

ABSTRACT

Dodi Saptono, 2017. “ The Effect of Round Robin Strategy Toward Students’ Speaking Skill at Junior High School 1 Kubung”.

There were many students’ difficulties in speaking many students still got problem in constructing the ideas to speak. They used inappropriate grammar, vocabulary and pronunciation. In addition, the teacher did not invite the students to speak actively, the teacher rather lets the students to be passive in speaking. It means that, during learning and teaching activity the students only listened to the teacher. Because of that, the students were not active to speak. Consequently, they were worried to speak.

Therefore, it needs an appropriate strategy to help students’ difficulties in speaking. The strategy is Round Robin strategy. In this study the researcher used Round Robin strategy as a strategy that used to teach in experimental class. The purpose of this research is to identify whether Round Robin Strategy gives significant effect on student’s speaking skill at seventh grade in Junior High School 1 Kubung.

Population of this research was all of the students at class VII of Junior High School 1 Kubung that consists of 162 students who were divided into six classes. Then the researcher took VII 3 and VII 6 as sample that was chosen through cluster sampling. Where class VII 6 as the experiment class consists of 26 students and class VII 3 as control class consists of 30 students. The researcher collected the data in form of quantitative by speaking test only. The test was given to both classes with the same topic. The data were analyzed by using statistical procedures. T_{test} was used to analyze the students’ post test score.

The result of this research showed that mean scores of students’ speaking in experimental class (81.80) is higher than the mean scores of students’ speaking in control class (73.96). It means that teaching speaking by using Round Robin strategy gives significant effect on students’ speaking skill. While, $t_{calculated}$ (14.25) also higher than t_{table} (2.000). It means that the hypothesis was accepted. Moreover, each components of speaking in experimental class was also have significant effect. The component were mostly improved namely vocabulary with significant different 2.39 and with comparison 20.92 (experimental class) and 18.53 (control class).

Statistically, it showed that teaching speaking by using Round Robin Strategy gives significant effect toward students’ speaking skill at class VII of Junior High School 1 Kubung. So, it recommended for English teacher should consider the use of Round Robin strategy as a strategy in teaching speaking for getting significant effect on students speaking skill.