

ABSTRACT

Hasanah, Nila Uswatun. Registered Students. 2813133086. 2017. *The Effectiveness of Round Robin Technique Toward Students' Speaking Skills in Retelling Stories of Second Grade at MA Ma'arif Udanawu Blitar in the Academic Year 2016/2017*. Thesis. English Educational Program, Faculty of Tarbiyah and Teacher Training. The State Islamic Institute (IAIN) of Tulungagung.

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Keywords: Effectiveness, Round Robin Technique, Retelling Story Achievement

Retelling stories is one of the speaking activities which is not easy, because before doing it the students must know the story well. Mastering the grammar well is also insisted in retelling story. Besides the students need sufficient vocabularies to explore the story and to avoid miss understanding when the listeners cannot understand their sentences. In this activity the students not only telling a story, but also they have to think how to make the listeners understand the story. One of the techniques that can be used to stimulate students in retelling story is Round Robin. Round Robin is one of the cooperative learning. Practically, Round Robin technique invites the learners to talk a lot in a group. The students fell enjoy when they speak with their friends, they are not afraid to make mistakes and they spend their time using English language.

The research problem in this study were: 1) How is students' Speaking skill in retelling stories of the second grade at MA Ma'arif Udanawu Blitar in the academic year 2016/2017 before they are taught by using Round Robin Technique? 2) How is students' Speaking skill in retelling stories of the second grade at MA Ma'arif Udanawu Blitar in the academic year 2016/2017 after they are taught by using Round Robin Technique? 3) Is there any significant different on the students' Speaking skill in retelling stories of the second grade at MA Ma'arif Udanawu Blitar in the academic year 2016/2017 before and after they are taught by using Round Robin Technique?

Research method: 1) Research design was pre-experimental design using quantitative approach. 2) The population of this study were all students of second grade of MA Ma'arif Udanawu Blitar. 3) The sample was XI MIA 2 class consisted 40 students and they were chosen purposively. 4) The research instrument were tests pre-test and post-test of retelling stories and the researcher used inter rater technique in scoring students' speaking skill in retelling stories. 5) The technique of data analysis was using T test. T test was used to compute students' scores to determine whether H_0 is accepted or rejected.

The result showed that totals of students' score before being taught by using Round Robin Technique were (73.80). Meanwhile, students' score after being taught by using Round Robin Technique were (83.10). From the result of computation, it reveals that T-count was (8.092) and significant value was (0.000). The significant value (0.000) was smaller than the significant level (0.05).

Based on the result above, this means that H_a which states there is significant difference score of the students' retelling stories achievement before and after they are taught by using Round Robin Technique is accepted. Whereas, H_o which states that there is no significant difference score of the students' retelling stories achievement before and after they are taught by using Round Robin Technique is rejected. In other words, Round Robin Technique is effective used as an alternative technique for teaching speaking especially in retelling stories to the students of second grade for SMA level.

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Retelling story adalah salah satu kegiatan dalam speaking yang tidak mudah, siswa harus mengetahui dengan baik sebuah cerita sebelum mereka melakukan retelling story. Dalam retelling story siswa dituntut untuk menguasai grammar dengan baik. Di samping itu, siswa perlu kosakata yang banyak untuk menceritakan cerita dengan luas dan menghindari ketidak pahaman pendengar. Dalam kegiatan ini siswa tidak hanya bercerita, tetapi mereka juga harus berfikir bagaimana caranya membuat pendengar memahami kalimatnya. Salah satu teknik yang dapat digunakan untuk merangsang siswa dalam retelling story adalah Round Robin. Round Robin adalah salah satu pembelajaran secara kelompok. Teknik Round Robin mengajak siswa untuk berbicara banyak dalam kelompok. Siswa akan menikmati ketika mereka berbicara dengan teman-temannya, mereka tidak takut salah dan menghabiskan waktu belajar mereka dengan Bahasa Inggris.

Rumusan masalah dalam penelitian ini sebagai berikut: (1) Bagaimana kemampuan berbicara siswa kelas dua MA Ma'arif Udanawu Blitar tahun akademik 2016/2017 dalam menceritakan kembali sebuah cerita sebelum diajar menggunakan teknik Round Robin? (2) Bagaimana kemampuan berbicara siswa kelas dua MA Ma'arif Udanawu Blitar tahun akademik 2016/2017 dalam menceritakan kembali sebuah cerita sesudah diajar menggunakan teknik Round Robin? (3) Adakan perbedaan yang signifikan antara kemampuan berbicara siswa kelas dua MA Ma'arif Udanawu Blitar tahun akademik 2016/2017 dalam menceritakan kembali sebuah cerita sebelum dan sesudah diajar menggunakan teknik Round Robin?

Metodologi penelitian: (1) Desain penelitian ini adalah pre-eksperimental dengan menggunakan pendekatan kuantitatif. (2) Populasi penelitian adalah seluruh siswa kelas dua MA Ma'arif Udanawu Blitar. (3) Sampel penelitian adalah seluruh siswa kelas MIA 2 yang terdiri dari 40 siswa dan dipilih dengan purposif. (4) Instrumen penelitian ini adalah tes pre-test dan post-test dalam bercerita dan menggunakan dua penilai dalam menilai hasil tes siswa. (5) Teknik

analisis data menggunakan T-test. T-test digunakan untuk menghitung skor siswa untuk menentukan apakah H_a diterima atau ditolak.

Hasil dari penelitian ini menunjukkan bahwa skor dari total nilai siswa sebelum diajar menggunakan teknik Round Robin adalah (73.80). Sementara itu, skor dari total nilai siswa sesudah diajar menggunakan teknik Round Robin adalah (83.10). Dari hasil perhitungan, menunjukkan bahwa T-count adalah (8.092) dan nilai signifikan (0.000). Nilai signifikan (0.000) lebih kecil dari pada tingkat signifikan (0.05).

Berdasarkan hasil diatas, hal ini membuktikan bahwa H_a yang menyatakan bahwa ada perbedaan nilai speaking siswa dalam retelling stories antara sebelum dan sesudah diajar menggunakan teknik Round Robin diterima, dan H_o yang menyatakan bahwa tidak ada perbedaan nilai speaking siswa dalam retelling stories antara sebelum dan sesudah diajar menggunakan teknik Round Robin ditolak. Dengan kata lain teknik Round Robin efektif digunakan untuk mengajar speaking khususnya dalam kegiatan retelling stories untuk siswa kelas dua pada tingkat SMA.