEAKING ACHIEVEMENT UNDER ROUND ROBIN TECHNIQUE

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### Abstract

This study investigated about the improving students' speaking achievement. The scope of this study only focused on speaking accuracy. The hypothesis of the study was "If Round Robin is used effectively in teaching speaking at class X.2. This investigation was conducted at class X.2 of senior high school in Bandung. The numbers of students were 29 students, 12 female and 17 male students. The design of this research was classroom action research which applied four steps. The steps were planning, action, observation and reflection. This research was conducted in two cycles which applied four types of instruments namely observation sheet, handy camera, speaking test, note taking. The expected target of the students' accuracy was 70% mastery from each rater. In this research, qualitative and quantitative data had been collected and were analyzed by describing them into words and by using descriptive statistic. The finding showed that there was improvement of students speaking achievement. It could be proved from the mean score from cycle one to cycle two. The procedures of this technique consisted of six rounds and six speakers. each speaker was given a time to speak about the topic, after that the member asked a questions to the speaker. Then, speaker moved to the next group. In the first cycle, students faced some problems related to pronunciation, grammatical mistakes, and vocabulary and noisy. Due to this phenomena should be solved in each cycle. In the second cycle, students got improvement and students got less problems and students achieved the standard of achievement. Next, the cycle was stopped. In cycle one, the mean score was only 67.30. While, at the end of cycle two the mean score of students' accuracy was 72.7. Therefore, we can say that there was an improvement about from cycle one to cycle two. This average achieved the target for accuracy decided by writer and teacher that was 70. This improvement in accuracy revealed that Round Robin technique positively and significantly improves X.2 students speaking achievement at senior high school in Bandung.

*Keywords:* Classroom Action Research, Round Robin Technique, Speaking, Speaking Accuracy, Speaking Achievement.

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### 1. INTRODUCTION

Speaking is an obstacle which faced by students in university, senior high school, junior high school, and elementary school level. The obstacles are determined by some factors such as, lack of vocabulary, poor pronunciation, lack of grammatical, lack of self confidence, and motivation. English teacher at class X.2 pointed out that his students were poor in speaking. They were difficult to express their ideas orally and made some grammatical in speaking. Besides, some students could not pronounce the words correctly and often used Indonesia. To prove the teacher's statement, the English teacher was interviewed and observed by recording students' speaking activity and it was found that most of students spoke English with low accuracy like poor vocabulary, mispronounced the words, poor grammar in speaking, and some students used Indonesia language. Grammar, pronunciation, and vocabulary are the elements of accuracy. References [1] shows that accuracy is an element in speaking which refers to grammar, pronunciation, and vocabulary. One of grammatical error examples which happened to the students like some students said that my idea a soldier. The sentence was wrong grammatically.

Based on the problem above, the students were recognized by using Round-Robin technique. This technique formed a small group and each group consisted of four or six members. Next, all groups made around. Then, each member would share about a topic which was determined by the teacher. Thus, this technique would make students have a chance to speak out. It indicated that each member would propose his or her opinion about the topic in their own group. Furthermore, the researchers assure that Round-Robin technique will enhance the knowledge of students because they will share their knowledge among friends related to the topic. Besides, this



technique will encourage students' interaction. Next, this technique will minimize the grammatical mistakes in speaking because there will be teacher's feedback at the end of meeting. Then, in this technique, speaker of each groups talk about the same topic several times, so that it makes them easy to remember the words, and pronounce the words. The objective of this study was to investigate the improvement of students' speaking achievement at class X.2 of one of senior high school in Bandung by using Round-Robin technique. The action hypothesis of this research was "If Round-Robin is used effectively in teaching speaking at class X.2 of senior high school in Bandung, it will improve students' speaking accuracy."

## 2. SPEAKING AND TEACHING SPEAKING USING ROUND-ROBIN TECHNIQUE

Speaking is one of skills in English which focuses on communication. Speaking is essential element when we want to interact to another people. References [2] says that language learner thinks that speaking is so important so that language learner has to master it. In addition, speaking has come in handy. In teaching speaking, teacher has to follow some stages in teaching speaking. [1] points out that there are three stages in teaching speaking. Those stages are introduction new language, practice, and communicative activity. Firstly, introduction new language means that the teacher tries to introduce the language which is used in teaching speaking. Secondly, the next stage that teacher will do is that give an exercise and practice to students. Thirdly, the stage is about communicative activity means that teacher must notice the students' activity in speaking. In fact, the teacher hopes that the students will be successful in speaking activity, so that the teacher tries hard to teach speaking well. [3] claims that there are some characteristics in determining successful speaking activity. Those characteristics are learners talk a lot, participation is even, motivation is high, and language is of an acceptable level. Firstly, the characteristic in determining of successful speaking activity is that the learners have to be talkative. Secondly, the students can be called successful in speaking activity, if the students' participation is even. It means that the students have good participation in speaking class. Thirdly, high motivation means that the students have good or high motivation in speaking. Fourthly, language is of an acceptable level means that the students express themselves in utterance that is relevant, comprehensible to each other and acceptable of language fluency or accuracy.

References [4] states that cooperative learning is a small group of students where in the small group, students cooperate to reach the aim of the lesson. He points out that there are several elements in cooperative learning namely are simultaneous interaction, equal participation, positive interdependence, and individual accountability. First, when group activities were used, one student per group was speaking. In this case, in a class of 40 divided into groups of four, ten students were speaking simultaneously. Second, positive interdependence was the feeling among group of students that what helps any member of group helps everyone in the group. Third, one of the most commonly heard objections for having students work under Round-Robin technique is some group members will end of doing all the work. Thus, encouraging everyone to feel that they are individually accountable of their group. Fourth, to encourage each member to play an important role in the group and benefit from the group effort, Round-Robin technique seeks to equalize participation.

Teaching speaking by using Round-Robin technique has advantages and disadvantages. The advantages of Round-Robin technique are that this technique makes students talk a lot. Then, this technique also gives a chance for each members group for speaking. While, this technique has also disadvantage such as, this technique can cause some students become dominant in the classroom. This technique consists of some steps and some rounds. As for the explanation about the steps in teaching speaking through Round-Robin are as following:

- a. The teacher gives a topic which will be discussed in speaking by using Round-Robin technique.
- b. The teacher forms several groups that depend on number of students in the classroom. Then, group seats in the circle, if possible. Each groups contains five students where there is a student becomes a leader of group. The leader of each group will become the speaker. The speaker of each group will be signed as 1, 2, 3, 4, and 5. Each members of group is signed as 1, 2, 3, and 4.
- c. This technique consists of several rounds. Those rounds will be explained below:

### Round 1

1. 5students are assigned to give speeches. They are numbered 1-5
2. Class (audience) members count off 1-4
3. Audience members sit around their speaker (1-5)
4. Speakers are given 7 minutes to speak about their topic.
5. Audience gets chance to ask questions and speaker moves to the next audience

### Round 2

1. This time, when everyone is seated, tell the speakers that they will have 6 minutes to speak about their topic.
2. Have them speak for exactly 6 minutes. Stop and give the audiences chance to ask questions . Then, speaker moves to the next audience

### **Round 3**

1. This time, when everyone is seated, tell the speakers that they will have 5 minutes to speak about their topic.
2. Have them speak for exactly 5 minutes. Stop and give the audiences chance to ask questions. Next, Tell the Speaker to move on to the next audience.

### **Round 4**

1. This time, when everyone is seated, tell the speakers that they will have 4 minutes to speak about their topic.
2. Have them speak for exactly 4 minutes. Stop and give the audiences chance to ask questions Next, tell the speaker to move on to the next audience

### **Round 5**

1. This time, when everyone is seated, tell the speakers that they will have 3 minutes to speak about their topic.
2. Have them speak for exactly 3 minutes. Stop and give the audiences chance to ask questions. Then, speaker to move on to the next audience.

## **3. CLASSROOM ACTION RESEARCH**

### **3.1 Setting of the research**

This research was carried out in X.2 of senior high school in Bandung. The number of students was twenty nine students.

### **3.2 Design of the Research**

The design of this research is an action research which had aim to achieve speaking accuracy of respondents. Then, action research consists of four steps namely planning, action, observation, and reflection. The researchers's role in this study namely the researchers became a teacher.

#### **3.2.1 Planning**

This study was done in some steps. Those steps in planning of this research were illustrated as in the following.

1. Round-Robin was explained to the English teacher at class X.2 of one of SMA in Bandung about Round-Robin technique.
2. Discussed and prepared about the lesson plan
3. Prepared about the instrument namely observation sheet, note taking, handy camera, and speaking test.
4. Before doing the action, the researchers and teacher gave pre-test to measure students' speaking accuracy. Furthermore, at the end of each cycle, the students were given test
5. Set the criteria of success in terms of accuracy (target was 70 based on school's Kriteria Ketuntasan Minimal) on 70% students.

#### **3.2.2 Applying the Action and Observing**

The activity that is teaching speaking based on lesson plan arranged, but before that the lesson plan is considered by the teacher of that school. While the researchers doing the action by teaching the students, the writer and the teacher observes both students and teacher's activity by using the taking note and handy camera. The researchers observes the students' speaking achievement by using round robin technique.

#### **3.2.3 Reflection**

In this session, the writer and the teacher work cooperatively to analyze the result of observation in terms of action namely round robin as a technique in teaching speaking whether it is successful or not successfully to improve speaking achievement. The way of gathering information through observing teacher and students' activity when they did teaching learning process based on lesson plan. The obstacle and weakness found in the action step 1 is the input for teacher to revise the plan in the next meeting. This procedure is repeated until the expectation is achieved.

### **3.3 Variables of the Study**

There were two variables use in this study, they were:

1. Independent variable, namely speaking technique (Round Robin Technique)
2. Dependent variable, namely students' speaking achievement.

### **3.4 Instrument of the Research**

In fact, there were four instruments that researchers used in this research. Those instruments were observation sheet, note taking, and handy camera and speaking test

### 3.5 Data and Technique of Data Collection

#### 3.5.1 Kind of Data Collection

There were two kinds of data collection namely qualitative and quantitative data. Firstly, qualitative data was taken by using note taking and observation sheet with looking at the implementation of Round-Robin technique. Secondly, quantitative data was got by looking at the result of pre and evaluation test.

#### 3.5.2 Technique of Data Collection

##### 1. Observation

- a. The researchers made observation sheet which could be used for collecting data
- b. The teacher did observation about the technique which was applied by the researchers.
- c. The researchers observed the students speaking accuracy itself in using this technique.

##### 2. Giving a test

The researchers also gave a test for collecting data. Actually, the tests were pre test and evaluation test at the end of each cycle

### 3.6 The Evaluation of two Raters

The evaluation of this study used two independent raters. The two raters were the researchers and the English teacher at class X.2 of senior high school Bandung. The band score that was used as follows:

Table 1: Band Score of oral testing criteria for accuracy [5]

Proficiency Description	Score
<b>Accent</b>	
Pronunciation frequently unintelligible	1
Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition	2
“Foreign accent” requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.	3
Marked “foreign accent” and occasional mispronunciations which do not interfere with understanding.	4
No conspicuous mispronunciations, but would not be taken for a native speaker.	5
Native pronunciation, with no trace of “foreign accent”	6
<b>Grammar</b>	
Grammar also entirely inaccurate phrases.	1
Constant errors showing control of very few major patterns and frequently preventing communication.	2
Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.	3
Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.	4
Few errors, with no patterns of failure.	5
No more than two errors during the interview.	6
<b>Vocabulary</b>	
Vocabulary inadequate for even the simplest conversation.	1
Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)	2
Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.	3
Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any non-technical subject with some circumlocutions.	4
Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.	5
Vocabulary apparently as accurate and extensive as that of an educated native speaker.	6

The way of calculating final accuracy:

Accuracy :  $\frac{\text{total score of accuracy (accent, grammar, vocabulary)}}{\text{total maximum score (18)}} \times 100\%$

### 3.7 Technique of Data Analysis

This research used two kinds of data analysis namely qualitative and quantitative data. The result of this research were analyzed through three steps of data analysis namely analyzes data qualitatively based on the observation during teaching and learning process under round robin technique. Then, elaborates data into words like analyzing data quantitatively after conducting the whole cycles.

## 4. FINDINGS AND DISCUSSION

### 4.1 Applying Action and Observation in the First Cycle

On Tuesday, September 20<sup>th</sup> 2011 at 09.15 – 10.30 am. Firstly, the teacher informed to students that there were three researchers who wanted to conduct the research. Then, the researchers tried to give general explanation about the research itself related to the technique. The researchers elaborated the procedures in Round-Robin technique. In the end of this technique, the teacher did feedback to students. After explaining the technique, simple present tense was explained in this study. Then, the use of present tense and the pattern of present tense were revealed, such as positive, negative and interrogative sentences. Besides, the researchers also gave the example of present tense. Then, the researchers asked to students about what they did not understand about present tense. In the end of this meeting, the researchers gave the topic for the next meeting namely “food and drink that you like and dislike.”

The first meeting of this cycle was held on Monday, September 26<sup>th</sup> 2011 09.15 – 10.30 am. In the first meeting, one of the researchers reviewed about the previous materials especially about the use of simple present tense and the students' respond was good. Furthermore, the researchers started by dividing the students into groups of five because the number of students are 29. The researchers asked the students to form a group and decided who the speaker was. Then, the students sit in their groups. After that, the researchers conducted this technique while the observers sit behind to observe the application of this technique. Furthermore, after this technique was applied, the researchers asked several students to repeat again what the speaker said in front of the class. As information, during this technique was applied, the researchers and teacher observed the students activity. They found that some students done well this technique, but some students did not do well this technique. It was because some students did not focus on what the speaker said. Next, some students did not ask questions to the speaker. Besides, some students were noisy and could not be controlled well. Furthermore, some students did mistakes in pronounce, grammatical, they did not know how to say the words in English (vocabulary) and some students were difficult to organize their idea when they spoke. For example, in grammatical, several students said. “I am like eat...” “...but, I am not have”. In pronunciation, some students said, weter (water), lek (like), bitzer (bitter), deskrib (describe), hap (hope) and so on. In vocabulary, some students did not know how to say in English for several words like, “Bakso (meat ball), paria (bitter gourd), and so on. After this technique was over, the teacher gave feedback to students about what they have spoken. Then, the teacher gave correction about the mistakes during they spoke. After that, the teacher gave the topic for the next meeting.

The second meeting of this cycle was held on Tuesday, September 27<sup>th</sup> 2010 at 10.00- 11.45 am. As usual, the teacher repeated the previous materials by asking the students about them. After that, the teacher explained briefly about the use of simple present tense and the mistakes which were done in the first meeting. Most of students understood about that. Besides, in the beginning of meeting, teacher also gave motivation and reinforcement to the students. The topic of this meeting is that “the subject that students like and dislike”. Next, the researchers asked the students to sit in their groups and were ready to conduct Round-Robin technique in speaking. In this case, this application of this technique was the same as the previous meeting, but the speakers were given the time much longer than before. Then, each member asked the questions to the speaker related to the topic. After all of the rounds were over. The researchers asked several students to step forward to tell about what the speaker said before to their group. After that, the researchers gave feedback to all students about their speaking by using Round-Robin technique. During Round-Robin technique was applied in speaking. The teacher and researchers found some mistakes which were done by students. However, these mistakes were fewer than previous meeting. The mistakes involved the grammatical mistake, pronunciation and vocabulary, but the students were seldom to use Indonesia even though, in the end of first meeting, the teacher advised them to avoid Indonesia language in speaking for next meeting. Some mistakes which were done such as, In grammar, “I think, this subject make me feeling happy”, “I not like...” “and so on. In pronunciation, some students said, favorit

(favorite), way (way). Then, in vocabulary, some students say “my subject favorite is history”, use Indonesia language like *terharu* (touch/affect).

On Monday, October 3<sup>rd</sup> 2011 at 09.15-10.30, the researchers did evaluation to students about their activity, teacher examined all students to speak about the topic which has been given namely like and dislike about movie. In this activity, the researchers found some problem in grammatical mistakes, pronunciation, and vocabulary, understanding about the topic. For example, in grammatical, some students said, “it is make me”, “he have...”, and so on. In pronunciation, al (all), krei (cry), and so on. In vocabulary, they do not know how to say *menampilkan* (present), *otomatis* (automatic), and so on. In this cycle, students were difficult to be controlled because some students were noisy in group. Then, based on the observation in this cycle, teacher and researchers found that some problems on speaking accuracy like lack of vocabulary, mispronunciation, and the students were confused to use simple present tense. Thus, researchers and teacher planned to continue the plan to the second cycle to see the next progressing to achieve the students’ minimum score in speaking. Surely, it was done after solving the previous problem in this cycle.

#### 4.2 Reflection in the First Cycle

Based on application of Round-Robin technique, several students have applied it well, but some students were still confused about what they had to do. Then, there were problems which found in the classroom activity. The main problem was occurred when the speaker did speech; some students did not pay attention. Besides, when the members were given a chance to speak, there were several members not asked questions to the speaker. It meant that it had low participation in group. This must be solved well. Furthermore, another problem was poor pronunciation. In this case, several students did mispronunciation in several words. For instance, “lek”, instead of (laik). “bitzer”, instead of bitter (biter). “Bekos instead of because ( bi’kez). “Metbal”, instead of meatball (mitbol). These mispronunciations happened because they were seldom to learn and see in the dictionary how to pronounce those words. Next problem was about grammatical mistakes. Several students did not know when to use ‘to be’ and ‘auxiliary verb’ or use ‘s/es’ in sentence of simple present tense. For example, “it is make me ...” this is incorrect sentence, it should be “it makes me”. This problem of simple present tense should be explained again by the teacher. Another problem was about poor vocabulary. It meant that several students did not know how to say several words in English. For example, they did not know how to say “paria” in English. *Paria* is bitter gourd. “Nangka” in English is jackfruit. Then, some students used Indonesia. In addition, the last problem was that students were little bit difficult to be controlled because some students were noisy. Next, researchers and the teacher have given some advices to students and evaluated the weakness of the students when they spoke like about pronunciation, grammar, and vocabulary. Besides, they were also recording, taking notes, filling observation sheet. In this reflection, researchers tried to continue to the next cycle because there were some problems and the students could not achieve the minimum score.

#### 4.3 Applying Action and Observation in the Second Cycle

The second cycle was held on Tuesday, October 4<sup>th</sup> 2011 at 10.00 – 11.45 am. The topic of this was about daily activity in the morning. This topic was different from the previous materials because the teacher and researchers wanted to see the progress of students in speaking accuracy by using Round-Robin Technique. Firstly, one of the researchers did brainstorming to students by asking previous materials and tried to connect the current materials with previous materials. The respond of students were very good because all students could mention the previous materials. It meant that they understood about the previous materials. Besides, they were very happy to speak English. Then, the researchers did not forget to give reinforcement and motivation to students that they have to be brave in speaking and asked some questions if they did not how to speak well. Secondly, researchers tried to remind and explained the use of simple present tense. Teacher did it again because researchers wanted to repair the mistakes which had been done by students in the first cycle. The researchers told about their mistakes in speaking and what they had to do to repair it. Most of students understood about it and they had known to differentiate when they needed to use ‘to be’ and ‘auxiliary verb’ of present tense. And it was expected that students could not repeat their mistakes. Thirdly, researchers tried to ask the students about the list vocabulary related to the topic and wrote down on the white board. It was used to help students in speaking so that they did not use Indonesia and researchers asked the students to learn and know how to pronounce those vocabularies. Fourthly, the learning process by using Round-Robin technique was done well by students. All students have prepared well what they had to do either speakers or members. During this technique was applied, all students noticed what the speaker spoke and asked some questions. It was based on the teacher and researchers’ observation. Besides, there were some students did mistakes in grammatical and pronunciation, but it was little bit. Actually, the mistakes were fewer than before. For example, “I getting up...”, and “I am study...” Then, in pronunciation, some students did mispronunciation like bet (bath). Fifthly, researchers gave reinforcement and motivation to students. Then, teacher gave feedback to all students and asked students about

they felt difficult in speaking and all students could repair it. After that, teacher collected all the notes and record from the listener from each groups. Furthermore, researchers gave a topic for the next meeting.

The second meeting of this cycle was held on Monday, October 10<sup>th</sup> 2011 at 09.15- 10.30 am. The topic of this meeting was activity that students always did in the evening. Actually, researchers reviewed the previous lesson and asked about what the students not understand about the topic and the use of simple present tense. Then, all students gave good respond about that. In this meeting, researchers still gave motivation and reinforcement to students. Besides, the teacher asked students to write down the vocabularies related to the topic. After that, the researchers asked students to conduct Round-Robin Technique. Actually, students did well this technique. All students did not use Indonesia too much. Besides, students can be controlled well in the classroom. All students were active when this technique was conducted.

On October 11<sup>th</sup> 2011 at 09.15-10.30 am, the researchers did evaluation to students about their activity, the teacher examined all students to speak about the topic which has been given namely daily activity on the weekend. In this activity, the researchers found some problem in grammatical mistakes, pronunciation, and vocabulary. For example, in grammatical, some students said, "I am sleep", and so on. In pronunciation, bet (bath), hang out (hang out), and so on. In vocabulary, some said that 'I bath', it should be 'I take bath'. During this technique conducted, teacher and researchers observed the students. Actually, the improvement of students in speaking was better than before. All students were enthusiastic in speaking. Only minor mistakes happened in this meeting. The mistakes were fewer than the previous meeting.

#### 4.4 Reflection in the Second Cycle

Round-Robin technique was conducted in two cycles. In the second cycle, problems were done by students, but it was fewer than before. Then, in this cycle, teacher and researchers were well done this technique, because all students were active in speaking by using Round-Robin technique. Besides, the students could be controlled well and students paid attention to the speaker and not noisy when the speaker spoke about the topic. Furthermore, mispronunciation, poor vocabulary, and grammatical mistakes in speaking especially in using simple present tense occurred in the cycle one. The students did not know how to differentiate the use of 'to be' and 'auxiliary verb' in simple present tense. However, in the cycle two, those problems were still occurred but it was less. In the cycle two, students use Indonesia language little bit and the mistakes of grammatical was happened but it was occasional. It meant that it was categorized as the occasional errors showing imperfect control of some patterns but no weaknesses that cause misunderstanding. Therefore, it could be said that speaking achievement of students improved in the cycle two. In this reflection, teacher and researchers ended the research in the cycle two because the students could achieve the standard minimum of achievement namely 70. In this case, more than 70% students could achieve that mark in the second cycle and it could be seen in the result of their speaking achievement of accuracy. Thus, it could be proven that the cycle two was well done and the research stopped in this cycle.

#### 4.5 Result

The result of students speaking achievement in accuracy of each cycle and analysis data of mean score were described in this item.

Table 2: Data distribution of score about students speaking achievement in accuracy of the first cycle.

Total Score(X)	Student(F)	F.X	Percent (%)
25	1	25	3.45
23	3	69	10.34
22	2	44	6.89
21	2	42	6.89
20	4	80	13.79
19	7	133	24.14
18	5	90	17.24
17	3	51	10.35
16	2	32	6.89
Total	29	566	100
Mean Score		$\frac{19.51 \times 100}{29} = 67.30$	

Table 3: Data distribution of score about students speaking achievement in accuracy of the second cycle.

Total Score (X)	Student (F)	F.X	Percent (%)
27	1	27	3.45
26	2	52	6.89
25	2	50	6.89
23	1	23	3.45
22	2	44	6.89
21	6	126	20.69
20	6	120	20.69
19	8	152	27.58
18	1	18	3.45
Total	29	612	100
Mean Score		$(21.10 \times 100)/29 = 72.7$	

## 5. CONCLUSION

Based on the result of the study, it could be concluded that Round-Robin Technique can improve the students' speaking achievement at class X.2 especially in accuracy. This statement could be supported by seeing the result of the study based on the evaluation of each cycles. It showed that the evaluation of each cycles showed the improvement of the students speaking achievement from cycle one to cycle two. Furthermore, in the first cycle students got some problems in speaking especially in grammatical mistakes, pronunciation and vocabulary. Besides, students were difficult to be controlled in the classroom and some students did not pay attention. While, in the second cycle, the problems could be solved well even though students still did mistakes, but the mistakes were fewer than before. Next, the teacher still did evaluation, gave feedback, and gave reinforcement and motivation to students. Based on the data above showed that the increasing of mean score which indicated the improvement of students speaking achievement in term of accuracy.

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