

A comparative study between Round Robin technique and Talking Chip technique in improving speaking achievement and students' attitudes toward the techniques

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ABSTRACT

The objectives of this research were to find out the difference between Round Robin Technique and Talking Chip Technique in improving speaking achievement and to find out the correlation between students' attitudes toward the techniques and speaking achievement. The subjects were 30 students of XI MIA 4 and 33 students of XI MIA 6 in MAN 1 Bandar Lampung. Speaking tests and questionnaires were used to collect the data. This study employed Independent T-test and Product Moment Correlation. The result showed that there was no significant difference between Round Robin Technique and Talking Chip since $p > 0.05$ ($P = 0.072$ and 0.069). It happened because both of the techniques had almost the same characteristic which was a kind of discussion group. Furthermore, the result showed that there was a significant correlation between students' attitudes toward the techniques and speaking achievement with the significant level ($0,000 < 0.001$) and the result showed that students' attitudes toward both of the techniques had a high correlation to speaking achievement since $r > 0.600$ ($r = 0.738$ and 0.678). It can be concluded, whatever techniques that are used by the teacher, students' attitude would always influence speaking achievement. The more students had a good attitude toward the techniques, the more they would have an effort to be involved in the discussion and they would get better scores. Thus, it is suggested that English teachers use Round Robin technique to be more comfortable and use Talking Chip Technique to be more challenged in the learning process. In addition, the teacher should consider students' attitudes toward the technique to get better speaking achievement.

Keywords: *Round Robin Technique, Talking Chip Technique, Speaking achievement, Students' attitudes*

I. INTRODUCTION

Speaking is one of the productive skills that students have to master besides writing. The reason is speaking as the main tool of communication. By speaking, students can transfer information and ideas, and maintain social relationship by communicating their ideas to others. This is like what Bailey (2003) states that speaking is a process of producing verbal utterance which is done to deliver meaning. In addition, Welty (1976) adds that speaking is the main skill in communication. Furthermore, as Murcia (2001) states that speaking in a second language or foreign language has often been viewed as the most demanding of the four skills. That is why students have to be fluent and the teachers have to promote the students to be able to communicate effectively through oral language.

However, the students of senior high school often have difficulties in speaking although they have enough time to study English from junior high school. From the previous research conducted by Mukadimah (2014), she finds out that students tend to have difficulties to speak English in a simple form of dialog or even to tell their ideas and utterances in English. The students are afraid to make mistakes and errors in front of their friends. As a result, they tend to be silent and the monotonous activities during the learning process make the condition getting worse. It indicates that the psychological factor and inappropriate technique of learning English cause students to be reluctant to speak. Furthermore, Students' attitude towards the target language is one of the psychological factors that affects students to be active to speak up in the learning process. This is in line with the observation of Prastiwi (2018), she found out that students' psychological condition was important to support their learning processes. Students who believe that English is easy, fun and challenging will be excited to follow the lesson. In this case, attitude is a psychological orientation developed as a result of one's experiences which influences students' overview of English and how to respond to it positively or negatively.

Considering the problems above, this study applies the technique to help students in their speaking by using Cooperative Learning. Cooperative learning is a group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her learning and is motivated to increase the learning of others (Kagan, 1991). This technique enables students to maintain their psychological orientation. Then, it trains the students to be more active since the students learn to help one another in a group. Many types of Cooperative Learning can be used by the teacher, two of which are Round Robin Technique and Talking chip Technique. Round Robin is cooperative learning in which students take turns contributing answers in a group. Deborah as cited in Meriza (2015) stated that Round Robin is a good way to share ideas. This technique will invite the learners to talk a lot and generate ideas. Besides that, classroom discussion is not dominated by a minority of active students, all get a chance for speaking. However, Round Robin has some weaknesses. Teacher supervision is very important to guide the students. Then, this technique requires a lot of time and limits the students to talk as much as they normally do. While Kagan (2010) points out that Talking Chip Technique is a technique in teaching speaking which makes students interested in speaking

English. In this technique, the student will be given chips and the chips are used for every time they speak. This technique gives a chance for every student to participate equally. Besides, it can develop students' speaking and listening skill in which shy students, low achievers, and less-fluent students are encouraged by the social norms of the structure to fully participate and develop their language skills. Otherwise, this technique can inhibit the natural flow and make discussion feel stilted and artificial.

Based on the previous research of Puspita (2015), Round Robin Technique can increase students' attained. Then, another research using Talking Chip Technique is proposed by Khairunisa (2015), she says that Talking Chip can be a good technique of teaching speaking to improve comprehension. It happened because the students focus more on the message than on the form of structure. In addition, the other research about the role of students' attitudes was conducted by Prastiwi (2018). It was found out that students who possess a positive attitude towards EFL learning processes also get better scores in their achievements.

As the explanation above, Round Robin Technique and Talking Chip Technique were good for teaching speaking. Both of the techniques had strengths and weaknesses in their implementation in teaching speaking. Considering the strengths and the weaknesses of these techniques, the researcher would compare these two techniques to find out the better technique for improving speaking achievement and the researcher tries to investigate students' attitudes towards English which is one of the psychological orientations of students that can influence students' speaking achievement. This discussion had not found yet in the previous research. The previous study only discussed about Round Robin Technique, Talking Chip Technique, and students' attitudes toward the technique separately.

II. METHODS

The objectives of this research were to find out the difference between Round Robin Technique and Talking Chip Technique in improving speaking achievement and to find out the correlation between students' attitudes toward the techniques and speaking achievement. So, the researcher used Independent T-test. Independent Group T-test was used to compare the gain of two different groups and both of them are taken in a different situation (Setiyadi, 2018:146) and the researcher used Pearson Product-Moment Correlation to measure the correlation between two variables namely interval variable and ordinal variable (Setiyadi, 2018:144).

The subjects of this research were 30 students of XI MIA 4 and 33 students of XI MIA 6 in MAN 1 Bandar Lampung. The researcher taught about cause and effect relationships by using Round Robin Technique in XI MIA 4 and by Talking Chip Technique in XI MIA 6. The treatment was conducted in three meetings.

Since the data was in the form of students' speaking achievement, the data was collected by using two speaking tests; pre-test and post. After giving the posttest, the researcher administered the questionnaires, to see the students' attitudes toward the techniques after being taught by Round Robin Technique and Talking Chip Technique.

III. RESULTS AND DISCUSSIONS

Below are the explanation of the improvement of the students' speaking achievement and the result of students' attitudes toward the techniques

Table 1. Improvement of Students

Group	Pretest	Posttest	Improvement
Round Robin Technique	61.48	72.01	10.53.
Talking Chip Technique	61.53	70.04.	8.51.

From the table above, it can be seen that the gain of the students who were taught by the Round Robin Technique is higher than those who were taught by Talking Chip Technique since $10.53 > 8.51$. It means that Round Robin Technique has a better improvement of speaking achievement of Senior High School students. From the computation of the Independent t-test, it is found that the value of two-tailed is 0.072 and 0.069. It means that H_1 was rejected and H_0 was accepted since $\alpha > 0.05$. It proved that there was no significant difference in students' speaking achievement after being taught using Round Robin Technique and Talking Chip Technique in improving speaking achievement at MAN 1 Bandar Lampung.

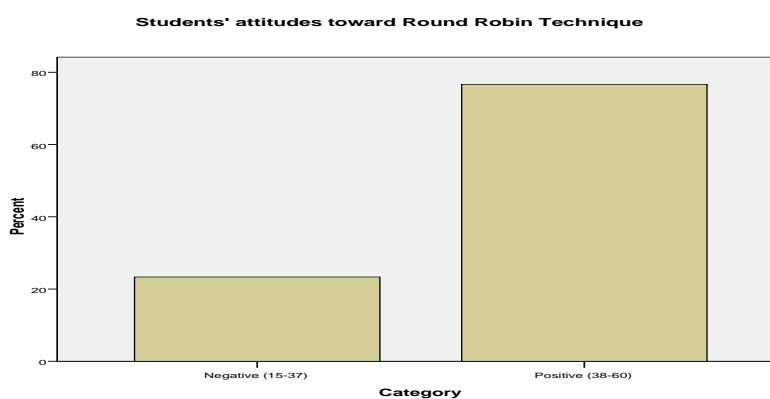


Figure 1.

The table above shows that 7 students (23.3%) of XI MIA 4 have a negative attitude and 23 students (76.7%) have a positive attitude out of 30 students. The number of students who have positive attitudes toward Round Robin Technique is more than they who have negative attitudes.

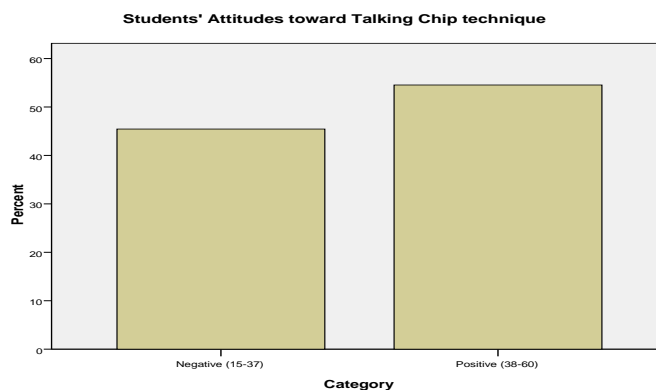


Figure 2.

In accordance with the result above, it can be inferred that 19 (57.6%) have positive attitudes toward Talking Chip Technique. Then, almost half of the students have a negative attitude out of 33 students of XI MIA 6. There are 14 students (42.4%) who have a negative attitude.

From the computation of the product-moment correlation, it was found that there was a significant correlation between students' attitudes toward the techniques and speaking achievement since $0.000 < 0.001$. It showed that the correlation between students' attitudes toward Round Robin Technique and speaking achievement was ($r = 0.738$) and the correlation between students' attitudes toward Talking Chip Technique and speaking achievement was ($r = 0.678$).

1. The difference between Round Robin technique and Talking Chip technique

In this part, the researcher tries to discuss the quantitative data. The result of the Independent T-test showed that $p > 0.05$ ($p = 0.072$ and 0.069). This current study which involved 30 students in the first group and 33 students in the second group provides evidence that there was no significant difference between students' who were taught by Round Robin Technique and Talking Chip Technique. The researcher did not find the great difference between Round Robin Technique and Talking Chip Technique in their implementation to improve speaking achievement. It happened because both of the techniques had almost the same characteristic which they are kinds of cooperative learning and group discussion.

From the result presented before, it can be seen that the improvement of students in the first group is 10.53 and the improvement of the second group is 8.51. It describes that students in the first group who were taught by Round Robin Technique had higher speaking achievement than the second group who were taught through Talking Chip Technique. It happened because the students in MAN 1 Bandar Lampung were more interested to be taught through Round Robin Technique in learning cause and effect relationships. It can be proved by looking at the result of the questionnaire of attitudes.

Round Robin Technique enabled them to share their opinion in turns like clockwise. It helped to ensure active participation by engaging students in these sessions at appropriate times. In this technique, they were not confused when they got their turn and their opportunities to speak without his teammates interrupting or evaluating their opinion. Jarboe (1996) said 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 made the students in XI MIA 4 more comfortable and relaxed in the learning process. In addition, it maintained their physiological condition that they were not afraid to make mistakes. This research is in line with the previous research conducted by Puspita (2015) that Round Robin technique created good circumstances during teaching and learning to make the student comfortable and enjoyable. Then, Sripradith (2019) said that Round Robin Brainstorming method facilitated teamwork and gave enjoyment while at the same time improving students' ability to speak English.

Meanwhile, Talking Chip Technique engaged a challenge to speak by using their ticket or chip to give participation. Barkley, Cross, and Major (2005) said that Talking Chip Technique provides students' opportunity to talk and give a challenge for students. It enabled the students to improve their speaking achievement although the improvement was not as big as the first group. It confirmed Khairunnisa (2015) statement that the Talking Chip technique is one of the appropriate techniques to improve students' speaking ability. Moreover, the students used token or chip that they got to speak up since that chip is the chance to give their opinion in the classroom. When the discussion was held in XI MIA 6, the brave students tend to use their chip or chance to speak first than they who were not active. In this technique, the students used their chips to respond or ask some arguments to their friends. It dealt with previous research conducted by Yuliska (2017) that Talking Chip Technique is used to teach argumentative dialogue because it enables students to argue with their friends' arguments with the topic that they choose. In XI MIA 6, the students who inactive did not enjoy the discussion because they were afraid if they were argued by their friends. This technique was more challenging for the active students in MAN 1 Bandar Lampung but it was not for inactive students.

From the discussion about the difference between the techniques, it can be seen that Round Robin Technique is a comfortable technique and Talking Chip Technique is a challenging technique. The different principles which are comfortable and challenging does not have a significant difference in students' learning outcomes because both of the techniques were good for improving speaking achievement. It can be seen from the computation of the Repeated T-test that students had significant improvement in speaking achievement after they were taught by using Round Robin Technique and Talking Chip Technique. So, the success of learning depends on students' condition or students' attitudes toward the technique in a certain school. In MAN Bandar Lampung, the students were more enjoyable to be taught without interrupting or evaluating. As a result, it was more helpful to improve their speaking achievement In MAN 1 Bandar Lampung by using Round Robin Technique.

In conducting the research, the researcher found some similarity in terms of weaknesses and strengths of the techniques. Because of the same characteristic of the techniques which were kinds of cooperative learning or group discussion. As a result, they had almost the same disadvantages in their implementation in the second grade of senior high school in learning cause and effect relationships. First, both of the techniques took a lot of time in the implementation. Second, the teacher's supervision was needed in the implementation of the techniques. The role of the teacher was very important in the silent period to give them input before the group discussion, to guide them during the discussion, to monitor the group activity to make group discussion active and effective. It is in line with Barry (2018) that Round Robin Technique requires a lot of time and needs a teacher role as a guide. Not only happened in Round Robin Technique but these weaknesses also found in the implementation of Talking Chip Technique. On the other hand, the researcher found the same advantages in their implementation. First, both of the techniques gave an equal chance for the students to give their ideas and participate actively in the group discussion. This statement deals with Jarboe (1996) 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. Then, Lie (2002) states that the advantage of using Talking Chip Technique is to give a chance for every student to participate equally. Second, Both of the technique developed social skill, team building, communication skill, thinking skill, knowledge building. It is in line with Kagan (2009) that Round Robin techniques and Talking Chip Technique develop some skills and abilities such as team building, social skill, communication skill, thinking skill, knowledge building.

2. The correlation between attitudes toward the technique and speaking achievement

The researcher used Product Moment Correlation to measure the correlation between students' attitudes toward the techniques and speaking achievement. Based on the computation, it shows that the correlation between students' attitudes toward Round Robin Technique and speaking achievement was ($r = 0.738$) and the correlation between students' attitudes toward Talking Chip Technique and speaking achievement was ($r = 0.678$). Besides, the result describes that both of the techniques have r value > 0.600 . It means that there was a high correlation between students' attitudes toward the techniques and speaking achievement. It can be concluded that whatever techniques that are used by the teacher, the students' attitude will always influence speaking achievement. The more students have a good attitude towards a technique, the more they would have an effort to be involved in the discussion and they also gained a better score. It confirmed the previous research conducted by Prastiwi (2018). She found that students who possessed a positive attitude towards EFL learning processes get better scores in their achievement. In addition, students who have positive attitudes tend to show positive behavior during the learning processes.

The student in XI MIA 4 who possessed a positive belief in learning using Round Robin Technique was comfortable and had an increased motivation and achievement. Then, students who had a positive attitude gave the opinion that Talking Chip Technique was fun and got a better score in XI MIA 6. On the other hand, students with negative attitudes thought that

speaking English using Round Robin Technique and Talking Chip Technique was boring and got the lower score. Kara (2009) believes that negative beliefs may lead to negative attitudes during learning processes, anxiety in the class and it makes them have low cognitive achievements.

Moreover, students' attitudes influenced all of the students' responses to the target, especially the students' attitudes toward the techniques in learning English. Dornyei (1998) said that attitudes exert a directive influence on behavior since someone's attitude towards a target influences the overall pattern of the person's responses to the target. So, students' attitudes toward the techniques impacted the students' speaking achievement. From the computation of SPSS, it shows that the contribution of students' attitudes toward the techniques to their speaking achievement is 54.4% while students' attitudes toward Talking Chip Technique influences 46% speaking achievement of students.

Furthermore, the result of the questionnaire of attitude shows that students in XI MIA 4 had more positive attitudes toward the technique (76.6%) than the students in XI MIA 6 (57.6%). It indicates that Round Robin Technique had more contributions and also triggered them to have positive attitudes toward the techniques. It happened because the students in MAN 1 Bandar Lampung were more interested to be taught through a comfortable learning process that happened in Round Robin Technique than the challenging learning process that occurred in Talking Chip Technique. Besides that, having a positive attitude toward Round Robin Technique helped the students of XI MIA 4 to gain a better score in their speaking test. Students in XI MIA 4 gained 10.53 while students in XI MIA 6 gained 8.51.

There are some ways to encourage students to have a positive attitude. First, be an example or a model positive attitude in all that you say. Second, help students to visualize positive outcomes from every scenario before starting the class. Third, eliminate negative verbiage and change it to positive thinking. Positive thinking tends to breed positive results, and if your students see positive results from your attitude, they want to experience the same positive results. Before starting the class, the teacher can tell to the students that speaking English through Round Robin technique and Talking Chip Technique is fun and easy. Both Round Robin and Talking Chip Technique do not create a boring learning process. Besides that, the students do not feel afraid to make a mistake because every student has the same opportunity to speak English. The students are free to express their thoughts. The important thing to do is that the teacher should be excited when introducing Round Robin Technique and Talking Chip Technique. So, the students have the same positive thinking to follow the discussion.

IV. CONCLUSIONS AND SUGGESTIONS

Based on the data analysis and discussions, the researcher gets some conclusion that there was no significant difference between students' who were taught by Round Robin Technique and Talking Chip Technique in improving speaking achievement. It can be seen from the computation of the value of two-tailed was 0.072 and 0.069. It means $p > 0.05$. It proves that The different principles

which are comfortable and challenging does not have a significant difference in students' learning outcomes because both of the techniques were good for improving speaking achievement. So, the success of learning depends on students' condition or students' attitudes toward the technique in a certain school.

Furthermore, there was a correlation between students' attitudes toward the techniques and speaking achievement since $0.000 < 0.001$. It showed that the correlation between students' attitudes toward Round Robin Technique and speaking achievement was ($r = 0.738$) and the correlation between students' attitudes toward Talking Chip Technique and speaking achievement was ($r = 0.678$). It can be concluded, whatever techniques that were used by the teacher, students' attitude would always influence speaking achievement. The more students had a good attitude toward the techniques. The more they would have an effort to be involved in the discussion. The more they would get a better score.

Regarding the findings of the research, the researcher suggests that first, it is suggested that English teachers should use Round Robin technique to get more comfortable and enjoyable in the learning process and to use Talking Chip Technique to get challenging in the learning process. Second, since both of the techniques are kinds of group discussions, it enables the class to become noisy. So, the teacher's supervision was needed in the implementation of the techniques. The teacher should be creative and active to guide the students in the learning process using Round Robin Technique and Talking Chip Technique. Then, the teacher should monitor the group discussion so that the groups' discussion becomes active and effective. Last, both of the techniques took a lot of time in the implementation. So, the teacher should consider time management in implementing Round Robin Technique.

Considering the limitation of the research, the researcher recommends some suggestions for further research that first, this study was conducted in the second grade of senior high school. Therefore, the further researcher should try to find out the use of Round Robin Technique and Talking Chip Technique in different levels of school and to improve the other skills. Second, this research only investigated students' gain and attitudes. Thus, further research is needed to examine each aspect of speaking in implementing Round Robin Technique and talking Chip Technique specifically. Last, the researcher only used two raters to give scores to the students. The further researcher should use more raters to get a more reliable result.

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