

## THE USE OF ROUND ROBIN BRAINSTORMING TO INCREASE THE SPEAKING ABILITY OF THE SECOND YEAR STUDENTS OF SMP N 13 PEKANBARU

Ika Atika Puspita, Syofia Delfi, Dahnilsyah

Student of English Language Study Program  
Teachers' Training and Education Faculty  
Riau University

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### Abstract

*One of the possible ways of increasing speaking ability is by implementing Round Robin Brainstorming strategy. This article is based on the research finding in answering the questions: Can round robin brainstorming increase the speaking ability of the second year students of SMPN 13 Pekanbaru? While the second, how is the effectiveness of applying round robin brainstorming in teaching speaking for the second year students of SMP Negeri 13 Pekanbaru? This study is classroom action research which was conducted in two cycles. The proficiency test (Pre-Test and Post-Tests) was administered as a guidance, and also a set of observation sheets and field notes were used to gain the record of the classroom activity during the Round Robin Brainstorming treatment. The participants were 35 students of VIII-4 at SMPN 13 Pekanbaru. Based on the findings, it was discovered that there had been improvement of speaking ability of the second year students at grade VIII of SMPN 13 Pekanbaru in the Academic Year of 2012/2013 where about 25 students or 71.43% reached the minimum criteria of achievement (KKM), 75. The effectiveness of applying this strategy indicates from the average score of pre-test is 53.58, while the average score of first post-test is 63.71 and it increases into 77.52 in second post-test. It showed that the students had positive attitudes towards in teaching speaking by applying round robin brainstorming where they enjoy in learning speaking and become active in every meeting based on the observation sheets and field note result. Thus, the researcher suggested English teachers should be applied this strategy to improve speaking ability in order to help the learners enjoy and speak better, and also makes the instructional process more active.*

**Keyword:** *Classroom Action Research, Round Robin Brainstorming, Speaking*

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### INTRODUCTION

Speaking is an essential part in English communication. Speaking is one of language skill besides reading, listening, and writing that students need to be master. The principle of speaking English is able to communicate with other people. Chastain (1998) cites that

speaking is a productive skill. Speaking is an oral interaction which is the way to express something like feelings, ideas or information by someone to other.

Teaching and learning process of Junior High School especially at SMPN 13 Pekanbaru of the second year students have problems especially in speaking. Based on the writers' experienced when practiced teaching, students are low in speaking. They are still unable to speak fluently in correct grammar. Most of them are not really confidence. The lack of vocabulary also become one of problem arises. Those factors are influenced them, so they are afraid of making mistake while they are speaking.

Round robin brainstorming is a technique groups can be used in increasing students' speaking ability, but certain rules is need to be followed when the team does the round robin brainstorming, such as no criticizing or debating the ideas as they come up. Every students have to remember that there are no bad ideas and everyone needs to feel free to express the ideas. Each students have to share all ideas and not leaving any out. By applying this technique, it is good to build the way of thinking of students in developing their coming idea.

Numerous studies have pointed out dealing with the Round Robin Brainstorming strategy as follows: Kagan and Kagan (1994) states that round robin brainstorming is an activity in which each students share what it is spoken by their partner to the group. By doing this method students can contributes their ideas to others to find the best answer. Group work makes them have many possible ideas which will be expand.

Jarboe (1996) cites that round robin brainstorming sessions establish an environment in which each student in turn has the opportunity to express himself openly without his teammates interrupting or evaluating his opinion. It can help ensure active participation by engaging students in these sessions at appropriate times.

According to DelliCarpini (2006), using a Round Robin technique can help the teacher successfully address the aforementioned challenges and provide a meaningful interactive activity. Here, round robin brainstorming as an innovative strategy wich help teacher resolve the problem facing the students.

This article presented the used of Round Robin Brainstorming to increase speaking ability of the second year students of SMP N 13 Pekanbaru. The discussion is based on the result of the students' score in speaking skill in expressing transactional and interpersonal conversations short verbal simple. Specifically, this study attempted to answer the following questions: Can round robin brainstorming increase the speaking ability of the second year students of SMPN 13 Pekanbaru? While second, how is the effectiveness of applying round robin brainstorming in teaching speaking for the second year students of SMP Negeri 13 Pekanbaru?

## **METHODOLOGY**

The researcher had collected the data and information about the students' problems in speaking. The used of round robin brainstorming strategy, observations and planning had contributed to help the problems facing by the learners in speaking. This research contained 2 cycles to know how far the improvement of students' speaking ability by implementing Round Robin Brainstorming.

In this research, in collecting data, the writer had given a test. The first, pre-test was given before teaching activity by using round robin brainstorming. In pre-test, the students

asked to express the expression of transactional and interpersonal conversations in short simply verbal.

In addition, for obtaining the good result, the researcher used observation sheets and field notes as a guidance for recording. Observation is used as a document of the effects of the action which is done by the researcher. It have to be done carefully in order to find the truth information. It is also must be done well in order to know the effects of the action which is done by the researcher. The observer is the English teacher of SMPN 13 Pekanbaru is Dra. Fauziah. Observer observed the students' activities in the classroom. The purpose was to know how the researcher taught the students and the use of technique in istructional process.

There are two kinds of observation used in this study; they are observation for the students and observation for the teacher. In observation for the students the collaborator observed the students' activities both individual and group during in the class. Moreover, the observation is also done to teacher's activities in teaching speaking by applying round robin brainstorming during the instructional process. In doing the observation, the collaborator also writes down on the field note in order to know the factual information which she finds while teaching and learning process. It was hold that the writer could make improvement when teaching at the next meeting. So that the writer can teach well reach the goal.

Then, after giving pre-test, the writer applied Round Robin Brainstorming. Next, the teacher taught the students how to use some expression: expression of offering help, apologizing, giving an invitation and expression of congratulation by implementing round robin brainstorming. The steps of implementing the Round Robin Brainstorming were drawn as following. The teacher asks students to make their own groups and each group consist of 6 students (one student as a leader). Then, the teacher asks students to discuss the material given. The teacher asks each student to answers the questions given based on the topic in a card. After that, the teacher asks students to sharing their responses in pair. In group, each student tells their responses after their friends answer the questions first. Then, the teacher asks each leader to writes the response from the group. Next, the teacher asks each leader shares the responses from the group to single class. The teacher asks student individually in front of the class with their own expression based on the questions from recorders' result. In the end, the teacher gives evaluation to students as a closing activity.

Finally, after conducting the treatment in the 3 meetings the researcher gave post-test in last meeting. The purpose of this test was to know how well the students' speaking ability in expressing some expression through round robin brainstorming by interviewing the students. Then the result was collected as raw data of the research and was analyzed to find out whether the students showed the improvement in speaking skill by using Round Robin Brainstorming.

To know the level of ability of the students, the following classification is used as follows:

Table 1  
The Classification of Speaking Ability

Score	Level of Ability
80-100	Good to Excellent
60-79	Average to Good
50-59	Poor to Average
0-49	Poor

(Haris, 1986)

Then, Post-Test 1 was conducted as the end of cycle 1 of this actional research by the aim of knowing students' improvement after using Round Robin Brainstorming by the researcher. Post-Test 1 have been done by the researcher by using Round Robin Brainstorming. The students should do all the task from the researcher. The researcher decided to continue to the cycle 2 if the result of the quantitative and qualitative data in the cycle 1 did not show a significant improvement yet. In this cycle 2, the researcher still applied Round Robin Brainstorming with any other additional strategy based on the result of reflection in the cycle 1 to improve the ability of students in speaking skill.

## RESULT AND DISCUSSION

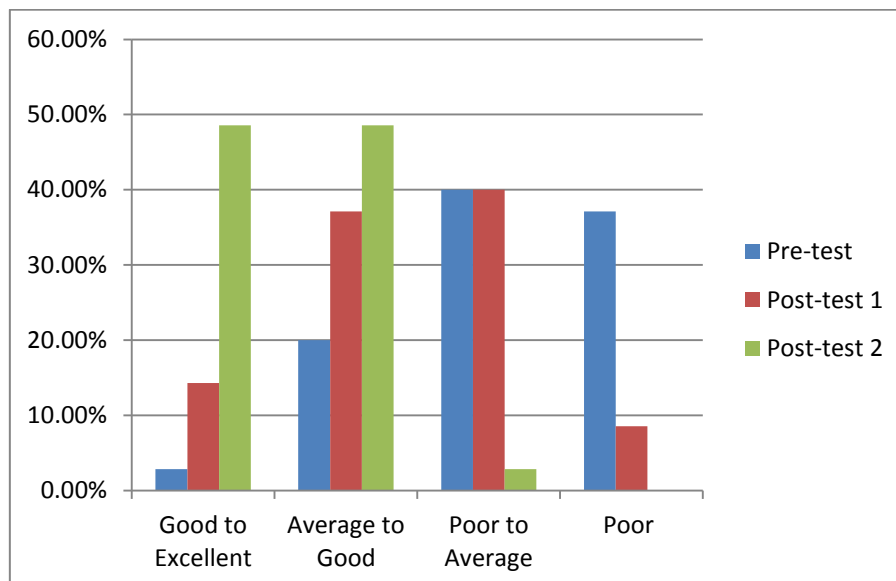
The researcher found that there was improvement in students' speaking ability in which could be seen and compared from the pre-test to post-test.

Table 2

The Improvement of Students' Speaking Ability from Pre-Test to Post-Test

Score	Level of Ability	Pre-test	Post-test 1	Post-test 2
80-100	Good to Excellent	2.86	14.29	48.57
60-79	Average to Good	20	37.14	48.57
50-59	Poor to Average	40	40	2.86
0-49	Poor	37.14	8.57	0

The data on the the table above was also presented on the the chart below:



According to the data above, it indicates that in pre-test there was only 1 students (2,86%) could achieved “good to excellent” level, while it increased become 5 students (14.29%) in post-test 1 and increased become 17 students (48.57%) in post-test 2. It reveals that from pre-test untill second post-test, the level of ability of students in “good to excellent” is increasing. Moreover, in the ability of “average to good” level, there were 7 students (20%) achieved in pre-test, and then it increased into 13 students (37.14%) in post-test 1 and got progress into 17 students (48.57%) in post-test 2. It means that there is any advance of students ability in this level. On the other way, the level of ability of students in “poor to average”, there were 14 students (40%) who achieved in pre-test, then there is no change in post-test 1 which had the same percentage 14 students (40%), and it decreased into 2.86% of students in post-test 2. It explains that there is any decreasing of number of students in this level of ability eventhough the average score in pre-test and first post-test are the same. In “poor” level, first there were 13 students (37.14%) in this level, but in post-test 1 it decreased into 3 students (8.57%) and it deceeded into 0% in post-test 2. It can be said that there is any decreasing of number of students reached this level of ability.

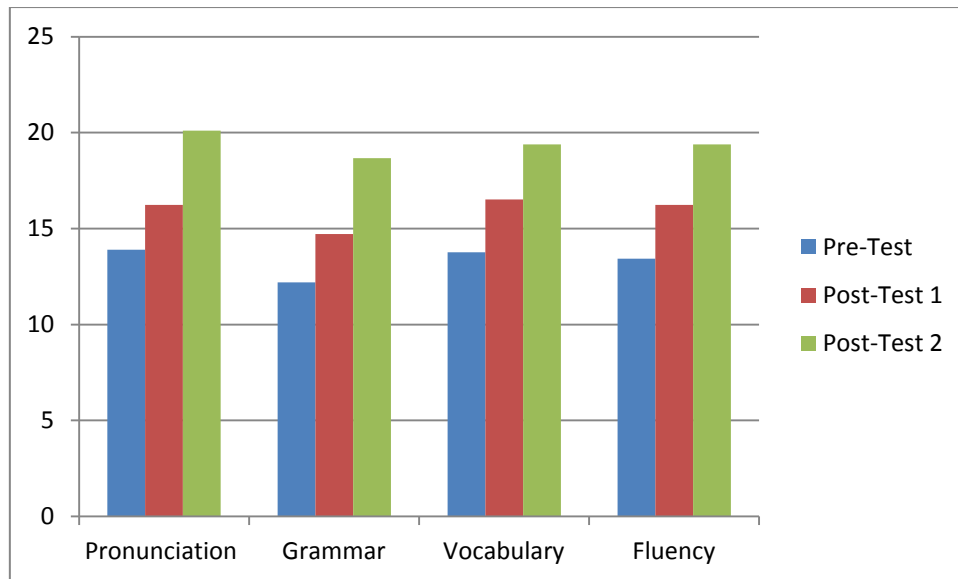
In addition, the writer also presented the improvement of students’ speaking ability in each aspect.

Table 3

Improvement of Students’ Speaking Ability in Each Aspect of Speaking

No	Aspects of Speaking	Pre-Test	Post-Test 1	Post-Test 2
1	Pronunciation	13.9	16.24	20.1
2	Grammar	12.19	14.71	18.66
3	Vocabulary	13.76	16.52	19.38
4	Fluency	13.43	16.24	19.38
Total		53.28	63.71	77.52

The data on the the table above was also presented on the the chart below:



In “pronunciation”, the average score of students in pre-test was 13.9, and then it increased into 16.24 in post-test 1 and increased into 20.1 in post-test 2. For “grammar”, in pre-test the average score of students was 12.19, then it increased into 14.71 in post-test 1 and increased into 18.66 in post-test 2. While the score for “vocabulary” was 13.76 in the pre-test, then it increased into 16.52 in post-test 1 and increased into 19.38 in post-test 2. The score of “fluency” was 13.43 in pre-test and then it increased into 16.24 in post-test 1 and it increased into 19.38 in post-test 2.

According to data presented above, the writer has answered the research questions which number one is: Can round robin brainstorming increase the speaking ability of the second year students of SMPN 13 Pekanbaru? The findings proved that there was increasing of speaking ability of the second year students of SMP Negeri 13 Pekanbaru by applying round robin brainstorming. There were 25 students or 71.43% from 35 students reached the minimum criteria of achievement (KKM), while it was 75. It can be concluded that the improvement of students’ speaking ability of SMP Negeri 13 Pekanbaru was quiet high.

Besides, the writer also has answer the question of the research which number two is: How is the effectiveness of applying round robin brainstorming in teaching speaking for the second year students of SMP Negeri 13 Pekanbaru? The effectiveness of applying round robin brainstorming indicates from the average score of pre-test is 53.58, while the average score of first post-test is 63.71 and it increases into 77.52 in second post-test. It is expected that round robin brainstorming can be implemented not only for students but also for English teacher in teaching speaking, whereas, the students will be more enjoyable, interested, and also stimulated their skill in learning. Round robin brainstorming helped students to improve their speaking skill which activities make them active in doing group work with sharing many ideas. Finally, the students will acquire speaking English as a skill to attain speaking ability. Round robin brainstorming helps students to become active and creative in the classroom.

After applying all stages of round robin brainstorming to the second year students of SMP Negeri 13 Pekanbaru, the researcher found some strengths and weaknesses during the process. The strengths were as listed below:

1. Most of students were active in teaching learning process because round robin brainstorming gave more opportunity to speak during the activity in the class.

2. The students were very interested because they could comprehend the material given by the teacher
3. Applying round robin brainstorming is able to develop the students' social skill in teaching learning process which makes them have self-esteem to show their ability in using English.
4. Applying round robin brainstorming helps students to solve their problems in learning because they can share with their friends in pair our in group and also free to give their opinion.

In this research, the writer did not only find the strength but also the weakness as follow:

1. The writer was difficult to control students in teaching and learning process while applying round robin brainstorming since there is group work, they preferred to talk with friends so the class became noisy in every meeting.
2. Some students seemed shy and did not want to answer the questions in group work. It would waste the time.

## **CONCLUSION**

The aim of this research is to find out whether the use of round robin brainstorming in teaching English specifically speaking skill can increase students attained. Based on the result of the data that has been done in SMPN 13 Pekanbaru, the writer can conclude that the use of round robin brainstorming can increase the students' speaking achievement. The improvement of the students can be seen from 25 students or 71.43% who reach the minimum criteria of achievement (KKM), while KKM is 75. This result is come from the research question: "Can round robin brainstorming increase the speaking ability of the second year students of SMPN 13 Pekanbaru?" It can be conveyed that the improvement of students' speaking ability of SMP Negeri 13 Pekanbaru was quiet high.

Moreover, the effectiveness of the round robin brainstorming on the teaching speaking of the second students of SMPN 13 Pekanbaru is showed from the average score of the students that had increased from pre-test to the second post-test. In the data, the average score of pre-test is 53.58 then it improves into 63.71 in the first post-test and it increases into 77.52, while the observation sheets and field notes results are also showed that the students had positive attitudes. It can be seen from the increasing of the number of students in every activity in every meeting. They enjoy while teaching and learning process. It helps students to be more active in class. So, they speak more better. This result finding is caused fom the following question: "How is the effectiveness of applying round robin brainstorming in teaching speaking for the second year students of SMP Negeri 13 Pekanbaru?"

Hence, the applying round robin brainstorming in teaching English especially in speaking is really effective in improving students' speaking ability at SMPN 13 Pekanbaru in academic year 2012/2013.

## **IMPLICATION**

The result of this research shows that the implementation of Round Robin Brainstorming can improve students' speaking skill. Therefore, it is needed to propagate this strategy to other English teachers, as one of the innovation strategy that can improve students' speaking skill.

It is expected that Round Robin Brainstorming can be implemented by English teacher in teaching speaking, in order to make students will be more interested, stimulated, and active in speaking.

## SUGGESTION

Regarding to the result of the research, the writer suggest that first, the teacher have to be creative in teaching learning. It means that the teacher should know the appropriate technique in teaching speaking in order to increase the students speaking ability. Second, it is suggested for English teacher to use Round Robin Brainstorming in order to improve students speaking ability. It is created a good circumstance during teaching and learning in order to make students comfortable and enjoyable in it. The last, since there is a group discussion in teaching learning process, so it is enable the class become noisy. It is suggested for the teacher to monitor the group activity in order to make group discussion become active and effective.

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