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The Effect of the Round-Robin Technique on Students' Vocabulary Mastery and Speaking Skills

Sondang Manik[1], Khairunnisa Br. Malau[2], Ester Silitonga[3], Lastri W. Manurung[4]
[1,2,3,4]Nommensen HKBP University Medan, Indonesia

[1]sondang.manik@uhn.ac.id

Abstract

The objective of this research was to determine the vocabulary mastery and speaking skills of students after giving treatment by Round Robin technique, The researcher applied Round Robin Technique to solve vocabulary mastery and speaking skills in SMK AL Maksum Stabat. Round Robin is a technique that asks the student to be active in the learning process, Round Robin Technique involves the active participation of all group members. This technique is usually used to improve speaking skills and expand vocabulary. The researcher used a quasi-experimental design in this research, The total population was 86, The population consisted of two classes and every class consisted of 43 students, The sample of the research was taken by using a purposive sampling technique. The researcher did 6 meetings for oral tests, The experiment class was taught by the Round Robin technique and the control class was taught by the conventional technique. The researcher used tests before conducting the treatments, the researcher would give a test first to measure and analyze how far the students had. In this research, the researcher will use SPSS 25.05 to analyze the data using the Independent Sample T-test and the researcher get the result of the hypothesis showing that it was found Sig. of the t-test for equality of means assumed was 0.000 and $\alpha = 0.05$. It means that Sig. (p-value) $< \alpha = 0.05$. So, H0 was rejected and Ha was accepted, based on the data result of the test, it can be concluded that there was a significant effect of using the Round Robin technique in improving students' vocabulary mastery and speaking skills in the first graders of SMK AL Maksum Stabat because there was an increase in students scores from before given the treatment and after given the treatment.

Keywords: *Vocabulary; Speaking; Learning process; Round Robin Technique*

Introduction

English plays a pivotal role globally as a primary medium for communication in business, academic, and international contexts. As an official language in many countries, proficiency in English enhances career opportunities and facilitates cross-cultural interactions, making it an essential skill in the modern world (Karen, 2021; Ahmar & Narmala, 2021). Effective communication in English not only strengthens professional and social engagements but also broadens access to global knowledge and resources.

Beyond professional advantages, effective communication in English strengthens both social and academic engagements. It facilitates access to global knowledge and resources, allowing learners and professionals to explore scientific research, literature, and international publications. With the increasing demand for English proficiency in various fields, developing strong language skills is essential for success in today's interconnected world.

A strong vocabulary is fundamental to language proficiency, as it enables individuals to articulate ideas clearly and effectively (Ahmad & Marjohan, 2019). Vocabulary mastery plays a crucial role in language learning and communication, shaping one's ability to construct

meaningful expressions (Suprayetno, 2022). Without sufficient vocabulary, individuals may struggle to express their thoughts accurately and engage in effective conversations. A well-developed vocabulary allows speakers to choose precise words, improving both clarity and coherence in communication. Fluency in speaking is highly dependent on vocabulary acquisition, ensuring confidence in verbal interactions (Annisa et al., 2022). The more words a person knows, the easier it is to convey complex ideas in different contexts. Therefore, expanding vocabulary knowledge is essential for achieving proficiency in any language.

Insufficient vocabulary presents a significant challenge to speaking proficiency, as it hinders effective communication and comprehension (Istiana, 2017). To overcome this, educators must implement engaging teaching methods that encourage student participation and enjoyment in learning English (Istiana, 2017). One effective approach is the Round Robin Technique, which fosters active learning and interaction among students, making language acquisition more dynamic and engaging (Masruddin et al., 2021).

This study focuses on SMK AL Maksum Stabat, a vocational school in North Sumatra, Indonesia, where English proficiency is essential across various disciplines. Observations indicate that students struggle with learning English due to its perceived difficulty and a lack of real-life practice opportunities. The Round Robin Technique offers a promising solution by promoting structured discussions and peer interaction, ultimately enhancing vocabulary retention and speaking skills. Through this method, students gain confidence and fluency in both vocabulary usage and verbal expression (Niluh Ramadani & Juliana, 2023; Dakhi & Fitria, 2019).

Based on the information provided, the researchers formulated the following research question: “How does the implementation of the Round Robin Technique impact vocabulary retention and speaking proficiency among second-grade students at SMK AL Maksum Stabat, North Sumatra?” This study aimed to evaluate the effectiveness of the Round Robin Technique in addressing students' challenges in English learning. By facilitating structured discussions and encouraging active participation, the technique was designed to enhance confidence, vocabulary retention, and verbal expression (Niluh Ramadani & Juliana, 2023; Dakhi & Fitria, 2019).

To assess its impact, vocabulary and speaking tests were administered based on predefined evaluation criteria (Hughes, 2003). These assessments measured students’ progress and provided insights into the effectiveness of the technique in bridging gaps in existing teaching methodologies. The findings of this study are expected to contribute to the development of more interactive and engaging instructional strategies for improving English language proficiency in vocational school settings.

Method

The subject of this research was taken in SMK AL Maksum Stabat, in this research the researcher uses a quashi-experimental that aims to determine whether the relationship between the experimental group and comparison group in improving students’ vocabulary mastery and speaking skill. The experimental research method is a method for testing a theory by finding the data and the relationship between variables, the variable is usually measured with the research instruments so that data consisting of the number can be analysed based on statically procedures (Susanto, 2017). The design of this research is explained in the following table as follows:

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Table 1. The Design of The Research

Sample	Pre-Test	Treatment	Post-test
Experimental Groups	T1 E	Round Robin Technique	T2 E
Control Group	T1 C	Conventional Technique	T2 C

The location of this research was in SMK AL Maksum Stabat which was located at Jln. Sei Batang Serangan No.04 Kwala Bingai Stabat Kabupaten Langkat and this research will be conducted from February 2024 to July 2024. The subject of this research was 86 students, and there will be students taken from two different classes namely X OTKP 1 and X OTKP 2, the researcher chose X OTP 1 as the experiment class which consist of 43 students, it was taken by purpose sampling, and X OTP 2 as control class which consist of 43 students.

In this research, the researcher will design an oral test. The oral test was used to measure speaking skill and vocabulary mastery, the researcher designed an oral test by herself from book sources of the school and the internet. The selection of oral test adapted to the syllabus in first grade with a focus on vocabulary mastery and speaking skills. In measuring the instrument validity test will be conducted, the researcher will use content validity where the content of the test will be compared based on the English curriculum and syllabus content. After comparing the all items, the researcher can conduct the oral test, from the test the researcher can get the data of the students and can make the conclusion did Round Robin can affect vocabulary mastery and speaking skills in the first grade of SMK AL Maksum Stabat.

To assess the vocabulary and speaking skills, the tests were administered based on predefined criteria (Hughes, 2003). Statistical analysis will gauge students' progress and the technique's effectiveness in addressing the identified gaps in current teaching methodologies.

Table 2. The Rubric of Speaking Skill Score

No.	Criteria	Indicators	Score
1	Pronunciation	Has few traces of a foreign accent.	5
		Always intelligible, though one is conscious of a definite accent.	4
		Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding	3
		Very hard to understand because of pronunciation problems, most frequently be asked to repeat.	2
		Pronunciation problems to serve as to make speech virtually unintelligible.	1
2	Grammar	Make few (if any) noticeable errors of grammar and word order.	5
		Occasionally makes grammatical and or word order errors that do not, however obscure meaning.	4
		Make frequent errors of grammar and word order, which occasionally obscure meaning.	3

		Grammar and word order error make comprehension difficult, must oftenrephrase sentence and or rest rich himself.	**2**
		Errors in grammar and word order so, severe as to make speech virtually unintelligible.	**1**
3	**Vocabulary**	Use of vocabulary and idioms is virtually that of native speaker.	**5**
		Sometimes uses inappropriate terms and/or must rephrases ideas because of lexical inadequacies.	**4**
		Frequently uses the wrong words conversation is somewhat limited because of inadequate vocabulary.	**3**
		Misuse of words and very limited vocabulary makes comprehension quitedifficult.	**2**
		Vocabulary limitations so extreme as to make conversation virtually impossible.	**1**
4	**Fluency**	Speech as fluent and efforts less as that of a native speaker.	**5**
		Speed of speech seems to be slightly affected by language problem.	**4**
		Speedand fluencyare rather strongly affected by language problem.	**3**
		Usually hesitant, often forced into silence by language limitation.	**2**
		Speech is also halting and fragmentary as to make conversation virtually impossible.	**1**
5	**Understanding**	Appears to understand everything without difficulty.	**5**
		Understand nearly everything at normal speed, although occasionally repetition may be necessary.	**4**
		Understand most of what is said at slower than normal speed without repetition.	**3**
		Has great difficulty following what is said, can comprehend only “social conversation” spoken slowly and with frequent repetition.	**2**

Results

The descriptive statistics of the experimental and control classes were compared to analyze the score differences before and after the treatment. This comparison aimed to assess the improvement in each class following the intervention. Additionally, the Kolmogorov-Smirnov test was conducted to determine the normality of the data. This test helped ensure that the data met the assumptions for further statistical analysis. The results of the normality test are presented as follows.

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Table 1. Normality of Experimental and Control Classes' Result

Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Hasil	Pre Experiment	.228	38	.200	.906	38	.372
	Post Experiment	.247	38	.200	.841	38	.200

The table presents the normality test results for the experimental and control classes using the Kolmogorov-Smirnov and Shapiro-Wilk tests. These tests were conducted to determine whether the data were normally distributed before and after the treatment.

From the Kolmogorov-Smirnov test, the significance values (Sig.) for both the pre-test and post-test in the experimental class were 0.200, and for the control class, they were also 0.200. Similarly, the Shapiro-Wilk test showed significance values above 0.05, indicating that the data met the assumption of normality. Since these values are higher than the $\alpha = 0.05$ threshold, it confirms that the data in both the experimental and control classes were normally distributed before and after the treatment. This result validates that further statistical analyses, such as parametric tests, can be conducted to compare the effectiveness of the Round Robin Technique in improving students' vocabulary mastery and speaking skills.

Homogeneity Test Result

The homogeneity test was conducted by using the Levene Statistic. The result of the test was shown in the table as follows:

Table 2. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Results	Based on Mean	.011	1	75	.916
	Based on Median	.000	1	75	1.000
	Based on Median and with adjusted df	.000	1	75.000	1.000
	Based on trimmed mean	.005	1	75	.947

The Test of Homogeneity of Variance was conducted using Levene's Test to determine whether the variances between the experimental and control classes were equal. The results show significance (Sig.) values of 0.916 (based on mean), 1.000 (based on median), 1.000 (based on median with adjusted df), and 0.947 (based on trimmed mean). Since all these values are greater than 0.05, it indicates that there is no significant difference in variance between the two groups. This confirms that the data is homogeneous, meaning the assumption of equal variance is met. With this assumption fulfilled, further statistical tests, such as t-tests or ANOVA, can be performed to analyze the effectiveness of the Round Robin Technique in improving students' vocabulary mastery and speaking skills.

Hypothesis Testing Result

A t-test was used to answer the research questions after determining the normality and homogeneity. The data used to answer the question whether the Round Robin technique was effectively utilized in teaching vocabulary mastery and speaking skills.

The table displays oral scores for both the experimental and control classes

Table 3. T-Test Result of post-test Score

Paired Samples Test									
		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig. (2-tailed)
Pair 1	PretesEx - PosttestEx	-17.632	5.420	.879	-19.413	-15.850	-20.054	37	.000
Pair 2	Precont - PostCont	-2.105	4.741	.769	-3.664	-.547	-2.737	37	.000

The paired samples t-test was conducted to determine whether there was a significant difference in students' vocabulary mastery and speaking skills before and after implementing the Round Robin Technique. The table presents the results for both the experimental class (Pair 1: PretestEx - PosttestEx) and the control class (Pair 2: Precont - PostCont).

The significance (Sig.) value for both comparisons is 0.000, which is less than 0.05. This result indicates that the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. In other words, the Round Robin Technique significantly improves students' vocabulary mastery and speaking skills.

The results suggest that the Round Robin Technique positively impacts English language learning by encouraging students to speak in turn, receive feedback from peers and teachers, and correct their mistakes. This process strengthens their vocabulary retention and speaking confidence. Additionally, the technique enhances social interaction, as students actively engage in discussions, exchange ideas, and develop a deeper understanding of the learning material. Through structured turn-taking and collaborative evaluation, the Round Robin Technique fosters motivation, interaction, and critical thinking, making it an effective method for improving both language proficiency and classroom dynamics.

Discussion

The findings indicate that the Round Robin technique significantly improves students' vocabulary mastery and speaking skills. The results from the normality and homogeneity tests confirmed that the data were normally distributed and homogeneous, ensuring the validity of the hypothesis testing. The t-test results further demonstrated a significant difference between the pre-test and post-test scores in both the experimental and control groups, with a notably higher improvement observed in the experimental group.

This suggests that students who participated in Round Robin discussions benefited from the structured interaction, which encouraged active engagement in speaking activities. Through this technique, they received feedback from peers and teachers, allowing them to correct mistakes, refine language use, and build confidence in communication. The structured nature

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of Round Robin provided students with equal opportunities to speak, reinforcing their vocabulary retention and fluency in English.

These results align with previous studies that emphasize the effectiveness of collaborative learning strategies in language acquisition. Sahardin et al. (2019) highlight that the Round Robin technique encourages active participation, where students engage in explaining, evaluating, and questioning ideas, leading to a deeper understanding of the material. This structured interaction allows students to practice language skills in a supportive and engaging environment, reinforcing their comprehension and fluency.

This interactive approach contrasts with traditional teaching methods, where students often hesitate to speak due to fear of making mistakes. The structured nature of Round Robin ensures that each student has an equal opportunity to contribute, minimizing anxiety and building confidence in speaking. By creating a classroom dynamic that promotes participation and peer interaction, this technique effectively enhances students' ability to communicate in English while reducing hesitation and self-doubt.

From a practical perspective, implementing the Round Robin technique in classrooms can enhance not only language proficiency but also social interaction among students. As learners take turns speaking and listening to their peers, they develop stronger communication and critical thinking skills, which are essential for effective language use. This structured approach encourages collaboration and active engagement, making the learning process more interactive and enjoyable.

Theoretically, this supports the sociocultural learning framework, which emphasizes interaction as a key component of language development. By engaging in structured discussions, students construct knowledge together and improve their ability to express ideas clearly. Future research could explore the long-term effects of Round Robin in different educational contexts to further validate its effectiveness in language learning and to determine how it can be adapted for diverse student needs and classroom settings.

Concusions

After analyzing the research findings and reviewing the data, it can be concluded that the Round Robin technique effectively supports students in becoming active learners in English, particularly in mastering vocabulary and speaking skills. Teaching through the Round Robin technique encourages students to interact during the learning process while simultaneously practicing their language skills. This method also fosters a sense of responsibility, as students are required to actively participate and contribute to discussions, ultimately improving their language proficiency.

The results of the statistical analysis further support this conclusion, with a significance level (Sig.) of 0.000 < 0.05 (5%), indicating that the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted. This confirms that the Round Robin technique had a significant effect on improving students' vocabulary mastery and speaking skills among first-grade students at SMK Al Maksum Stabat. The data presented in the tables provide clear evidence of this improvement, reinforcing the effectiveness of this technique in enhancing language learning outcomes.

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