APPLYING ROUND ROBIN TECHNIQUE ON STUDENTS' SPEAKING ABILITY

Niluh Ramadani[1), Juliana[2)

1) English Education Study Program, Faculty of Social Science and Education, Universitas Potensi Utama, Indonesia
2) English Education Study Program, Faculty of Social Science and Education, Universitas Potensi Utama, Indonesia

*Corresponding Email: niluhramadhani@gmail.com

ABSTRACT - The objective of this study was to investigate the impact that using the RoundRobin technique had on the student's level of oral communication. This investigation was carried out with the participation of seventy students at SMAS Budi Agung Medan. The pretest and posttest results of the students were used to compile the data. This research was conducted using quantitative methods. The research design that was used in this investigation consisted of simple experiments. In this study, seventy students from the twelfth grade participated. The test consisted of a speaking component. The tests consisted of a pretest and a posttest, both of which were administered. The test was administered, and the results were analysed using SPSS. These are the results. The results showed that the average number of points obtained on the posttest by students in the control group was 78.4, while the average number of points obtained by students in the experimental group was 87.6. If the value of the hypothesis test showed that sig, two-tailed (p) was less than the number alpha () 0.005, then Ho (Nil Hypothesis) was rejected, and Ha (Alternative Hypothesis) was accepted. This decision was based on the value of the hypothesis test. In this research, the researchers obtained sig. 2 tailed was 0.000, and the hypothesis was proven true. It demonstrated that the application of the RoundRobin technique significantly affected the student's ability to communicate verbally.

Keywords: RoundRobin Technique, speaking ability

INTRODUCTION

Speaking plays a significant part in the process of acquiring a language. The construction of meaning through speaking is a dynamic and interactive process that includes the production, reception, and processing of information (Brown, 1994; Burns & Joyce, 1997; Luoma, 2004; 2). Speaking is also an interactive process of gathering and assessing information in order to produce meaning through the use of verbal and non-verbal symbols in a variety of contexts. This meaning can be

produced by speaking in a variety of different ways (Chaney, 1998; 13). Speaking is the act of utilizing one's language in a verbal manner in order to communicate with other individuals. The role that the teacher plays in the students' education is crucial to the development of their self-assurance when communicating in English. For instance, when students are learning how to speak, they require support from their teacher such as some fundamental vocabularies, as well as instruction on how to properly use and pronounce the vocabularies, so that students can become fluent when speaking English. Therefore, it is the responsibility of the instructor to first boost the students' sense of self-confidence so that they will want to participate in the discussion. Based on the empirical study on the field showed that most students faced several problems in speaking. Firstly, the students didn't know how to pronounce English words properly. Then some students thought that speaking English was still very foreign for them because it was not continuously practiced in their life every day. This made students feel uncomfortable in speaking because they did not master the vocabularies to speak up and be afraid to pronounce incorrectly. Therefore, the teacher must have a technique that attract and motivate students to learn and practice their speaking ability ethusiastically. One technique to make students fun and enthusiasm in learning speaking is the RoundRobin Technique.

Students are conditioned to participate in a brainstorming activity called the RoundRobin technique while seated around a table having an academic discussion. During a brainstorming session, students are given the opportunity to share their thoughts on a particular issue or query. Students are able to contribute in a manner that is comparable using this method, despite the fact that there are multiple discussions taking place (Fox, 2020). The RoundRobin Technique can also be compared to a discussion forum that is attended by a number of individuals. Everyone is welcome to contribute their thoughts in the forum for group discussion, which will subsequently be passed on to other groups for the purpose of idea trading. Students are free to express their thoughts either with members of their own group or with members of other groups in this forum for group discussion. In a nutshell, the RoundRobin technique has the potential to instill students with the self-assurance necessary to speak up and the courage to speak English.

Dealing with learning, RoundRobin Technique is technique that can help to foster students' interest in participating in speaking lesson. The RoundRobin is a technique that can foster students' confidence in speaking. Not only speaking material, the RoundRobin technique can arouse students' curiosity about something. In this RoundRobin technique, students are required to be more creative and innovative, where students are trained to find important information and convey the information as best, they can to their fellow groups or other groups. In the RoundRobin learning tecnique, students are more open minded to each other and automatically increase their confidence. In this technique, students can communicate well, so from this tecnique students can master their vocabulary. The RoundRobin technique provides many benefits for students in many ways, especially in speaking English. This can help students in practicing their speaking. The RoundRobin technique aims to enhance students' English-speaking ability and students' vocabulary knowledge. Most importantly, with the RoundRobin technique, students are not fear to speak and students are not fear to say because it it is due on the discussion forum. In this discussion forum of RoundRobin technique, Students are more confident and more enthusiastic so that students are more updated in developing their knowledge and reduce their thinking in terms of fear to speak.

From the background explanation, the researcher was interested in conducting the research about the effect of applying RoundRobin Techniqe on students' speaking ability in helping students to be more confident, enthusiasm, interested in speaking that automatically improve their speaking ability. This study entitled "Applying RoundRobin Technique on Students' Speaking Ability

REASERCH METHODOLOGY

Research Design

This research used a quantitative method with true experimental. The researcher taught two different classes, namely the control and experimental classes. In the experimental class, the researcher used the RoundRobin Technique. Then the control class, the researcher used the classroom teaching in the same way as usual. The researcher taught eight meetings for this research until the researcher

found valid data during the research. There were also pre-test and post-test to find out students' speaking ability.

Research Population

The research population is objects that studied and analyzed. In its implementation, the researcher certainly needed a population such as people and objects that can be obtained and provide information to the research. Population of this study was twelfth grade students of SMAS Budi Agung Medan. Total of twelfth grade students were 222 students. The research was conducted in SMAS Budi Agung Medan. It was in Platina Raya Number 7A Medan, Rengas pulau, Kec. Medan Marelan, North Sumatra.

The Sample of Research

The sample is a subset of the population that is used to collect data and is intended to be representative of the whole population. Implementation of the cluster random sampling technique for the purpose of collecting the sample. A random technique that is designed to ensure that each individual in the population has an equal chance of being chosen as a member of the sample is known as a cluster random sampling (Sugiyono, 2008). In this study, two classes were used as research samples: class XII S AGUSTE COMTE served as the experimental class, while class XII S ARISTOTELES played the role of the control class. The sample consists of a total of 70 students, with the experimental class of XII S AGUSTE COMTE having 35 students and the control class of XII S ARISTOTELES having the same number of students.

Method of Collection and Analysis

Students in the twelve-year-old class at SMAS Budi Agung provided the respondents for this study. The researcher gathered data by administering pre-tests and post-tests to the experimental group as well as the control group. The pre-test as well as the post-test When using RoundRobin, the results of two different classes are compared to determine whether or not there was a significant difference in the speaking ability of the students. Following the completion of the collection of data from the pre-test as well as the post-test, the researcher performed an analysis of the data using the T-test formulation.

THEORETICAL FRAMEWORK

Speaking Concept

Speaking can be defined in a variety of ways, but generally, it refers to an individual's act of expressing themselves verballytoo communicate their thoughts and ideas with other people. Speaking can be defined as the process of communicating thoughts and information orally in a variety of contexts. Fluency is defined as the ability to speak fluently, that is, to use one's language with ease and assurance while pausing for very few unnatural pauses (Nunan, 2006:1). When we speak, we engage in a process that involves the construction and exchange of meaning using verbal and nonverbal symbols in a variety of contexts (Channey, 1998:13).

Speaking is also known as reporting through spoken words with the ability to speak. When someone speaks in English, they are expressing what they see, what they feel, and what they hear in the form of words. When more than one person is talking at the same time, it will eventually result in a conversation or an interaction. It is also essential to process the situation in such a way that the listener can comprehend what the speaker is trying to convey. Because speaking is the initial mode of communication, it is essential for students to develop their speaking skills. In their day-to-day interactions, students are expected to speak English accurately and fluently (Camerron ,2001:40).

The investigator draws the following conclusion from the explanation: speaking is a form of communication in which ideas are expressed and ideas are used to conclude each other. Speaking can also increase vocabulary, courage, and a broader understanding, making the other person more fluent in a language that they have not previously owned. Because of this, speaking is also essential to improve one's ability to communicate in a foreign language. The importance of fluency in the English language must be addressed in the context of international education.

Speaking Function

Students should place a high priority on improving their speaking ability in English as part of their overall effort to improve their English language skills. Some specialists in the field of language organize the functions of human communication

into categories. According to Brown and Yule, there are three different speaking functions. "Three different iterations of Brown and Yule's framework stated that speaking either as a transaction, as a performance, or as a transaction. In terms of both appearance and purpose, each of these pursuits is very distinct from the others. In addition to this, different methods of instruction are required.

When we speak, we engage in an interaction that is primarily intended to serve a social function. Because people want to be friendly and create a comfortable interaction zone with others, when they meet they exchange information, participate in small speaking and chit chat, and recount recent experiences. This is done for a variety of reasons. The attention is primarily directed toward the speaker and the manner in which they communicate with one another. Speaking in front of an audience is referred to as "speaking as show," and it is a type of speech that conveys information in the same manner as reading the outcomes of a discussion out loud. As a performance usually takes the form of a monologue rather than a dialogue, it frequently adheres to a format that is easy to recognize and is more similar to written language than spoken language. Speaking is a transaction that where the focus of the situation is on the message about what is said or achieved in order to make people understood clearly. Speaking means as transaction that where the focus of the situation is on the message about what is said or achieved. Students are eager to complete the assignment because they are interested in talking about an interesting topic and learning technique that is due, and the assignment is due. The task of discussion between groups, as well as the task of explaining the results of discussions held in each group, are both included.

RoundRobin Technique

RoundRobin Technique is discussion forum where all students play a role in expressing their own ideas, speaking up and expressing their argument in class. From this technique, students are more active and more confident to develop their talents. Kagan, S., & Kagan, M. (2009) states that there are advantages of using this technique in the teaching and learning. In RoundRobin technique, all students have responsibility to give contribution in doing the assignment when each student answer the question with his/her understanding through the task and be observed

based on the rest of the group member. They can process new knowledge from the previous thoughts from different people.

The Procedures of RoundRobin

The method of putting RoundRobin into action was proposed by Kagan, S., and Kagan, M. (2009) and can be found in the following:

a. The instructors put the students into a few different smaller groups. There are four to six students in each of the groups.

b. Once the class has been split up, the instructor will propose the rule and ask each group to choose one student to act as the recorder while the other students take turns conveying their opinions.

c. The instructor announces the subject matter or question that must be discussed by the group. The issue or question should have a wide variety of possible responses.

d. Once the teacher has announced the time to begin and end the discussion, students are free to participate. The time that is approximately five minutes in length. It is possible to go through many cycles of exchanging opinions before the "think time" is up and everyone is required to present their ideas.

e. Following the conclusion of the "think-time" period, a brief discussion is held to evaluate the responses received. Recorder reads what he has noted (all opinions that are conveyed by the entire group members) and discusses them with his/her fellow teammates after doing so.

f. A consensus has been reached on the optimal choice. The final session will consist of a presentation, which the recorder of each group will be responsible for giving. They take turns presenting the results of the discussion in front of the class, and during each presentation, other groups are given the opportunity to give their feedback (Cox, J. (2017).

RESULT AND DISCUSSION

To collect data, the researcher hung out with students in the twelfth grade at SMAS Budi Agung. XII S Aguste Comte and XII S Aristoteles were the names of the two classes that were offered. Each of the classes had a total of 35 students. The XII S Aguste Comte class was an experimental one that utilized the RoundRobin

Technique for instruction. This study's control group consisted of XII Aristoteles students who were instructed using the traditional method of instruction. A test was given to the students so that the researcher could obtain information regarding the students' level of English-speaking ability. Following receipt of the data from this study, the researcher performed an analysis on it.

Table 2. Students' Scores of Experimental Class

No	Students' Initial	Pre-Test	Post-Test	Gained Score
1	AR	69	90	21
2	AS	49	83	34
3	AP	58	95	37
4	AT	55	87	32
5	AA	60	92	32
6	APP	45	85	40
7	AZ	55	80	25
8	CR	65	85	20
9	CN	45	86	41
10	DA	55	85	30
11	DPS	60	90	30
12	DR	39	95	56
13	EH BR M	54	89	35
14	FH	55	88	33
15	FAB	45	99	54
16	IRC	68	86	18
17	JA	60	87	27
18	KAT	53	87	34
19	LC	65	90	25
20	MDI	54	85	31
21	MCU	65	87	22
22	MDN	55	86	31
23	MI	55	79	24
24	MF	45	90	45
25	NM	69	80	11
26	NL	50	81	31
27	RA	65	95	30
28	SSAD	58	95	37
29	SHH	55	85	30
30	SJZ	60	90	30
31	TAH	69	95	26
32	VOA	57	79	22

33	WAS	60	95	35
34	SS	45	80	35
35	AP	55	85	30
	Total Score	1972	3066	1094
	Mean	56,34	87,6	31,26

According to the findings presented in Table 2, the results of the pre-test, the post-test, and the gained score in the experimental class both before and after the treatment were administered. The results of the pre-test revealed that the experimental class had a mean score of 56.34. The score of 39 was the lowest possible in the experimental class, and the score of 99 was the highest possible. After obtaining results from the preliminary test, the researcher administered treatment to the students. And the researcher carried out the post-test, mean, and gained score calculations for the students. Based on the scores of the students, it was discovered that there was an increase from 56.34 to 87.6, with a mean of gained score of 31.26. It is possible to draw the conclusion from table 4.1 that there was a significant improvement in the students' performance in the experimental class between the pre-test and the post-test.

Table 3. Students' Scores of the Control Class

No	Students' Initials	Pre-Test	Post-Test	Gained Score
1	AS	55	73	18
2	AF	43	75	32
3	AAFK	50	85	35
4	AF	54	75	21
5	APBB	49	80	31
6	AAZ	44	75	31
7	CA	35	85	50
8	CWD	55	70	15
9	DA	40	75	35
10	DD	45	80	35
11	FS	50	82	32
12	FA	35	75	40
13	HSI	45	73	28
14	HI	50	81	31
15	JSE	40	70	30

16	KHS	66	78	12
17	MBP	59	79	20
18	NA	46	72	26
19	NC	57	81	24
20	NA	50	72	22
21	NR	59	80	21
22	PA	50	82	32
23	PS	45	76	31
24	RAH	40	85	45
25	RA	59	75	16
26	SR	45	85	40
27	SD	50	85	35
28	TDS	45	73	28
29	WD	50	77	27
30	ZM	56	82	26
31	ZA	55	88	33
32	ZH	50	75	25
33	AA	50	86	36
34	ZN	40	79	39
35	YH	50	80	30
	Total Score	1712	2744	1032
	Mean	48,91	78,4	29,49

According to Table 3, it was shown that the results of the pre-test, the post-test, and the gained score in the control class were achieved through the use of conventional methodology. The results of the pre-test revealed that the average score for the control group was 48.91. In the control group, the score of 35 was the lowest possible score, and the score of 86 was the highest possible score. Following the completion of the pre-test data collection, the researcher utilized the more traditional methods to administer the treatment to the students. After that, the researcher carried out the post-test, as well as calculated the mean and gained score. It was shown that there was an increase from 48.91 to 78.4, with the mean of gained score being 29.49, and this was based on the scores of the students. It is possible to draw the conclusion from table 4.2 that there was a significant increase in the control class between the pre-test and post-test periods.

For the purpose of determining the significance level, the validity test was evaluated using a t-table based on the Pearson product moment. The pre-test and post-test each consisted of 20 questions, each of which consisted of 20 items, and their purpose was to test the validity of the data as well as the speaking ability of the students. With the total score, one can obtain the result of the data analysis that was performed on each individual score from the test. The value was compared to the value of the r-table on the significant table using a two-tailed test with n=, and it was found that the r table has a value of 0.333. According to the data presented in the table that is located above, there were a total of 70 students who were given a test that consisted of 20 questions that measured the students' ability to speak. And from the total of twenty questions, there were twenty valid questions r-table (0,333), and in the table of post-test questions, there were twenty valid questions r-table (0,333). T-table results demonstrated that the significant level contributing to the study's validity was the ratio of t-counts to r-tables (0,333). It is possible to draw the conclusion that the instrument that was used in this research for both the pre-test and the post-test had validity.

To ensure that the research was accurate, the researcher used an approach known as inter-rater reliability. The evaluation was in the form of a discussion forum, and the RoundRobin methodology was utilized. There were five different student groups that expressed interest in holding a discussion about the "murder of Brigadier Jhosua Hutabarat, the murder of Christine Silawan, and the war between Russia and Ukraine." After that, the researchers and raters monitored and evaluated the discussion forum using the RoundRobin technique. A scoring system was used by the researcher and the teachers to evaluate the students' level of speaking ability. The rating system served as the basis for the scoring system (scale 1-6). A rating was assigned to each rater based on the criteria of the rating system. It is important for the rater to be familiar with the characteristics that describe students' speaking abilities. In order to ensure that the score is accurate, it was requested of the raters that they provide an evaluation that is in line with the scale being used. The researcher served as the primary rater and evaluated the students on their English pronounciation, grammar, vocabulary, fluency, and comprehension when they were speaking the language. While the first rater was

a student, the second and third raters were English teachers who evaluated not only the students' ability to speak English but also their pronunciation, grammar, vocabulary, fluency, and comprehension of the language.

Hypotheses Data

The Hypothesis Test is designed to accomplish two goals: first, it will provide an answer to the hypotheses that have been proposed thus far, and second, it will determine whether or not the hypotheses should be accepted. According to the findings of the investigation, the tactic in question is the result data of students' tests that were administered using the RoundRobin Technique. These findings come from the investigation that was conducted. In order to determine whether or not there was a significantly different effect between the students who taught using the RoundRobin Technique in the experimental class and the students who taught using the conventional method in the control class, the testing of the hypotheses sought to determine whether or not there was a significant difference between the two methods. After collecting and organizing all of the relevant information, the results were analyzed by first determining the average score for both the experimental group and the control group. The level of significance, which is also referred to as alpha, was 5%, which is written as 0.05 in decimal form. By analyzing the data, it was discovered that the significance level consisted of two tails and had a value of 0.000 0.05. It is possible to draw the conclusion that there was a significant difference between the scores attained by students whose teachers employed the RoundRobin Technique and the scores attained by students whose teachers employed the conventional method. This is because it is possible to draw the conclusion that there was a significant difference between the scores attained by students whose teachers utilized the RoundRobin Technique. The variance in the learning outcomes achieved by the students is presented in the following table, which is based on the following mean score:

Table 4. Group Statistic

	Class	N	Mean	Standard. Deviation	Std. Error Mean
Students' Learning Outcomes	Post-Test of Experiment by using RoundRobin	35	87,6	5,270	0,890

	Post-Test of Control Class using conventional	35	78,4	4,942	0,835

It had been determined that the mean value of the experimental class from the post-test was 87.6 and that this value was higher than the mean value of the control class, which was 78.4 in the post-test. It indicated that the t-test was superior to the t-table in terms of significance. As a result, the null hypotheses (Ho) were found to be incorrect, and the alternative hypotheses (Ha) were found to be correct. It indicates that there was a discernible gap between the English-speaking abilities of the students in the experimental group who were taught with the RoundRobin Technique and the English-speaking abilities of the students in the control group who were taught with the traditional method.

The researcher took a sample from each of two different classes for this investigation. XII S Aguste Comte and XII S Aristoteles were the names of the two classes that were offered. The experimental class, known as XII S Aguste Comte, was the one that utilized the RoundRobin Technique for instruction. The classes at XII S. Aristoteles that were instructed using the conventional method served as the study's control group. In this study, the researcher discovered numerous differences in the results between the score on the pre-test and the score on the post-test for both the experimental and control classes. These differences included the scores for validity, reliability, normality, homogeneity, and an independent sample t-test.

It had been determined, based on the result of the mean score, that the mean value of the experimental class from post-test was 87.6 and that the mean value of the control class from post-test was 78.4. It indicates that there was a significant gap between the English-speaking abilities of the students in the experimental class who were taught using the RoundRobin Technique and the students in the control class who were taught using the conventional method. This means that there was a significant difference between the two groups.

Within the context of the teaching and learning process, pedagogical approach has the potential to impact student achievement. The classroom setting lends itself well to the use of a wide variety of strategies. It is the responsibility of the educator to select an approach that is suitable and effective in fostering students' comprehension of the subject matter. The RoundRobin technique is one method that can be implemented to improve students' ability to communicate orally. One of the cooperative learning strategies is called RoundRobin. The students will find it much simpler to communicate both their ideas and certain pieces of information to those around them if this method is implemented in the classroom.

The results of the statistical analysis revealed that the mean score for the students' speaking ability in the experimental class that utilized RoundRobin was 87.6. This was determined by the data obtained from the statistical analysis. The data collected on the students' speaking ability in the control class through the use of the traditional method revealed a mean score of 78.4 out of 100. It indicates that the students' speaking ability was affected differently by utilizing the RoundRobin Technique as opposed to more traditional methods of instruction. When compared to the students' ability to speak when using the conventional method, the students' speaking ability increased when using the RoundRobin Technique.

The findings demonstrated that the students' vocabulary and speaking abilities improved as a result of their participation in the RoundRobin activity. Most importantly, with the RoundRobin technique students were not be afraid to speak English and students were not afraid to say because it was due on the discussion forum. In this discussion forum of RoundRobin technique, Students were more confident and more enthusiastic so that students were more updated in developing their knowledge and reduce their thinking in terms of fear to speak.

It was determined that the two-tailed significance level was 0.000 0.05 based on the hypotheses. It was demonstrated that making use of the RoundRobin technique in the classroom was associated with a significant effect. It showed that RoundRobin could be effective to enhance students' speaking ability.

CONCLUSION

Students in the twelfth grade at SMA Budi Agung saw improvements in their speaking abilities as a result of using the RoundRobin Technique. It is evident from the mean score obtained from the data in both the pre-test and post-test administered to the experimental class and the control class. In the experimental class that used the RoundRobin Technique, the students' speaking ability resulted in a mean score of 87.6 while the post-test score for the control class was 78.4. The alternative hypothesis was accepted, while the null hypothesis was found to be incorrect. It was shown that there was a significant difference between the students' speaking ability when taught by using the RoundRobin Technique and the speaking ability of the students when taught using the conventional method. Increasing students' speaking abilities through the use of the RoundRobin method of instruction was an alternative solution.

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