



**THE USE OF ROUNDROBIN STRUCTURE  
TO IMPROVE STUDENTS' SPEAKING SKILL**

**( An Action Research at State Junior High School 13 Semarang for Grade VII in  
the Academic Year Of 2010/2011 )**

a final project

submitted in partial fulfillment of the requirements  
for the degree of Sarjana Pendidikan in English

by

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**THE USE OF ROUNDROBIN STRUCTURE TO IMPROVE STUDENTS' SPEAKING SKILL**

**An Action Research at State Junior High School 13 Semarang for Grade VII In The Academic Year Of 2010/2011**

Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya sendiri yang saya hasilkan setelah melalui penelitian, bimbingan diskusi dan pemaparan / ujian. Semua kutipan baik yang langsung maupun tidak langsung maupun sumber yang lainnya, ditulis dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah.

Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan ketidakberesan, saya bersedia menerima akibatnya.

Demikian, harap pernyataan ini digunakan seperlunya.

Semarang, August 2011

Yang membuat pernyataan

Hormah Hidayatun Itsnaini

## MOTTO AND DEDICATION

“Inspiration does not come from the quote itself, but rather the person behind it.”

Russ Myers



To:

Allah SWT

My beloved parents

My beloved brother and sister

My sweetheart Hafidz Syahrial Akwan

My best-ever friend Mahfud, Neni, Friska

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Bismillahirrahmanirrahim

First and foremost, I would like to express my gratitude to Allah SWT, the Almighty for the endless blessing and mercy given to me in every single of my seconds, for the health and power so I could finish my final project entitled “The Use of RoundRobin Structure to Improve Students’ Speaking Skill (An Action Research at State Junior High School 13 Semarang for Grade VII In The Academic Year Of 2010/2011)”.

I would like to express my sincerest gratitude to Drs. Ahmad Sofwan, PhD as the first advisor who has willing to give valuable and continuous guidance, advice, solution, motivation as well as encouragement in making and completing my final project. My sincerest respect is addressed to Puji Astuti S.Pd, M.Pd. as the second advisor, who has read this final project and give a suggestion and correction for its improvement. Then, to all the lecturers of the English Department of UNNES who has been teaching and sharing their knowledge since I began my study at UNNES. Drs. Siswanto, S.Pd, M.Pd as the headmaster of SMP Negeri 13 Semarang who allowed me to carry out the research in the school.

I also would say special appreciation to my mother and father who always support, pray, and give advice in every steps of my way. All my friends in English Department and all my best friends. For my guardian angel, Hafidz Syahrial Akhwan as the purity of my motivation.

The last but not the least, there is nothing perfect in this world and I realized that this final project is still far from being perfect. Thus, I would like to expect any suggestions for the improvement of it. I hope this final project will be useful for all the readers both of English teacher and English students.

Semarang, August 2011

Hormah Hidayatun Itsnaini

## ABSTRACT

Itsnaini, Hormah. 2011. *The use of RoundRobin structure to improve the students' speaking skill (An Action Research at State Junior High School 13 Semarang for Grade VII in the Academic Year of 2010/2011)*. Final Project, English Department, Faculty of Languages and Arts, Semarang State University. Advisors: 1. Drs. Ahmad Sofwan, Ph.D.  
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Keywords: Cooperative, Instructional, Roundrobin, Speaking Skill, and Structure.

The objective of this final project is to find out how the use of RoundRobin structure can improve the speaking skill of the students of State Junior High School 13 Semarang. RoundRobin is one of instructional strategy useful for brainstorming, reviewing, or practicing a skill. In applying RoundRobin structure, students work in group and respond a question or problem by stating their ideas aloud in turn. In order to achieve the objective of the study, I designed a classroom action research. The research was done from May, 23<sup>rd</sup> 2011 to May, 31<sup>st</sup> 2011. The research was conducted in two cycles. They were cycle 1 and cycle 2. Every cycle was conducted in four steps, planning, and acting, observing and reflecting. There were four meetings in this research including pre-test and post-tests. The population is grade VII students of State Junior High School 13 Semarang. The sample is students of grade VII-C. The instruments used to obtain the data were test and questionnaire. In doing the analysis of the data, I used criterion assessment written by Brown (2004:74) to score the students' speaking performance. The result of the study showed that the speaking achievement of the students at grade VII of State Junior High School 13 Semarang in the Academic Year of 2010/2011 improved. The mean of the student speaking score of the pre-test was 46.66 and the mean of the post- test was 71.31. The improvement from pre-test to the post-test was 24.65 points. The average score of the students was 71.31 it was higher than Criteria Mastery of Learning of SMPN 13 Semarang which is 70.00. The students made a significant improvement in grammar, vocabulary, comprehension, fluency, pronunciation, and content. Based on the questionnaire, the students' interest during teaching learning process by using RoundRobin structure was high, students' achievement in speaking was high and the method was necessary for students of junior high school. Based on the result of the test, it can be concluded that the use of RoundRobin structure can improve the students' speaking skills. In this study, I suggest the teachers should be able to use interesting method to improve the students' speaking ability. Then, for the next researcher, they could do and apply deeper research by developing various kinds of teaching method. Finally, for the English learner, make yourself enjoy with English, then practice to speak English every day to make your speaking ability better.

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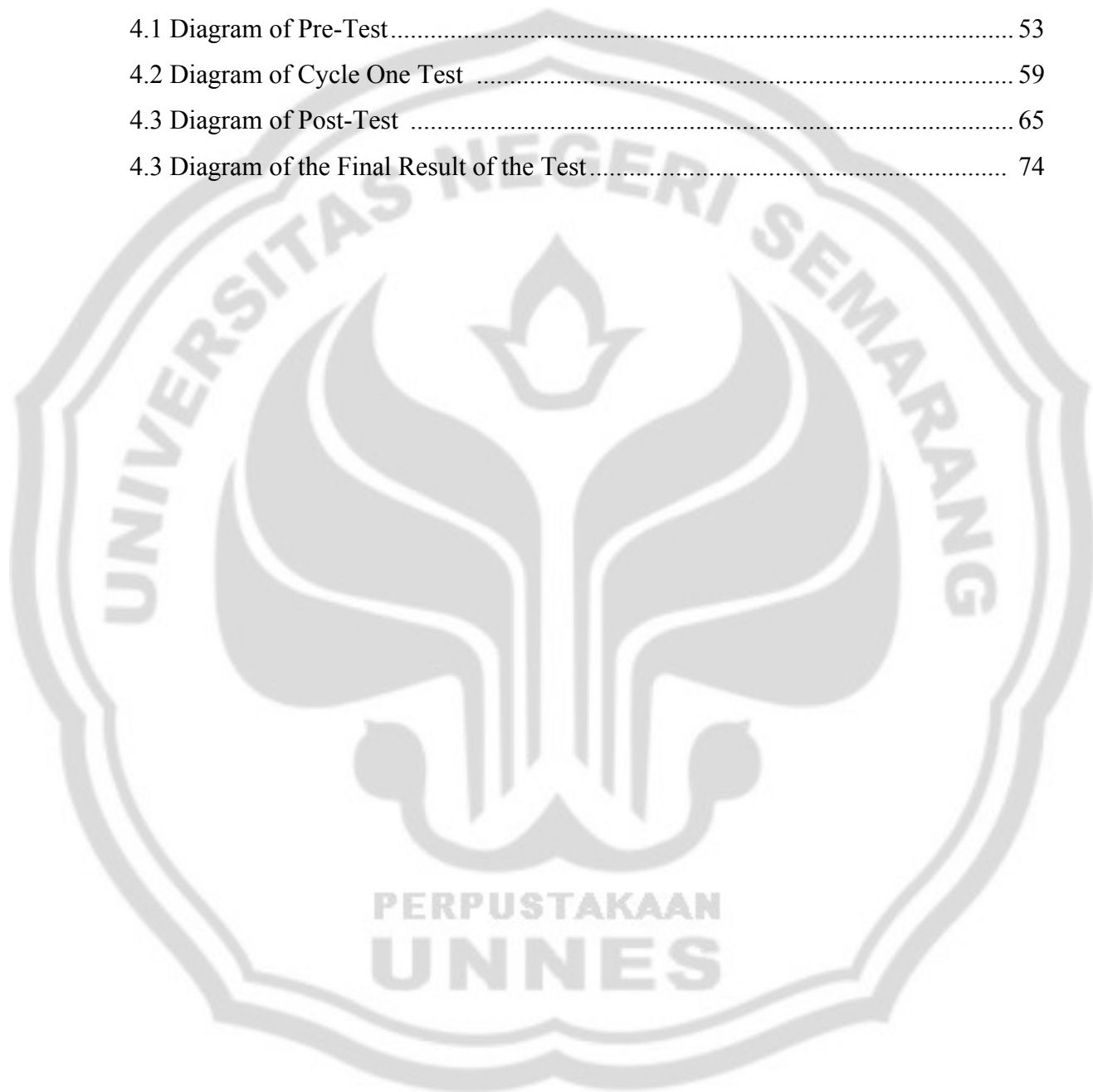
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# CHAPTER I

## INTRODUCTION

This chapter presents the introduction, which is divided into six sub chapters: general background of the study, reasons for choosing the topic, statement of the problem, the objective of the study, significance of the study, and outline of the study.

### 1.1 General Background of the Study

Nowadays communication plays many important roles for human beings to communicate with others in the society. They need language as a means of communication since human are social being who cannot live separately from others.

Turk (2003: 2) argues:

Language is a system of sound, words, and pattern used by human being to communicate with others and expressing one's ideas and feelings. Language used by all human beings; we use it copiously and without second thought every day of our lives. Indeed, our ability and confidence in manipulating language is a central part of the personality we present to those around us. But there is nothing unalterable about these abilities.

We use language everyday whether it is consciously or not. Language helps us to transfer information, ideas, attitudes, thoughts, and opinion to others. Without language, human cannot deliver messages to each other so that communication will not happen. By mastering language, we are able to communicate clearly.

English as one of the international languages is very important since it is bridge of communication among people in different country. In Indonesia, English is one of the subjects which are taught to students of junior high school, senior high

school and university as the first foreign language. In addition, it is taught in elementary school and some kindergartens.

In junior high school, students are expected to be successful in learning English through mastering both language skill and language components. Language skills are listening, reading, speaking, and writing. Language components contain vocabulary, grammar, and pronunciation, fluency and content. Students should be able to apply those skills and components in their habitual activities and social environment.

In my opinion, the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Students must pay attention to this skill. Speaking is easy but also difficult to learn. It is easy because every student can master this skill. But it is difficult to learn because students are supposed not only can speak in English but also speaking components such as pronunciation, vocabulary, grammar, fluency and content.

In achieving the goal of mastering speaking skill, students should practice in order to be accustomed to speak in English. Students should not only listen to the teacher but also try to speak although it is wrong. English teacher should be more creative in designing speaking activities or instructional material in foreign language teaching in order to make students enjoy the teaching activities. The good atmosphere in teaching learning process will make students easier to understand the lesson. Creating good atmosphere of teaching learning process could be done by designing enjoyable teaching method in classroom.

Methods can be seen as sets of techniques which are used by teachers to teach a foreign language. Harmer (2001: 30) argues “For each teaching situation, methods consist of assumptions about the limitation of knowledge to be transmitted, the step of delivering knowledge transmission, and the way of its presentation and finally the testing of transmitted knowledge”. It can be concluded that method is the way how teaching learning process is done. Method also becomes a limitation of which knowledge should be transmitted, the way or technique to convey the knowledge to students and to evaluate the knowledge.

Method is very crucial part in teaching learning process today. Students are supposed to learn speaking in the second or foreign language by interacting with their surroundings. Cooperative language learning is an appropriate method for this aim. Cooperative learning method cover instructional techniques in which students work in small groups to help one another learning academic content. The instructional technique used in cooperative learning usually called structure. There are many cooperative learning structures available for any learning situation. The structure used in teaching learning process depends on the objectives that will be reached. If the objective of the study is to get to know the other students, then a team building technique should be used. If mastery of information is the focus, then one of the mastery structures would be the best choice. If the emphasis of a lesson is to get students to understand concepts, then a concept development structure should be used. The multifunctional structures can be used for getting students to know each other better, mastery of information, as well as concept development. Cooperative



learning structures are increasingly being used at every grade level, in all subjects, and in all kinds of schools and communities.

Based on the discussion above, I intend to know how the use of one of cooperative learning structures called RoundRobin can improve student's speaking skill. In this case I want to reveal that cooperative learning structure namely RoundRobin can improve the students' speaking skills which consist of six aspects such as grammar, vocabulary, pronunciation, comprehension, fluency and content. Those six aspects of speaking skill would be improved through some treatments when doing the research.

Grammar is related to the tense which is used in pre- and post-test. In improving the students' vocabulary, I use some questions and interesting topic to stimulate them in getting new vocabularies. For improving pronunciation and fluency of the students, I teach them how to pronounce some words correctly and ask them to tell some sentences related to the given topic fluently. At the last stage, I ask the students to convey their opinion related to the given topic orally. That is to find out whether their answers are comprehensible or not. If their answers are comprehensible, so they have a good task in speaking. In short, to find out the improving of using cooperative learning structure RoundRobin teaching speaking, I analyze those six aspects of speaking skills of the students.

## **1.2 Reasons for Choosing the Topic**

I choose the topic "The use of RoundRobin structure to improve the student's speaking skill" for the following reasons:

*First*, speaking is one of language skills that the students have to master. In Junior High school, students begin to understand the importance of mastering English in communication. Good speaking can make their communication better in the real social life.

*Second*, English teaching in school is usually conducting using conventional methods. In conventional method, the role of the teacher is very dominant. Students only listen and repeat what the teacher says. This method is really boring and it is usually less effective. One way that teacher can do to solve this problem is by using another method to teach the students to make them more active and understand about the material. Mostly students like do new method, therefore they would enjoy and interested when learning process takes place.

*Third*, generally, students in every level of education get problems in learning English as a foreign language, especially learning English speaking. It is because speaking is one of the difficult skills in English. Teacher needs an interesting media and technique to motivate and encourage them in learning speaking English. By this research I intend to reveal that there is an alternative way to improve the students' speaking skill, which is by using RoundRobin structure.

*Finally*, it is to describe whether using RoundRobin structure can improve students' speaking skill which consists of six aspects, they are grammar, vocabulary, comprehension, pronunciation, fluency, and task. The improvement of using RoundRobin structure in teaching speaking can be checked by analyzing students' scores in pre-test and post-tests. If the students' scores in post-test are higher than that

in pre-test, it could be concluded that RoundRobin structure can be used to improve the students' speaking skills.

Actually there are so many methods that could be used in teaching speaking, but I choose Kagan's Cooperative Learning Structure namely RoundRobin for the following reasons:

1. RoundRobin can help students to develop speaking skill such as pronunciation, vocabulary, grammar, fluency and content by practicing and drilling the students in turn.
2. In RoundRobin, all of the students must say something or must give opinion about something, it would increase students' oral communication especially in English. Students will be more confident to speak in front of people. Students will not feel shy when conveying their ideas.
3. By using RoundRobin, students can develop their social skills. RoundRobin requires students to cooperate with other students. Therefore, students learn how to communicate with others.
4. The author hopes that this research can give an alternative way for teachers to teach English, especially in increasing speaking ability. By using this method, the teaching learning process is expected to be successful.

### **1.3 Statement of the Problem**

The problems that become the concerns of the discussion are:

- (1) What the problems faced by students in mastering speaking skill?

- (2) How can RoundRobin structure be used to teach speaking to the students of State Junior High School 13 Semarang?
- (3) How can the use of RoundRobin structure improve the speaking skill of the students of State Junior High School 13 Semarang?

#### **1.4 Objectives of the Study**

The objectives of the study could be stated as follows:

- (1) To find out how RoundRobin structure can be used to teach speaking to the students of State Junior High School 13 Semarang
- (2) To explain how the use of RoundRobin structure can improve the speaking skill of the students of State Junior High School 13 Semarang

#### **1.5 Significance of the Study**

It is expected that there would be significance of this final project as follows:

- (1) For the teacher

This study would give contribution to the teachers in improving their skill to teach students. This research also can give input and information for English teacher candidates about how to teach speaking communicatively and they can apply it in learning and teaching process in their future classes.

- (2) For the student

RoundRobin is expected to help students in increasing students' speaking skill that consists of mastering its components vocabulary, pronunciation, fluency, grammar and content.

(3) For the readers

This study would be a good reference for readers who are interested in RoundRobin.

(4) For the researcher

The study of this research could be considered as one of references for the researcher who would be a teacher later. After doing this research, the researcher would find an interesting way in teaching English for students of Junior High School.

### **1.6 Outline of the Study**

This final project is divided into five chapters. Each chapter of them would be explained as follows:

Chapter I presents introduction that consists of background of the study, reasons for choosing the topic, research question, objective of the study, significance of study, and outline of the study.

Chapter II presents a review of related literature. It gives the study of previous research findings and theoretical background of the study.

Chapter III presents methods of investigation. This chapter deals with research design, subject of the study, instruments for collecting the data, procedures of collecting the data, procedures of analyzing the data, and criterion of assessment.

Chapter IV presents the findings and discussion. This chapter discusses the result of the study in detail by using supporting evidence that I got from the research.

Chapter V presents the conclusions and suggestions. This chapter discusses the conclusions based on data that were collected from research.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

The main focus of this study is to improve speaking ability of Junior High School students' through RoundRobin structure. Reference review from the books and empirical studies related to the concept would be presented in this section. There are six subchapters in this chapter: (1) Previous Studies; (2) General Concept of Speaking; (3) General Concept of Cooperative Learning; (4) General Concept of RoundRobin (5) General Concept of Action Research and (6) About the Study. All of them would be discussed in this chapter.

#### **2.1 Previous Studies**

Many undergraduate students from Indonesia or other countries used cooperative learning to conduct their research. In English Department of Semarang State University, many of the undergraduate students conducted the research by using cooperative learning structure. For example, the use of RoundTable Brainstorming to improve the students' speaking ability, the effectiveness of using Jigsaw to teach exposition text in improving speaking skill and the use of Number Head Together to teach speaking. Appropriate teaching method is very important to increase the student's motivation in learning process. Conducting various teaching techniques can encourage students to think more creative. They would be easier to understand the lesson when they are in good situation.

In other countries there are also many researches conducted by using cooperative learning method, for example, adapting Kagan's Cooperative learning structures in online learning and cooperative learning in developing extensive reading. Based on some of those researches, I have an inspiration to conduct a research by using cooperative learning structure, focusing on improving speaking skill. This research conducted to explain the use of RoundRobin structure as one of cooperative learning structures to improve the students' speaking skills.

## **2.2 General Concept of Speaking**

General concept of speaking consists of explanation about the definition of speaking and many aspects in teaching speaking. They are presented as follows:

### **2.2.1 Definition of Speaking**

Speaking is a very crucial part in people's daily life. We communicate and relate with others through speaking. Speaking is one of the skills that have to be mastered by students in teaching learning process. In learning English the mastery of speaking skill is a priority, especially for foreign language learners. However, it is not easy for the students to communicate in English. They have to think more often and deeply when speaking in English. Many experts define speaking in many ways, represented as follows:

- (1) "Speaking is the ability that presupposes not only of language features, but also the ability to process information and language" (Harmer, 2002:269).



- (2) “Speaking is creating communication that has meaning that you choose and interpret language, a speaker must know the sound system of the language-the arbitrary symbols of the language with agreed upon meanings” (Elizabeth, 2003:60).
- (3) “Speaking is the first form of communication between human beings, the most important way of communicating ideas and information” (Turk, 2003:58).
- (4) Speaking is produced utterance by utterance, in respond to the word by word and utterance by utterance production of the person we are talking to” ( Thornbury, 2004:7).
- (5) “Speaking consciously or unconsciously makes a speech to create an image of themselves to others using speed and pausing, and variations in pitch, volume and intonation, creating that supports and enhances the meaning of speech” (Klippel, 1998:10 ).

From some definitions above, it could be concluded that speaking is the process of producing utterance by using words or sounds loudly in order to make a communication, communicating the ideas and convey the information between human being.

Speaking is a tool of communication. It is important that everything we want to say is conveyed in an effective way, because speaking is not only producing sounds but also a process of transferring messages between speaker and listener. People do communication for some reasons. Harmer (2002:46) states the reasons as follows:

- (1) “They want to say something”. When people want to say something whether it is important or not, they would look for the way to convey it. Speaking is the best way to communicate with others.
- (2) “They have some communicative purpose”. Speakers say things because they want something happen as a result of what they say. In these cases, speaker is interested in how the influence of the message they conveyed and the effect of message to the listeners.
- (3) “They select from their language store”. Speakers have ability to create new sentences. In order to achieve this communication purpose they would select the language they think is appropriate for this purpose.

### **2.2.2 Speaking Skill**

Speaking is the productive skill in the oral communication. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. The purpose of language is to communicate and one form of communication is the interaction between speakers. Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. According to Brown (2003:142), there are some of the micro-skills involved in speaking. The speaker has to:

- (1) Pronounce the distinctive sounds of a language clearly enough so that people could distinguish them.
- (2) Use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people could understand what is said.

- (3) Use the correct forms of words. This may mean, for example, changes in the tense, case, or gender.
- (4) Put words together in correct word order.
- (5) Use vocabulary appropriately.
- (6) Use the register or language variety that is appropriate to the situation and the relationship to the conversation partner.
- (7) Make the discourse hang together so that people could follow what you are saying.

Specific languages could be more or less difficult to learn, depending on how different or similar they are to the languages the learner already knows. Therefore, speaking skills which consist of five aspects such as grammar, vocabulary, fluency, pronunciation, and task or content should be improved to make the speaking process better.

#### ***2.2.2.1 Grammar***

There are various definitions of grammar. Different experts define the term grammar differently. Harmer (2001:12) argues “the grammar of a language is the description of the ways in which words could change their forms and could be combined into sentences in that language.” From the definition, I could conclude that if people know the grammar of their language, they also know how the language is used, and they know how to construct sentences or utterances in the accepted forms.

### ***2.2.2.2 Vocabulary***

Vocabulary is a total number of words which make up a language, vocabulary also words known to or used by person in trade, profession, etc. Mastery in vocabulary is a complete control of knowledge. It could be said that the arrangement of words into a sentence is a part of vocabulary. Student who wants to succeed in language learning process has to master the components of the language. One of them is vocabulary.

### ***2.2.2.3 Comprehension***

Comprehension is the ability to understand something. In speaking skill students must master the comprehension of the sentences. It is to understand what the speaker says and get the point of information related to the topic discussed.

### ***2.2.2.4 Fluency***

Speaking English fluently is a goal of many learners of English. Fluency means being able to communicate your idea without having to stop and think too much about what you are saying. According to Weir (1993:42), fluency is smoothness of execution, ability to negotiate meaning and ability to use communication strategies with ease when it is difficult. In other words, it could be said that fluency is very important because without having it, communication is less perfect and sometimes it is difficult to convey message.

#### **2.2.2.4 Pronunciation**

Pronunciation usually deals with the speech sound that is produced by speakers. Ramelan (1994:2) suggested that “differences in pronunciation between one speaker and another are caused by geographical, social and historical factors; or they may be caused by individual peculiarities such as stuttering, lisp, or other speech deficiencies.” From that statement, Indonesian speakers who have different geographical with America or England as the native speaker of English, have difficulties in pronouncing English word, therefore Indonesian students need to learn harder in pronouncing English words in many ways.

#### **2.2.2.5 Task or Content**

The clear content in utterances is very important. People would understand what others say in communication if the content of their utterances is clear and easy to understand. Therefore, the speakers would have a good content in their utterances if they speak based on the topic that is being talked

#### **2.2.3 Teaching Speaking**

Today in learning speaking, students not only must be able to speak English well but also they should improve students' communicative skills. Nunan (1989:77) argues:

Teaching speaking is to teach English language learners to produce the English speech sounds and sounds patterns, use words and sentence stress, intonation patterns and the rhythm of the second language, select appropriate words and sentences according to the proper social setting.

From the argument above, it could be inferred that in teaching speaking, teacher are demanded to teach students how to produce English speech sounds and sounds pattern correctly, how to use words, phrase and sentence appropriately according to the context, and also how to manage the meaningful ideas, logic sentences and use appropriate language to convey and express their ideas about something. According to Harmer (2002:202), there are three basic phases for teaching speaking as follows;

- (1) *Rehearsal*; Allowing students to have free discussion with their friends in order to gives them a chance to practice because everything that students do in class would be rehearsed in real life activity.
- (2) *Feedback*; When the students are trying to speak language, it also gives feedback for both teacher and students.
- (3) *Engagement*; Teacher must create good atmosphere in teaching learning process and make the students enjoy the lesson. It would give the students satisfaction that would encourage them to speak fluently.

When teaching students, we have to keep in mind that we are in front of a mixed class with various abilities, expectations, motivation level, knowledge and different learning styles. We as teacher need to vary our teaching method and offer as much opportunity as possible to make the whole class enjoy with the teaching learning process.

#### 2.2.4 Guidance for Teacher in Teaching Speaking

Students, especially young learners, would always follow everything teacher says and how teacher says it. Clear and correct pronunciation is very important part in teaching speaking, since young learners repeat exactly what they hear. What has been learned at an early stage is very difficult to change later. For instant, teacher has to give the students as much speaking time as possible. Here is some guidance for English language teachers while teaching speaking according to Thornbury (2004:75)

- (1) Provide maximum opportunity to the students to speak in the target language as much as possible.
- (2) Try to involve each student in every speaking activity.
- (3) Reduce teacher speaking time in class while increasing student speaking time, step back and observe students.
- (4) Indicate positive signs when commenting on a student's response.
- (5) Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" In order to prompt the students to speak more.
- (6) Provide written feedback like "Your presentation was really great."
- (7) Do not correct students' pronunciation mistakes very often while they are speaking.
- (8) Involve speaking activities not only in class but also out of class, contact parents and other people who could help.
- (9) Provide the vocabulary beforehand that students need in speaking activities.

### 2.2.5 Classroom Activities to Promote Speaking

There are many classroom activities that could be used by teacher to teach speaking. Variation of method in teaching speaking is very needed in order to make students keep interested and do not feel bored in learning process. Every speaking activity is different in function and method, depending on the levels and condition of the students. According to Harmer (2002:98), there are some classroom activities to promote speaking;

(1) Information Gaps

In this activity students have to work in pairs. One becomes speaker and another one is to be interlocutor. Both of them have different information that would be shared through this activity. This activity usually supposed to elementary and intermediate school.

(2) Surveys

Survey is best simple way to create conversation among students. The teacher could make a list of questions for students to be answered with their friends. The students would have to go round class questioning other students and noting their answer. This activity is usually applied by intermediate students.

(3) Discussion

As we know in teaching learning process there are many problems that cannot be solved individually by students. By discussion students could make conclusion about something, share ideas about an event, or find solutions about the problem. This activity is usually done in intermediate and upper intermediate.



#### (4) Role-play

Role-play is activities where students are asked to imagine that they are in the different situations and try to act become others character. Role play is very important in teaching speaking because it gives students an opportunity to practice communicating in different social.

Sometimes teacher may want to join in speaking activities, but teacher needs to be concerned not to dominate the speaking activity. What the teacher should do is just supervising the speaking activities and aware of the problems that may come during speaking activities. Sometimes, students cannot think what they have to say and the conversation is suddenly over. The teacher could decide whether the activity should be stopped or continued and give some help for the students by providing some vocabulary.

#### **2.2.6 Speaking Assessment**

Speaking is an important part in language teaching, so that it also an important object of assessment. Brown (2004:210) states “How could such speaking be evaluated is to one representing one of several traits involve pronunciation, fluency, vocabulary use, grammar, comprehensibility”. For instant, assessing speaking is challenging because there are so many aspects that influence of how someone could speak a language well. The aspects involve pronunciation, fluency, vocabulary use, grammar, comprehensibility. According to Brown (2004:141), there are five basic types of speaking performance to design speaking assessment:

- (1) *Imitative Speaking*; This types of speaking performance concern to the ability of imitating word, phrase or sentence. The main focus of this performance is pronunciation, lexical and grammatical properties. Examples of imitative speaking are phone pass test and word repetition task.
- (2) *Intensive Speaking*; Intensive speaking performance is the production of short stretches of oral language that design to demonstrate the competence in grammatical, phrasal, lexical, or phonological. Example of intensive assessment tasks are: reading aloud, sentence and dialogue completion, picture-cued task etc.
- (3) *Responsive Speaking*; Responsive task assessment involve interaction in limited level. Examples of responsive speaking are very short conversation, standard greeting and small talks, simple request and comment.
- (4) *Interactive Speaking*; Interactive speaking similar with responsive speaking. The difference between interactive and responsive is in the length and complexity of interaction. Examples of interactive speaking are interview, role-play, discussion, and games.
- (5) *Extensive Speaking*; Extensive speaking is usually called monologue. Extensive oral production tasks include speeches, oral presentation, and story retelling.

### **2.3 General Concept of Cooperative Learning**

Today, in teaching learning process students are supposed to learn speaking in the second or foreign language by interacting with their surroundings. Cooperative language learning is very appropriate for this aim. Actually, the most notable name

associated with cooperative learning is Spencer Kagan. In 1985, Dr. Spencer Kagan introduced the structural approach to cooperative learning, which is now used worldwide in classrooms at all grade levels. The definition and concept of Cooperative Language Learning is seen as follows:

### **2.3.1 Definition of Cooperative Learning**

There are several definitions of cooperative learning that have been formulated by experts. Unfortunately, there is no agreed definition of what cooperative learning is among them. One way to understand the definition of cooperative learning is to refer to what experts say:

- (1) Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject (Kagan, 1994).
- (2) Cooperative learning is instruction that involves students working in groups to achieve a shared goal of maximizing their own and each other's learning (Johnson, 2000:17).
- (3) Cooperative learning methods is instructional techniques in which students work in small groups to help one another learning academic content are among the most effective teaching methods known (Richard, 2006:4).

From the above definitions, it could be concluded that cooperative learning is a teaching strategy involving joint intellectual effort by students, or students and teachers together in which small teams, with students of different levels of ability, using a variety of learning activities to work together in small group to find solutions

and meanings about something, creating a product and improving their understanding of a subject and without leaving to help each other's.

The term "Cooperative Learning" involves active learning activities which students do in groups rather than working alone. In cooperative learning techniques, students work in groups and cooperate with their teammates to solve the problem. Each member of a team is responsible not only for learning what is taught but also for helping teammates to learn something and creating good atmosphere for learning. Students work through the assignment until all the group members successfully understand the lesson.

### **2.3.2 The Basic Principles of Cooperative Learning**

In conducting cooperative learning method in teaching process, teacher must pay attention to the principles in cooperative learning. There are many principles of cooperative learning that have been formulated by the experts. The Johnson model (2000) identified five principles in cooperative learning method. The principles are positive interdependence, individual accountability, face-to-face promotive interaction, appropriate use of collaborative skills, and group processing.

However, the most widely used in education is stated by Kagan in Dell's (1994)

PIES stand for Positive Interdependence, Individual Accountability, Equal Participation, and Simultaneous Interaction. Although not every key concept be a part of every cooperative learning lesson, that all of these basic principles must be implemented in order to label group learning as effective and "cooperative."

We could conclude that PIES are crucial principles in conducting cooperative learning in classroom. PIES is explained as follows:

(1) Positive interdependence

In this principle students are supposed to learn from each other whether from their friends or the teacher. Team members should help one another to achieve the goal of the lesson. If any team members that failed to do their part, everyone in that group would suffer the consequences. For instant, in cooperative learning, students would sink or swim together with their team members.

(2) Individual accountability

Individual accountability means students should perform on his or her ability after rehearsing or practicing in their group.

(3) Equal participation

It means that each student within the group has an equal opportunity to take a part in classroom activity. It is possible that one student may dominate the activity and another one is passive. The teacher could control this situation and make sense this does not happen in the classroom.

(4) Simultaneous interaction

Many interactions happened in conducting cooperative learning method among students. At any moment all of the students must be actively involves in speaking and listening activity. So the students must be ready at any moment for the activity.

### 2.3.3 Cooperative Learning Structure

Cooperative learning consists of instructional strategy called structures. There are many cooperative learning structures that available for any teaching learning situation. Each structure and technique has different function in teaching learning process depending on the student's ability, condition and levels. According to Kagan (1994) there are a number of cooperative learning structures and techniques categorized as follows:

(1) Team Building

This category focuses on doing brainstorming in teaching activities. This category has three structures, RoundRobin , Corners, and Match.

(2) Mastery

This category concern in how students could master the lesson. This activity also has three structures, Numbered Heads Together, Color-Coded Co-op Cards, and Pairs Check.

(3) Concept Development

In this category students are supposed to gain their knowledge from the lesson and developed their concept of the lesson in solving the problem. It includes three structures, Three-Step Interview, and Think-Pair-Share.

(4) Multifunctional

This category could apply in any situation of the teaching learning process. It could be used for building classroom, understanding the lesson and developing the lesson. It includes five structures, RoundRobin , Inside-Outside Circle, Partners, Jigsaw, and Co-op Co-op.

## **2.4 General Concept of RoundRobin Structure**

The discussions of general concepts of RoundRobin structure are revealed as follows:

### **2.4.1 Definition of RoundRobin Structure**

RoundRobin is one of cooperative learning structures created by Spencer Kagan.

Kagan (1994: 10) states:

In RoundRobin structure, students in the group respond in turn to a question or problem orally. Team members are encouraged not to skip turns, but if they cannot answer the question, they are allowed to say "Pass". Thus, there is almost universal participation in RoundRobin structure. There is a high degree of interaction among learners at all times.

We could conclude that in RoundRobin structure students are supposed to work in group consisting of four to six persons and give respond in form of answering question or giving comment to the problem in turn. The entire member of the group has the same opportunity to speak up and convey their opinion. The basic principle of RoundRobin structure is everybody in team group must speak up. Therefore, there is no one who dominates the group activity.

In RoundRobin structure, there are interactions between teacher-students and also students-students. In conducting RoundRobin structure, teacher divides the students into some groups. Teacher also gives understanding about what RoundRobin is so the students understand what to do. Teacher also controls the process. There are many interactions happen among students. In the group, students discuss the problem and try to solve the problem together. They also have to help each other when team member gets difficulties. Kagan (1994:21) argue:

RoundRobin is a very versatile structure that could be used in any curriculum area. It is a simple way of bringing two pairs together to create a larger group with a common aim and purpose. Establishing prior knowledge of a subject at the beginning of a lesson is always useful as is having a definite starting point for a plenary.

RoundRobin structure is multifunctional and could be applied in any learning situation and levels. This structure is very simple and could be conducted inside classroom or outside classroom. We could use this structure in any learning situation because the structure is very easy to be done and useful for both students and teacher.

Richard (2003:47) argues that “RoundRobin is a technique useful for brainstorming, reviewing, or practicing a skill.” In applying RoundRobin structure, students respond to question or problem by stating their ideas aloud in turn. This activity could encourage students to brainstorm the lesson and increase students’ understanding about the lesson.

#### **2.4.2 Procedure of Conducting RoundRobin Structure**

RoundRobin is an excellent way to get students into a group to share information, develop ideas and encourage individuals to work independently. The approach of this structure is grouping students to work together until each team member could work individually. Felder (2007:46) states the steps in conducting RoundRobin structure as follows:

- (1) Teacher gives explanation about what RoundRobin is.
- (2) Teacher groups the students consisting of four to six each group.
- (3) Teacher gives the topic of the lesson and explains the point of the lesson.



- (4) Teacher gives the students a question with multiple answers or a topic with multiple parts, for example: describe this pictures!
- (5) Students are given time to discuss the topic with their group.
- (6) Each student orally provides an answer or part of the topic, taking about the same amount of time for each student.
- (7) Teacher and students discuss together about the answer and the mistake of the students during answering the question process.

Generally, in conducting RoundRobin structure, teacher explains what RoundRobin structure is to the students first, and then grouping students into some small groups consisting of four to six students. Teacher provides a topic of the lesson to the students. For example, the lesson that would be discussed is about expression of apologizing. Teacher explains the main point of the lesson to the students. Then, teacher provides some questions with several possible answers related to the topic of the lesson. Teacher gives several minutes for students to discuss with their group. After discussing, teacher asked each group to perform in front of the class, and chooses which groups that will be perform first. Each student in the group takes turn answer the question loudly. According to Johnson (2000:88), the things teacher should do in conducting RoundRobin structure are:

- (1) Provide questions with multiple answers.
- (2) Set an amount of time for each person to share.
- (3) Display amount of time in some way (wall clock, Teach Timer, etc.)
- (4) Model correct forms of coaching and constructive feedback.
- (5) Model the difference between coaching and giving the answer.

- (6) Place students in heterogeneous groups.

### **2.4.3 RoundRobin Structure in Improving Student's Speaking Skill**

In RoundRobin structure, each student is supposed to speak about the lesson or answering the question related to the lesson. Having lots of time of speaking, students are expected to improve their speaking skill in the target language. RoundRobin is a simple structure but very useful to improve the students' speaking skill. As we know, speaking skills consist of some aspects such as grammar, vocabulary, fluency, comprehension, pronunciation, and content. RoundRobin is simple structure in teaching learning process, which could improve speaking aspects as follows:

#### **2.4.3.1 Grammar**

By conducting RoundRobin structure, student also could learn more about grammar. By drilling students with RoundRobin, students would be accustomed to use correct grammar to convey their opinion. In the end of RoundRobin structure, teacher and students also check the students' mistake during the lesson. By checking students' mistake and give the correction, students would know their mistake and they would pay attention to the next lesson. By RoundRobin, they know how to construct sentences or utterances in the accepted forms.

#### **2.4.3.2 Vocabulary**

RoundRobin is the best way in improving students' vocabulary. In RoundRobin, students are supposed to answer question or giving comment about a topic whether it

is in the form of word, phrase or sentence. Teacher could ask students to give comment about something for example about the lesson today in one sentence. By RoundRobin structure, students would discuss with their friend about the possible answer and speak their sentence loudly. By RoundRobin, students could find new word from their friends' answer and would hear new vocabulary they never heard before and it would improve students' vocabulary.

#### **2.4.3.3 Comprehension**

Comprehension is the understanding of the sentences arrangement. In RoundRobin structure, students discuss with their friend first to make and arrange the sentences. By working together, students could make better sentence. As a result, the listener will understand the sentences and gets the point of information related to the topic discussed.

#### **2.4.3.4. Fluency**

Fluency means being able to communicate the idea without thinking too much about what you are saying. In RoundRobin structure, students practice to convey their ideas and opinion anytime they are called. It would make the students always be ready to speak anytime and make them accustomed to speak fluently.

#### **2.4.3.5 Pronunciation**

Pronunciation deals with the speech sound that is produced by speakers. In RoundRobin structure, teacher becomes the model of learning. Teacher gives an

example of how to pronounce a word correctly, and with RoundRobin, student pronounce the word they heard. Teacher also could order students to pronounce familiar and unfamiliar word with RoundRobin again and again so they are accustomed to pronounce the difficult word. By doing pronunciation drill with RoundRobin anytime in class, it would encourage students to improve their pronunciation.

#### **2.4.3.6 Task/Content**

People would understand what others said in communication if the content of their utterances is clear and easy to be understood. In RoundRobin, students are supposed to speak in front of their friends so that they would try to speak clearly in order to make their friends and teacher understand the utterance. In RoundRobin structure, students do not only practice to speak but also listen to other students' opinion. By listening to them, they would learn how to speak better and better than their friends.

## **2.5 General Concept of Action Research**

The general concept of action research would be revealed as follows:

### **2.5.1 Definition of Action Research**

According to Burn (2010:11 ) “The action research framework is most appropriate for participants who recognize the existence of shortcomings in their educational activities and who would like to adopt some initial stance in regard to the problem, formulate a plan, carry out an intervention, evaluate outcomes, and develop further strategies in an iterative fashion.”

In short, action research appears because of a research methodology that intended to be a good technique for working classroom teachers. We could conclude that the meaning of classroom action research is action which is done in doing researcher's jobs to deepen their understanding of the action in order to make the teaching-learning process better.

An action research is done to improve a teaching learning process. Elliot (1998:49) concludes that action research improves a teaching learning process by saying "The fundamental aim of action research is to improve practice rather than knowledge." From those explanations, we could conclude that the meaning of classroom action research is a kind of ways of conducting an experiment in which the researcher does a technique in classroom experiment white a problem which is based on the real situation.

### **2.5.2 Types of Action Research**

Ferrance (2000:28) divides 3 types of action research as follows:

(1) Collaborative action Research

It includes several teacher and other participants who are interested in a classroom or department issue. These teachers may be supported by individuals outside of the school, such as a university.

(2) School-wide research

This research focuses on common issues to all. For example, a school may have a concern about the lack of parent involvement in school activities, and

is looking for a way to reach more parents to involve them in meaningful ways.

(3) District-wide research

This research is more complex and uses more resources, but the rewards could be great. Collecting data from all participants needs a commitment from staff to do their fair share and to meet agreed of deadlines for assignments.

### 2.5.3 Steps in Conducting Action Research

In conducting action research, there is a structure management that usually called phase or cycle. This cycle or phase will be done continuously depending on the result of the data. The research should follow the basic phases in doing the action research, Ferrance (2000:10) argues:

.....these routines are loosely guided by movement through five phases of inquiry identification of problem area, collection and organization of data, interpretation of data, action based on data and reflection.

We could conclude that in conducting action research, researcher must do five phases above such as identification of problem area, collection and organization of data, interpretation of data, action based on data and reflection. Without doing those phases, the research is not successful.

In conducting a phase of action research, researcher must follow the steps in doing action research. According to Ferrance (2000:67) there are six steps in conducting action research as follows:

(1) Identify a problem area

In identifying the problem, we need a question to gain information. Teachers often have many questions to do investigation but teacher should limit the question to one that is meaningful.

(2) Gather data

Data gathering is an important step in deciding what action needs to be taken.

(3) Interpret data

It is important for interpreting the data. Some of the data could be analyzed without the use of statistics or technical assistance.

(4) Act on evidence

This step concerns with using the information from the data collection and review of current literature and design a plan of action.

(5) Evaluate results

This step focuses on assessing the effects of the experiment to determine if improvement has occurred.

(6) Next steps

As a result of the action research project, identify additional questions that may be raised by the data and plan for additional improvements, revisions, and next steps.

## 2.6 About the Study

The study is conducted to find out how the use of RoundRobin structure can be used to improve students' speaking skill. English teacher needs an interesting media and technique to motivate and encourage students in learning speaking English. I intend

to reveal that there is an alternative technique to improve the students' speaking skill, which is by using RoundRobin structure.

Kagan (1994:21) argues "RoundRobin is a very versatile structure that could be used in any curriculum area. It is a simple way of bringing two pairs together to create a larger group with a common aim and purpose. Establishing prior knowledge of a subject at the beginning of a lesson is always useful as is having a definite starting point for a plenary". It can be concluded, RoundRobin structure is multifunctional and could be applied in any learning situation and levels. This structure is very simple and could be conducted inside classroom or outside classroom. We could use this structure in any learning situation because the structure is very easy to be done and useful for both students and teacher. According to Richard (2003:47) "RoundRobin is a technique useful for brainstorming, reviewing, or practicing a skill". RoundRobin activity could encourage students to brainstorm the lesson and increase students' understanding about the lesson.

I conducted a Classroom Action Research (CAR) to evaluate the appropriateness of certain activities to improve aspects in learning and teaching process. According to Hartoyo (2010:71) "The main purpose of action research is to develop new skill or new approaches and to solve problems with direct application to the classroom or other applied setting". Teachers usually use action research when they find some problems such as the students have not achieved the target they expected during teaching and learning process. Researcher use this type of action to find out the improvement of the treatment or action in conducting cooperative learning technique method in classroom.



The research was done at State junior High School Semarang for grade VII. The action research was conducted in two cycles. In gathering the data, I used test, and questionnaire. In giving scores, I used the rating scale model by Brown (2004: 74) there were six components measured. They are vocabulary, pronunciation, fluency, grammar, comprehension, and content/task with the maximum score is 30.



## **CHAPTER III METHOD OF INVESTIGATION**

This chapter discusses about the methods of investigation. There are seven subchapters: Research Design, Setting of the Study, Subject of the Study, Roles of the Researcher, Instrument of the Study, Procedure of Collecting Data, and Procedures of Analyzing Data.

### **3.1. Research Design**

Researcher conducted a Classroom Action Research (CAR) to evaluate the appropriateness of certain activities to improve aspects in learning and teaching process. Action research is a research that does some cycle process of finding a new strategy to overcome those problems by giving treatment to a group of students who face the problems.

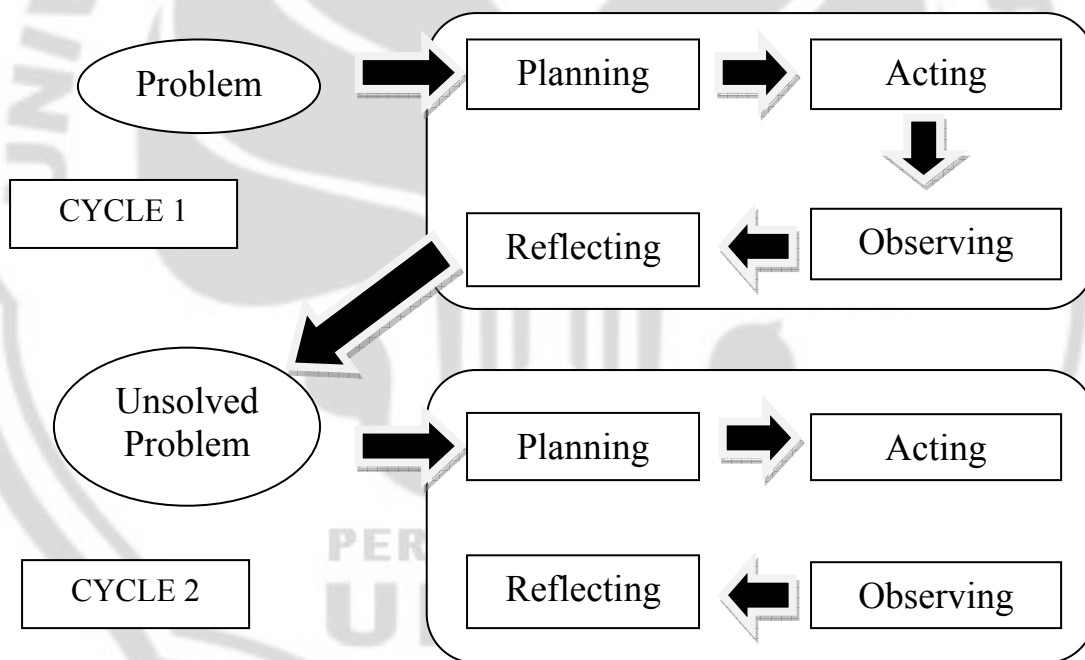
According to Hartoyo (2010:71) “The main purpose of action research is to develop new skill or new approaches and to solve problems with direct application to the classroom or other applied setting”. Teachers usually use action research when they find some problems such as the students have not achieved the target they expected during teaching and learning process. Researcher use this type of action to find out the improvement of the treatment or action in conducting cooperative learning technique method in classroom. In this study, researcher studied the improvement of student's ability in speaking skill.

In conducting classroom action research, researcher do some cycles. Each cycle consisting four phases. There are planning, acting, observing, and reflecting,

Kemmis and Mc Taggart quoted by Arikunto (2006: 92) defines that in classroom action research there are four components:

- a. Planning
- b. Acting
- c. Observing
- d. Reflecting

Researcher applied the four components of Kemmis and Mc Taggart's model in each cycle. This research consisted of two cycles; cycle 1 and cycle 2. The design of this research is presented in the figure below:



*Figure 3.1 The model of action research*

### 3.1.1 Planning

The main focus of this step is on what, when, where, why and how this action research would be done. The activities in planning are:

- (a) Planning the implementation of RoundRobin structure as a method in teaching speaking.
- (b) Making a lesson plan by implementing RoundRobin structure in teaching speaking.

### **3.1.2 Action**

At this stage, researcher implemented some procedures or planning of the classroom research. The main activities conducted at this stage are:

- (a) Implementing RoundRobin structure as method in teaching speaking. The activities in cycle 1 were describing thing and person. Meanwhile, the activities in cycle 2 were describing place, review and drill section.
- (b) Giving students cycle tests at the end of the activities in each cycle to know the progress of their speaking skill.

### **3.1.3 Observation**

Observation was done during the learning and teaching process. The results were used as an indicator to know the students' progress of speaking skill in each cycle.

The activities in this stage are:

- (a) Observing the activities of learning and teaching processes. In includes the implementation of using RoundRobin structure in teaching speaking.
- (b) Evaluating students' speaking skill by using oral tests in each cycle.

#### **3.1.4 Reflection**

At this stage, researcher concluded the result of acting stage in order to know the unsolved problem in the previous cycle and make a better plan for the next cycle.

### **3.2 Setting of the Study**

The researcher conducted a research dealing with the use of RoundRobin structure to improve the students' speaking skills. The researcher conducted the research in State Junior High School 13 Semarang grade VII-C. There are 32 students with the proportion of 17 girls and 15 boys.

### **3.3 Subject of the Study**

Nunan (1989:25) states, "Population is all cases, situations or individuals who share one or more characteristics." The population of this research is Grade VII students of State Junior High School 13 Semarang in the academic year of 2010/2011. Arikunto (2002:109) states, "Sample is a part of population that could represent all the populations observed." The research was done in grade VII-C of State Junior High School 13 Semarang, in which there were 32 students consisting of 15 male students and 17 female students.

### **3.3 Roles of the researcher**

The roles of the researcher in this study were data collector and data analyzer. Researcher collected the data through observation and the results of the oral tests which were then analyzed.

### **3.4 Instruments of the Study**

Calderon (2008) defines instrument as a tool for gathering data in research process. From the definitions, researcher gathered the data by using several instruments such as tests and questionnaires. The test was categorized into two, they are pre-test and post-test. The pre-test was conducted in order to know the student's speaking ability before the treatment, while post-test was conducted in order to get the result of the student's speaking ability after the treatment. They would measure the effect of giving treatment in the classroom so that researcher could find the improvement of using RoundRobin. This test was administered in every cycle. In the first cycle, students were given pretest to measure their basic understanding of the material. The students performed about introducing and describing themselves in turn. While the students were performing, researcher assessed their speaking ability. The assessment aspects of those two tests were pronunciation, grammar, comprehension, vocabulary, fluency, and content.

Afterwards, researcher gave the treatment of RoundRobin structure to teach speaking. After that, students were given post-test to finish the first cycle. The test was describing a person they admired. In the second cycle after reflecting the previous one, researcher gave a form of pretest. The test was describing a place in the picture given by teacher. Closing this action research, there would be a post-test in the end of the second cycle. In the last post-test, students were asked to describe a tourism place

in Semarang. All of the test in these cycles are in form of spoken test so that researcher could measure their speaking skill in this research.

### **3.5.1 Test**

There were two tests that the writer did in this research, they are pre-test and post-test. Pre-test was given to gain the initial performance of students before they get the treatment. The writer analyzed the students' speaking skill. The result of this pre-test would be compared with the post-test to find out the result of the students' achievement data.

### **3.5.2 Observation Sheet**

Observation sheet was used to know the students' activities, attention, and responses during the teaching and learning process and to record events happen in the class. My observation sheet was used to know: (1) how the students' responses toward the lesson and the teacher, (2) how the students' responses toward the learning medium.

### **3.5.3 Questionnaire**

Questionnaire was administered to get the students feedback and their perception towards RoundRobin structure used as teaching technique in this study. By using the questionnaire, researcher was able to obtain information from the students about their interest, motivation, the advantages of the RoundRobin structure, and its relevancy with teaching learning material and the sustainability of the method. The questionnaire was given to the students in the last meeting after the post-test was conducted. The result of the questionnaire for each issue was classified into a range of

mean based on the classification of graded scores offered by Heaton. It is displayed in the following table:

**Table 3.1. The Classification of Graded Score**

Range of Mean	Students' Interest	The Advantage	Students' Achievement	The Relevancy	Sustainability
0.00 – 1.00	Low	Not helpful	Low	Not relevant	Not necessary
1.01 – 2.00	Medium	Helpful	Medium	Relevant	Necessary
2.01 – 3.00	High	Very helpful	High	Very Relevant	Very necessary

(Heaton 1975:172)

### **3.6 Procedure of Collecting Data**

This classroom action research was conducted in two cycles and four phases. There were planning, acting, observing, and reflecting in each cycle. However, before making a plan of the action, the researcher had to compose a syllabus which consists of lesson plan, learning material and learning activity. Those materials were composed based on competence standard and basic competence of the Junior High School curriculum. Then, the researcher could do the following activities:

#### **3.6.1 Pre-Observation**

Observation is activity to find information about something. In this research I did pre-observation to find the problem faced by students. I did observation by interviewing some students to get the information about the students' problem in learning speaking skill. The interview was given to the students before I conduct the pre-test and the



treatment. An interview was also given to the teacher to know her opinion towards the teaching speaking process.

### **3.6.2 Pre-Test**

Pre-test was held before the treatment. The purpose of pre-test was to measure the students' speaking skill and to find out how well the students performed spoken English. Researcher asked the students to do the test individually. The topic of pre-test was describing one of their friends in the class. The students had to make five sentences that described their friend. Then, the researcher gave the students time about three minutes to perform their description in front of the class and 2 minutes for preparation. Pre-test was scored.

### **3.6.3 Cycle One**

#### *a. Planning*

The first step in conducting action research is planning.. The planning of first cycle is as follows:

- (1) Providing a lesson plan.
- (2) Providing good examples of doing RoundRobin structure in classroom.
- (3) Teacher act as a model of teaching speaking who provides good pronunciation, correct grammar, vocabulary, fluency and content.

#### *b. Action*

The teaching steps of the action are as follows:

- (1) Teacher greeted the students and checked students' attendance list

- (2) Teacher grouped students into six groups, each group consists of five students.
- (3) Teacher explained how to do RoundRobin structure in classroom.
- (4) Teacher explained the material to the students.
- (5) Students listened to the teacher how pronounce word correctly and make a correct sentence.
- (6) Students asked to pronounce the word given by teacher in turn.
- (7) Students are asked to find new vocabulary related to the material in turn.
- (8) Students are asked to make a correct simple sentence about their school and perform in front of the class with their group.
- (9) The teacher reviewed the material given to the students

*c. Observation*

In cycle one, the observation was about the students' participation in teaching learning process by conducting RoundRobin structure. In this step the researcher observed the use of RoundRobin structure in improving students' speaking skill.

*d. Reflection*

In this step, the researcher analyzed the result of the cycle one test and evaluated the application of RoundRobin teaching method in teaching speaking for cycle one.

#### **3.6.4 Cycle One Test**

Cycle one test was conducted after cycle one treatment. In this test, the improvement of students' speaking skill after being taught by RoundRobin structure was known.

Students were supposed to work with their group and describe their idol in five minutes. Then, they should perform their description in front of the class in turn.

Cycle one test was scored.

### **3.6.5 Cycle Two**

#### *a. Planning*

In the second cycle, the step and the technique were similar with the first cycle. The second cycle was conducted to find out the weaknesses of teaching technique in cycle one. By knowing the weaknesses, the researcher tried to solve the problem which appeared in first cycle. In the second cycle, teacher gave more opportunities for students to understand the turn taking in RoundRobin structure and how they could work in group together. In order to get a better result, it is necessary to have a better more complete plan. It is as follows:

- (1) Providing a lesson plan.
- (2) Providing good examples of doing RoundRobin structure in classroom.
- (3) Teacher act as a model of how speaking English correctly.

#### *b. Action*

- (1) Teacher greeted the students and checked their condition.
- (2) Teacher grouped students into six groups, but with different member from the first cycle.
- (3) Teacher brushed up the previous meeting with some question.
- (4) Teacher drilled the students pronunciation in turn.

- (5) Students are asked to find new vocabulary as many as possible with their group.
- (6) Students are asked to see the video played by teacher.
- (7) Students worked in group and discussed about the picture in the video.
- (8) The students are asked to describing one of the pictures in the video in front of the class with their group.
- (9) The teacher summed up the material given to the students

*c. Observation*

Researcher analyzed the improvement of students' participation compared with the previous cycle. In the end of this session, researcher asked the students to fill the questionnaire. This questionnaire helped the researcher to observe students motivation in attending this learning process.

*d. Reflecting*

It was the last steps to analyze the score of the result of the last test. in this step, the whole result was analyzed to measure the use of RoundRobin structure to improve students' speaking skill.

### **3.6.6 Post-test**

In this activity, the students were evaluated by giving a post-test. In this test, students were asked to describe one of tourism places in Semarang with their team member in front of the class orally. The post-test aims to check the use of RoundRobin structure to improve students speaking skill. This test would be the end session of the research in this classroom.

### **3.7 Procedure of Analyzing Data**

This research was done after getting the empirical data required for this research. The methods of analyzing the data are described as follows:

#### **3.7.1 Transcribing the Students' Speaking Test**

The first step in analyzing the data obtained was by transcribing the students' speaking test of the pre-test, post-test. The spoken data were transcribed verbatim, this means the transcription includes silence and there are some strange voices produced by the speaker, such as: aa....., ehmmm.....,

#### **3.7.2 Scoring the Students' Productions**

In analyzing the data of the research, the researcher used direct test that was measured by five speaking components they are grammar, vocabulary, comprehension, fluency, pronunciation, tasks/ content. The researcher used the rating scale model by Brown (2004: 74) in giving scores, elaborated in the following table:

**Table 3.2. Oral Proficiency Scoring Categories**

Score	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Task
1	Errors in pronunciation are frequent but could be understood	Errors in grammar are frequent	Speaking vocabulary inadequate to express anything	(No specific description)	Could ask and answer question topic very familiar to him	Could ask and answer question topic very familiar to him
2	Accent is intelligible though often quite faulty	Accent usually the construction, but does not confident control of the grammar	Has speaking vocabulary sufficient to express the idea	Could handle with confidence but not including casual conversations	Able to satisfy routine social demands and work requirements	Able to satisfy routine social demands and work requirements
3	Errors never interfere with understanding	Control of grammar is good and able to speak with sufficient structural accuracy	Vocabulary is broad enough that rarely has to grope for a word	Could discuss particular interest of competence with reasonable words	Could participate effectively in most formal and informal conversations	Could participate effectively in most formal and informal conversations
4	Errors in pronunciation are quite rare	Errors in grammar are quite rare and able to speak accurately	Could understand and participate in any conversation.	Could participate in any conversation within the range of the experience with a high degree of fluency	Could handle informal interpreting from and into language	Could handle informal interpreting from and into language
5	Equivalent to and fully accepted by aducated native speaker	Equivalent to that of an educated native speaker	Speech on all levels is fully accepted by educated native speakers	Has complete fluency in the language.	Speaking proficiency equivalent to that of educated native speaker	Speaking proficiency equivalent to that of educated native speaker

Then, the results from the calculation were categorized based on Harris's classification of achievement levels, shown in the following table:

**Table 3.3 Harris's Scoring Classification**

Grade	Category	Score	Frequency	Percentage
1	Poor	0-49		
2	Poor to average	50-59		
3	Average to good	60-79		
4	Good to exelent	80-100		
<b>The Lowest Score</b>				
<b>The Highest Score</b>				
<b>Mean</b>				

(Harris, 1969:134)

After gathering the data, the step done was analyzing them. There were two data analyzed; achievement test and questionnaire. The achievement test was analyzed by comparing the result of the pre-test and post-test through comparing the mean of them. The formula is as followed:

$$\text{Mean} = \frac{\sum x}{N}$$

$\sum x$  = the total scores

$N$  = number of students

then,  $M1 : M2$

$M1$  = mean of pre-test

$M2$  = mean of post-test

### 3.7.3 Analyzing the questionnaire

The questionnaire were analyzed to find out to what extent the ability and problem faced by the students, the students' interest and motivation toward the method, the advantages of the method, its relevancy with teaching learning material and the sustainability of the method conducted during the research.

The questionnaire was analyzed by follow the steps bellow:

- (1) grading the item of the questionnaire
- (2) tabulating the data of questionnaire
- (3) finding the mean by using formula

$$\text{Mean} = \frac{\sum x}{N}$$

$\sum x$  = the total scores

$N$  = number of students

- (4) determining the graded score
- (5) matching the mean to a criterion
- (6) concluding the questionnaire result

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## CHAPTER IV

### RESULTS AND DISCUSSION

This chapter presents the result of the study and its discussion. They are presented as follows:

#### 4.1. Data Analysis

The study is categorized as an action research that took place at State Junior High School 13 Semarang, specifically at grade VII-C. It was conducted into four meetings. The first meeting was for pre-test, the second meeting was for the first cycle and the first post-test, the third meeting was for the second cycle and the last meeting was for the last post-test and administering questionnaire. The schedule of the research could be seen in the following table:

*Table 4.1 Schedule of the Research*

Date (2011)	Pre-Test	1 <sup>st</sup> Cycle	1 <sup>st</sup> cycle test	2 <sup>nd</sup> cycle	Post-Test & Questionnaire
May 23 <sup>th</sup>					
May 24 <sup>th</sup>					
May 30 <sup>th</sup>					
May 31 <sup>st</sup>					

##### 4.1.1 Analysis of Pre-test

Pre-test was conducted on May 23<sup>th</sup> 2011 in grade VII C of SMP N 13 Semarang. It was conducted at the beginning session of the research. This pre-test was attended by 32 students in that class without any absent students. The purpose of

conducting the pre-test was to know how well the students' spoken English was especially in spoken descriptive text. The result of the pre-test could be seen in Appendix 6. The following table displays the summary of the pre-test report:

**Table 4.2 Summary of Pre-Test Result**

Grade	Category	Score	Frequency	Percentage
1	Poor	0-49	22	69 %
2	Poor to fair	50-59	5	15.5%
3	Fair to good	60-79	5	15.5%
4	Good to excellent	80-100	0	0%
<b>The Lowest Score</b>				26.6
<b>The Highest Score</b>				76.6

In addition to that, here is the average of the students' score in pre-test.

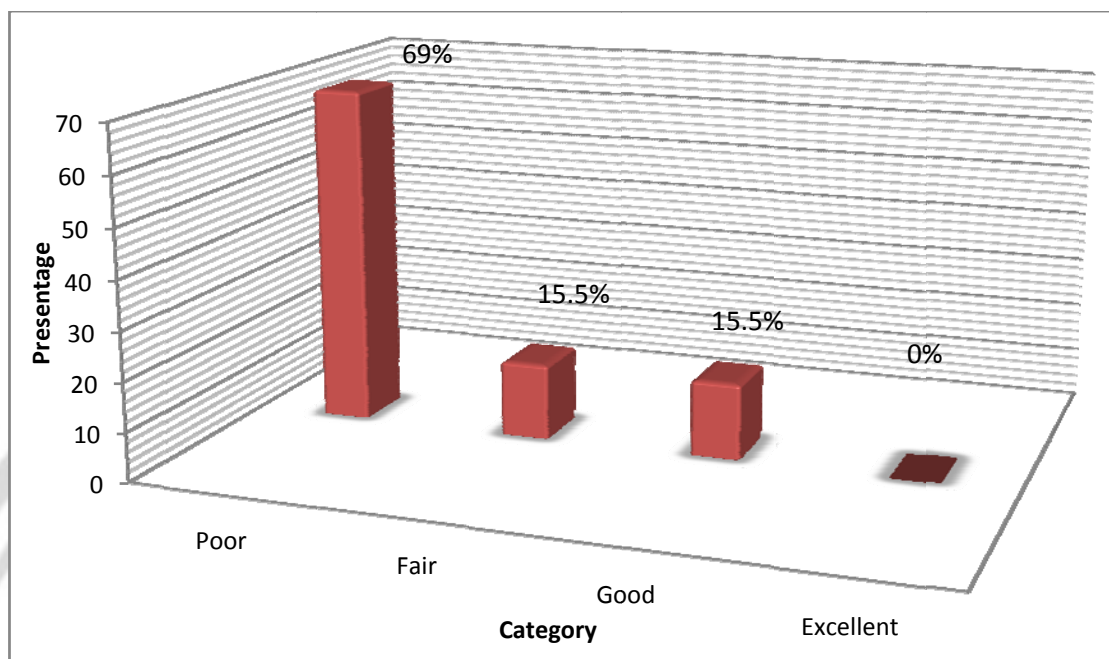
$$M = \frac{\text{total score of students}}{\text{number of students}}$$

$$= \frac{1469}{32}$$

$$= 46.6$$

The result is shown in the diagram, as follows:

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**Figure 4.1 Diagram of Pre- Test**

Based on the table and the figure above, there were 22 students or 69% who were poor, 5 students or 15.5% were fair, and 5 student or 15.5 % were good in describing something. The result of pre-test showed that students' speaking skill was still poor because there were many students who got the poor category. There were also only 5 students who got score in good and none of them who got score in excellent category. Furthermore, the mean of students' pre-test was 46.6. This result was very low if it is compared with Criteria Mastery of Learning of State Junior High School Semarang which is 70.00.

Pre-test data showed that most of the students did many mistakes in their grammar and pronunciation. These two aspects of speaking skill could be said as the most difficult aspects that the students got in speaking class. Some of the students also did some mistakes in other aspects like vocabulary, fluency and comprehension.

In the pre-test, almost all students were lack of grammar understanding. They understood the form of simple present tense but they could not apply it correctly. The students forgot to add s/es at the end of the verb. They also could not make correct sentence with adjectives. In addition, the students pronounced many words incorrectly which could cause misunderstanding. They frequently needed long pauses to rephrase an appropriate word and many of them used visual gestures to replace the missing words which they did not understand. Moreover, most of the students felt nervous so they only used limited vocabulary items and could not speak fluently.

The pre-test result was that the students could not describe the object in a good sentence and in correct pronunciation. Therefore, treatment given was important to improve their speaking skill. The data which I got in the pre-test was used as the basis to conduct classroom action research in order to improve students' speaking skill by using RoundRobin structure.

#### **4.1.2 Cycle One**

There were two meetings in cycle one. The first meeting was conducted on May, 23<sup>rd</sup> 2011. The first step in conducting cycle one was planning. First of all, I made a lesson plan and learning material using RoundRobin structure in teaching speaking. Then, I prepared some instruments needed in the research such as related picture, power point, field notes, and test items.

Action in cycle one started by greeting the students and checking their attendance. I explained the material to the students about descriptive text and tense used in descriptive text. Then, I gave new vocabularies and adjectives used in spoken

descriptive text. The students practiced how to pronounce words correctly. I opened question and answer sessions after explaining the material. Then, I grouped students into six groups, each group consists of five students. I grouped the students randomly by giving pictures. Students found their group member by finding those who got the same picture. Then, I explained how to do RoundRobin structure in classroom. I showed a picture of famous person in slide show. Students are asked to find vocabularies related to the picture and pronounce them correctly. I repeated the activity until student could find many new vocabularies and pronounce them well.

The second meeting in the cycle one was conducted on May 24<sup>th</sup>, 2011. The students were asked to sit with their group. Then, I asked them to describe their school in ten sentences with their group. They were given five minutes to prepare their draft. Then, each group performed their description about their school in front of the class in three minutes. I conducted an exercise with RoundRobin structure twice for students to describe their school and their house. The performance was not scored, because it was only for students' practice. In the end of the meeting, I reviewed the general material of descriptive text.

The observation in cycle one was the students' participation in teaching learning process by conducting RoundRobin structure. The students enjoyed the activities although some of them were still confused about developing their idea. They were still shy to share their idea to their friends in front of the classroom. They just spoke with very limited content and paused too long. As a whole, students were very active in discussion because they were happy to work with their classmates. In this step, the researcher also observed the use of RoundRobin structure in improving

students' speaking skill especially in six aspects, they are: grammar, vocabulary, pronunciation, comprehension, fluency, and content.

Based on findings in cycle one, I noted that there were some actions to be done in cycle two in order to get a better result of students' speaking skill. The actions should be done in the next cycle are:

- (1) Focusing on the fluency and pronunciation aspects so that the students not only could make a good description of something but also produce good utterances.
- (2) Making a group discussion and creating a better condition in the learning activities so that the students could cooperate with other students and feel comfortable in developing their idea.
- (3) Providing interesting media like picture or video to encourage students in their learning process.
- (4) Giving more feedback to the students so they would be more enthusiastic and motivated in doing their learning.

#### **4.1.3 Cycle One Test**

This test was conducted in May, 24<sup>th</sup> 2011. It was conducted at the end of cycle one activity. The purpose of this test was to measure the ability of students in speaking especially in describing something after being taught by using RoundRobin structure. In this test, students were asked to describe their own idol. The students were free to choose their idol with their group. This test would show the improvement of students' mastery in speaking including the whole aspect of speaking mentioned before. Here is the table showing the result of the test.

**Table 4.3 Result of Cycle One Test**

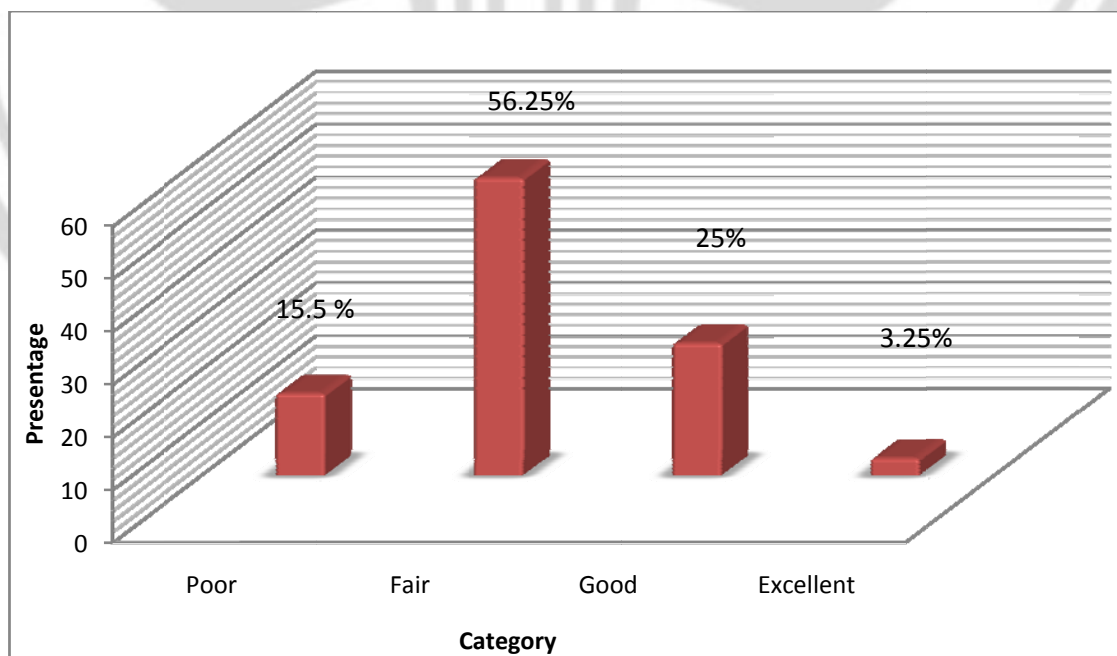
Grade	Category	Score	Frequency	Percentage
1	Poor	0-49	5	15.5 %
2	Poor to fair	50-59	18	56.25%
3	Fair to good	60-79	8	25%
4	Good to excellent	80-100	1	3.25%
<b>The Lowest Score</b>				40
<b>The Highest Score</b>				80

While the average of students' score is:

$$M = \frac{\text{total score of students}}{\text{number of students}}$$

$$= \frac{1719,1}{32}$$

$$= 53.72$$



### *Figure 4.2 Diagram of Cycle One Test*

Seeing the table and the figure above, it can be stated that students' score increased after being taught by using RoundRobin structure in the cycle one. There were five of the students who got poor category, eighteen students were in fair category, eight students who were good category and only one student was in excellent category. The result of cycle one test showed that the students spoke better than before. There was a significant improvement of students' speaking skill especially in describing something. By implementing RoundRobin structure students tried to share their ideas to their group. They describe someone and something meaningfully by using various vocabularies, adjectives and good grammar form. However, some students were still nervous when they performed in front of the class. Therefore, it influenced the quality of their fluency and pronunciation.

The mean of the cycle one test was 53,72. It was higher than the mean of the pre-test. However, it is still below Criteria Mastery of Learning of English Subject of State Junior High School 13 Semarang which is 70.00. The students still did many mistakes in pronounce the words. In order to improve students' spoken recount, the implementation of RoundRobin structure in cycle two needed to be planned better. The activities had to make the students speak correctly and fluently

#### **4.1.4 Cycle Two**

In cycle two, I did better plans. The cycle two conducted to know the weaknesses of teaching technique in cycle one. By knowing the weaknesses, the



researcher tried to solve the problem faced in the cycle one. In the cycle two, the steps and the techniques were similar with the cycle one. In this cycle, teacher gave more opportunities for students to understand the turn taking in RoundRobin structure. In order to get better result, it was necessary to have better and more complete plan. I made a lesson plan that maximizing the students' ability in fluency, pronunciation, grammar, vocabulary, and content.

There were two meetings in cycle two. The first meeting was conducted on May 30<sup>th</sup>, 2011. Meanwhile, the second meeting was on May 31<sup>st</sup>, 2011. I conducted different RoundRobin structure method in every meeting so the students would not feel bored with teaching and learning activities.

The first meeting of cycle two focused on students' fluency and pronunciation aspects. At the beginning of the class, I greeted the students and checked their condition. Then, I grouped the students into six groups, but with different member from the cycle one. I used another method in grouping students. The students had to count number and their group members were who got the same number. The students asked to sit with their group. Then, I played a video showing the vacation places in the world, they are China Great Wall, Eifel tower, Taj Mahal, Sydney Opera House etc. The students were asked to mention some places in the video in turn with their teammates. I gave some adjectives related to the picture. For maximizing the students' ability in pronunciation aspect, I made drill activity by pointing one group to mention some adjectives related to the picture. I checked their pronunciation by giving an example of correct utterance to the students. After that, the student repeated the same sentence by using the correct pronunciation till he/she could produce the

correct utterance. Finally, I asked students to describe one of the places in the video with their group. I gave them five minutes to prepare and three minutes to perform their description in front of the class with their group.

The second meeting of cycle two was focusing on three aspects, they are: grammar, vocabulary, and content. For maximizing the students' ability in grammar, I gave the students power point presentation of tense used in descriptive text. Then, I asked students to mention some examples of verb in simple present tense by pointing each of them randomly. Meanwhile, for maximizing the students' ability in vocabulary, I showed them picture of Borobudur Temple. Then, I asked students to identify vocabulary related to the picture. Furthermore, I did a drilling activity by asking students some adjectives related to the picture. For maximizing the students' ability in content, I showed the same picture of Borobudur Temple. Then, I asked students to tell me its location and history.

In cycle two, students' participation in teaching learning process increased. The students were more talkative to speak and share their ideas. They enjoyed their learning activities because I showed them a video and some pictures they never saw before. All in all, students were very active in all activities of learning process. Students' speaking skill improved significantly especially in six aspects: grammar, vocabulary, pronunciation, comprehension, fluency, and content.

#### **4.1.5 Analysis of Post-Test**

The post-test was held on May, 31<sup>st</sup> 2011. There were 32 students in the class without any absent students. In this test, students were asked to create a description of

one of tourism places in Semarang. The students worked with their group. I divided the students into six groups based on their scores in the cycle one test. Every group consists of students who got the highest score, the average scores, and the lowest score. The goal of dividing those heterogeneous groups was to make students help their group member.

After grouping students, I asked them to choose one of tourism places in Semarang, then discussed with their group and made description about that place. I asked them to make the draft of the description on their own notebook by using various words. Then, I called each group to come forward and perform their description.

The following table and figure display the post-test result:

**Table 4.4 Result of Post-Test**

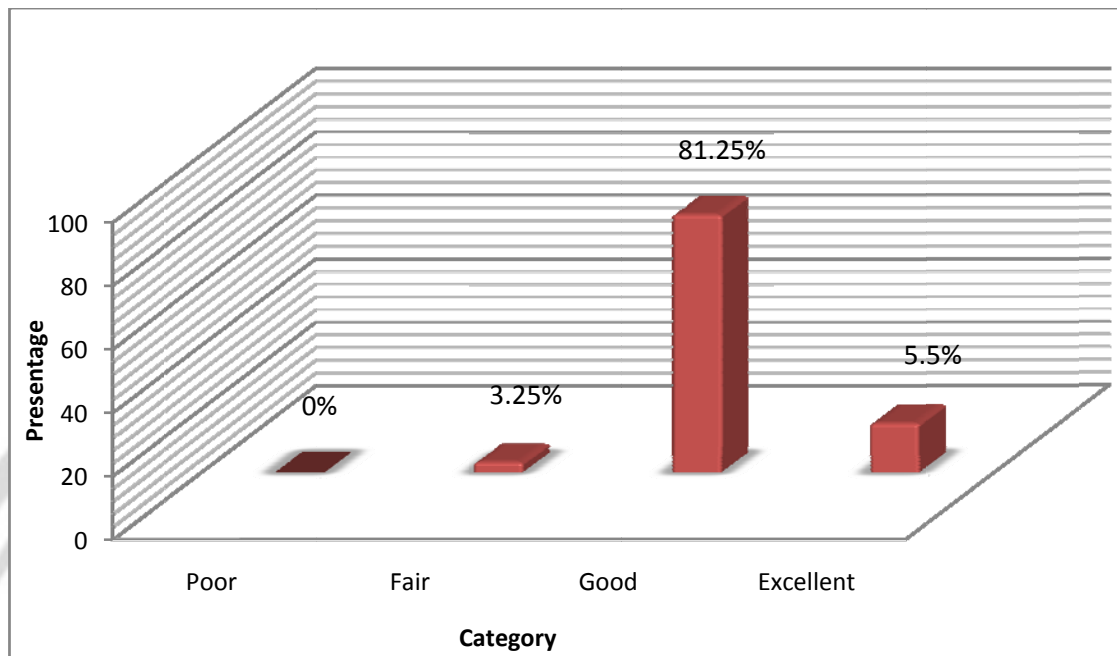
Grade	Category	Score	Frequency	Percentage
1	Poor	0-49	0	0 %
2	Poor to fair	50-59	1	3.25 %
3	Fair to good	60-79	26	81.25%
4	Good to excellent	80-100	5	15.5%
<b>The Lowest Score</b>				40
<b>The Highest Score</b>				80

While the average of students' score is:

$$M = \frac{\text{total score of students}}{\text{number of students}}$$

$$= \frac{2282,2}{32}$$

$$= 71.31$$



*Figure 4.3 Diagram of Post-Test*

The table and the figure above show that students' speaking skill was better than the result of the cycle one test. After conducting cycle two, there were no students in poor category, one student in fair category, 26 students in good category and five students were excellent in spoken descriptive text. In general, students' spoken descriptive text improved after students did the activities in cycle two. They made a significant improvement in grammar, vocabulary, comprehension, fluency, pronunciation, and content. Based on the result of the post-test, I decided not to conduct the next cycle of this classroom action research. Moreover, the mean of the post-test was 71.31, it was higher than 70.00 as the school's Criteria Mastery of Learning.

## 4.2 Analysis of Questionnaire

### (1) Grading the Items of the Questionnaire

The questionnaire consists of 10 questions. Each of them have three options they are A, B, and C. Each option is given a score that shows the quality of each indicator. The score ranges from 1 to 3 as shown in the table below:

**Table 4.5 Point Range**

OPTIONS	POINT
A	3
B	2
C	1

The score that range from 1 to 3 is explained bellow:

1. If the students choose A, the score is 3.
2. If the students choose B, the score is 2.
3. If the students choose C, the score is 1.

(2) Tabulating Questionnaire Data

I tabulated the questionnaire data to make the result of grading clearly readable. The table consists of these columns; name, score per item, total score, and the mean of each item.

(3) Finding the Mean

The formula used for computing the mean is as follows:

$$M = \frac{\sum x}{N}$$

Where,

M : mean

$\sum x$  : the sum of item scores, and

N : the number of the students

(4) Grading the Score

Providing the value of graded scores is very important, since the result of the mean was not in round figure, but decimal. The result of the questionnaire of each issue could be classified into a range of mean bellow:

**Table 4.6 Classification of Score Grade**

<b>Range of Mean</b>	<b>Students' Interest</b>	<b>The Advantage</b>	<b>Students' Achievement</b>	<b>The Relevancy</b>	<b>Sustain Ability</b>
0.00 –1.00	Low	Not helpful	Low	Not relevant	Not necessary
1.01 – 2.00	Medium	Helpful	Medium	Relevant	Necessary
2.01 – 3.00	High	Very helpful	High	Very Relevant	Very necessary

(5) Matching the Mean to A Criterion

In order to get the additional information about the students' response in having the action research, the mean of issues was seen as a criterion. Based on the range of mean above, the result of the data of the questionnaire could be seen in Appendix 11. The following table shows the summary of the questionnaire result:

**Table 4.7 Result of Grade Scores**

<b>Issue</b>	<b>Mean</b>	<b>Category</b>
Students' Interest	2,46	High
The advantage	2.15	Very helpful
Students' Achievement	2.31	High
The Relevancy	2.28	Very Relevant
Sustainability	2.21	Very necessary

## (6) Concluding the Questionnaire Result

Based on the result of matching the mean to the above criterion, it could be concluded that:

- 1) The students' interest in attending a classroom applying RoundRobin structure teaching method is high.
- 2) RoundRobin structure method could help students in practicing speaking especially in describing something, someone or place.
- 3) The students' motivation in learning English as a foreign language is higher after they were taught by using RoundRobin structure.
- 4) The relevancy of the use of RoundRobin structure and students' speaking skill especially in describing something or someone orally is very high.
- 5) It is necessary to use RoundRobin structure when one teaches spoken descriptive text.

### 4.3 Discussion

I conducted a classroom action research on the use of RoundRobin structure to improve students' speaking skill in State Junior High School 13 Semarang at grade VII-C. For the first step, I did a pre-test to know the basic understanding of speaking skill of the students at grade VII-C. The result was not satisfactory. Most of the students fell into poor category and no one got excellent category. The average of the students in speaking skill was 46.6 which was below the Criteria Mastery of Learning of English subject. It showed that the students of grade VII-C needed to improve their

speaking skill. Taking it into consideration, I did classroom action research on the use of RoundRobin structure to improve students' speaking skill

The research was conducted in two cycles. Every cycle was conducted in four steps; they are planning, action, observation and reflection. Before conducting each cycle, I prepared lesson plan and learning material as good as possible. The lesson plan should maximize the students' ability in fluency, pronunciation, comprehension, grammar, vocabulary, and content.

I conducted cycle one test in the end of cycle one. The test was conducted to know the performance of the students' speaking ability after being taught using RoundRobin structure. The result of cycle one test showed that the students made improvement in speaking progressively. The mean of cycle one test was 53,72. It increased 6,12 points from pre-test result. However, the students had not reached the Criteria Mastery of Learning of SMPN 13 Semarang which is 70.00. In addition, the result of the test was not satisfactory because there were more than 50% students who got fair category.

After conducting cycle one test, I concluded that the students' English was still passive. They had problems in pronunciation and fluency. Most of them usually worked individually. When I grouped them, they only spoke in very limited words. They looked shy to share ideas to their friends. Some students conveyed their opinion in Indonesia, because they did not know how to say in English. Taking that into consideration, the researcher needed to conduct continuous cycle in order to increase students' ability in speaking English.



In cycle two, I did better plan to teach speaking to the students. I focused on the lack of pronunciation and fluency of the students. I also did drilling method to improve students' ability in mastering vocabulary and grammar. I showed some pictures and a video to develop students' understanding in comprehension and of the content of the text. I also gave more feedback to the students so that they became active in learning process.

After conducting some activities in cycle two, the students did the post test. The goal of the test was to know the students' speaking skill progress in cycle two. The mean of the post-test result was 71.31. It increased 17.5 points from the mean in cycle one test. Moreover, it was higher than the criteria mastery learning of English subject in State Junior High School 13 Semarang. None of the students were in poor category. It showed that students' speaking skill improved.

After conducting cycle two, there was improvement of students' speaking skill. The students shared and developed their idea bravely because the learning atmosphere in the classroom was fun. Meanwhile, the students felt that their speaking skill got better. They became confident to speak English fluently and grammatically. They also got enthusiastic in learning English because there were fun media and fun activities during the learning process.

Data were also gathered through questionnaire. The students were given several questions to find out some information regarding students' voice regards their learning. After studying the result, it showed that students were interested in learning speaking with RoundRobin structure. This method helped students to practice their English orally and directly. Students had improvement in speaking skill after being

taught using RoundRobin structure. Furthermore, the RoundRobin structure was relevant in teaching speaking especially in describing something or someone.

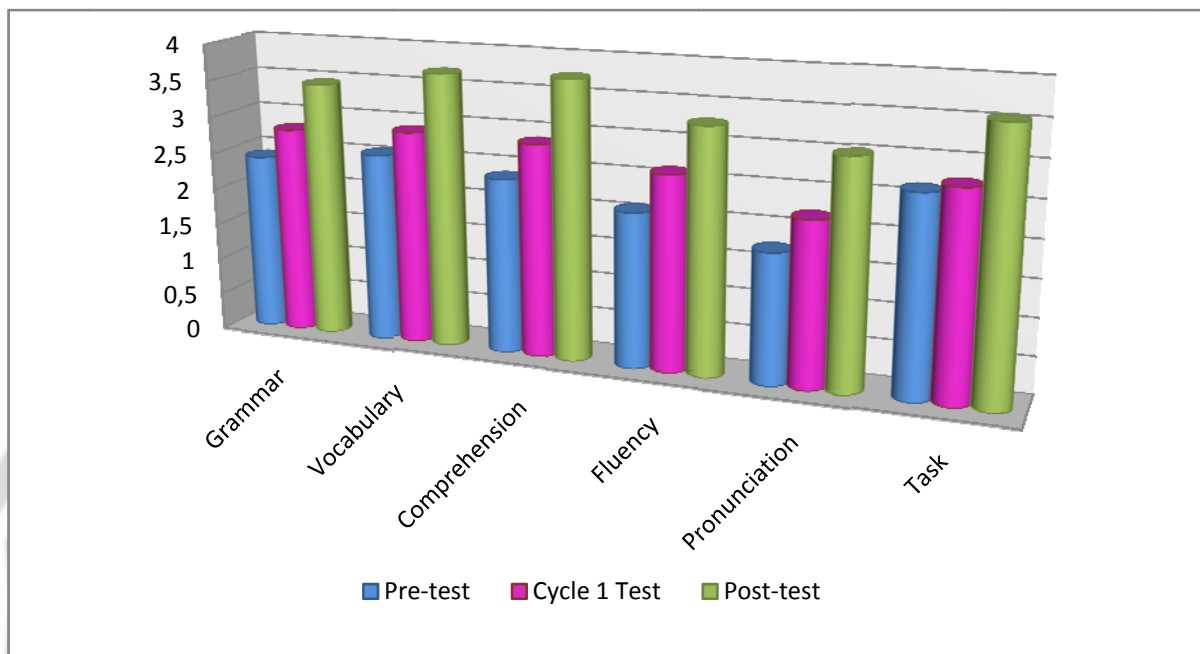
The study indicated that the use of RoundRobin structure in teaching spoken descriptive text made students enjoy the teaching learning process and helped reach the learning objectives. Therefore, I concluded that the use of RoundRobin structure improve students' speaking skill.

#### 4.4 Improvement of Students' Speaking Skill

I conducted a classroom action research using RoundRobin structure as a method in teaching speaking. I conducted the research in State Junior High School 13 Semarang at grade VII-C. The result of every cycle showed an improvement of students' speaking skill. The criteria used in the assessment are grammar, vocabulary, comprehension, fluency, pronunciation and task. The result of the research can be seen in the following tables:

*Table 4.8 The Final Result of the Tests*

Speaking Aspect	Score			Improvement (Pre-test – Post test)
	<i>Pre-test</i>	<i>Cycle 1 test</i>	<i>Post-test</i>	
Grammar	2.40	2.81	3.46	1.06
Vocabulary	2.56	2.90	3.71	1.15
Comprehension	2.37	2.87	3.75	1.38
Fluency	2.09	2.62	3.28	1.19
Pronunciation	1.75	2.21	3.03	1.28
Task	2.65	3.12	4.18	1.53
Mean	2.30	2.75	3.56	1.26



***Figure 4.4 The Final Result of the Tests***

The final result of the test deals with the total score the students gained before and after using RoundRobin structure. The table and figure above show that there is a significant improvement in every test conducted. In the pre-test result, the students had problems in every aspect of speaking skill. In general, grammar control was very poor and they could not produce good utterances. They often made mistakes in very basic standard of structure such as the use of present tense as the time signal of descriptive text.

After conducting cycle one and cycle two, the result of the post-test was pretty good. Almost all students got good scores in grammar, vocabulary, comprehension, fluency, pronunciation, and content. The improvement of each aspect of speaking

skill is explained as follows:

#### **4.4.1 Pronunciation**

Students' pronunciation was very poor before the treatment was given. They were not accustomed to speak in English so their pronunciation was not good. After given the treatment, the students' achievement increased. The students' pronunciation improved because they learned how to pronounce the words correctly since their wrong pronunciation were corrected in the cycle one and two. The students also often heard the words and sentences read by their friends in drilling section, so they remembered and applied them in pronouncing the words.

#### **4.4.2 Grammar**

The target test in this research is spoken descriptive text. The tense used in descriptive text is simple present tense. Students basically knew the simple present tense form, but they could not implement it in speaking skill. They forgot to use e/es in the end of the verb. After doing the cycles, the result of grammar aspect increased. The result showed that the students understood how to use simple present tense form correctly. They also corrected their grammar by themselves when they did mistakes in performing spoken descriptive text.

#### **4.4.3 Vocabulary**

Pre-test data showed that students knew limited vocabularies to describe something. They only used familiar adjectives and simple words in their sentence. I did some treatments to enrich students' vocabulary. I used drilling method to encourage students in finding vocabularies and adjectives they never heard before. After doing some treatments, post-test result was increased significantly. The students' vocabulary achievement improved because they got new vocabulary from the treatment and the teacher's explanation. They also tried to find new vocabulary from their dictionary.

#### **4.4.4 Comprehension**

Comprehension is the ability to understand the sentence completely and be familiar with the situation, fact etc. The result of the research showed that students' comprehension increased. The students could understand what the teacher says and get the point of information related to the topic discussed. They did an exercise asked by teacher. In this aspect, researcher found out how well they understand a spoken language.

#### **4.4.5 Fluency**

Fluency is one of the most difficult aspects in speaking skill. The result of pre-test showed that fluency got the lowest score. After given the treatment, the students' fluency increased. It was influenced by their habit in speaking when they were discussing and reporting their group discussion result during the treatments.

Since they had a lot of practices, their fluency achievement in the post-test was much better than in the pre-test.

#### **4.4.5 Task**

The most significant improvement was in the task aspect. The task got the highest score in the research. In RoundRobin structure, the students worked together in group, they could get many ideas from their group members so the task or the content became better.

### **4.5 The Advantages of RoundRobin Structure in Teaching Speaking**

After conducting the research on the use of RoundRobin structure to improve students speaking skill, the students' achievement in speaking skill increased. Here are the advantages of RoundRobin structure stated by Richard (2006, 48) :

- 1) Learning activities can be done in a shorter amount of time.

One advantage of working in groups is that a problem can be solved faster and easier. In RoundRobin structure, students work in group; therefore they can divide the assignment with their group members. The time will be more efficient. It will be easier to solve the problem when people work together.

- 2) Students can develop students' social skills.

RoundRobin structure is a technique that requires cooperation with other students in group. Therefore, students learn how to communicate with

others. Students also can get new ideas from other group members. Some of the students often get stuck in their own thinking, by listening to another person's ideas, it will help them to broaden their knowledge.

3) Creating good atmosphere in teaching learning process.

In conducting RoundRobin structure, students work in group. Students will feel more comfortable in teaching process. They will not feel shy to ask questions because they are on the same level with their friend. Students often feel lazy to do their assignment individually but RoundRobin structure makes the assignment or project more fun to do.

4) Increasing students' oral communication

In RoundRobin structure, all of the students must say something or must give opinion about something. It will increase students' oral communication especially in English. Students will be more confident to speak in front of people. Students also will not feel shy when conveying their ideas.

5) Long term benefits

By conducting RoundRobin structure, students learn social skills such as cooperation, teamwork, and communication skills useful in later life. Students also learn how to work together to achieve the goal and how to solve the problem. It will be very useful for the students in their future life.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

In this chapter, I present some conclusions and suggestion drawn from the study.

#### 5.1 Conclusions

Based on data interpretation and discussion presented in the previous chapter, I draw the following conclusions:

The result of the study showed that the speaking achievement of the students at Grade VII-C of State Junior High School 13 Semarang in the Academic Year of 2010/2011 improved. The mean of the students' speaking score of the pre-test was 46.6 and the mean of the post-test was 71.31. The improvement from pre-test to post-test was 24.65 points. The average score of the students was 71.31 it was higher than Criteria Mastery of Learning of English subject.

Based on the questionnaire, the students' interest during teaching and learning process by using RoundRobin structure was high, RoundRobin structure as the teaching method was useful in teaching learning process because it helped students very much to learn speaking optimally, students' achievement to in speaking was high; the relevance between the materials offered in this action research and the material that students used in their real life was high; and the last, the method was very necessary for students of junior high school.



## 5.2 Suggestions

RoundRobin Structure is a method in teaching speaking. Actually, there are still a lot of methods that can be used. However, using RoundRobin structure help teacher to teach speaking attractively and give opportunities to students to produce sentences for performing their speaking. Then, I would like to give some suggestions as follows:

- 1) For the teacher, RoundRobin structure is an appropriate method in teaching speaking. That is why teacher should use it as one of the methods to make the students motivated in speaking because students need enjoyable and effective media and learning experiences.
- 2) For the English learner, RoundRobin structure is simple way to learn speaking English. However, the success of the method depends on the learner itself. Make yourself enjoy with English first. Then, practice to speak English every day to make your speaking ability better.
- 3) For the next researcher, speaking is one of the difficult skills for students. It was in questionnaire data. The researcher suggests for the next researcher to explore many methods in teaching speaking. This research also could be one of the references for the next researchers.

Finally, the researcher hopes that the result of this research would be useful for the reader. It is hoped that the readers would have more information about the use of RoundRobin structure in teaching speaking.

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# **APPENDICES**

**STUDENTS' CODE**

<b>No</b>	<b>Kode siswa</b>
1	A1
2	A2
3	A3
4	A4
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## STANDAR KOMPETENSI DAN KOMPETENSI DASAR

### Kelas VII, Semester 1

Standar Kompetensi	Kompetensi Dasar
<p style="text-align: center;"><b>Mendengarkan</b></p> <p>1. Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat</p>	<p>1.1 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang</p> <p>1.2 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi informasi, mengucapkan terima kasih, meminta maaf, dan mengungkapkan kesantunan</p>
<p>2. Memahami makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat</p>	<p>2.1 Merespon makna tindak tutur yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</p> <p>2.2 Merespon makna gagasan yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</p>

Standar Kompetensi	Kompetensi Dasar
<p><b>Berbicara</b></p> <p>3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat</p>	<p>3.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima melakukan interaksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang</p> <p>3.2 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi informasi, mengucapkan terima kasih, meminta maaf, dan mengungkapkan kesantunan</p>
<p>4. Mengungkapkan makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat</p>	<p>4.1 Mengungkapkan makna tindak tutur dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</p> <p>4.2 Mengungkapkan makna gagasan dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</p>



Standar Kompetensi	Kompetensi Dasar
<p><b>Membaca</b></p> <p>5. Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat</p>	<p>5.1 Membaca nyaring bermakna kata, frasa, dan kalimat dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan terdekat</p> <p>5.2 Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat</p>
<p><b>Menulis</b></p> <p>6. Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat</p>	<p>6.1 Mengungkapkan makna gagasan dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat</p> <p>6.2 Mengungkapkan langkah retorika dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat</p>

## Kelas VII, Semester 2

Standar Kompetensi	Kompetensi Dasar
<p><b>Mendengarkan</b></p> <p>7. Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat</p>	<p>7.1 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi jasa, meminta dan memberi barang, serta meminta dan memberi fakta</p> <p>7.2 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi pendapat, menyatakan suka dan tidak suka, meminta klarifikasi, dan merespon secara interpersonal</p>
<p>8. Memahami makna dalam teks lisan fungsional dan monolog pendek sangat sederhana yang berbentuk <i>descriptive</i> dan <i>procedure</i> untuk berinteraksi dengan lingkungan terdekat</p>	<p>8.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</p> <p>8.2 Merespon makna yang terdapat dalam monolog sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i></p>

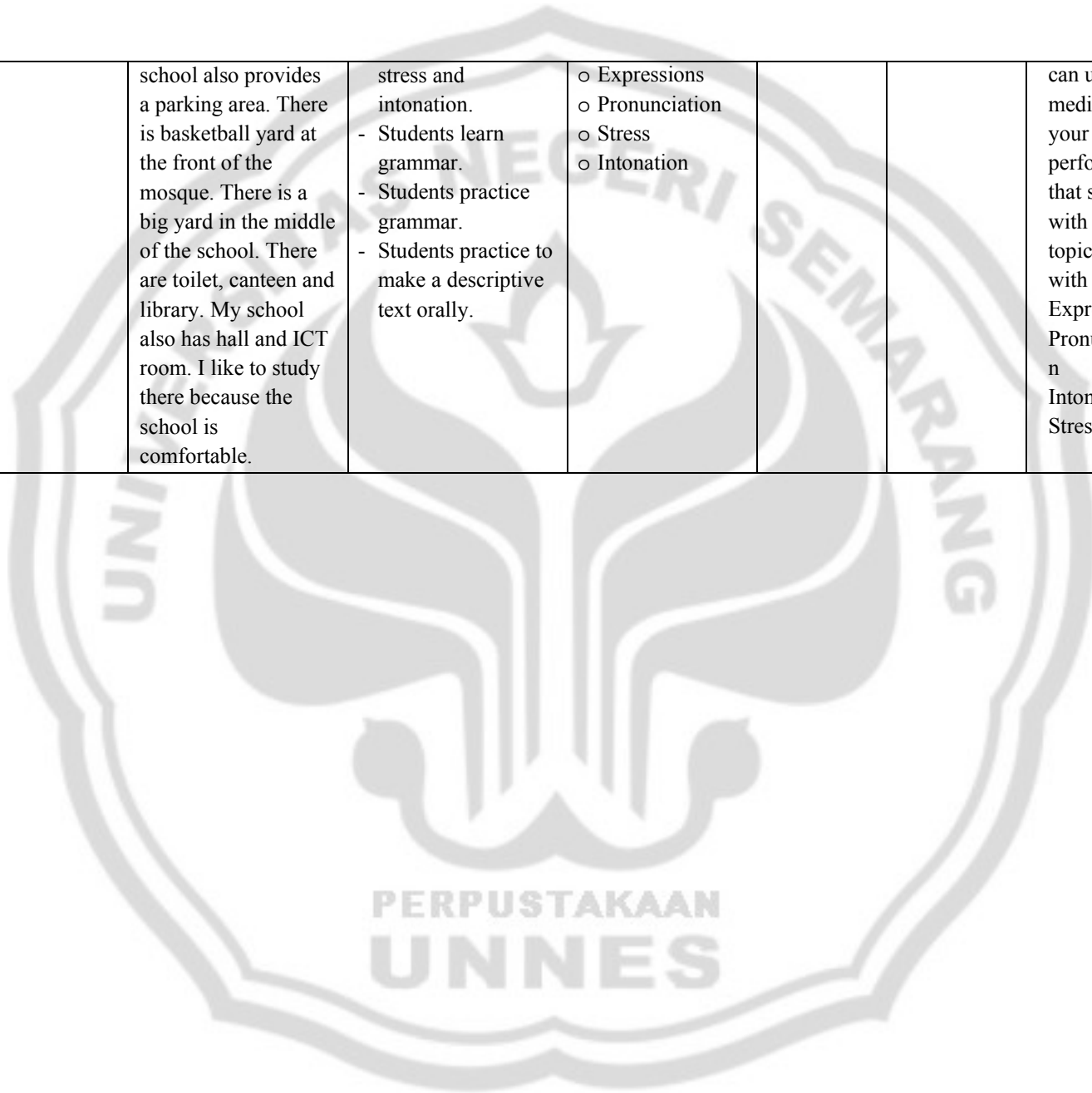
Standar Kompetensi	Kompetensi Dasar
<p><b>Berbicara</b></p> <p>9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat</p>	<p>9.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi jasa, meminta dan memberi barang, dan meminta dan memberi fakta</p> <p>9.2 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi pendapat, menyatakan suka dan tidak suka, meminta klarifikasi, merespon secara interpersonal</p>
<p>10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> untuk berinteraksi dengan lingkungan terdekat</p>	<p>10.1 Mengungkapkan makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</p> <p>10.2 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i></p>

Standar Kompetensi	Kompetensi Dasar
<p><b>Membaca</b></p> <p>11. Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> yang berkaitan dengan lingkungan terdekat</p>	<p>11.1 Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat</p> <p>11.2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i></p> <p>11.3 Membaca nyaring bermakna teks fungsional dan esei pendek dan sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> dengan ucapan, tekanan dan intonasi yang berterima</p>
<p><b>Menulis</b></p> <p>12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> untuk berinteraksi dengan lingkungan terdekat</p>	<p>12.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</p> <p>12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i></p>

## Syllabus of KD 10.2 Semester 2 Year VII

Standar Kompetensi	Kompetensi Dasar	Materials	Learning Activities	Indicators	Evaluation			Time	Source
					Technique	Instrument	Example of instrument		
<b>Berbicara</b> 10. Mengungkap kan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk descriptive dan descriptive untuk berinteraksi dengan lingkungan terdekat.	10.2 Mengungkapka n makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive dan descriptive.	<b>1. Expressions</b> <ul style="list-style-type: none"> <li>o First, . . .</li> <li>o Second, . .</li> <li>o Next, . . .</li> </ul> <b>2. Vocabulary and difficult words</b> <b>3. Pronunciation, intonation, and Stress</b> <b>4. Grammar</b> <b>5. Model of spoken Descriptive My school</b> <p>I am a student of 13 Junior High School Semarang, grade VII. Every morning, I go to my school in Sampangan. My school is big and clean. My school has 24 classrooms, a teacher room, computer room, laboratory, etc. The</p>	<ul style="list-style-type: none"> <li>- Students are given an introduction about the material.</li> <li>- Students listen to the model of spoken descriptive given by the teacher.</li> <li>- Students repeat after the teacher.</li> <li>- Students learn the expressions of a descriptive text.</li> <li>- Students imitate the expressions after the teacher.</li> <li>- Students learn vocabulary.</li> <li>- Students learn pronunciation.</li> <li>- Students practice pronunciation.</li> <li>- Students learn stress and intonation.</li> <li>- Students practice</li> </ul>	<ul style="list-style-type: none"> <li>o Students are able to complete the missing words or expressions in the descriptive text orally.</li> <li>o Students are able to answer the question related to the descriptive text orally.</li> <li>o Students are able to make a descriptive text and perform it in front of the class, with the right:</li> </ul>	Speaking                      Speaking                     Speaking	Spoken completions                     Spoken question answer                     Performance	Complete the missing word in the sentences below with correct verb!                     What descriptive text is? Identify the language feature and generic structure of descriptive text!                     Make your own descriptive text and perform it in front of the class. You	6 x 40'	1. Text book 2. Pictures related with descriptive text.

		<p>school also provides a parking area. There is basketball yard at the front of the mosque. There is a big yard in the middle of the school. There are toilet, canteen and library. My school also has hall and ICT room. I like to study there because the school is comfortable.</p>	<p>stress and intonation.</p> <ul style="list-style-type: none"> <li>- Students learn grammar.</li> <li>- Students practice grammar.</li> <li>- Students practice to make a descriptive text orally.</li> </ul>	<ul style="list-style-type: none"> <li>o Expressions</li> <li>o Pronunciation</li> <li>o Stress</li> <li>o Intonation</li> </ul>			<p>can use any media for your performance that suitable with your topic. Do it with good :</p> <p>Expressions Pronunciation Intonation Stress</p>		
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## LESSON PLAN (Pre Cycle Test)

School : State Junior High School 13 Semarang

Subject Matter : English

Grade / Semester : VII / II

Aspect / Skill : Speaking,

Time allocation : 2 x 40 minutes (1 meeting)

**Standard of Competence** : 10. Berbicara

Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat.

**Basic Competence** : 10.2

Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive dan procedure.

Indicator : In the end of the lesson students are able to :

Describe thing, person and place in their surrounding in correct pronunciation, fluently, and acceptably.

**I. Instructional Objectives** : In the end of the study students are able to :  
Describe thing, person and place in their surrounding.

### II. Instructional Material

1. Adjectives how to describe something.

### III. Method

1. Brainstorming
2. Questions and answers
3. Practice and perform.

#### IV. Steps of Learning Activities

##### A. Opening

Activity	Teacher	Students
a. Greeting	Good Morning students..... Are you all feeling good today? I'm fine too thanks Nice to see you today.,	Good Morning miss... Yes miss. What about you?
b. Checking attendance list	Well, who is absent today? Let me check first... Anggi, Anjar.....etc..	<i>Response by answering "present"</i>
c. Explain the material that will be learned.	Ok. Student. Today we will learn about how to describe something in your surroundings.	<i>Listen to the teacher explanation.</i>

##### B. Main Activities

###### 1. *Building Knowledge of the Field (BKoF)*

Activity	Teacher	Students
a. Brushing up	Ok class, now look at your classroom! What do you think about your classroom? What about the stuff in your classroom? Good...In our life we often describe someone or something, and when you want to talk about your classroom to someone else, you need to describe it right? Now, look at your friends next to you. Could you describe your friend?? Ok. What about their characteristic? Can you describe it? Why?	Big miss, white, large...  Many chair miss, table, blackboard, etc.  Yes miss... he is black,,she is tall,  No, miss. I don't know.

###### 2. *Modeling of the Text (MoT)*

Activity	Teacher	Students
a. Students listen to	Ok class. Listen to me.	



<p>the teacher explanation how to describe something / someone.</p>	<p>Now, let me give an example. I will tell you how to describe someone.</p> <p>Well students, do you have a best friend? Who is she/ he? Today, I'm going to tell you about my friend he is Mahfud. Now, listen to me carefully. Are you ready students?</p> <p>This is the story about Mahfud. Mahfud is my friend. He is tall. He is not fat. His has straight black hair. He is not really handsome. He is smart. He is also very diligent and kind. He is very helpful to his friends. His hobbies are watching movie and playing futsal. His favorite star is Agnes monica. He also likes Richana very much. His favorite food is frying noodle. And in the future he wants to become an actor.</p> <p>This is the story about my friends.</p>	<p>Ok miss.</p> <p>Yes.. miss.</p>
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### 3. *Independent Construction of the Text (ICoT)*

Activity	Teacher	Students
<p>a. Pre-Test (Individual Assignment)</p>	<p>Ok class. Listen to me.</p> <p>Now I want you to choose one of your friends.</p> <p>Now your job is to describe your friend orally. I give you 5 minutes to prepare.</p> <p>Is it clear students???</p>	<p>Yes. Miss.</p> <p>Yes miss..</p>
<p><i>Pre- test section</i></p> <p><i>Students describe his/ her friend individually. In front of the class.</i></p>		

### C. Closing

Activity	Teacher	Students
a. Reflection about learning activity.	Good job class.... Well, I think all of you have described your friend. It is very interesting to know the characteristic of your friends, right?	Yes miss. No miss.
b. Say good bye.	Well class, I think enough for today. See you next meeting. And just wait for another game. See you!!!	Ok miss see you....

#### V. Source and Media of Study

1. Relevant Pictures
2. Text book

#### VI. Evaluation

1. Type : Spoken test.
  2. Rubric of Scoring
- Speaking Test

Aspects	Score	Explanation
<b>Pronunciation</b>	5	Errors in pronunciation are frequent but can be understood
	4	Accent is intelligible though often quite faulty
	3	Errors never interfere with understanding
	2	Errors in pronunciation are quite rare
	1	Equivalent to and fully accepted by aducated native speaker
<b>Grammr</b>	5	Errors in grammar are frequent
	4	Accent usually the constraction, but does not confident control of the grammar
	3	Control of grammar is good and able to speak with sufficient structural accuracy
	2	Errors in grammar are quite rare and able to speak accurately
	1	Equivalent to that of an educated native speaker
<b>Vocabulary</b>	5	Speaking vocabulary inadequate to express anything
	4	Has speaking vocabulary sufficient to express the i
	3	Vocabularay is broad enough that rarely has to grope for a world
	2	Can understand and participate in any conversation.
	1	Speech on all levels is fully accepted by educated native speakers

<b>Fluency</b>	5	(No specific description)
	4	Can handle with confidence but not including casual conversations
	3	Can discuss particular interest of competence with reasonable words
	2	Can participate in any conversation within the range of the experience with a high degree of fluency
	1	Has complete fluency in the language.
<b>Comprehension</b>	5	Can ask and answer question topic very familiar to him
	4	Able to satisfy routine social demands and work requirements
	3	Can participate effectively in most formal and informal conversations
	2	Can handle informal interpreting from and into language
	1	Speaking proficiency equivalent to that of educated native speaker
<b>Performance</b>	5	Highly self-confidence
	4	Confidence to perform
	3	Careful while performing
	2	Less confidence
	1	Not confidence at all

*Scoring*

1. Maximum score for each students: 30
- 2.

So, the formula is:

$$\frac{\text{Total}}{\text{Maximum score}} \times 100$$

PERPUSTAKAAN  
UNNES

Semarang, Mei  
2011

Teacher

Hormah H Itsnaini  
NIM 2201407187

## LESSON PLAN

### ( Cycle 1 )

School : State Junior High School 13 Semarang

Subject Matter : English

Grade / Semester : VII / II

Aspect / Skill : Speaking,

Time allocation : 4 x 40 minutes (2 meetings)

**Standard of Competence** : 10. Berbicara

Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat.

**Basic Competence** : 10.2

Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive dan procedure.

Character :

1. To show confidence when speaking in front of the class.
2. To appreciate of work and achievement of others.

Indicator : In the end of the lesson students are able to :

1. Mention new vocabulary.
2. Describing thing, person and place in their surrounding in correct pronunciation, fluently, and acceptably.

**I. Instructional Objectives** : In the end of the study students are able to :

1. Identify the meaning of certain word.
2. Identify the grammar.

3. Pronounce word correctly.
4. Describing thing, person and place in their surrounding.

## II. Instructional Material

1. Pictures related to the material.
2. Vocabulary related to the material.
3. Spelling.
4. Pronunciation.
5. Intonation.
6. Adjectives how to describe something.
7. The formula of “Simple Present Tense”

## III. Method

1. Brainstorming
2. Questions and answers
3. Round Robin Structure.

## VII. Steps of Learning Activities

### A. Opening

Activity	Teacher	Students
a. Greeting	Good Morning students..... How are you today? I'm fine too thanks Nice to see you today.,	Good Morning miss... I'm fine miss, What about you?
b. Checking attendance list	Who is absent today? Let me call your name first, don't forget to say present.	<i>Response by answering “present”</i>

### B. Main Activities

#### 2. Building Knowledge of the Field (BKoF)

Activity	Teacher	Students
a. Review the material last meeting.	Ok class. Are you all felling fresh today? Do you still remember what we have learned in the last meeting? Good..	Yes miss.. How to describe someone or something. To describe my friend.

<p>b. Brush up</p>	<p>Now, I have some picture for you. Look at this picture!</p> <div data-bbox="696 346 1138 653" style="border: 1px solid black; width: 272px; height: 146px; margin: 10px auto;"></div> <p>What is it? Good job. Now can you describe a cat above?</p> <p>Ok good.</p>	<p>Yes miss. I know.</p>      <p>Cat miss. Yes miss. The cat is white, funny, small,</p>
--------------------	---	--

## 2. Modelling of the Text (MoT)

Activity	Teacher	Students
<p>a. Read and repeat descriptive text.</p>	<p>Look at the picture above. Let us describe the animal in the picture. I will read first and you repeat after me.</p> <p>It is my cat. Her name is Katty. My cat is very cute. It has white and soft fur. Her eyes are blue. Katty is very active. She like running on the yard. She like jumping and rolling on the floor. She usually sleeps on my bedroom. Katty like salted fish very much. I like playing with my cat.</p>	<p>Ok miss.</p>      <p>Yes miss... ( Repeat sentence read by teacher )</p>

b. Identify new vocabulary.	<p>Good job class. Now, let's discuss difficult word on the text. Is there any difficult word students? What is it? Rolling is like slip down on the floor in Indonesia we call it berguling. Another difficult word? Ok jumping in Indonesia is melompat. What about salted fish what does it mean? And salted? Salted fish is ikan asin</p>	<p>Yes miss. Rolling miss.  Oohhhh... Jumping miss.  Ikan miss.</p>
c. Identify adjective used in text.	<p>In describing something, we usually use adjective. Can you mention adjective in the text above? Good, Please repeat after me. "Cute" Good, what does it means? Yes cute is sweet. Now, "soft" repeat after me! What does soft mean? Exactly. Good job What about active? Repeat after me "active"</p>	<p>Yes miss, Cute, soft, active, blue, white.,  Sweet, small, miss...  Soft is lembut miss</p>
d. Identify grammar used in the text	<p>In describing something we use tense. Do you know what kind of tense we used? Good. Do you still remember the formula of simple present tense? Ok good.</p>	<p>Yes miss. Simple present tense.  Yes miss. I remember.</p>

### 3. Joint Construction of the Text (JCoT)

Activity	Teacher	Students
a. Practice describing thing.	Ok class, Now I have some picture here. I want you to	Yes miss..

	describing one of them in your own sentence.	
b. Round Robin Structure	<p>I will do an activity that called Round Robin Structure. Listen to my instruction of how to do Round Robin Structure!!</p> <p><b>I will divide you into some group.</b></p> <p><b>I give you a picture. Now, find your friends who have the same picture with you. Those are your group member.</b></p> <p><b>Sit down with your group member and make a round shape.</b></p> <p><b>Describe the picture that I give to you with your group.</b></p> <p><b>I will give you 5 minutes to discuss with your group.</b></p> <p><b>Each group will perform in front of the class and describe the picture.</b></p> <p><b>Be ready because all of the group member must speak up in turn. So make list of description as many as possible.</b></p> <p><b>Is it clear students?</b></p> <p>Don't worry. I will help you. Ok let's start.</p>	<p>Ok miss.</p> <p>Yes miss. Tapi susah miss...</p>
<i>Students are doing round robin with their group, in five minutes.</i>		



#### 4. Individual Construction of the Text (ICoT)

Activity	Teacher	Students
a. Performing Round Robin	Ok class. Time is enough. Stop discussing. Now, I will choose one of group to perform in front of the class. Group 3 please come forward. What picture that will be described? Ok good. Are you ready? Ok start from you!  Ok good. Next group please.	Not yet miss.. Susah miss  Lawang sewu miss. Yes miss.  Stu A: Lawang sewu is in semarang. Stu B : It has many doors. Stu C : It is dirty.

#### C. Closing

Activity	Teacher	Students
a. Reflection about learning activity.	Well, Good job class. All of you have performed well to describing thing, person, place and many others. It is very good. That's Ok. we practice it together.	Yes miss, but it is difficult miss.
b. Say good bye.	Well class, I think enough for today. See you next meeting. And just wait for another game. See you!!!	Ok miss see you....

#### VIII. Source and Media of Study

1. Relevant Pictures
2. Text book

#### IX. Evaluation

1. Type : Spoken test.
2. Rubric of Scoring

- Speaking Test

Aspects	Score	Explanation
<b>Pronunciation</b>	5	Errors in pronunciation are frequent but can be understood
	4	Accent is intelligible though often quite faulty
	3	Errors never interfere with understanding
	2	Errors in pronunciation are quite rare
	1	Equivalent to and fully accepted by educated native speaker
<b>Grammar</b>	5	Errors in grammar are frequent
	4	Accent usually the construction, but does not confident control of the grammar
	3	Control of grammar is good and able to speak with sufficient structural accuracy
	2	Errors in grammar are quite rare and able to speak accurately
	1	Equivalent to that of an educated native speaker
<b>Vocabulary</b>	5	Speaking vocabulary inadequate to express anything
	4	Has speaking vocabulary sufficient to express the iMahfud
	3	Vocabulary is broad enough that rarely has to grope for a word
	2	Can understand and participate in any conversation.
	1	Speech on all levels is fully accepted by educated native speakers
<b>Fluency</b>	5	(No specific description)
	4	Can handle with confidence but not including casual conversations
	3	Can discuss particular interest of competence with reasonable words
	2	Can participate in any conversation within the range of the experience with a high degree of fluency
	1	Has complete fluency in the language.
<b>Comprehension</b>	5	Can ask and answer question topic very familiar to him
	4	Able to satisfy routine social demands and work requirements
	3	Can participate effectively in most formal and informal conversations
	2	Can handle informal interpreting from and into language
	1	Speaking proficiency equivalent to that of educated native speaker
<b>Performance</b>	5	Highly self-confidence
	4	Confidence to perform
	3	Careful while performing
	2	Less confidence
	1	Not confidence at all

*Scoring*

3. Maximum score for each students: 30

4.

So, the formula is:

$$\frac{\text{Total}}{\text{Maximum score}} \times 100$$

Semarang, Mei  
2011

Teacher

Hormah H Itsnaini  
NIM 2201407187



## LESSON PLAN ( Cycle 2 )

School : State Junior High School 13 Semarang

Subject Matter : English

Grade / Semester : VII / II

Aspect / Skill : Speaking,

Time allocation : 2 x 40 minutes (1 meetings)

**Standard of Competence** : 10. Berbicara

Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat.

**Basic Competence** : 10.2

Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive dan procedure.

Character :

1. To show confidence when speaking in front of the class.
2. To appreciate of work and achievement of others.

Indicator : In the end of the lesson students are able to :

1. Mention new vocabulary.
2. Describing thing, person and place in their surrounding in correct pronunciation, fluently, and acceptably.

**IV. Instructional Objectives** : In the end of the study students are able to :

1. Identify the meaning of certain word.
2. Identify the grammar.
3. Pronounce word correctly.

4. Describing thing, person and place in their surrounding.

#### V. Instructional Material

1. Pictures related to the material.
2. Vocabulary related to the material.
3. Spelling.
4. Pronunciation.
5. Intonation.
6. Adjectives how to describe something.
7. The formula of “Simple Present Tense”

#### VI. Method

1. Brainstorming
2. Questions and answers
3. Round Robin Structure.

#### X. Steps of Learning Activities

##### A. Opening

Activity	Teacher	Students
c. Greeting	Good Morning students..... Are you all feeling good today I'm pretty well thank you	Good Morning miss... I'm fine miss, What about you?
d. Checking attendance list	Who is absent today? Let me call your name first, don't forget to say present.	<i>Response by answering “present”</i>

##### B. Main Activities

##### 1. Building Knowledge of the Field (BKoF)

Activity	Teacher	Students
a. Review the material last meeting.	Ok class. Are you all felling fresh today? Do you still remember what we have learned in the last meeting? Good..	Yes miss.. How to describe someone or something. To describe my friend.

b. Brush up	<p>Now, listen to me...</p> <p>Where did you go when holiday time??</p> <p>Ok..why did you go there??</p> <p>Good..</p> <p>Do you ever go to Borobudur Temple??</p> <p>What it looks like?</p> <p>Good job.</p>	<p>Water Blaster miss</p> <p>Bandungan miss..</p> <p>Sidomukti miss</p> <p>Picnic miss...</p> <p>Refresing miss..</p> <p>Yes miss..</p> <p>Big...beautifull...dirty...</p>
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## 2. Modelling of the Text (MoT)

Activity	Teacher	Students
a. Read and repeat descriptive text.	<p>Look at this picture here!</p> <p>Let us describe the tourism place in the picture.</p>	<p>Ok miss.</p> <p>Yes miss...</p>
	<div data-bbox="724 1125 1078 1514" data-label="Image"> </div> <p>Look at this picture</p> <p>This is Eifel Tower. This building located in Paris, France. This is one of the most famous tourism place in the world. Million people go there every year to see the beautiful of this building. This</p>	<p>Yes miss..</p>

	<p>building very high and beautiful. There are so many lamps in this building and make Eifel tower more beautiful in the night.. Do you want to go there guys???</p>	Sometime...
b. Identify new vocabulary.	<p>Good job class. Now, let's discuss difficult word on the text. Is there any difficult word students? What is it? Tower is menara class.. Famous is terkenal.. Tourism place is obyek wisata.. Million in Indonesia is ribuan And lamps is anyone know??  Lamps is lampu</p>	<p>Yes miss. Tower miss. Oohhhh.... Famous miss.  Tourism place miss.  Million miss Lamps miss  Ok miss</p>
c. Identify adjective used in text.	<p>In describing something, we usually use adjective. Can you mention adjective in the text above? Exactly. Good job</p>	<p>Yes miss, Big, beautiful, famous, high.</p>
d. Identify grammar used in the text	<p>In describing something we use tense. Do you know what kind of tense we used? Good. Do you still remember the formula of simple present tense?</p>	<p>Yes miss. Simple present tense.  Yes miss. I remember.</p>

### 3. Joint Construction of the Text (JCoT)

Activity	Teacher	Students
a. Practice describing thing.	Ok class, Now I have some picture here. I want you to describing one of them in your own sentence.	Yes miss..
b. Round Robin Structure	<p>We will use Round Robin Structure to do this task. Ok</p> <p><b>I will divide you into some group.</b></p> <p><b>I give you a picture. Now, find your friends who have the same picture with you. Those are your group member.</b></p> <p><b>Sit down with your group member and make a round shape.</b></p> <p><b>Describe the picture that I give to you with your group.</b></p> <p><b>I will give you 5 minutes to discuss with your group.</b></p> <p><b>Each group will perform in front of the class and describe the picture.</b></p> <p><b>Be ready because all of the group member must speak up in turn. So make list of description as many as possible.</b></p> <p><b>Is it clear students?</b></p> <p>Don't worry. I will help you. Ok let's start.</p>	<p>Ok miss.</p> <p>Yes miss. Tapi susah miss...</p>



*Students are doing round robin with their group, in five minutes.*

#### 4. Individual Construction of the Text (ICoT)

Activity	Teacher	Students
a. Performing Round Robin	<p>Ok class. Time is enough. Stop discussing. Now, I will choose one of group to perform in front of the class. Group 3 please come forward. What picture that will be described? Ok good. Are you ready? Ok start from you!  Ok good. Next group please.</p>	<p>Not yet miss.. Susah miss  Lawang sewu miss. Yes miss.  Stu A: Lawang sewu is in semarang. Stu B : It has many doors. Stu C : It is dirty.</p>

#### C. Closing

Activity	Teacher	Students
a. Reflection about learning activity.	<p>Well, Good job class. All of you have performed well to describing thing, person, place and many others. It is very good. That's Ok. we practice it together.</p>	<p>Yes miss, but it is difficult miss.</p>
b. Say good bye.	<p>Well class, I think enough for today. See you next meeting. And just wait for another game. See you!!!</p>	<p>Ok miss see you....</p>

## LESSON PLAN

### ( Post- Test )

School : State Junior High School 13 Semarang

Subject Matter : English

Grade / Semester : VII / II

Aspect / Skill : Speaking,

Time allocation : 2 x 40 minutes (1 meetings)

**Standard of Competence** : 10. Berbicara

Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat.

**Basic Competence** : 10.2

Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive dan procedure.

Character :

1. To show confidence when speaking in front of the class.
2. To appreciate of work and achievement of others.

Indicator : In the end of the lesson students are able to :

1. Describing thing, person and place in their surrounding in correct pronunciation, fluently, and acceptably.

**VII. Instructional Objectives** : In the end of the study students are able to :

1. Pronounce word correctly.
2. Describing thing, person and place in their surrounding.

### VIII. Instructional Material

1. Pictures related to the material.
2. Vocabulary related to the material.
3. Spelling.
4. Pronunciation.
5. Intonation.

### IX. Method

1. Brainstorming
2. Questions and answers
3. Round Robin Structure.

### XI. Steps of Learning Activities

#### A. Opening

Activity	Teacher	Students
a. Greeting	Good Morning students..... How are you today? I'm fine too thanks Nice to see you today.,	Good Morning miss... Yes miss. What about you?
b. Checking attendance list	Well, who is absent today? Let me check first...	<i>Response by answering "present"</i>

#### B. Main Activities

##### 1. Building Knowledge of the Field (BKoF)

Activity	Teacher	Students
a. Review the last material	Do you still remember what we have learned in the last meeting? Good. And how you describe it. Do you still remember the activity last meeting? What is it? Ok good. Do you still remember how to do Round Robin structure?	Yes miss, Describe something Group miss.,  Yes miss. Round Robin miss  Remember miss.

##### 2. Independent Construction of the Text (ICoT)

Activity	Teacher	Students
a. Post-Test (Individual Assignment)	Ok class. Listen to me. As usual make a group consist of Four members. Allright, now please starting from you boy in the corner say one then next is two till six then back to one again...! Quick...Quick... Now your job is to choose one of the tourism place in Semarang and describe that place. By round robin structure. I give you 5 minutes to prepare. Is it clear students? Start from now!	Yes. Miss.  Yes miss..
<i>Post- test section</i>		

### C. Closing

Activity	Teacher	Students
a. Reflection about learning activity.	Good job class.... Well, I think all of you have speak in front of your friend right?	Yes miss. Thank you.
b. Say good bye.	Well class, Thanks students... That's all for the lesson in this part...See you in the next chance... Thanks for everything... Nice to become your teacher...!!	Ok miss see you....

### XII. Source and Media of Study

1. Relevant Pictures
2. Text book

### XIII. Evaluation

1. Type : Spoken test.
2. Rubric of Scoring

- Speaking Test

Aspects	Score	Explanation
<b>Pronunciation</b>	5	Errors in pronunciation are frequent but can be understood
	4	Accent is intelligible though often quite faulty
	3	Errors never interfere with understanding
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<b>Grammar</b>	5	Errors in grammar are frequent
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<b>Vocabulary</b>	5	Speaking vocabulary inadequate to express anything
	4	Has speaking vocabulary sufficient to express the iMahfud
	3	Vocabulary is broad enough that rarely has to grope for a word
	2	Can understand and participate in any conversation.
	1	Speech on all levels is fully accepted by educated native speakers
<b>Fluency</b>	5	(No specific description)
	4	Can handle with confidence but not including casual conversations
	3	Can discuss particular interest of competence with reasonable words
	2	Can participate in any conversation within the range of the experience with a high degree of fluency
	1	Has complete fluency in the language.
<b>Comprehension</b>	5	Can ask and answer question topic very familiar to him
	4	Able to satisfy routine social demands and work requirements
	3	Can participate effectively in most formal and informal conversations
	2	Can handle informal interpreting from and into language
	1	Speaking proficiency equivalent to that of educated native speaker
<b>Performance</b>	5	Highly self-confidence
	4	Confidence to perform
	3	Careful while performing
	2	Less confidence
	1	Not confidence at all

*Scoring*

3. Maximum score for each students: 30

4.

So, the formula is:

$$\frac{\text{Total}}{\text{Maximum score}} \times 100$$

Semarang, Mei  
2011

Teacher

Hormah H Itsnaini  
NIM 2201407187



**TEACHING MATERIAL**

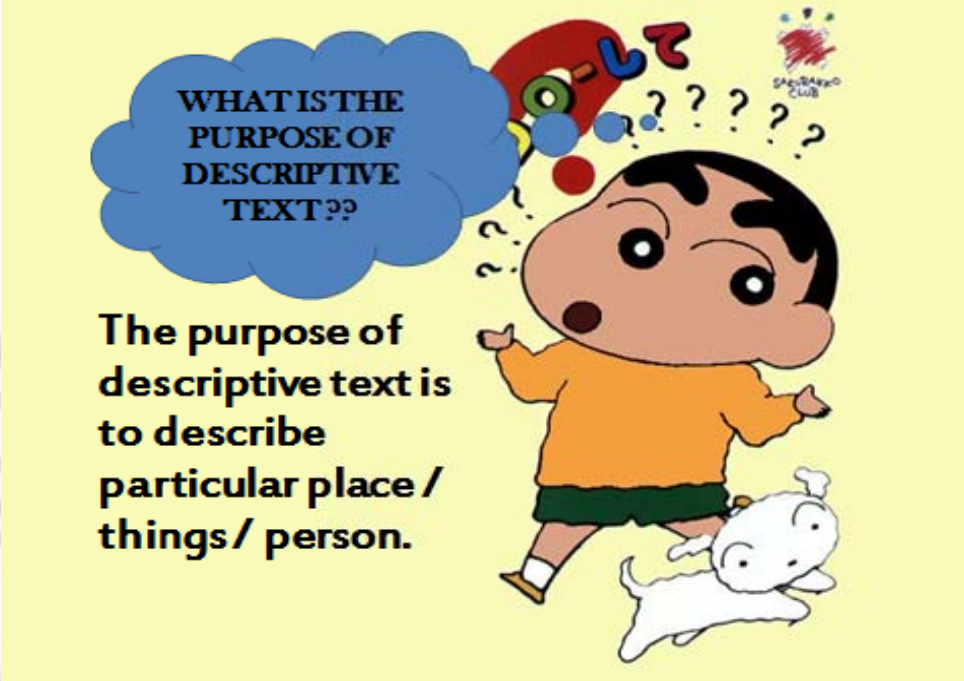
# Descriptive Text



**WHAT IS THE  
DESCRIPTIVE TEXT ???**

Descriptive text is a text which say what a person or a thing is like or a text which lists the characteristics of something.






WHAT IS THE PURPOSE OF DESCRIPTIVE TEXT??

The purpose of descriptive text is to describe particular place / things / person.

The illustration shows a young boy with a surprised expression, wearing an orange shirt and green shorts, with a white dog running beside him. Above him are several question marks and colorful letters, suggesting a state of confusion or a question about the topic. A blue thought bubble contains the text 'WHAT IS THE PURPOSE OF DESCRIPTIVE TEXT??'. The background is a solid light yellow color.







## MY SCHOOL

**Identification**

I am a student of 13 Junior High School Semarang, grade VII. Every morning, I go to my school in Banyumanik.

**Description**

My school is big and clean. My school has 24 classrooms, a teacher room, computer room, laboratory, etc. The school also provides a parking area. There is basketball yard at the front of the mosque. There is a big yard in the centre of the school. There are toilet, canteen and library. My school also has hall and ICT room. I like to study there because the school is comfortable.

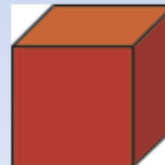


## How to describe something ???

### 😊 Colour



### 😊 Shape




### 😊 Size



### 😊 Material





☺ Nationality  
Ex : Indonesian, Chinese, Japanese, Australian.

☺ Characteristic  
Ex : Kind-hearted, Friendly, lazy, diligent, smart, etc.

☺ Physically  
Ex : Beautiful, handsome, pointed nose, oval face etc.



Hubbaboo always gives.  
BooBooBoy a hard time but they are best friends.

[www.huruzoo.co.kr](http://www.huruzoo.co.kr)

### Activity 1 Listen and Repeat

Listen to the following words and repeat after your teacher.  
Find the meaning of the words in your dictionary

- |               |                   |          |                |
|---------------|-------------------|----------|----------------|
| • Active      | [ 'æktɪv ]        | generous | [ dʒənərəs ]   |
| • Shy         | [ ʃaɪ ]           | fun      | [ fʌn ]        |
| • Lazy        | [ 'leɪzɪ ]        | reliable | [ rɪ'laɪəbl̩ ] |
| • Independent | [ ,ɪndɪ'pendənt ] | friendly | [ 'frendli ]   |
| • Confident   | [ 'kɒnfɪdənt ]    | ugly     | [ 'ʌgli ]      |



## Grammar Content:

- PERSONAL PRONOUNS
- I, you, we, they, he, she, it are personal pronouns functioning as the subject of a sentence.

Pattern:

I am

You  
We are + Adjective/ Noun  
They

He  
She is  
It

## • POSSESSIVE PRONOUNS

1. My, your, our, their, his, her, its are possessive pronouns  
A possessive pronoun is followed by a noun.
2. I am Shinta → My name is Shinta.  
You are Rama → Your name is Rama.  
He is Nico → His name is Nico.  
She is Anita → Her name is Anita.

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http://www.hoshinow.com/

Here are some expressions used to ask and answer questions about people's description

- What is he like? - He is tall and skinny.
- What does she look like? - She is slim and very beautiful.
- Tell us what she's look like? - She is smart and funny.

Now, it's time to practice. Are you ready?

Describe the following people to your partner orally.





### THE RESULT OF PRE TEST

No	Code	Components of Speaking Scoring						Total	Score	Criteria
		G	V	C	F	P	T			
1	A1	3	2	2	2	1	2	12	40	poor
2	A2	2	2	2	2	2	4	14	46,6	poor
3	A3	3	2	3	2	2	3	15	50	fair
4	A4	4	4	3	3	3	4	21	70	weak
5	A5	2	4	4	2	2	4	18	60	good
6	A6	4	4	4	4	3	4	23	76,6	good
7	A7	2	3	2	1	2	2	10	33,3	poor
8	A8	1	2	3	2	2	3	13	43,3	poor
9	A9	3	2	3	3	2	3	16	53,3	fair
10	A10	3	3	3	3	2	4	18	60	good
11	A11	2	2	2	2	2	3	13	43,3	poor
12	A12	2	3	2	2	2	3	14	46,6	poor
13	A13	2	2	1	2	1	1	9	30	poor
14	A14	2	4	2	3	3	3	17	56,6	fair
15	A15	2	3	2	2	1	2	12	40	poor
16	A16	2	2	2	1	1	2	10	33,3	poor
17	A17	2	2	2	2	2	2	12	40	poor
18	A18	3	3	3	3	3	3	18	60	good
19	A19	2	1	2	2	1	3	11	36,6	poor
20	A20	3	4	3	3	3	3	19	63,3	good
21	A21	1	3	1	1	1	2	9	30	poor
22	A22	2	2	2	2	1	2	11	36,6	poor
23	A23	1	2	1	1	1	2	8	26,6	poor
24	A24	2	2	3	2	1	2	12	40	poor
25	A25	3	3	3	2	1	2	14	46,6	poor
26	A26	3	2	2	1	1	2	11	36,6	poor
27	A27	2	2	2	2	2	2	12	40	poor
28	A28	3	2	3	2	1	3	14	46,6	poor
29	A29	3	3	3	2	2	3	16	53,3	fair
30	A30	2	2	2	2	2	2	12	40	poor
31	A31	3	2	2	2	1	3	13	43,3	poor
32	A32	3	3	2	2	2	2	14	50	fair
SUM		77	82	76	67	56	85	441	1469	
AVERAGE		2,40	2,56	2,37	2,09	1,75	26,5	13,78	46,6	

Grade	Category	Score	Frequency	Percentage
1	Poor	0-49	22	69 %
2	Poor to fair	50-59	5	15,5%

3	Fair to good	60-79	5	15,5%
4	Good to excellent	80-100	0	0%
<b>The Lowest Score</b>				26,6
<b>The Highest Score</b>				76,6

(Harris, 1969:134)





### THE RESULT OF 1<sup>st</sup> CYCLE TEST

No	Code	Components of Speaking Scoring						Total	Score	Criteria
		G	V		F	P	T			
1	A1	3	3	3	3	2	3	17	56,6	fair
2	A2	3	3	2	2	2	3	16	53,3	fair
3	A3	4	3	3	3	2	3	18	60	good
4	A4	4	4	4	3	3	4	22	73,3	good
5	A5	3	4	3	3	3	4	20	66,6	weak
6	A6	4	4	4	4	3	5	24	80	excellent
7	A7	3	2	3	2	2	3	15	50	fair
8	A8	3	3	3	2	2	3	16	53,3	fair
9	A9	3	3	3	3	3	3	18	60	good
10	A10	4	3	2	3	3	4	19	63,3	good
11	A11	2	3	2	3	3	3	16	53,3	fair
12	A12	3	2	3	3	2	3	16	53,3	fair
13	A13	4	3	4	2	2	3	18	60	good
14	A14	3	3	3	3	2	3	17	56,6	fair
15	A15	4	2	3	2	2	3	16	53,3	fair
16	A16	2	3	3	2	2	3	15	50	fair
17	A17	2	3	3	2	3	3	16	53,3	fair
18	A18	2	3	3	4	3	4	20	66,6	good
19	A19	2	2	3	2	2	3	14	46,6	poor
20	A20	4	4	3	3	3	5	22	73,3	good
21	A21	2	2	3	3	2	2	14	46,6	fair
22	A22	3	3	3	2	2	2	15	50	fair
23	A23	2	2	2	2	2	2	12	40	fair
24	A24	2	3	3	2	2	3	15	50	fair
25	A25	2	3	3	3	2	3	16	53,3	fair
26	A26	2	3	2	2	1	3	13	43,3	fair
27	A27	2	4	2	2	2	3	15	50	fair
28	A28	3	3	3	2	2	3	16	53,3	fair
29	A29	2	4	2	3	2	3	16	53,3	fair
30	A30	3	2	2	3	2	2	14	46,6	fair
31	A31	3	2	3	3	1	3	15	50	fair
32	A32	2	2	4	3	2	3	16	53,3	fair
SUM		90	93	92	84	71	100	532	1719,1	
FAIR		2,81	2,90	2,87	2,62	2,21	3,12	16,6	53,72	

Grade	Category	Score	Frequency	Percentage
1	Poor	0-49	5	15,5 %
2	Poor to fair	50-59	18	56,25%
3	Fair to good	60-79	8	25%
4	Good to excellent	80-100	1	3,25%
The Lowest Score				40
The Highest Score				80

(Harris, 1969:134)

### THE RESULT OF POST TEST

No	Code	Components of Speaking Scoring						Total	Score	Criteria
		G	V	C	F	P	T			
1	A1	3	4	4	4	3	4	22	73,3	good
2	A2	4	4	4	3	2	3	20	66,6	good
3	A3	4	3	3	3	3	5	21	70	good
4	A4	4	5	4	4	3	5	25	83,3	excellent
5	A5	3	4	3	3	4	5	23	76,6	good
6	A6	5	5	5	4	4	5	28	93,3	excellent
7	A7	3	4	4	3	3	5	19	63,3	good
8	A8	5	4	3	4	3	5	21	70	good
9	A9	4	4	3	4	3	4	22	73,3	good
10	A10	4	5	4	3	3	5	24	80	excellent
11	A11	3	3	4	3	3	4	20	66,6	good
12	A12	3	3	4	3	2	4	19	63,3	good
13	A13	4	4	3	3	3	5	23	76,6	good
14	A14	4	4	3	3	4	3	21	70	good
15	A15	3	4	4	3	3	4	21	70	good
16	A16	3	3	4	3	2	4	19	63,3	good
17	A17	3	4	3	3	3	4	20	66,6	good
18	A18	4	4	4	4	3	5	24	80	excellent
19	A19	3	3	4	2	2	3	17	56,6	fair
20	A20	5	4	5	4	4	5	27	90	excellent
21	A21	3	3	4	3	3	4	20	66,6	good
22	A22	3	3	3	3	3	4	19	63,3	good
23	A23	3	4	4	4	3	3	21	70	good
24	A24	4	4	3	4	4	4	23	76,6	good
25	A25	3	4	3	4	3	4	21	70	good
26	A26	3	3	4	3	3	4	20	66,6	good
27	A27	3	3	4	2	3	3	18	60	good
28	A28	3	4	4	4	3	4	22	73,3	good
29	A29	3	4	4	3	3	5	22	73,3	good
30	A30	3	3	3	4	3	4	20	66,6	good
31	A31	3	3	4	3	3	4	20	66,6	good
32	A32	3	3	5	4	3	4	23	76,6	good
SUM		111	119	120	105	97	134	685	2282,2	
FAIR		3,46	3,71	3,75	3,28	3,03	4,18	21,4	71,31	

Grade	Category	Score	Frequency	Percentage
1	Poor	0-49	0	0 %
2	Poor to fair	50-59	1	3,25%
3	Fair to good	60-79	26	81,25%
4	Good to excellent	80-100	5	15,5%
The Lowest Score				56,6
The Highest Score				93,3

(Harris, 1969:134)

Nama		
Nomor Absen		
<b>Perintah: <i>Berilah tanda silang pada pilihan tanggapan yang sesuai dengan anda !</i></b>		
No	Pertanyaan	Tanggapan
1.	Apakah kalian senang belajar Bahasa Inggris?	a. sangat senang b. biasa saja c. tidak suka
2.	Apakah kendala Anda selama ini dalam penguasaan ketrampilan-ketrampilan berbahasa Inggris?	a. listening b. speaking c. reading d. writing e. tidak ada
3.	Apakah “Round Robin Structure” dapat membantu menghadapi kendala bahasa Inggris Anda?	a. Ya, sangat b. cukup c. tidak
4.	Bagaimana tanggapan Anda terhadap penerapan “Round Robin Structure” di kelas?	a. menarik b. cukup menarik c. tidak menarik
5.	Apakah Kalian merasa senang dengan cara berkelompok yang digunakan guru dalam pembelajaran?	a. Sangat senang b. Cukup senang c. Tidak senang
6.	Apakah penerapan “Round Robin” bisa menciptakan suasana kelas yang santai dan menyenangkan?	a. Ya, sangat b. cukup c. tidak
7.	Menurut kalian apakah materi yang disampaikan guru dalam proses belajar mengajar di kelas menarik?	a. sangat menarik b. biasa saja c. tidak menarik
8.	Apakah cara guru menyampaikan materi menarik?	a. sangat menarik b. biasa saja c. tidak menarik
9.	Apakah penggunaan teknik ”Round Robin Structure” tersebut dapat membantu kalian dalam meningkatkan kemampuan dalam berbicara?	a. sangat membantu b. cukup membantu c. tidak membantu
10.	Berapakah nilai yang Anda berikan untuk “Round Robin Structure”?	a. > 80% b. 50% - 80% c. < 50%

## ANALYSIS OF QUESTIONNAIRE

No	Code	Score per item										Score
		1	2	3	4	5	6	7	8	9	10	
1	A1	2	3	2	1	2	2	2	2	2	3	21
2	A2	3	3	3	3	2	2	3	2	2	2	25
3	A3	2	3	2	2	2	3	2	2	2	2	22
4	A4	3	3	2	2	3	2	1	3	2	2	22
5	A5	3	3	2	3	3	2	2	2	2	2	24
6	A6	2	3	2	2	3	3	2	2	2	2	23
7	A7	1	3	3	3	3	2	2	3	3	3	25
8	A8	2	3	2	2	2	2	2	2	2	3	22
9	A9	3	3	3	3	3	3	3	3	3	2	29
10	A10	3	3	2	3	2	2	2	3	2	2	24
11	A11	3	2	2	2	2	2	2	2	2	2	21
12	A12	3	3	2	3	2	3	3	3	3	3	29
13	A13	3	3	2	2	2	2	2	2	2	2	22
14	A14	3	3	2	2	2	2	2	2	2	2	22
15	A15	3	3	3	3	2	2	2	2	2	3	25
16	A16	3	3	2	3	2	3	3	3	2	2	26
17	A17	2	3	1	3	3	3	2	2	2	2	22
18	A18	1	3	2	2	2	2	3	2	3	2	22
19	A19	2	3	2	2	2	2	3	2	2	2	22
20	A20	3	3	2	2	3	3	3	3	3	2	27
21	A21	3	1	2	3	2	2	1	3	3	2	22
22	A22	3	3	2	2	2	3	2	3	2	3	25
23	A23	2	1	1	1	2	2	2	2	2	2	17
24	A24	3	1	2	2	2	2	2	2	3	3	22
25	A25	3	3	3	3	3	3	3	3	3	3	30
26	A26	3	3	3	3	3	2	3	3	2	3	28
27	A27	3	3	2	2	2	2	3	3	2	2	24
28	A28	1	1	2	2	2	2	2	2	2	2	18
29	A29	2	3	2	2	1	3	2	2	2	2	21
30	A30	3	1	2	3	2	2	2	2	2	2	21
31	A31	3	1	2	3	2	2	2	2	3	3	23
32	A32	3	1	3	2	2	2	2	3	3	1	22
SUM		79	81	69	76	71	74	75	77	74	73	748
AVERAGE		2,46	2,53	2,15	2,37	2,28	2,31	2,34	2,40	2,31	2,21	23,3